



Curriculum

August 2026

Document Quality Control

Original

Version	Author	Date	Reviewed By	Date
Nov 2018	Rebecca Clyde	Nov 2018	Charlotte McQuaid	Nov 2018

Document Reviews/Updates

Document Version Editing	Reason for Review/Update	Reviewer	Date	Checked / Approved By	Date
November 2018	Document Formatting	Cerys Williamson	August 2019	Gareth Collier	August 2019
August 2019	Annual Update	Rebecca Clyde	November 2019	Gareth Collier	November 2019
November 2019	Role Change	Rebecca Clyde	January 2020	Gareth Collier	January 2020
January 2020	Annual Update	Rebecca Clyde	August 2020	Gareth Collier	August 2020
August 2020	Annual Review	Charlotte McQuaid	August 2021	Gareth Collier	August 2021
August 2021	Annual Review	Paula Downey	October 2022	Gareth Collier	October 2022
October 2022	Annual Review	Paula Downey	August 2023	Tom Arrand	September 2023
August 2023	Annual Review	Adam Reid	August 2024	Tom Arrand	August 2024
August 2024	Annual Review	Tom Arrand	August 2025	Brenda Despontin	August 2025
August 2025	Annual Review	Neil Davies	August 2026	Paula Downey	August 2026

Contents

Document Quality Control.....	ii
Original.....	ii
Document Reviews/Updates.....	ii
Contents	iii
Policy	4
1.0 Aims	4
2.0 Values.....	4
3.0 Roles and Responsibilities	4
4.0 The Curriculum.....	6
5.0 Curriculum adjustments.....	9
6.0 Organisation and planning.....	11
7.0 Inclusion.....	13
8.0 Assessment.....	14
9.0 Links with other policies.....	14

Policy

1.0 Aims

- 1.1 The aim of the Curriculum Policy is to:
 - 1.1.1 Provide an appropriately broad and balanced curriculum for students that is age appropriate, well-planned and focused upon developing the skills and knowledge for life-long learning and accessing leading universities;
 - 1.1.2 Promote a positive attitude to learning within a culture of high academic standards;
 - 1.1.3 Promote high expectations for all students and appropriate levels of challenge and support;
 - 1.1.4 Enable students to develop their knowledge, understanding and skills in order to be able to apply these to relevant situations;
 - 1.1.5 Support the spiritual, moral, social and cultural development of students;
 - 1.1.6 Support the physical development of students and enable them to take responsibility for their own health and wellbeing;
 - 1.1.7 Equip all students with high levels of knowledge, cultural literacy and intellectual curiosity;
 - 1.1.8 Offer subject choices that support students' learning, progression and ambitions;
 - 1.1.9 Develop independent learning skills, resilience and the aptitudes required for success in public examinations and in Higher Education;
 - 1.1.10 Enrich the learning experiences of all students through appropriately planned activities.

2.0 Values

- 2.1 The aims of this policy are underpinned by the following values:
 - 2.1.1 We Love Learning: Every member of the Cardiff Sixth Form Community is committed to life-long learning, intellectual development and continuous improvement;
 - 2.1.2 We are a Team: Students and staff learn collaboratively and are committed not just to their own success and development but to supporting the successes and development of each other;
 - 2.1.3 We Lead with Heart: The College is committed to ensuring the very best provision for all students and values the importance of diversity, respect and inclusion.
 - 2.1.4 We do it well: In every aspect of planning and delivery, we intend to deliver the highest quality and the highest standards.

3.0 Roles and Responsibilities

- 3.1 **Governors** will:
 - 3.1.1 Monitor the effectiveness of this policy and hold the Principal to account for its implementation;

