

# Cherwell College Oxford

## Curriculum Policy

Cherwell College Oxford specialises in providing A-Level and (I)GCSE tuition for students intending to apply for study at the Russell Group Universities.

### The curriculum aims to provide:

- Personalised and flexible study plans which match the needs of each individual student
- A supportive mature environment which enables students to achieve their full academic potential
- Enable students to acquire skills in speaking and listening, literacy and numeracy
- Space for personal, social and health education which reflects the College's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- Opportunities to deepen and broaden a student's knowledge and understanding and increase their ability to learn independently, build self-esteem and promote the development of good study skills through Study Skills Workshops: *Critical thinking; research & analysis; essay writing, independent study.*
- Extra-Curricular opportunities
- Equality of opportunity for all students

Most study programmes are through individual tuition although some tutorials are delivered in small group seminars or a combination of group and individual tuition. E.g. Practical Science sessions are usually delivered in groups.

Each student is supervised by an appropriate member of staff and the key aims are:

- To support the student to achieve the highest academic level possible on their programme of study
- To keep absence levels to an absolute minimum through encouraging attendance where students are experiencing difficulty and by acting upon any departure from their study programme
- To ensure that the UCAS application is appropriate for the individual and that all references and other reporting requirements are carried out promptly and professionally

### Curriculum Structure

A Scheme of Work is prepared with the Student, Tutors and Academic Department: including overall goals of the syllabus; course structure; examination schedule; lesson schedules.

A lesson plan is prepared based on the scheme of work and a student's individual learning plan (ILP).

The normal timetable operates 09:00 to 18:00pm Monday to Friday. Saturdays are utilised for additional tutorials and progress tests or school trips and activities.

Tutorials are usually one hour in length, but some practical subjects require longer sessions.

Between tutorials students are expected to continue with private study at the college Study Centres, The Oxford Union or Westgate Library.

Progress tests, revision seminars and subject clinics are held in designated timetabled slots and students are expected to attend.

Mock examinations are usually arranged for on specified weeks and all students are expected to attend.

Weekend tutorials are available by arrangement. Students can study on a full-time or part-time basis.

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Every student has an individual timetable which is available online at the beginning of each week (students' use their personal Teachworks log-in details to access timetables - through their laptops/mobile phones/iPads).

Hard copies are available on request.

The timetable is unique to each student and there is always scope for students to discuss with the Academic Adviser and parents to adapt the number of hours of study for each subject.

The template for study is usually 4 hours per week per subject. However, this will vary between 3-5 hours depending on the ability of a student in any particular subject.

## A-Level

The College offers predominantly traditional subjects at A-Level programme in line with the syllabus of the specific examination board.

The subjects offered are in-line with the Russell Group Universities publication: *"Informed Choices"*.

The College is an examination centre and caters for all examination boards, although there are preferences for particular subjects e.g.:

Biology	OCR
Chemistry	OCR
Physics	AQA ; CAIE
Maths	Edexcel
Classical Civilisation	OCR
English Literature & Language	IGCSE Edexcel; A-Level CAIE
Philosophy	AQA
Psychology	AQA
Geography	Edexcel
Art & Design	Edexcel
History	CAIE
Politics	Edexcel
Business	WJEC/Eduqas/Edexcel

The College can provide retakes in any unit for any board in any traditional subject.

At the start of the Academic Year, students will be timetabled study skills sessions where they can reflect on appropriate study methods and develop strategies for effective study and time management.

Tutors are asked to set appropriate independent study tasks for students to complete. The rationale behind this is to encourage skills for independent study and research, as well as consolidating recent learning.

## (I)GCSE

The College offers a range of GCSE and IGCSE subjects from all the examination boards, although currently there is a preference for Cambridge International Examinations (CAIE). The Programme and the subjects will be tailored to suit individual students' aptitudes and interests.

The programme of subjects will generally include:

- Mathematics
- English

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- Science
- A Humanities subject
- A Modern Foreign Language

Other subjects taken include: Computer Science, Art etc.

The academic programme will be supported by courses developing study skills, wider interests and community involvement, careers guidance and spiritual, moral & social education. Students will also be expected to take part in some form of physical activity – students are also encouraged to either attend scheduled sports sessions or join a local health club for: gym, swimming etc.

The purpose of our education programme is to develop students as individuals & members of society and to prepare them for A-Level study and progression to a university.

## Monitoring and Reporting

For regular monitoring and record-keeping, a *Cause for Concern Form* has been introduced - to account for both academic (*Cornmarket/Frewin Court*) and welfare matters (*Cherwell House*) that may arise.

Thursday mornings, between 09:30-11:00 is allocated for a review of each student's performance and any issues arising in the past week. *Cause for Concern Forms* will also be reviewed in this period. This time-slot is also assigned as a 'drop-in' session, situated on the 1st Floor, CS-1 Room Cornmarket, which allows tutors to communicate with the academic department and raise any concerns, clarify academic issues, etc.

