



Curriculum Policy

Reviewer: Timothy Brewis

Approver: Nicola Huggett

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Next Review: August 2026

Policy Statement

The curriculum, teaching and learning at Cheltenham College shall:

- ☐ Supply full-time supervised education for pupils of compulsory school age and above, using (I)GCSE and A Level (or equivalent) qualifications;
- ☐ Be broad and balanced up to GCSE, ensuring that all pupils study the core subjects of the National Curriculum;
- ☐ Contribute effectively to the intellectual, physical, personal attainment and development of the pupils;
- ☐ Give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;
- ☐ Teach subject matter appropriate for the ages, gender, backgrounds and aptitudes of pupils, including those pupils with an Education and Health Care Plan (EHC Plan).
- ☐ Enable pupils to acquire skills in speaking, listening, literacy and numeracy, ICT and digital literacy;
- ☐ Provide for personal, social and health education which reflects the College's aims and ethos, and which promotes respect for fundamental British values and prepares pupils for British society. PSHE is delivered via a Wellbeing programme entitled 'Floreat'. The programme across all year groups seeks to encourage tolerance and diversity, including respect for others on the basis of the protected characteristics in law;
- ☐ Provide for appropriate careers and higher education guidance. Sixth Form PSHE includes a focus on leadership and economic education (e.g. student finance). Higher Education and Careers guidance is presented impartially, with no bias or favouritism towards a particular education or work option. College consciously works to prevent all forms of stereotyping in the advice and guidance provided to ensure that girls and boys from all backgrounds and diversity groups consider the widest possible range of careers, including those which are often portrayed as primarily for one or other of the sexes. The guidance enables pupils to make informed choices about a broad range of options open to them, with timely advice given to help pupils choose GCSE and post-16 courses. Careers options help to encourage all pupils to fulfil their potential. Pupils learn about different careers and opportunities, obtain individual guidance and may have work experience;
- ☐ Enable pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- ☐ Provide Relationship and Sex Education (RSE) for all year groups as part of the Floreat programme.
- ☐ Provide pupils with adequate preparation for the opportunities, responsibilities and experiences of adult life;
- ☐ Be enriched by extra- and co-curricular activities;
- ☐ Offer all pupils the opportunity to explore and access their full academic potential;

- ❑ Foster in pupils a sense of delight in the life of the mind and the application of intellectual, physical or creative, interest in their work, and the ability to think and learn for themselves;
- ❑ Involve well-planned lessons, effective teaching methods, suitable activities and wise management of classroom time;
- ❑ Show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure that these are taken into account in the planning of lessons. Where a pupil has an EHC plan, the Deputy Head (Learning and Wellbeing) will put in place an Individual Learning Plan that responds to his or her needs. Regular meetings of the pupil's teachers will be convened to discuss his/her progress. Several pupils whose needs are not significant enough to have an EHC plan will nevertheless benefit from an ILP, co-ordinated by the Deputy Head (Learning and Wellbeing);
- ❑ Ensure that teachers possess appropriate knowledge and understanding of the subjects they teach;
- ❑ Be based on classroom resources of an adequate quality, quantity and range;
- ❑ Ensure regular and thorough assessment of pupils' work;
- ❑ Ensure that effective strategies are in place for managing pupil behaviour and encouraging responsible behaviour;
- ❑ Be subject to on-going evaluation and review by the Council Education Committee, Head, the Academic Management Team, the Heads of Departments' and other committees as appropriate.

The College continues to seek to raise academic attainment and achievement; to foster a strong work ethic amongst the pupils; to have high academic ambitions, manifested not only in (I)GCSE and A Level results but through co-curricular academic activities; to support lower attaining pupils, raise the attainment of middle-ability learners, and provide challenge to the higher attainers; to foster a sense of curiosity and of excitement about the world of ideas.

Full details of the curriculum can be found in the various Curriculum Booklets, electronic versions of which can be found on the College website (on the 'Academic' tab).

The timetable

The College timetable is spread over six days. All pupils in 5th Form through to U6th have Games on Tuesday, Thursday and Saturday afternoons. These days only contain teaching in the morning (5 periods of 40 minutes), whereas Mondays, Wednesdays and Fridays also have 2 or 3 lessons of 35 minutes each in the afternoon. 3rd Form and 4th Form follow the same schedule on Thursdays and Saturdays, but on Tuesdays they have timetabled games in the morning and lessons in the afternoon.

The week

For 3rd and 4th Form, the week is as set out below. On a Tuesday, 3rd Form have games Period 1 and 2, and 4th Form have games Period 3, 4 and 5

MONDAY – FRIDAY TIMINGS

| | |
|-------------|---------------|
| 09:00-09:40 | Period 1 |
| 09:45-10:25 | Period 2 |
| 10:25-10:55 | Break |
| 10:55-11:35 | Period 3 |
| 11:40-12:20 | Period 4 |
| 12:25-13:00 | Period 5 (3F) |
| 12:25-13:10 | Period 5 (4F) |
| 12:25-13:15 | Period 5 (5F) |

| | | | |
|-------------|---------------|-------------|---------------|
| 12:25-13:20 | Period 5 (L6) | | |
| 12:25-13:25 | Period 5 (U6) | | |
| 13:00-14:15 | Lunch | | |
| 14:15-14:50 | Period 6 | | |
| 14:55-15:30 | Period 7 | | |
| 15:35-16:10 | Period 8 | | |
| | | | |
| 16:30-17:30 | Activities | | |
| 17:30-18:00 | 3F & 4F Tea | | |
| 18:00-18:45 | LC Prep #1 | 18:00-18:45 | 5F & UC Tea |
| 18:45-19:00 | House sign-in | 18:45-19:00 | House sign-in |
| 19:00-20:00 | LC Prep #2 | 19:00-20:45 | UC Prep |