- 3.1.2 Ensure that a robust framework is in place for setting curriculum priorities and aspirational targets;
- 3.1.3 Ensure that the school has the required resources to deliver its curriculum promise;
- 3.1.4 Ensure that appropriate provision is in place for students with Additional Learning Needs;
- 3.1.5 Ensure that the courses offered by the school are appropriate and approved by the relevant awarding body;
- 3.1.6 Monitor the academic performance of the college;
- 3.1.7 Ensure that robust measures are in place to oversee the quality of teaching & learning.
- 3.2 The **Principal** will:
 - 3.2.1 Ensure that this policy is adhered to by all staff;
 - 3.2.2 Ensure that the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board;
 - 3.2.3 Approve strategic curriculum reduction decisions which may benefit students;
 - 3.2.4 Ensure that the progress of all students is carefully monitored and that timely and appropriate interventions are in place, as required;
 - 3.2.5 Ensure that there are appropriate measures in place to monitor the effectiveness of the teaching and learning;
 - 3.2.6 Ensure the school's processes for assessment meet all legal requirements;
- 3.3 **Senior Leaders** will:
 - 3.3.1 Ensure that all elements of the curriculum, including all subjects offered, have aims and objectives which reflect the aims of the school and the learning needs of the students;
 - 3.3.2 Manage requests for subject changes or reduction of subjects and advise the Principal over strategic curriculum reduction decisions which may benefit students;
 - 3.3.3 Monitor the progress of students, ensuring appropriate interventions;
 - 3.3.4 Oversee the quality assurance of teaching & learning;
 - 3.3.5 Oversee the provision of students with Additional Learning Needs;
 - 3.3.6 Ensure that all students receive appropriate advice over subject choices, including selecting university courses
 - 3.3.7 Support the Heads of Department in fulfilling their responsibilities
- 3.4 **Heads of Department** will:
 - 3.4.1 Ensure that the Curriculum Policy is followed;
 - 3.4.2 Ensure that all other relevant policies and procedures, including (but not exclusively) the Behaviour, Rewards & Sanctions Policy and the Teaching & Learning Policy are followed;
 - 3.4.3 Monitor and oversee the quality assurance of teaching & learning within their department; Design and review appropriate schemes of work and learning resources;
 - 3.4.4 Ensure timely and appropriate interventions are in place for all students to achieve their full potential;

- 3.4.5 Set high standards and expectations for teachers and students;
- 3.4.6 Ensure that lessons are allocated according to the needs of the department, balancing the skills and developmental targets of individual teachers;
- 3.4.7 Liaise with colleagues in their department throughout the school year to ensure that they are able to contribute to planning for the following year in terms of developing the curriculum; resources; preparing for delivering different courses/specifications or parts of specifications; allocation of part-time roles including preferred days. All requests will be carefully considered and every effort will be made to fulfil them but this cannot be guaranteed and the Principal will make decisions that meet the needs of the college.
- 3.5 **Teachers** will:
- 3.5.1 Follow the Curriculum Policy and all related policies and procedures;
- 3.5.2 Design and deliver exceptional lessons which achieve the aims of this policy;
- 3.5.3 Work hard to ensure that every student reaches his or her full academic potential;
- 3.5.4 Set high standards and expectations for students;
- 3.5.5 Part-time teachers will notify their Head of Department and the Principal in writing, at the earliest opportunity, of any request to increase, decrease or alter the days/proportion of FTE that they work. All requests will be carefully considered, and every effort will be made to fulfil them but this cannot be guaranteed and the Principal will make decisions that meet the needs of the college.

4.0 The Curriculum

4.1 Two Year GCSE

- 4.1.1 **The Core Subjects.** In Years 10 and 11 students study the following subjects to IGCSE/GCSE level:
- Biology
 - Chemistry
 - English Language
 - Mathematics
 - Physics
- 4.1.2 **The Enhanced Core.** In addition, they study English Literature and Further Mathematics although these are not taken by all students.
- 4.1.3 **Optional Subjects.** Students opt to study three subjects from the following list:
- Art
 - Business Studies
 - French
 - Geography

- History
- Psychology
- In addition, students may opt to study a GCSE in Mandarin, Cantonese or Russian, if a native speaker.

4.1.4 **The Pastoral Curriculum.** Students receive the following:

- 4.1.4.1 PSE: PSE sessions are non-examined tutorials covering personal, social, health, economic education and citizenship.
- 4.1.4.2 PE: The Lower School PE programme aims to provide students with the opportunity to develop an array of crucial soft skills through participation in a variety of sports and activities while promoting lifelong well-being and participation in physical activity.
- 4.1.4.3 Enrichment: The Lower School Enrichment programme enhances student learning, personal development, and engagement beyond the core curriculum. It provides opportunities for students to develop critical thinking, creativity, independence, and real-world skills through diverse experiences.

