

CONCORD COLLEGE

CURRICULUM POLICY

Introduction

With approximately 85% of the college's intake coming from outside the United Kingdom, the curriculum is tailored to reflect the needs and aspirations of overseas students, while at the same time providing opportunity for all to be challenged in new and exciting ways which they may not have encountered in their previous schools. UK students are offered a broad curriculum which offers them the added enrichment of studying with and learning from young people from a wide range of cultures, religions and nationalities.

The college is mindful of its duty to cater for the needs of all its students given their ages, aptitudes and needs, including those with special educational needs and physical disabilities. In doing this, the school will nurture the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Aims

The main aims of the curriculum are as follows:

- It should encourage students to pursue academic excellence and achieve their full potential in public examinations, with a view to progressing to the university of their choice when they leave the college.
- It should be well-planned, coherent and demanding, catering wherever possible for the needs of individual pupils, including the many students for whom English is not their first language.
- It should encourage students to take up opportunities to study independently (see 2.16 Independent and Active Learning).
- It should recognise diversity and encourage respect for the cultures and religions of others.
- It should be supported by regular contact with an academic tutor.
- It should be enriched by a range of extra-curricular activities.
- It should be carried out with due regard to the College's policy on Health and Safety.

Years

The college currently operates a policy of admitting between 40 and 55 students in three classes in Form 3 who are joined by a further 30-40 students in Form 4, making a total of 80 - 85, who then follow on to Form 5. The two sixth form years are typically about 170 - 210 in number.

Form 3 (Year 9)

The following subjects are taught with the number of 40 minute periods in brackets:

| | |
|------------------------|---|
| English (6) | Mathematics (5) |
| Science (7) | Geography (3) |
| History (3) | Spanish (2) |
| Art (3) | Computing/Economics/German/Leadership (2) |
| French (3) | Drama (2) |
| Music (2) | Support English (8) |
| Religious Studies (1) | Personal, Social and Health Education (1) |
| Physical Education (2) | |

The higher allocation to English and Mathematics is a reflection of their importance for university entry.

The sciences are taught in a combined programme of Biology, Chemistry and Physics

Games is compulsory on Wednesday afternoons.

Support English/English Speaking Board classes are timetabled against Spanish, French and History for those students who require extra help with English.

There is one Options block where German, Economics, Leadership and Computing are available as choices

Forms 4 and 5 (Years 10 & 11)

The following subjects are compulsory in Forms 4 (number of periods in brackets):

| | |
|------------------------|---|
| English (7) | Mathematics (5) |
| Biology (4) | Chemistry (4) |
| Physics (4) | Personal, Social and Health Education (1) |
| Physical Education (2) | |

In addition, students may choose one subject from each of these four columns. The first three columns have 4 periods per week, while the fourth column has only three.

| | | | |
|-----------------|-----------|-----------|------------|
| History | Economics | Music | Statistics |
| Geography | Geography | Computing | RS |
| Support English | Drama | Geography | Astronomy |
| Economics | History | Art | Music |
| Spanish | | History | German |
| Art | | French | |
| Computing | | | |

English for higher level students includes preparation for both English and English Literature GCSEs. Middle levels take English Language only. EAL students sit GCSE as a 2nd language.

Students study separate sciences at GCSE because an unusually large proportion go on to take at least one science A level.

Students in the higher Mathematics sets sit the GCSE at the end of Form 4 and study Additional Mathematics in Form 5.

Support English is offered to those students who require additional help with their English.

In addition, students may enter for GCSEs in their mother tongue language where these are available.

The examination boards for each of these subjects are as follows:

| | |
|---------------------|---------------|
| Art | AQA |
| Astronomy | Pearson |
| Biology | AQA |
| Chemistry | AQA |
| Economics | IGCSE CIE |
| English | AQA |
| English Literature | AQA |
| French | Pearson IGCSE |
| Further Mathematics | AQA |
| Mathematics | Pearson IGCSE |
| Geography | IGCSE CIE |
| German | Pearson IGCSE |
| History | IGCSE CIE |
| Computer Science | IGCSE CIE |

| | |
|-------------------|---------------|
| Mathematics | Pearson |
| Music | Pearson BTEC |
| Physics | IGCSE CIE |
| Religious Studies | AQA |
| Spanish | Pearson IGCSE |
| Statistics | Pearson |

6.1 and 6.2 (Years 12 & 13)

Students have the opportunity to take four A level subjects, with the option to study for two further AS levels which are taken as a two-year course. A level subjects are studied for 8 periods a week and separate AS levels for 4 periods. Students choose from one of three menus as set out below. The number of subjects studied at A level is currently under review.

The college continues to encourage students to sit AS levels at the end of 6.1. This policy is under constant review given the changing landscape of sharply declining numbers taking these examinations. The reasons for continuing with AS levels are;

- Some key target universities, including Cambridge and LSE have said they prefer students to have sat AS levels because they are strong predictors.
- Many students arrive from countries which have no equivalent of GCSE, so it is very helpful for them to have AS levels as evidence of their academic ability when applying for university.
- Heads of Department value the practice afforded by sitting AS levels
- AS level grades allow university predictions to be given with greater accuracy and fairness.

