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Curriculum Policy

2023-2024

Curriculum Policy

Abbey College Cambridge

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This policy has been approved by SLT and adopted on behalf of the Governors, and is addressed to all members of staff and volunteers and is available on the school's portal. It is available to parents on request. It applies wherever staff or volunteers are working, including when this involves being away from the school.

Contents

Introduction

The curriculum consists of all the activities designed by the School to promote the intellectual, moral, social, spiritual and physical development of the students and to prepare them for the opportunities, responsibilities and experiences of life. Super-curricular and extra-curricular activities that contribute to the School's vision of creating "a community energised by the love of learning and the pursuit of outstanding achievement for all" is exemplified in the way in which the School sets about its tasks and the way in which it is organised and managed.

Abbey College Cambridge is a non-selective, international boarding school with an extremely diverse community. We do not actively recruit a domestic student population and numbers of such students are tiny within our community (less than 1.5% domestic is typical) we focus solely on the needs of international students. Thus, the curriculum is deliberately flexible in order to meet the diverse needs of our learning community. We are committed to regularly considering our curriculum options to suit the needs of our changing community.

Aims

The purpose of the curriculum is to help students:

- Acquire understanding, knowledge, qualifications and skills relevant for their chosen Further/Higher Education path and adult life;
- Improve their level of general and academic English so that they can access and excel in Further/Higher Education and employment in UK institutions: 'every teacher is a teacher of English';
- Develop curiosity and confidence in asking questions or for clarification;
- Use English language and number skills effectively and benefit from experiencing scientific, human and social, physical, aesthetic and creative activities;
- Develop digital skills for further study and employment in a rapidly changing technological world without compromising development of their written English language skills;
- Develop personal and moral values, respect for shared values and those of other cultures, beliefs and ways of life;
- Develop a concern for the environment and wider global community;
- Take their place in society as confident, responsible and informed global citizens.

Principles

The curriculum serves a variety of functions in order to promote these aims:

- **Progression and continuity** in knowledge, concepts, skills and attitude. Schemes of work will ensure the use of appropriate material for students in terms of age, ability and language level. Schemes of work should demonstrate high expectations and appropriate challenge.
- **Breadth** – pre-sessional and GCSE students study a variety of subjects to ensure as many areas of experience as possible whilst balancing this with the demands of studying in a second language. A level and International Foundation Programme (IFP) students make informed subject or pathway choices closely linked to their desired university outcome. Throughout the school, a range of learning and teaching styles is encouraged to ensure a richness of educational experience for both students and teachers. This is further developed in teaching staff's CPD.
- **Balance** – each area of learning will be given appropriate attention in relation to others and the curriculum as a whole. Option choices are based on sound guidance at interview for students new to the school and with personal tutors for those moving between programmes.
- **Relevance** – School work is linked to students' personal experience and potential future aspirations where possible. The link between the curriculum and the needs of future careers and adult life should be made clear to students and this is highlighted in the schemes of work for academic subjects and the Pre-Degree Diploma (PDD).
- **Differentiation** – Students will be offered experiences carefully matched to their developing abilities, aptitude and individual needs; students will be grouped for English language tuition according to their ability. Small class sizes (a maximum of 14) ensures sufficient differentiation of the curriculum to meet individual student needs.
- **Coherence** – the curriculum is an entity with various elements and experiences that have been planned as complimentary, interlocking and interleaving. Some skills or topics are planned to be delivered in depth in a range of subjects or setting for a particular group of students; others are 'drip-fed' to ensure that key messages or skills are not forgotten.

Outcomes

The school curriculum will:

- Be relevant, balanced, broad and differentiated;
- Enable students to fulfil their potential;
- Show students respect as learners and individuals;
- Prepare students to make informed and appropriate choices in their education and Higher Education
- Meet the range of abilities and language levels within the school;
- Ensure continuity and progression within the school and beyond;
- Foster teaching styles which will offer and encourage a wide variety of relevant learning opportunities;
- Help students develop a love of learning, an ability to question, and to apply themselves to tasks;
- Encourage a respect for the school and its environment;
- Help students to acquire understanding, knowledge and key skills relevant to school, university, adult life and employment;
- Through a framework of Personal, Social, Health and Economic Education (PSHEE), help students develop personal and moral values, respect for religious values and tolerance of other races, religions and ways of life as well as health and Fundamental British Values (FBV). Such values are also fostered through other curriculum areas, through the pastoral and boarding systems and through the school's ethos.
- Help students to understand the world in which they live, particularly the differences between British culture and what happens at home.
- As far as possible, make appropriate provision for all students with Special Educational Needs or students who require additional support both within and outside of the classroom.