4.1.5 **Individual Curriculum Adjustments**

- 4.1.5.1 Students are assessed at various stages of the Two Year GCSE course (Exam Practices/Mock Exams) and these assessments are used to determine whether they continue with their current diet of subjects, reduce the number of subjects taken or increase the number of subjects taken.
- 4.1.5.2 Year 10 – At the start of the second term (January) of Year 10, some students are advised to discontinue English Literature (enhanced core) GCSE in order to focus on developing their English skills and on their English Language (core) GCSE. They receive enhanced EAL (English as an Additional Language) tuition as part of their English lessons. At the same time, some students are advised to discontinue Further Maths (enhanced core) to focus on securing a good grade in Maths (core) GCSE.
- 4.1.5.3 Year 11 – At the start of the second term of Year 11, some students are advised to discontinue one or more optional subjects in order to focus on their core GCSE subjects.
- 4.1.5.4 These decisions are approved by the Principal.

4.2 **One Year GCSE**

4.2.1 **The Core Subjects.** In the One Year GCSE (OYG) students study the following subjects to IGCSE level:

- Biology
- Chemistry
- English Language
- Mathematics
- Physics

4.2.2 The Enhanced Core. In addition, they study English Literature and Further Mathematics although these are not taken by all students.

4.2.3 Optional Subjects. Students opt to study one subject from the following list:

- Art
- Economics
- French
- Geography
- History
- In addition, students may opt to study a GCSE in Mandarin, Cantonese or Russian, if a native speaker.

4.2.4 The Pastoral Curriculum. In addition, students receive the following:

- 4.2.4.1 PSE: PSE sessions are non-examined tutorials covering personal, social, health, economic education and citizenship.
- 4.2.4.2 PE: The Lower School PE programme aims to provide students with the opportunity to develop an array of crucial soft skills through participation in a variety of sports and activities while promoting lifelong well-being and participation in physical activity.

4.2.5 Individual Curriculum Adjustments

- 4.2.5.1 Students are assessed at various stages of the One Year GCSE course (Exam Practices/Mock Exams) and these assessments are used to determine whether they continue with their current diet of subjects; reduce the number of subjects taken or increase the number of subjects taken.
- 4.2.5.2 Where required, some students also receive EAL support. Students are assessed on entry to the college to determine whether they will study English Literature (enhanced core) GCSE, in addition to English Language (core) GCSE. Those who study the core English Language GCSE only, will receive enhanced EAL (English as an Additional Language) tuition as part of their English lessons, if they require it.
- 4.2.5.3 Some students may pursue the English as a Second Language qualification where appropriate. Parents and students will be consulted and notified of such changes.
- 4.2.5.4 At the start of the second term, some students are advised to discontinue their optional subject in order to focus on their core GCSE subjects.

4.3 Two Year A Level

4.3.1 AS/A Levels. Students usually study four subjects to AS Level and many continue with four subjects to A Level. All students study between 3-6* subjects and can take an Extended Project Qualification.

4.3.2 Subjects available are:

Art	Biology	Chemistry	Economics
English Literature	French	Further Mathematics	Geography
Government & Politics	History	Mathematics	Physics
Psychology			

*A student can study a maximum of five subjects in the regular school timetable, which would include mathematics and further mathematics. A sixth subject could only include a qualification in a native language (Mandarin, Cantonese or Russian).

4.3.3 **Personal, Social, Health & Economic Education (PSE).** PSE sessions are non-examined tutorials covering personal, social, health, economic education and citizenship.

4.3.4 **Enrichment:** The Careers and Higher Education team, along with guest speakers, provides weekly workshops on topics such as UCAS, personal statements, Unifrog, and applying to the USA.

4.3.5 **English for Academic Purposes (EAP).** EAP sessions support students in Year 12 and 13 with the development of their academic English skills (reading, writing, speaking and listening). The sessions support students in preparing to sit the qualifications required to meet the English language requirements for university courses. Students who have achieved the necessary English language levels for Higher Education destinations are permitted to discontinue EAP.

4.3.6 **The Extended Project Qualification (EPQ).** The EPQ is designed to develop skills in research, problem solving, critical thinking and academic writing. Completion of the EPQ is optional, however, all Year 12 students start the EPQ course. After introductory sessions on research and self-evaluation, students are invited to submit a proposal outlining the intended focus for their EPQ.

