



## Curriculum Policy

At David Game College, all students at KS4 and KS5 are entitled to a curriculum which is characterised by:

### Breadth

- to bring students into contact with the elements of learning (knowledge, understanding, concepts, skills and attitudes) and the areas of learning (aesthetic, creative, cultural, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological)
- to enable students to acquire skills in speaking and listening, literacy and numeracy skills

### Balance

- to ensure that each element and area of learning will be given appropriate attention

### Coherence

- to embrace the different elements and areas of learning so that these do not appear as unconnected but as contributing to overall progress and achievement

### Relevance

- to take account of the previous learning of students and their readiness for new experience
- to ensure that subject matter is appropriate for the ages and aptitudes of students, including those with learning difficulties
- to prepare students for the opportunities, responsibilities and experiences of adult life through an appropriate PSHE and careers programme

### Differentiation

- to allow for the different abilities and aptitudes of students within the same year group and class (streamed or non-streamed)
- to acknowledge that students learn in different ways
- to ensure that all students learn and make progress
- to ensure that all students have access to the curriculum

Differentiation should be reflected in a variety of teaching approaches, resources and classroom organisation. It is imperative that students have opportunities to read, listen and discuss their work. Differentiation is not any one thing e.g. setting tasks or individualised teaching plans but involves

- knowing what is to be learnt
- communicating to students what is to be learnt
- having a selection of teaching styles/learning tasks
- giving students feedback on achievement
- reflecting on what has to be done

The most important pre-requisite of good differentiation is accurate knowledge of students.

*See also policies on teaching and learning, student development, equal opportunities, PSHE and careers.*

### **Spiritual, moral, social and cultural development of students**

David Game College endeavours through its curriculum, PSHE and Citizenship programme and general ethos to:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and deter them from criminal activity;
- encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;
- provide students with a broad general knowledge of public institutions and services;
- provide students with a broad understanding of the diverse way of life in England; and
- assist students to acquire an understanding of their own and other cultures in a way that promotes harmony between different cultural traditions

### **Teaching and Learning**

David Game College places emphasis on the notion that teaching and learning processes are as significant as curriculum content in determining student progress and achievement. The College will endeavour to

- promote the view that learning should be experienced as something which is enjoyable, engaging, rewarding and confidence building
- ensure that teaching shall
  - a. enable students to acquire new knowledge, increase understanding and develop skills;
  - b. encourage students to apply intellectual, physical or creative effort, to show interest in their work, and to think and learn for themselves;

- c. be well planned with effective teaching methods, suitable activities and efficient time management;
- d. show a good understanding of prior attainments, aptitudes and needs of the pupils with lessons that are planned accordingly;
- e. demonstrate thorough knowledge and understanding of the subject matter being taught;
- f. utilise classroom resources of an adequate quality, quantity and range effectively;
- g. regard assessment as an integral and valuable element of the learning process, and demonstrate a framework is in place to assess pupils' work regularly and thoroughly and use information from such assessment to diagnose difficulties and plan teaching so that pupils can progress
- h. encourage pupils to behave responsibly

*See also policy on Assessment.*

### **The National Curriculum**

In order to achieve greater flexibility and breadth within the College's curriculum, David Game College does not strictly adhere to the National Curriculum. Individual departments may, however, wish to follow the National Curriculum syllabus for their own subjects. All departments should be aware of the National Curriculum syllabus and attainment levels within their individual subjects and should bear these in mind when drawing up schemes of work and marking policies.

### **Schemes of Work**

There are schemes of work in each subject which set out how the curriculum is to be delivered. All schemes of work within different subject areas must adhere to the principles outlined in the curriculum policy.

### **Subject Allocation**

Annexes are attached showing subjects taught to GCSE, AS and A level students.

## **Annex I**

Subjects taught at GCSE and IGCSE:

- Accounting
- Art and Design\*
- Biology
- Business Studies
- Chemistry
- English (as a first language)
- English (as a second language)
- English Literature
- French
- Geography
- History
- Information Technology
- Leisure and Tourism\*
- Mathematics
- Photography\*
- Physics
- Sociology
- Spanish
- Statistics\*

\* Denotes GCSE, all other subjects are taught as IGCSE

**Subject taught at Advanced Level:**

- Art and Design
- Accounting
- Biology
- Business Studies
- Chemistry
- Economics
- English Literature
- French
- Geography
- History
- Information and Communication Technology
- Law
- Mathematics
- Physics
- Psychology
- Sociology
- Spanish
- Travel and Tourism