In addition, regular progress tests are set for students to complete.

Tutors provide monthly academic progress reports on each student's work, which shows how they can improve and tutors discuss this with the student face-to-face. These reports are sent to the students, parents/guardians at the end of each month.

Tutors prepare an individual scheme of work, a work plan and a lesson plan for each student after an initial assessment period at the start of the programme. The study plan will illustrate how the syllabus will be covered over the period of the course - *these are updated / revised each term*.

Tutors are required to set appropriate independent study tasks for students to complete. The rationale behind this is to encourage skills for independent study and research as well as consolidating recent learning.

Regular progress tests, subject tests and 'mock exams' are set for students to complete and tutors provide appropriate feedback.

Tutors provide regular reports and monthly progress reports on each student's work which shows how they can improve and tutors discuss this with the student face-to-face. Parents / Guardians are sent these reports.

## Pre-(I)GCSE, Pre A-Level academic programmes

1) The curriculum for the above programmes has been specifically designed to cater for the needs of international students preparing for A-Level study or (I)GCSE study and takes account of their particular needs not only in English as a Second Language but also the study skills and life skills needed for successful academic study.

2) The curriculum has been designed for young adults and thus uses age appropriate materials on all courses.

## English as a second language

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1) Our second language students study Academic English/IELTS curriculum, which are comprised of IELTS Writing, IELTS Reading and IELTS Speaking & Listening. Students are streamed according to level, and study with others at the same IELTS level in each particular discipline.

2) For some students, one-to-one IELTS lessons or subject-specific small group courses are more appropriate, so programmes are adapted to each individual students' needs.

3) Students are assessed for progress regularly, with formal IELTS exams being taken once per year. Student timetables and choices are adjusted to reflect their most recent IELTS scores.

## **Fundamental British Values**

We promote 'British Values' through our spiritual, moral, social and cultural education (SMSC), and PHSE talks which permeates through the College curriculum and supports a holistic development of the student's personality and development.

We recognise that such development is most successful when those values and attitudes are promoted by all the staff and which provide a model of behaviour for our students.

The curriculum in all phases offers broad and balanced opportunities.

'British Values' have been identified as:

### **Democracy:**

The ability to understand and communicate are the most important areas of learning. We ensure that students are given a 'voice' to communicate. This 'voice' could be using words, objects, photographs, pictures, symbols, touch cues, eye contact or body language.

We empower our students by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty.

### **Rule of Law:**

We involve students in setting codes of behaviour; helping students to make decisions and choices that are acceptable to the College community and society at large.

Students are helped to learn to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the College and beyond. We help students to understand the connection between actions and consequences. This type of environment enables students to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.

### **Individual Liberty:**

Students are encouraged to become good and valued citizens. We do this by supporting each student to become as independent as possible. We endeavour to demonstrate that everyone has rights; this includes the right to say 'Yes' or 'No' to ideas or activities. Some students will be able to take responsibility for particular roles and to understand that with certain rights comes a level of responsibility. Learning to do things independently is an important part of learning to understand yourself. We believe that engendering a caring and helpful environment and to be independent can boost and nurture a healthy self-esteem.

### **Mutual Respect:**

We promote each student's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within the College, students work with a range of people and interactions with others are

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always positively promoted on a personalised basis for each individual. This may include working with students from other schools, coaches, theatre groups, etc. The curriculum is personalised and planned for students and may include transitioning within the range of resources and places on the site and going into the community to meet with a range of people in a variety of situations which include: sports events, community events and shared participation with other schools/colleges.

We believe it is important to facilitate opportunities to be part of the community as the students, families and staff have much to offer in the development of community cohesion.

## Tolerance of different faiths and beliefs:

We are part of the College and local community where each person is respected and valued equally without regard to ability, gender, faith, heritage, or race.

Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations to broaden all students' experiences and awareness of others.

Our various club meetings every week, ranging from Science Club, Current Affairs Club to Literature Club interspersed with regular PHSE talks, help all students to find out about themselves and others linking their lives to the communities in which they belong. The themes cover areas such as: friendships, helping others and celebrations from a range of faiths and world events.

Students are encouraged to experience British Culture through our curriculum themes. For example, students have visited many local places of interest. As the College, we take part in sporting activities which helps to instil 'fair play' and engender a 'team spirit'.

Although some of our students may find it difficult to articulate their feelings and concerns; staff are attuned to changes in demeanour and well-being that may indicate anxiety. If they are concerned about a student, our accepted practice links to the Safeguarding Policy which entrusts a duty of care to all staff to actively protect and promote the welfare of children.

The staff work closely with parents, carers and other professionals to ensure that the students at Cherwell College Oxford are happy, well cared for, and enabled to learn the skills they need to live a fulfilling life as part of their community.

*Reviewed: September 2024*

*Next Review: September 2025*