4.3.7 **Critical Speaking.** The Critical Speaking course is a compulsory course for all Year 12 students and is designed to develop oracy and interview skills.

5.0 Curriculum adjustments

5.1 Subject changes by request

5.1.1 Students may request to change an A Level subject within the first three weeks of the start of the school year. After that, changes may be made in exceptional circumstances but would need the approval of the Principal.

5.1.2 A student requesting a change of subject would make the request via the Head of House or Director of Lower School;

5.1.3 The request is considered by the Vice Principal or the Director of Lower School, who consults the relevant Heads of Department, the Academic Data Manager, and the student's family. The Careers & Higher Education team are also consulted in Years 12 and 13 to mitigate risks to university applications.

- 5.1.4 If approved, the student and parent(s) are informed and the student is monitored by the subject teacher and Head of House/Lower School leadership team;
- 5.1.5 If not approved, the parent(s) and student are written to, explaining the reasons.
- 5.1.6 Students are allocated to teaching classes based on their subject choices and the need to balance class sizes as far as possible. Individual request to change teaching groups cannot be considered other than in exceptional circumstances and the College reserves the right to allocate its resources as required.

5.2 **Curriculum Reduction by request**

- 5.2.1 Students in the sixth form who request to reduce the number of subjects they are studying, either on completion of the AS course or following mock examination results which demonstrate they are not coping with four subjects, will make the request through their Head of House.
- 5.2.2 The request is considered by the Vice Principal and the Head of House, in consultation with the Careers & Higher Education team, the relevant Heads of Department, and the student's family.
- 5.2.3 If approved, the student and parent(s) are informed;
- 5.2.4 If not approved, the parent(s) and student are written to, explaining the reasons;
- 5.2.5 Students following the one or two-year GCSE courses may not request to reduce the number of subjects they are studying.

5.3 **Curriculum Reduction on advice of the school**

- 5.3.1 A student in the sixth form may be advised by the school to reduce the number of subjects that they are studying during Year 12, on completion of the AS course or after a mock exam session in Year 13.
- 5.3.2 The Vice Principal, in dialogue with the Head of House and the relevant Heads of Department, will approve the advice and the Head of House will offer the advice to the student in the first instance;
- 5.3.3 If the student does not accept the advice, the Principal will write to the parent(s) outlining the reasons for the advice and the potential jeopardy. In line with the terms and conditions of the college the Principal reserves the right to withdraw a student from an examination on clear grounds, communicated in writing to the parents, who have the right to appeal the decision.
- 5.3.4 A student in Year 11, following the two year GCSE course, may be advised to reduce the number of subjects taken, following the second Exam Practice (EP) of the academic year;
- 5.3.5 The Director of Lower School, in dialogue with the relevant Head of Department, will offer the advice to the student and their parent, in the first instance;
- 5.3.6 If the parent/student does not accept the advice, the Principal will write to the parent(s) outlining the reasons for the advice and the potential jeopardy. In line with the terms and conditions of the college the Principal reserves the right to withdraw a student from an examination on clear grounds, communicated in writing to the parents, who have the right to appeal the decision;
- 5.3.7 Alternative arrangements for the student to ensure progress in other subjects will be put in place by the Director of Lower School and communicated to the parent(s).

6.0 Organisation and planning

6.1 GCE and GCSE timetable 2026/2027

	Monday	Tuesday	Wednesday	Thursday	Friday
8-9 Period 0	LS Assembly	Year 12 Assembly	Year 13 Assembly PSE Y11 PSE Y10	PSE Y10 PSE Y11 PSE OYG	PSE OYG
9-10 Period 1	OYG English	OYG Option	OYG Sport	OYG Maths	OYG English
	Y10 Biology	Y10 English	Y10 English	Y10 Sport	Y10 Phys
	Y11 Physics	Y11 Maths	Y11 Chem	Y11 Sport	Y11 Option B
	12A	12B	12C	12E	12D
	13B	13c	13A	13D	13E Science
10-11 Period 2	OYG English	OYG English	OYG Sport	OYG Maths	OYG Phys
	Y10 Maths	Y10 Option C	Y10 Maths	Y10 Sport	Y10 Chem
	Y11 Option A	Y11 Chem	Y11 Physics	Y11 Sport	Y11 English
	13E	12E	13A Science	12B	12A
		13B		13B	13E
BREAK					
11.15- 12.15 Period 3	OYG Physics	OYG Phys	OYG Sport	OYG English	OYG Bio
	Y10 Option A	Y10 Chem	Y10 Option B	Y10 Sport	Y10 English
	Y11 English	Y11 MFL	Y11 Maths	Y11 Sport	Y11 Bio
	12C	13B Science	12B	12A	Y12 Enrichment
	13A		13E	13c	13B