SATURDAY TIMINGS

| | |
|-------------|----------------------|
| 08:30-09:05 | Period 1 |
| 09:10-09:45 | Period 2 |
| 09:50-10:25 | Period 3 |
| 10:25-10:55 | Break |
| 10:55-11:30 | Period 4 |
| 11:35-12:10 | Period 5 (3F) |
| 11:35-12:15 | Period 5 (4F and 5F) |
| 11:35-12:20 | Period 5 (UC) |

To address the issue of pupils leaving lessons early to play sport, the rotation of lessons on a Saturday will vary:

| | | |
|-----------------|----------------------|----------------------|
| | Autumn 1 Spring 2 | Autumn 2 Spring 1 |
| Lesson rotation | 1 → 5 | 5 → 1 |

Monday to Friday Timings

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------|---------------------|----------------------------|------------------------------|------------------------------|------------------------|
| 8:30 – 8:40 | Register with tutor | | | | |
| 8:40 – 8:55 | 5th Chapel | 3 rd Chapel | 4th Chapel | | 3 rd Chapel |
| | L6th Chapel | 4th Chapel | 5th Chapel | L6th Chapel | 4th Chapel |
| | U6th Chapel | U6th Chapel | L6th Chapel | U6th Chapel | 5th Chapel |
| | 4th Tutor Period | L6th Tutor Period | 3 rd Tutor Period | 5th Tutor Period | U6th Tutor Period |
| | 3rd Late Breakfast | 5th Late Breakfast | U6th Late Breakfast | 4th Late Breakfast | L6th Late Breakfast |
| | | | | 3 rd Form Reading | |
| 9:00 – 9:40 | Period 1 | 3 rd Form Games | Period 1 | Period 1 | Period 1 |
| 9:45 – 10:25 | Period 2 | | Period 2 | Period 2 | Period 2 |
| 10:25 – | Break | | | | |

| | | | | | |
|---------------|----------------------------|--|--|--------------------------------|----------------|
| 10:55 | | | | | |
| 10:55 – 11:35 | Period 3 | 4 th Form Games | Period 3 | Period 3 | Period 3 |
| 11:40 – 12:20 | Period 4 | | Period 4 | Period 4 | Period 4 |
| 12:25 – 13:00 | Period 5 (3rd) | | | | |
| 12:25 – 13:10 | Period 5 (4th) | | | | |
| 12:25 – 13:05 | Period 5 (5th) | | | | |
| 12:25 – 13:20 | Period 5 (L6th) | | | | |
| 12:25 – 13:25 | Period 5 (U6th) | | | | |
| 13:00 – 14:00 | Lunch | | | | |
| 14:00 – 14:15 | Registration in house | | | | |
| 14:15-14:50 | Period 6 | 5 th , L6th, U6th Games Until 17:00 | Period 6 | Whole School Games Until 17:00 | Period 6 |
| 14:55 – 15:30 | Period 7 | | Period 7 | | Period 7 |
| 15:35 – 16:10 | Period 8 | | Period 8 | | Period 8 |
| 16:30 – 17:30 | Activities | | CCF 3 rd Activities (16:15) | | Match Practice |
| 17:15 – 18:00 | UC APT | | | | UC APT |
| 17:30 – 18:00 | 3 rd & 4th Tea | | | | |
| 18:00 – 18:45 | LC Prep | | | | |
| 18:00 – 18:45 | 5 th and UC Tea | | | | |
| 18:45 – 19:00 | House sign-in | | | | |
| 19:00 – 20:00 | LC Prep | | | | |
| 19:00 – 20:45 | UC Prep | | | | |

Setting Policy

Generally speaking, some subjects (notably Mathematics, Sciences, Latin and Modern Languages) find that teaching is most effective in sets selected by attainment. Other subjects prefer to teach in mixed-attainment groups where pupils benefit from sharing the ideas and perspectives of a wide range of classmates.

At College, Mathematics, English, Science and French set pupils according to ability wherever possible, from 3rd Form onwards. The decision to place a pupil in a particular set is made to enable

him or her to get the best support relative to his or her ability in the subject. Sometimes, a class teacher will feel that a pupil would be better served by changing set; this often follows assessments sat by the entire year group. Moving a pupil 'down' a set is never a punishment. It is only done when the teacher and the Head of Department consider that the pupil will be better supported in his or her learning by moving at a slightly slower pace.

Parents are asked to trust College's professional judgement in such matters; we do not take these decisions lightly. When a pupil changes set, the Head of Department will discuss the proposed change with the pupil so that he or she understands the reasons for moving set and will inform the Housemaster or Housemistress and the Tutor. The Tutor will then inform the parents. If parents are dissatisfied with such a decision, they are invited to contact the Deputy Head (Academic) or the relevant Head of Department. However, it should be re-emphasised that any change of set should leave a pupil in a better position to achieve, through working at a speed more appropriate to his or her ability in the subject.

Reporting to parents

A written report of a pupil's progress and attainment in the main subject areas taught is provided to parents, unless a parent has agreed otherwise. Reports are provided to parents every half term, with the exception of the Fifth Form and Upper Sixth who do not receive one in the second half of the Summer Term, as their exams are underway. Both Fifth Form and Upper Sixth receive a Valedictory Report in the summer term. As part of the reporting process, pupils are graded for attainment / progress and Attitude to Learning. All reports are published to parents on the parent portal and parents are notified by email. Parents are informed of the grade descriptors, where applicable, and the schedule for reporting throughout the year.