

Cambridge Tutors College Curriculum Policy and Map

General Principles

- The curriculum diversity promotes high levels of engagement, achievement and good behaviour for learning because the content is relevant to the individual and therefore sustains a thirst for knowledge and love of learning, offering opportunities for academic, technical and sporting excellence. In 2017 ISI states: 'Students have outstanding attitudes to their learning, which is a hallmark of the lessons at the college.'
- In 2017, ISI states: 'All students benefit from the well-constructed curriculum designed to meet their specific needs. Students across the ability range follow an examination-driven curriculum adapted by their teachers to meet their individual needs. This provision fully supports the college's aims to promote high academic standards and to prepare students for higher education, mainly in British universities.' ISI 2017: 'Progress is appropriate for all students as the curriculum is adapted according to their starting points, drawing upon a suitably broad range of options for GCSE and a level.'
- Spiritual, moral, social and cultural (SMSC) development of students is inherent across the taught curriculum because teachers plan lessons to ensure students' SMSC development.
- Our PSHEE programme personal, social, health and economic education reflects the school's aim and ethos; and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a).
- Relationships and sex education (RSE) - This replaces the former sex and relationships education (SRE). This is more formalised with topic assessments and reporting in end of term reports.
- The PSHEE programme explicitly encompasses SMSC development as well as Careers Education, Information, Advice and Guidance (CEIAG); the latter continues to be supported by work placement in Year 12, therefore raising aspiration, progress and achievement. During Year 13 students receive support with their UCAS application. A programme of university talks by outside speakers runs across the sixth form. ISI 2017: Students demonstrate a clear understanding of their host country, benefiting from a well-devised personal, social, health and economic education (PSHEE) programme which covers a wide range of topics relevant to them such as mental health, British Values, the British legal system and self-esteem.'
- Independent CEIAG is promoted as the college buys services from 'Inspiring Futures', and because the college's aims are similar: We believe in a holistic guidance process that helps students to make educated career and university choices so that they can have the best chance of making a success of their lives. In 2017, ISI: 'Careers education provides the students with a good insight into the next stage of their education.'
- Compulsory School Age (CSA) students follow a balanced curriculum which gives students experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. They do not have breaks in their college day and meet minimum teaching time regulations. This is checked in September and January.
- Students are served well outside the timetabled curriculum because there is wealth of well attended extra curriculum activities from debating club to football, as well as community volunteering.

Our website has a summary of each subject specification at Year 11, Year 12 and Year 13 level.

Key Stage 4 (GCSE) Curriculum Summary (Please see our web site for subject specification details)

- The KS4 curriculum is broad and balanced: details of all courses leading to GCSE or equivalent qualifications are detailed on the web site and Department Handbooks. This includes personalised learning routes for students to help them progress and achieve their best. There is a course for

students with weak English (international students) following a mix of GCSE and CTC courses with additional English. There are four KS4 suggested pathways for students to follow to maximise engagement and progression on to the next stage of their learning, whether this be a full GCSE programme or A levels.

- Through KS4 personalised intervention programmes run for students in English and Mathematics. Additionally the lower ability KS4 foundation students received reduced curriculum time with additional English teaching, therefore helping to ensure that students achieve the necessary grades for progression to a full GCSE programme or on to A levels.

Key Stage 5 (A levels)

- The planning of the 6th Form curriculum builds from KS4 and is inclusive because there is a wide range of courses, from the academic and facilitating subjects to vocational courses, all matched to students' interest and ability; therefore retention rates from Yr12 to 13 are normally high, as are successful completion rates. Retakes for both maths and English GCSE are timetabled, and therefore students see the importance in these subjects.

Key Stage 5 (NCUK Foundation Programme)

- The Foundation Programme offers an alternative pathway to university for international students who would benefit from the EAL approach of the course and its delivery in one year.

Special Educational Needs (SEN) students

- Special Educational Needs (SEN) support is built into the curriculum plans and our assessment model.
- All students and their families complete a SEN section on their application to college. We have not had any statemented students for the over five years.
- All staff are made aware of their responsibility to raise with their colleagues any concerns that they have that a student may have SEN. Students who are identified are invited to a 'conference with their families and teachers and a way forward to meet the needs of the student are developed. This may include individual testing and individual learning plans. Extra time, dictionaries and the use of a lap top have been common requests to the exam boards.

Personal, Social, Health and Economic Education (PSHEE)

- Personal, Social, Health and Economic Education (PSHEE) provides students with a multitude of experiences and information, enabling them to make informed decisions in everyday life situations, relating to friendships, human rights, budgeting, and sexual responsibility; they are taken through valuable activities, which they can draw upon as they approach adulthood.
- A key principle underlying all lessons involves the Spiritual, Moral, Social and Cultural aspects of life. Students have many opportunities to: explore beliefs and experiences; respect others' values; discover themselves and the surrounding world; use imagination and creativity, and reflect on these issues. They develop an understanding which helps to: recognise right and wrong; understand consequences; investigate moral and ethical issues, and offer reasoned views on the implications of such findings. Students are also able to apply social skills in different contexts: working with others; resolving conflicts; understanding how communities work; appreciating cultural influences; participating in cultural opportunities, and accepting, respecting and celebrating diversity.
- We strive to develop well-balanced young adults, ready to flourish and accept the challenges of adulthood in the modern world. Integral to achieving this is a robust, well-balanced PSHE programme.