The Learning Environment

Abbey College Cambridge believes that we must encourage all our students to develop their personal skills and to become independent learners but we recognise that for many, if not most, of our students they join us from very different learning cultures. So while many may be academically advanced in their subject knowledge, raising their hand in class to volunteer an answer or admitting to a teacher that they do not understand is something they simply have not done before. We believe it is up to the classroom teacher to create a positive learning environment where such interactions are perceived as welcome by the students and up to their professional judgement as to when a student is ready to be pushed or questioned in front of their peers.

It is expected that all rooms and department areas should have the highest standard of display, and that these should be refreshed and maintained regularly. This will be evidenced as part of Assuring Excellence by the Head of Department. Backing paper, borders etc., are available in the stationery store and can be ordered by Heads of Department if more is required. Displays need to be a mixture of student work and information that enhances the topics studied. Display work is not restricted to top quality work but can be used to illustrate different levels or progression with a single piece in the style of 'Austin's Butterfly'. Teachers will use their professional judgement in selecting student work and obtain student consent/use anonymous work as appropriate.

Each member of staff is responsible for the classroom in which they are teaching. It is the responsibility of the teacher and the students to leave the classroom tidy at the end of each lesson, particularly as many rooms are used by more than one teacher. Teachers must take care to log-out of any computer equipment.

Teaching and Learning

Abbey College Cambridge has high expectations of its entire teaching staff in accordance with the teaching standards. However, it does not impose teaching and learning styles on teachers or students but provides a professional environment in which teachers can develop, try new ideas and discuss their practice and positive learning environments students are comfortable interacting with. Peers or managers may suggest guidelines and strategies, but above all effective teaching and learning should aim to be a rewarding and enjoyable experience. This facilitates the acquisition of subject skills, knowledge and understanding and enables students to make informed choices.

The school believes that key aspects of effective teaching & learning include:

• High expectations;

• Varied learning activities;

• Effective teacher – student communication;

• Effective differentiation.

Teachers may demonstrate high expectations by:

• The degree of difficulty of the work set;

• Clear communication to enable students to recognise good work;

• Challenging low quality work;

• Insistence upon personal best standards for individual students;

• Providing a strong role model through the quality of resources;

• Insistence on good behaviour;

• Rewarding and appraising work or behaviour of high quality;

• Stretching gifted students.

We believe that variety itself motivates students and it is an important teacher-role to develop the student's ability to be flexible and cope with change by providing them with a variety of learning situations. These may include: Brainstorming, Case Studies, using ICT to present their ideas, Debating, Designing and making, Discussion, Experiments, Field work, Games, Group work, Presentation, Problem solving, Role Play, Simulations, Surveys, Visits. It is expected that student will experience a variety of activities during a topic of study.

The following strategies may be observed in delivering the curriculum:

- To encourage students to form their own questions and to seek answers;

- To develop high order skills such as forming hypotheses, testing others, drawing conclusions from evidence and evaluating their own work;

- Use of research e.g. websites, library;

- Whole-class teaching to develop listening and learning skills crucial to success;

- Cooperative group work that will enhance communication and social skills;

- Differentiated question & answer sessions to involve the whole class in building up concepts/ideas;

- Project work in small groups encourages commitment and responsibility.

Effective Teacher – Student Communication

At Abbey College, **all teachers are teachers of English**. All teaching staff have a responsibility to ensure that students of all levels of English within the class are supported and make progress. Teachers have regular CPD from the English Department to support them with strategies for our students as second language learners. All teaching staff have regular oversight of student work through folder checks to aid communication between students and staff. Heads of Department also conduct student surveys as part of Assuring Excellence.

Students must be supported in becoming responsible for their own learning; they should be involved as far as possible in reviewing the way they learn and in reflecting on how they learn. They should regularly ask the question: What helps me to learn and what makes it difficult to learn.

Differentiation

Even in a small group the ability and language range can be significant; therefore, teachers employ a broad range of teaching and learning activities to support students. It is expected that there will be flexibility when setting tasks and responding to individuals' needs, particularly with supporting lower ability students, extending gifted students and developing the language skills of all students relative to their current level.

Differentiation will be evident in various ways:

By Task: Assignments which offer similar but 'tiered' tasks allowing students to work at their level while still achieving measurable, satisfying outcomes both in terms of amount and level of work.

By Outcome: Open-ended assignments which allow a range of working levels.   Less able students can be rewarded for achievement within their capability, whereas gifted students can be encouraged to develop the task beyond obvious boundaries.