*Other subjects are available, usually by private tuition*

## **Annex 2 - Key objectives for students up to KS4:**

- To follow the National Curriculum where it is appropriate
- To ensure that students of compulsory school age receive adequate pastoral care through the PSHE and Citizenship programme
- To ensure that IGCSE<sup>1</sup> is widely available
- To ensure that adequate testing and provision is made for students whose first language is not English; integration with the EFL department is critical in this regard
- To advise students and their parents/guardians to choose a sensible and balanced combination of subjects for GCSE. In addition to Mathematics and English (or IELTS), students will be encouraged to take a science<sup>2</sup> alongside a humanities subject or language
- To discourage students from attempting too many GCSEs in one academic year unless they are exceptionally able
- To ensure as far as possible that lessons in ICT are available for all students and to encourage students, especially those of compulsory school age, to engage in ICT
- To encourage tutors and students to link topics where possible
- To develop students' ability to study and revise for examinations
- To help students develop their powers of memory
- To ensure that theory and practice are correctly balanced in the sciences through adequate and relevant laboratory practice
- To provide students of compulsory school age (CSA) with sports and PSHE lessons

<sup>1</sup> Many of the GCSE subjects taught at the College are IGCSE, none of which have coursework associated with them. This facilitates students' taking five or six IGCSEs over a one year period. A student who wishes to take 10 or more GCSEs will do so over two years, taking five intensively in the first year and the remainder of the subjects in the second year.

<sup>2</sup> The College encourages students to study each of the sciences separately rather than as part of a combined or dual award.

### **Annex 3 – AS and A level programmes**

The College runs essentially three types of Advanced level programme:

- 1 One year intensive: for those students who already have an AS in the subject, but not a good grade and want to complete the full A level. In addition, the intensive course can be for those who have obtained the full A level, but not achieved the desired or suitable grade. It can also be for highly able students who wish to finish within a year.
- 2 Two year course: for those students starting the course from a GCSE basis or for those who have failed in their first AS attempt.
- 3 An 18 month course: this can be for those students that join a two year course late in January or those who have mixed success and need to take two full A levels and a new (usually fourth) AS subject.

#### **Key objectives for students at AS and A level:**

- To provide a wide choice of subjects and adequate guidance so that the choice of A levels matches the needs and requirements of courses at higher education level
- To ensure that students are correctly advised about the selection of a fourth AS level subject when attempting to gain entry for subjects or universities that are highly competitive
- To construct and maintain a timetable that allows a wide range of subject combinations
- To offer advice about transferring credit for AS level units from one awarding body to another
- To allow students direct access to key universities via the University Fair that is held annually at the College. The David Game University Fair is attended by some of the UK's top universities
- To ensure that students have adequate access to information technology and to ensure that ICT is available to reflect the structure and content of new and recent examination specifications
- To allow students the opportunity to “experience” a class at the start of the term before they commit to a study programme
- To provide students with a comprehensive in-house programme (Uniprep) that provides courses and advice on how to optimize their' chances of scoring well in national aptitude tests such as UKCAT, BMAT and LNAT

- To provide experience of coursework and direct field work for subjects such as Biology
- To ensure that tutors cover the specification on time and allow students the opportunity to investigate and explore the subject further, thereby encouraging self-directed learning

## **Annex 4 – The Curriculum Policy in practice**

The key aim of the David Game Curriculum Policy is to ensure that students receive a broad educational experience, which is balanced and reflects the wider educational picture. The policy is constantly under review in order to assimilate changes as determined by government or examination boards. The College encourages students to self-assess their own ways of learning. In addition, subject tutors are encouraged to give regular feedback to students, especially verbally. Our practice is based on the QCA's *Secondary Curriculum Review* and is especially relevant to students at Key Stage 4, as the Review emphasises the need for subjects to be linked thematically.

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If a student has less than a C grade at AS level in a subject, then before they can proceed to an Intensive or A2 course, they must discuss the situation with one of the Vice Principals and the relevant tutor, who will take into account the student's past record and the subject(s) concerned. Students with GCSE Grade C in Mathematics are not encouraged to choose Mathematics at A level and those with GCSE Grade C in Science will be advised about their choice of science subjects. No student can follow an AS or A level course if they have less than a grade C at GCSE in the same subject.

The College also provides guidance on combinations that are deemed inappropriate or inadvisable for university entrance. For example, the College strongly advises students not to combine Economics with Business Studies at A level as they may be regarded as too similar. Some subjects may be regarded by university admissions tutors as less demanding. The Russell Group\* of the top twenty universities places greater value on the more academically rigorous subjects so that a student aiming for a place at a Russell Group university who for example, wishes to combine Media Studies, Photography with Travel and Tourism, would be advised to consider a combination of more traditional subjects. The College recognises that all subjects are equal in principle but is aware that university admissions tutors may take a different view.

Those students studying for highly competitive courses such as Architecture, Dentistry, Medicine, Pharmacy or Veterinary Science, will be advised on their selection of A level subjects in line with current requirements.

\* See Annex 5 for a list of the Russell Group of Universities

## **Annex 5 – The Russell Group of Universities**

University of Birmingham

University of Bristol

University of Cambridge

Cardiff University

University of Edinburgh

University of Glasgow

Imperial College of Science, Technology & Medicine

King's College London

University of Leeds

University of Liverpool

London School of Economics & Political Science

University of Manchester

University of Newcastle upon Tyne

University of Nottingham

University of Oxford

Queen's University, Belfast

University of Sheffield

University of Southampton

University of Warwick

University College London

John Dalton

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