The Curriculum at GCSE/IGCSE/Pre Sixth GCSE

Pre Sixth GCSE/IGCSE Course

General:

- Most students study six I/GCSE subjects in one year. Students have lessons in English, Mathematics, a Modern Foreign Language (French, Russian, German, Mandarin or Spanish), Physics, Chemistry, Biology, as well as PE (compulsory if under 16) and Personal Social and Health Education. The core subjects (Mathematics, IELTS, English) are set according to ability and in IELTS English, the foundation group will have extra English (IELTS) classes. Students select three subjects from History, Geography, French, German, Spanish, Computing, and Art. These subjects are taught in mixed ability groupings.
- The curriculum is designed to offer challenge to more able students through the IGCSE courses which are offered.

Non IELTS Route (for native English speakers):

Age: 15-16 Select Maths, English and 3 additional courses.

Exam Subjects: Core: English Language and Literature, Mathematics

Optional: Art and Design, Biology, Chemistry, Computer Science, Geography, History, Physics

IELTS Route (for non-native English speakers):

Age: 15-16 IELTS entry level: 5.0 Select Maths, English and 3 additional courses.

Exam Subjects: Core: English Language and Literature or English IELTS, Maths

Optional: Art and Design, Biology, Chemistry, Computer Science, Geography, History, Physics

GCSE course (for non-native English speakers):

Age: 15-16 IELTS entry level: 3.5 Students choose core plus one option

Core (Compulsory for all students on the course.) Total 24 periods

English (IELTS) 12 periods + 1 Test Period English for 2 periods – Aesthetic, Creative, Technological and Scientific

Maths 5 periods + 1 Test Period

Physical Education 2 periods PSHE 1 period

Option 1 Science and Engineering

Total 12 periods

Foundation in Biology 3 periods

Foundation in Chemistry 3 periods

Foundation in Physics 3 periods

Foundation in Computer Science 3 periods

Option 2 Architecture and the Creative Arts

Total 12 periods

Foundation in Computer Science 4 periods

Art 6 periods

Drama and Film 2 periods

Option 3 Economics, Business Studies and Social Sciences

Total 12 periods

Foundation in Business Studies and Economics 4 periods

Foundation Government & Politics 4 periods

Foundation in History 4 periods

The Curriculum at Sixth Form

- Most students in the Year 12 study 3 or 4 subjects and many take the Extended Project Qualification (EPQ), Young Enterprise and IELTS. The provision of courses is reviewed to provide a 'modern and stimulating curriculum.' The College seeks to maintain its tradition of enabling students to access competitive university courses – and particularly its traditional association with Oxbridge and the medical profession. Careers guidance begins on arrival and is thorough and well informed. Tutorial preparation is given to those wishing to apply to Oxford and Cambridge and for those sitting BMAT or LNAT papers. SATs tuition is arranged for those applying for American universities.
- Some students in Year 13 drop one subject and continue with three A levels. Rarely a student will take up a new AS.
- Most international students will take an A level in their native language.

Curriculum Summary (Please see our web site for subject specification details)

2 year A-Level course:

Age: 16-19 IELTS entry level: 6.0 Select four courses.

Exam Subjects: Art & Design, Biology, Chemistry, Chinese, Computer Science, Economics, English Literature, French*, Geography, German*, Government & Politics, History, Computer Science, Italian*, Mathematics, Further Mathematics, Physics, Psychology, Russian, Spanish*, Statistics

Other Subjects: English IELTS required until student achieves IELTS 7.0 or greater in every component or student achieve their university entry requirement.

18 month A-Level course:

Age: 16-19 IELTS entry level: 6.0 Select four courses.

Exam Subjects: Art & Design, Biology, Chemistry, Chinese, Computer Science, Economics, English Literature, French*, Geography, German*, Government & Politics, History, Computer Science, Italian*, Mathematics, Further Mathematics, Physics, Psychology, Russian, Spanish*, Statistics

Other Subjects: English IELTS required until student achieves IELTS 7.0 or greater in every component or student achieve their university entry requirement.

Three A-Levels programme (Two Years):

Age: 16-19 IELTS entry level: 5.5 Select three courses.

Exam Subjects: Art & Design, Biology, Chemistry, Chinese, Computer Science, Economics, English Literature, French*, Geography, German*, Government & Politics, History, Computer Science, Italian*, Mathematics, Further Mathematics, Physics, Psychology, Russian, Spanish*, Statistics

Other Subjects: English IELTS required until student achieves IELTS 7.0 or greater in every component or student achieve their university entry requirement.

Other Subjects: English IELTS required until student achieves IELTS 7.0

NCUK Foundation Programme (One Year and Six months)

Age: 16-19 IELTS entry level: 5.5

Three streams are offered: Science, Engineering and Business

We also offer one-year re-take courses. These are flexible and arranged to suit the student in question.