Supporting Low Ability is achieved through:

- Differentiated activities/resources;
- One-to-one support in and outside of lessons;
- Peer mentoring;
- Academic mentoring with a focus on study skills.

Supporting Gifted & Talented is achieved through:

- Differentiated activities/resources, particularly open-ended activities;
- Challenging questioning;
- Additional academic competitions or qualifications (AEA, STEP, Olympiads etc);
- Masterclasses;
- Pre-Degree Diploma;
- Peer mentoring;
- Encouragement to apply for demanding courses.

Supporting SEND is achieved through:

- All staff being aware of and implementing the SEND policy.
- Teachers actively implementing student ILPs in the classroom.
- Being supportive and working with Academic Mentors to ensure progression and success.

SEND/EAL

While all students need support to learn, some face barriers to learning which requires specific provision to be made to help them to achieve their potential. For almost all our students this includes English as a second language (please see EAL policy for more details), but such students may also be experiencing temporary emotional disruption, mental or physical illness or have a Special Educational Need.

All staff are made aware of students in their classes who have SEND at the start of the academic year and throughout the year as needs are identified.

The strategies identified as most likely to help them learn are communicated via an Individual Education Plan (IEP, **please see SEND policy** for more details).

Abbey College Cambridge staff are aware of the importance of applying these strategies and considering the needs of the individual when planning and delivering their lessons and setting homework. Staff are expected to refer students they suspect may have a learning need to the SENDCO and to check whether students who join their class are on the SEND register.

Abbey College Cambridge and its staff recognise that students learn in a variety of ways and that many of our students are neurodiverse or have undiagnosed and unidentified needs. In order to support all of our students and to be an inclusive community from Day 1 of their

time with us, we adopt a "High Quality Teaching & Learning" (HQTL) approach where we aim to deliver a graduated response to SEN and for all learners. We believe that inclusive teaching and learning practices, HQTL, is the essential foundation of all teaching, assessment and intervention for **all** students.

HQTL:

- Seeks to engage and support the learning of **all** students
- Builds on pupil's prior learning and responds appropriately progress
- Builds from the skilful design of learning
- Is construed as students progressing in their learning with staff differentiating the curriculum appropriately to ensure this happens
- Involves a curriculum that is methodically constructed to deliver small and efficient steps of progression

Of course, as needs are identified and diagnosed, a co-ordinated intervention process may be needed, usually directed by the SENCO working alongside other college staff. Often, interventions at this stage are provided through classroom support. This of course also includes the work, potentially, of other specialist bodies outside the classroom and indeed, outside of the college and is a complex intervention, often to address enduring difficulties. The details of the higher levels of our graduated approach as student's needs move higher than the HQTL provision can be found in our **SEN policy**.

PSHEE

PSHEE is delivered through allocated weekly sessions on the student's timetable. Please see the PSHEE policy for details of the curriculum.

Enrichment

It is the college's policy to enrich students' learning experiences wherever possible in order to stimulate a broader interest in subject areas and learning in general. Enrichment also offers the opportunity for further differentiation and development of a wider range of skills than those offered in the classroom.

Abbey Inspires is a programme of academic evening events which occur Monday to Thursday evenings during term time. Approximately 40% of the planned events are focused on inspiring the students with a deliberately broad remit, 40% are designed to support the work in the classroom and 20% are designed to support our Careers work **(see Careers policy).**

"Inspiration" sessions are completely voluntary, open to all year groups and are designed to stretch and challenge students beyond the standard curriculum through activities such as talks, workshops, scientific practicals, trips and guest speakers.

The slots allocated to "Support" are assigned for targeted revision sessions or additional support and these are sometimes made compulsory for certain students.

The *Pre-Degree Diploma* programme is focused on Year 12 students only and runs from November until Easter. This is a programme of super-curriculum enrichment to give students further opportunities and experiences to confirm their university course and be able to evidence their interest in more detail. Students are divided into groups depending on their chosen university degree following an introductory assembly and opportunities to discuss their decision with their personal tutor. Regardless of their chosen university course, all students are provided with a Pre-Degree Diploma specialist to guide and structure their programme (sometimes involving the school securing external specialists). All Year 12 students attend these compulsory weekly sessions (please see the Careers Policy for further information). These culminate in an end of year conference week for Year 12 with a competition for the best project and presentation judged by SLT and, usually, a Governor. A smaller project week to prepare pre-sessional and GCSE students for the Year 12 conference is also run in the final week of the summer term and is judged by SLT and key Middle Leaders.