12.15-1.15 Period 4 Lunch	OYG Option	OYG Chem	OYG Lunch	OYG Option	OYG Lunch
	Y10 Lunch	Y10 Lunch	Y10 Option C	Y10 Lunch	Y10 Bio
	Y11 Bio	Y11 Lunch		Y11 Lunch	Y11 Maths
	12E	12A	12D	Y12 Lunch	Y12 Lunch
	Y13 Lunch	Y13 Lunch	Y11 English	13 PSE/13C Science	13c
			Y13 Lunch		
1.15-2.15 Period 5 Lunch	OYG Lunch	OYG Lunch	OYG Chem	OYG Lunch	OYG Option
	Y10 English	Y10 Bio	Y10 Lunch	Y10 Maths	Y10 Lunch
	Y11 Lunch	Y11 Option A	Y11 Lunch	Y11 English	Y11 Lunch
	Y12 Lunch	y12 Lunch	Y12 Lunch	12D	12B
	13D	13D	13D	Y13 Lunch	Y13 Lunch
2.15-3.15 Period 6	OYG Maths	OYG Bio	OYG English	OYG Chem	OYG Maths
	Y10 Option B	Y10 Maths	Y10 Physics	Y10 Option B	Y10 Option A
	Y11 MFL	Y11 Option B	Y11 Option B	Y11 Maths	Y11 Phys
	12D	12C	12E	13E	12C
	13 PSE/13D Science	13A	13C		13A
BREAK					
3.30-4.30 Period 7	OYG Bio	OYG Maths	OYG Phys	OYG Bio	OYG Chem
	Y10 Physics	Y10 Option A	Y10 Chem	Y10 English	Y10 Maths
	Y11 Maths	Y11 Bio	Y11 MFL	Y11 Chem	Y11 Option A
	12B	12D	12A	12c	12E
	13C	13E	13B	13A	13D

4.30-5.30 Period 8	OYG Chem	OYG Maths	OYG Bio	LS Enrichment	OYG Phys
	Y10 Option C	Y11 English	12A	12c	12E
	12B	12D	13B	13A	13D
	13C	13E			

6.1.1 Organisation

- 6.1.1.1 The College offers students a range of educational programmes that enable them to acquire vital skills in literacy, numeracy, speaking, listening, research and presentation through a curriculum delivered in an inclusive way.
- 6.1.1.2 Students have access to accurate, up to date and impartial Careers and UCAS guidance, through the College's specialised Careers and Higher Education Team.
- 6.1.1.3 For all subjects, at AS Level, A2 Level and GCSE, schemes of work are available that offer guidance about timing of delivery of content, teaching strategies, learning activities, resources, methods of assessment and differentiation.
- 6.1.1.4 The SLT organise the timetable and then liaise with Heads of Department to ensure that lessons are allocated appropriately.
- 6.1.1.5 The Principal will notify individual members of staff at the earliest possible opportunity if the college needs to request and increase or reduction in teaching allocation.

7.0 Inclusion

- 7.1 Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:
 - more able students
 - students with low prior attainment
 - students with additional learning needs (ALN)
 - students studying in English as an additional language (EAL)
- 7.2 Teachers will plan lessons so that students with ALN and/or disabilities are able to access the curriculum, and ensure that there are no barriers to learning.
- 7.3 Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to engage in all subjects.
- 7.4 Further information can be found in the ALN and Access Arrangements Policy and within the College's Equality, Diversity and Inclusion Policy.

8.0 Assessment

- 8.1 Please refer to the Assessment Policy

9.0 Links with other policies

- 9.1 This policy links to the following policies and procedures:
- Assessment Policy
 - ALN and Access Arrangements Policy
 - Equality, Diversity and Inclusion Policy
 - Behaviour, Rewards and Sanctions Policy
 - Teaching & Learning Policy