With approximately 65% of our intake entering the college at sixth form level, the A level choices in particular reflect the priorities of our student body. Mathematics, for example,

MENU A

| A Levels | | | | | AS Levels | |
|----------|--|-----------|--|--------------------------|---|---------------------------------|
| Maths | F. Maths OR Spanish OR Geography | Economics | History OR Physics OR French | English Lang & Lit | English Lang & Lit OR EFL | Art OR Music OR EPQ |

MENU B

| | | | | | | |
|-------|----------|-----------|---------|--|---|---|
| Maths | F. Maths | Chemistry | Physics | | English Language & Lit OR EFL | Art OR Music OR Spanish OR Photography OR EPQ French |
|-------|----------|-----------|---------|--|---|---|

MENU C

| | | | | | | |
|-------|---------|-----------|----------------------------|--------------------------|--------------------------|--------------------|
| Maths | Biology | Chemistry | Physics OR Economics | English Lang & Lit | English Lang & Lit | Art OR Music |
|-------|---------|-----------|----------------------------|--------------------------|--------------------------|--------------------|

| | | | | | | | |
|--|--|--|-----------------|--|--|-----------|-----------|
| | | | OR Geography | | | OR EFL | OR EPQ |
|--|--|--|-----------------|--|--|-----------|-----------|

is offered as a core constituent of every subject combination because in every given year very few students do not study the subject to at least A level. Further Mathematics combined with Chemistry/Economics and/or Physics is another increasingly popular choice, to the extent that most cohorts require at least seven full 'Double Maths' sets. Menu A attempts to offer Humanities students a wider range of choices in recognition of the fact that they are preparing for more diverse career choices.

Another very popular combination is Mathematics, Biology and Chemistry, with the option to do Physics or Economics, because so many students come to the college with a view to studying Medicine at university. Students are encouraged to study one or two further AS levels with a view to providing as much breadth in their profiles as possible.

With so many overseas students, English is particularly prominent with many 6.1 students taking the subject for at least one year. Students are allocated to one of two levels after taking a placement test. The higher level students are entered for classes in AS level English Language and Literature, while the second level embarks on EFL courses in Cambridge Advanced, an exam which qualifies students for university, so long as they get an A or B grade. Students who do not achieve this sit the IELTS exam (UCLES) during their second year.

PSHE is covered in the Upper School by weekly sessions alternating between 6.1 and 6.2 students. These take place during an extended tutor time on Wednesdays and are occasionally followed by external speakers each Monday in the Theatre. The programme in 6.2 has an emphasis on preparing for university and making wise choices when living independently. For more information, see Policy on PSHE. One central issue in all PSHE sessions and Humanities and English courses (where discussion is more likely) is that speakers and teachers should be mindful of the need to prepare students for integration into the British way of life, including an awareness of equality legislation and respect for the rights and freedoms of others. Schemes of Work should make reference to this where possible in relevant subjects.

The Extended Project Qualification is not an option as such. Students are invited to apply to do a project and to make a proposal for the subject of their investigation. The opinion of subject teachers is sought to ascertain whether the applicants have the necessary skills and commitment to undertake a project in addition to their other work

The following examination boards are used for A and AS level subjects:

| | |
|---------------------|---------------------------------|
| Art | OCR |
| Biology | AQA |
| Chemistry | OCR |
| Economics | CIE |
| English Lang & Lit | AQA (OCR for separate AS level) |
| Extended Project | Pearson |
| French | AQA |
| Further Mathematics | Pearson |
| Geography | Pearson |
| German | AQA |
| History | CIE |
| Mathematics | Pearson |
| Music EPQ | Pearson |
| Physics | AQA |
| Spanish | Pearson |

Students may do additional subjects in evening classes if they choose. These include Chinese (Pearson) and German (AQA).

Assessment

Student progress across the college is monitored very regularly, primarily by way of tests which take place on Saturday mornings. All students from Years 9 to 13 have weekly tests on Saturday mornings. A-level students have two or three 40-minute tests, while Forms 3, 4 and 5 students have up to four 30-minute tests (depending on subject choices). Thus, students can expect to have a test in each A-level subject once every two weeks and in every GCSE subject once every three weeks. In addition to this, many subject teachers set aside a lesson for a test in weeks when a Saturday morning slot is not timetabled. For more details, see 2.3 Policy on Assessment

Extra-Curricular

The academic curriculum is supported by a wide range of extra-curricular activities which make full use of the college's excellent facilities (See Enrichment Policy). Sport is particularly well-provided for and there is a keenly contested house sports programme which includes football, basketball, table tennis, badminton, cross country running, swimming and athletics. In addition, students are offered a wide range of cultural pursuits including ballroom dancing, debating and a bridge club. They can also choose to go on trips to various locations in the UK, to mainland Europe and beyond. For a full description of the extra-curricular programme, see Enrichment Programme on the VLE.

Curriculum Review

There is a running programme of curriculum review at all levels, which takes place after due consultation between senior management and heads of department.