Heads of Department also ensure further opportunities for enrichment via Masterclasses, Academic clubs, Olympiads, additional qualification preparation such as for STEP and AEA, and visits to academic institutions, museums, historical sites etc. We often taking advantage of opportunities the University of Cambridge offers such as public lectures, Cambridge Science Festival, The Festival of Ideas etc.

Assuring Excellence

It is the expectation of the college that Heads of Department oversee and assure excellence within their departments. Assuring Excellence is the process by which teaching and learning is formally monitored by Heads of Department and overseen by the VPA. A key part of the Assuring Excellence policy is that VPA and HoDs can verify differentiation and that the appropriate level of English is being used; this is assured through lesson observations, analysing outcomes, Learning Walks and work scrutiny and where it cannot be assured that Excellence is being delivered in this area, a development plan is worked up alongside the HoD and other important stakeholders, eg, SENCO, NQT Co-Ordinator.

Please see the Assuring Excellence policy for further information.

Homework

Principles

Homework is an important part of the learning process and, as such, should be given high priority in the classroom and in department and school policies if it is to have maximum impact on teaching and learning. Homework should aim to extend, consolidate, reinforce and enrich knowledge as well as encouraging independent study.

Boarding staff are made aware of MS Teams - Assignments and are involved in the monitoring and management of students' homework for compulsory school age students as well as any other students assigned to supervised prep (please see below).

Frequency

All students receive at least one formal piece of homework per subject per week. The total homework time for students per subject is expected to equate to approximately 50% of the lesson time allocated for that subject on their timetable. Teaching staff are expected to formally record all homework set on MS Teams. Therefore, as a **minimum each teacher will record at least one piece of homework per student per week.** Heads of Department are responsible for ensuring that all homework set is recorded, appropriate and not excessive.

Nature of homework

The purpose of homework is to:

• Provide meaningful tasks which allow students and teachers to assess academic progress and raise students' levels of performance.

• Provide the opportunity to practise skills essential to the public exams.

• Stimulate a broader subject-interest and a range of skills through varied activities.

• Utilise resources external to the classroom environment.

• Satisfy a range of academic differentiation, e.g.

  o By Task: assignments which offer 'tiered' tasks allowing students to work at their level while still achieving measurable, satisfying outcomes.
  o By Outcome: open-ended assignments which allow a range of working levels.
  o Learning Style: assignments which allow students to pick from a range of approaches to meet the assignment criteria.

Therefore, homework should involve a variety of activities. Homework tasks must be clearly recorded and a coherent part of a student's programme of study. 'Finishing off' work, whilst useful in that it allows all students to reach a common point, should be used with caution as it can place too much of a burden on the slower student. Research homework should be carefully thought through, accessible to all, and with some consideration as to when it would be deemed 'finished'. Similarly, while teachers may allocate a proportion of the time to free and independent revision, it is expected that some structured and guided revision task/s will also be set in the week preceding a formal test.

Homework Routine

A regular homework routine established by teachers helps students to improve their time management skills and to improve as independent learners. Where possible teachers are encouraged to set and then collect work at the same point each week to help students plan their week. Pre-sessional and GCSE students have a prescribed homework timetable,

whereas Years 12 and 13 are expected to manage their own time overseen by their personal tutor.

Where a student is struggling to organise themselves and may need to spend more time on their homework, the personal tutor or housemaster will communicate with their huddle leader or Head of House in order to support the student.

Supervised Prep

Emphasis is placed on providing an appropriate balance between independent and supervised study, tailored to the individual needs of students. The boarding team play a key role in supporting our students, especially compulsory school age students.

Supervised prep takes place in the dining room Monday to Thursday in term time between 7.30pm and 9pm. Support from the boarding team is always available and the boarding team take responsibility in encouraging and motivating students to use their study time effectively, for example, by monitoring homework set via MS Teams - Assignments. Boarding staff will liaise with the academic staff and the SENCO where appropriate to ensure students have high levels of individual and tailored support.

Weekend study

During the weekend, students can study as they wish, and the role of the boarding team at the weekend is to ensure students are enjoying a healthy work life balance, taking part in weekend activities.

Boarding support for non CSA students

For boarders beyond compulsory school age, those in host families and in independent accommodation, a greater degree of independence and responsibility is given appropriate to their age. This encourages the development of the necessary independent study skills, of time management and individual inquiry that will enable them to succeed at university. Given the high aspirational standards that our students hold, the boarding and accommodation teams at this stage monitor that students are achieving a healthy work-life balance so as to be able to maintain their enthusiasm and success throughout their entire course. If a housemaster or a member of SLT are concerned about a student's ability to manage their time effectively, they may be assigned to supervised prep for a period of time to help get them back on track in parallel to discussions with their personal tutor about how to use their free time more efficiently.

Marking and Feedback

Homework and Assessment (**see Assessment Policy**) require feedback to students. Marking must be meaningful, motivating and manageable. The principles adopted here are in response to teacher and student consultation, the Report of the Independent Teacher

Workload Review Group (March 2016) and the Education Endowment Foundation report "*A marked improvement? A review of the evidence on written marking*" (April 2016)[1].

Feedback from formal End of Term, Mocks and End of Year examinations should be both summative, giving the student a current working grade, and formative, equipping the student with the tools they need to make further progress.

All feedback, whether regular written and verbal feedback on students' work or following a formal assessment, must be:

- Kind, specific and helpful;
- Detailed with personalised evaluation points for future development;
- Presented at the end of a piece of work, or attached to it, and take the form of at least one What Went Well (WWW) and one Even Better If (EBI) where summative feedback is provided;
- An "EBI" may synthesise/direct a student's attention to all teacher annotations present throughout the body of a piece of homework;
- Summative feedback may be a mark or percentage but should not allocate grades. Grade-specific feedback should be reserved for formal assessments and topic tests;
- Regular and frequent. Students are expected to receive written feedback once per week per subject as a minimum;
- Promote good English;
- In red pen (with students responding in green pen where appropriate).

It is not expected that every piece of work a student completes be subject to written feedback by the teacher, but teachers must be able to ensure that work set is
- being completed
-must identify/rectify errors and
-set a target for improvement;
This can take the form of written, audio or verbal feedback, but verbal feedback must be noted in some way by student or teacher, and should not form the majority of feedback.

Teachers are encouraged to use a mixture (see graphic) of teacher-marking and also self and peer-assessment to enable students to understand better the assessment process and "learn the rules" of the exam assessment objectives. **However, teachers must review self and peer assessment to ensure accuracy and challenge misunderstandings.**

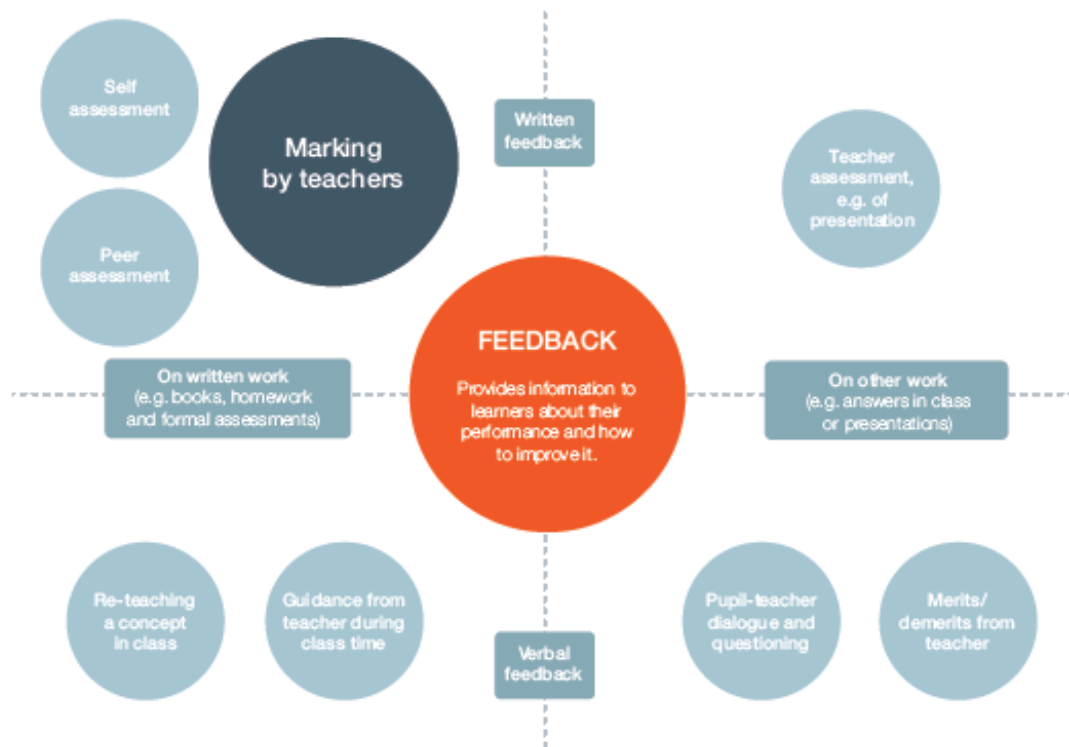[1] [EEF-MarkingReview-A4-AW.indd (educationendowmentfoundation.org.uk)](EEF-MarkingReview-A4-AW.indd)

Figure 1. Examples of different forms of feedback.

Student Reflection and Response

Students are unlikely to benefit from marking unless some time is set aside to enable them to consider and respond to marking and this must be taken into account when planning lessons. Any response to feedback from students must equally be responded to by teaching staff. It is the expectation of the college that students respond in green pen. The teacher response to the green pen must be identifiable as a further response. This might be a further comment or a tick or initial to show it has been read as appropriate.

Work Scrutiny

Once every Assuring Excellence phase (termly), Heads of Department sample students' folders/exercise books to ensure that folder checks are up to date and that the curriculum policy is being implemented effectively with respect to homework, marking and feedback. The breadth of this is down to HoD discretion – teaching staff with an excellent record of regular marking and written feedback and whose students are well-guided in keeping their work in good order may well have to submit a less extensive sample than other teachers. However, it would be unusual not to sample work from at least three students per class – a high ability student, an able student and low ability student. Please see Assuring Excellence policy for further details.

The VPA will also conduct a random sample across the school twice a year, once in the autumn term and once in the spring term to ensure consistency across departments.

When conducting work scrutiny, both Heads of Department and the VPA will be judging quality based on the following criteria:
- Work is regularly marked in line with this policy
- Work matches student ability
- The volume of work is in line with expectations laid out in this policy
- Presentation of work
- Clear and consistent use of WWW/EBI
- Clear learning intentions and success criteria
- Responses from students (green pen) and follow-up
- Evidence of research/independent work
- Evidence of use of ICT (where applicable)

The School Day

The school runs a weekly blocked timetable based upon 50 minute periods. The main school day runs from tutor registration at 9am until 5.30pm (the end of period 9) with a 20-minute break at 11:10am.

A split lunch occurs through periods 4 and 5, with Upper Sixth, IFP, Year 11, 1 Year, Year 10 and Pre-sessional taking first lunch (12.00-12.45) while Lower Sixth students continue with lessons. At 12.50, Lower Sixth take second lunch, while Upper Sixth, IFP, Year 11, 1 Year, Year 10 and Pre-sessional return to the second half of their double lesson.

There are six periods in a block (the other period being a lunch break). For A level, a whole block is allocated to each subject whereas GCSE subjects are taught in half blocks (with the exception of English) and in pre-sessional three blocks are devoted to English with the other academic subjects being allocated a half block. One-Year GCSE and IFP use 5/6 of a block for core academic subjects to allow for Academic English and Core Skills respectively (i.e six subjects fit into five blocks), please see examples below.

UK Time	Period	Monday	Tuesday	Wednesday	Thursday	Friday
09:00-09:20	PT	Registration	Registration	Registration	Registration	Registration
09:25-10:15	1	A	C	B	E	D
10:20-11:10	2	A	C	B	E	D
11:10 - 11:30	B	Break	Break	Break	Break	Break
11:30-12:20	3	B	A	C	D	E
12:20-13:10	4**	B/lunch	A/lunch	C/lunch	D/lunch	E/lunch
13:10-14:00	5**	B/lunch	A/lunch	C/lunch	D/lunch	E/lunch
14:05-14:55	6	C	D	14:05 - 14:20 Briefing / 14:20 - 14:55 support	A	B
15:00-15:50	7	D	E	1500 - 1550 PDD/Pastoral enrichment/academic support	C	A
15:55-16:45	8	E	B	1555 - 1645 Academic support/pastoral enrichment	PSHEE/Y13 UCAS	External Clubs + CPD/House/Dept Meeting (1 in 4 weeks)
16:50-17:30	9	Clubs/Support /Enrichment	Clubs/Support /Enrichment	Clubs/Support /Enrichment	Clubs/Support /Enrichment	Clubs/Support /Enrichment
18:30-20:00		Abbey Inspires	Abbey Inspires	Abbey Inspires	Abbey Inspires	Abbey Inspires

CSA PE (1400 - 1730)

Curriculum content by section

Pre-sessional curriculum content

Subject	Block allocation	Lessons (45 mins)	Hours
Academic English	3	18	13.5
Maths	0.5	3	2.25
Chemistry	0.5	3	2.25
Physics	0.5	3	2.25
Economics or Biology	0.5	3	2.25
PE	0.16	1	0.75
Sub-total	5.16	31	23.25
Prep			6
Clubs			2.5
Tutor time			1.25
Assembly		1	0.75
PSHE		1	0.75
Sub-total			11.25
Total hours			34.5

Example Pre-sessional student timetable:

	Mon	Tue	Wed	Thu	Fri
Reg	NEP5 MTR 18	NEP5 MTR 18	NEP5 MTR 18	NEP5 MTR 18	NEP5 MTR 18
1	Physics CAD PH5	Academic English TDY 10	Academic English PWS 3	Academic English TDY 10	Economics MOE 31
2	Physics CAD PH5	Academic English TDY 10	Academic English ABN 12	Academic English TDY 10	Economics MOE 31
3	Academic English ABN 12	Chemistry PM PH5	Academic English TDY 10	Economics MOE 31	Academic English ABN 12
4	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5	Academic English TDY 10	Chemistry PM PH5	Academic English TDY 10	Mathematics RTS 11	Academic English PWS 3
6	Academic English TDY 10	Mathematics RTS 11	Academic English ABN 12	Academic English ABN 12	Chemistry PM PH5
7	Mathematics RTS 11	Academic English TDY 10	Physics CAD PH5	Academic English ABN 12	Academic English TDY 10
8		PE PWE Hall			
9					

Two-year GCSE curriculum content

Subject	Block allocation	Lessons	Hours
Academic English	0.5	3	2.25
Maths	0.5	3	2.25
Biology	0.5	3	2.25
Chemistry	0.5	3	2.25
Physics	0.5	3	2.25
Economics	0.5	3	2.25
Business	0.5	3	2.25
History or Further Maths	0.5	3	2.25
Art	0.5	3	2.25
PE	0.16	1	0.75
Sub-total	4.66	28	21
Prep			6
Clubs			2.5
Tutor time			1.25
Assembly		1	0.75
PSHE		1	0.75
Sub-total			11.25
Total hours			32.25

Example of a Two-Year GCSE student timetable:

	Mon	Tue	Wed	Thu	Fri
Reg	ATH2 SOR Art	ATH2 SOR Art	ATH2 SOR Art	ATH2 SOR Art	ATH2 SOR Art
1	Physics PBN PH2	Chemistry PM PH5	Art & Design SOR Art	Further Maths (Pure) CWS 23	Mathematics RTS 11
2	Physics PBN PH2	Chemistry PM PH5	Art & Design SOR Art	Further Maths (Pure) CWS 23	Mathematics RTS 11
3	Business Studies JDN 30	Biology ABL Bio3	Academic English PWS 3		Economics MOE 31
4	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5	Business Studies JDN 30	Biology ABL Bio3	Academic English PWS 3		Economics MOE 31
6	Chemistry PM PH5	Mathematics RTS 11	Further Maths (Pure) CWS 23	Business Studies JDN 30	Biology ABL Bio3
7		Economics MOE 31	Physics PBN PH2	Academic English PWS 3	Art & Design SOR Art
8					
9		PE PWE Hall			

One-Year GCSE curriculum content

Subject	Block allocation	Lessons	Hours
Academic English	0.83	5	3.75
Maths	0.83	5	3.75
Biology or Business	0.83	5	3.75
Chemistry	0.83	5	3.75
Physics	0.83	5	3.75
Economics	0.83	5	3.75
PE	0.16	1	0.75
Sub-total	5.15	31	23.25
Prep			6
Clubs			2.5
Tutor time			1.25
Assembly		1	0.75
PSHE		1	0.75
Sub-total			10.75
Total hours			34

Example timetable of a One-Year GCSE student:

	Mon	Tue	Wed	Thu	Fri
Reg	AP05 NPR Bio1	AP05 NPR Bio1	AP05 NPR Bio1	AP05 NPR Bio1	AP05 NPR Bio1
1	Business Studies JDN 36	Physics DKY PH1	Mathematics CWS 23	Economics KTR 34	Academic English PWS 3
2	Business Studies JDN 36	Physics DKY PH1	Mathematics CWS 23	Economics KTR 34	Chemistry PM CH3
3	Mathematics CWS 23	Business Studies JDN 36	Physics DKY PH1	Chemistry PM CH3	Economics KTR 34
4	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5	Mathematics CWS 23	Academic English PWS 3	Academic English PWS 3	Chemistry PM CH3	Economics KTR 34
6	Physics DKY PH1	Chemistry PM CH3	Academic English PWS 3	Mathematics CWS 23	Business Studies JDN 36
7	Chemistry PM CH3	Economics KTR 34	Business Studies JDN 36	Physics DKY PH1	Academic English PWS 3
8		PE PWE Hall			
9					

A Level curriculum content

Three or Four subjects from a choice of:

- Accounting
- Art and Design
- Biology
- Business Studies
- Chemistry
- Economics
- English Literature
- Geography
- Politics
- History
- Maths
- Further Maths
- Physics
- Psychology

Plus Academic English until the student has secured a minimum of 7.5 overall with 7.0 in each element, at which point the classes become optional.

Subject	Block allocation	Lessons	Hours
Academic English	1	6	4.5
Subject 1	1	6	4.5
Subject 2	1	6	4.5
Subject 3	1	6	4.5
Subject 4	1	6	4.5
Sub-total	5	30	22.5
Clubs			2.5
Tutor time			1.25
Assembly		1	0.75
PSHE		1	0.75
Sub-total			5.25
Total hours			27.75

Example timetable of an A level student:

	Mon	Tue	Wed	Thu	Fri
Reg	AP05 NPR Bio1	AP05 NPR Bio1	AP05 NPR Bio1	AP05 NPR Bio1	AP05 NPR Bio1
1	Business Studies JDN 36	Physics DKY PH1	Mathematics CWS 23	Economics KTR 34	Academic English PWS 3
2	Business Studies JDN 36	Physics DKY PH1	Mathematics CWS 23	Economics KTR 34	Academic English PWS 3
3	Mathematics CWS 23	Business Studies JDN 36	Physics DKY PH1	Academic English PWS 3	Economics KTR 34
4	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5	Mathematics CWS 23	Business Studies JDN 36	Physics DKY PH1	Academic English PWS 3	Economics KTR 34
6	Physics DKY PH1	Academic English PWS 3	Economics KTR 34	Mathematics CWS 23	Business Studies JDN 36
7	Academic English PWS 3	Economics KTR 34	Business Studies JDN 36	Physics DKY PH1	Mathematics CWS 23
8					PE PWE Hall
9					

IFP curriculum content

Students select a pathway from a choice of Biomedicine, Business, Engineering and Humanities.

The subjects within each pathway are fixed as follows:

Biomedicine: Maths, Biology (double weighting of two blocks), Chemistry

Business: Accounting, Business, Economics and Maths

Engineering: Chemistry, Maths (double weighting of two blocks), Physics

Humanities: Economics, Geography, History, Politics

Subject	Block allocation	Lessons	Hours
Academic English	1.00	6.00	4.5
Subject 1	0.83	5.00	3.75
Subject 2	0.83	5.00	3.75
Subject 3	0.83	5.00	3.75
Subject 4	0.83	5.00	3.75
Sub-total	4.32	26.00	19.5
Clubs			2.5
Tutor time			1.25
Assembly		1	0.75
PSHE		1	0.75
Sub-total			5.25
Total hours			24.75

Example of IFP student timetable (Business pathway):

	Mon	Tue	Wed	Thu	Fri
Reg	AP05 NPR Bio1	AP05 NPR Bio1	AP05 NPR Bio1	AP05 NPR Bio1	AP05 NPR Bio1
1	Business Studies JDN 36	Accounting BGE 36	Mathematics CWS 23	Economics KTR 34	Academic English PWS 3
2	Business Studies JDN 36	Accounting BGE 36	Mathematics CWS 23	Economics KTR 34	Academic English PWS 3
3	Mathematics CWS 23	Business Studies JDN 36	Accounting BGE 36	Academic English PWS 3	Economics KTR 34
4	Mathematics CWS 23	Business Studies JDN 36	Accounting BGE 36	Academic English PWS 3	Economics KTR 34
5	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6	Accounting BGE 36	Academic English PWS 3	Economics KTR 34	Mathematics CWS 23	Business Studies JDN 36
7	Academic English PWS 3				
8					
9					

Homework timetables

Example homework timetables

Pre-sessional Homework Timetable

Mon	Tue	Wed	Thu	Fri
English Economics	Chemistry Maths	English	Maths	English Physics

Two-Year GCSE Homework Timetable (Year 10)

Mon	Tue	Wed	Thu	Fri
Maths English Further Maths/History	Biology Economics Physics	Business Studies Maths	Chemistry Art	English

Two-year GCSE Homework Timetable (Year 11)

Mon	Tue	Wed	Thu	Fri
Economics Maths	Business Studies Further Maths/History	English	Biology Chemistry Maths	Physics English

One-year GCSE Homework Timetable

Mon	Tue	Wed	Thu	Fri
English Chemistry	Business Studies/Biology Physics	Maths	English Economics	Maths

Linked policies

- Assessment
- Assuring Excellence
- Careers
- EAL
- SEND