

CURRICULUM POLICY

This document which applies to the whole college inclusive of boarding is publicly available on the college website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the college office.

Scope: All who work, volunteer or supply services to our college have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal college hours, including activities away from college. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the Policies Register

Legal Status: Complies with The Education (Independent School Standards) (England) Regulations currently in force.

Monitoring and Review: This document will be subject to continuous monitoring, refinement and audit by the Principal. There is a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. It is also updated in the interim, as may be required, to ensure that it continually addresses the risks to which students are or may be exposed. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed policy which will be made available to them in either in writing or electronically.

Reviewed: August 2025

Next Review: August 2026

Signed

David Game
CEO and Founder

John Dalton
Principal

Curriculum Policy

David Game College has a mixed ability entry and in general the College does not require students to sit a formal entry test. Entry tests are, however, used when selecting scholarship students or, where the College has some specific concerns about a student or their background/level or previous attainment, individual subject tests may be given to clarify the College's understanding. All GCSE and A level students are tested via Yellis and Alis respectively upon entry as part of the College's overall monitoring of student progress and how the College adds value to student learning. The Baseline Scores are used as a guide for teachers in regard to students' potential, but are part of a wider monitoring system that allows students' progress to be monitored and measured. The Curriculum policy does not undermine fundamental British values through class learning, and promotes them through Spiritual, Moral, Social and Cultural (SMSC) and Personal, Social and Health Economic Education (PSHEE) and a range of extra-curricular and more diffusive activities.

Although the College recognises the fundamental importance of examination outcomes for students, educational quality cannot only be measured through this metric. The **quality of the curriculum** and the skills that it can help build in students so that they can become confident and informed young adults, is also important. Issues such as health education, digital literacy, career advice and the ability to make informed decisions on societal issues must also be supported through the curriculum. To this end the College recognises its responsibility to offer structured PSHEE programmes as well as integrating both PSHEE and SMSC into the curriculum. Leadership skills are offered to students to help build academic and social resilience. **Digital literacy** is also considered a key part of all students' educational progression through the College and efforts are being made to ensure that students leave as better digital citizens. The College also considers **wellbeing and promoting positive mental**

health as a central part of the curriculum. This is achieved through dedicated leadership programmes, motivational talks and creating an atmosphere where students feel they can speak about their fears and concerns and seek reassurance and guidance from staff, professionals and their peers.

Intent:

The College takes students from the age of 14- 22 years of age and focuses on KS4 and KS5 accordingly, sending over 95% of its students at A level to university. In order to support them in their transition through the College it supports its core curriculum with a support and area-based curricula. This includes PSHEE, SMSC, British Values and Cultural Capital all embedded within the core curriculum and also delivered through formal and informal settings, creating a whole school approach.

The curriculum at David Game consists of three highly interdependent elements:

1. **Academic or core curriculum** – GCSEs and A levels
2. **Support curriculum** – PSHE, SMSC, RSE, British Values, Cultural Capital, Careers, extra-curricular, UCAT, interview-skills, Medical Programme, debating, etc
3. **Area-based/community curriculum** – engagement at social, charitable, academic and careers level with local organisations, NGOs, people and events that enrich, inspire, educate and motivate our students to learn more about the City of London.

The knowledge and skills to be learnt by the students are generally outlined in the content and specifications at GCSE and A levels, but individual teachers will also highlight and augment these where appropriate. For example, in Biology at Advanced level it is expected that students at a certain point in the sequence of the specification should be able to use correct and specific language in relation to biochemistry and understand how to calculate a percentage increase/decrease, rate increase or understand the concept of water potential and manipulate water potential equations accordingly. Similarly, at GCSE level in the same subject, students should understand the difference in usage terminology between a gene and an allele and be able to correctly apply specific terminology in terms of questions that relate to genetics.

Outside speakers are encouraged to interact and address the students so that complex issues such as radicalisation, crime, pornography, drugs, depression, anxiety, technology and relationships can be aired in an open, supportive and safe environment.

At David Game College, all students at KS4 and KS5 are entitled to a curriculum that 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

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

Ambition

- to ensure that the curriculum challenges students and pushes them to achieve as much as they can; students must excel and teachers must be ambitious for their students to acquire the knowledge and skills to make progress over time

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 PSHEE and SMSC
- to prepare students for many of the emerging issues and challenges that they will face as young adults

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- to better understand and comprehend political, religious, cultural, social and technological issues that are rapidly shaping the future

Areas of experience

Linguistic: This area is concerned with developing students' communication skills and increasing their command of language through listening, speaking, reading and writing. In all schools, except for foreign national schools whose students are **all** temporarily resident in this country, there must be lessons in written and spoken English. Many schools will also teach other languages, and some will use a language other than English as the main medium of instruction.

Mathematical: This area helps students to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.

Scientific: This area is concerned with increasing students' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

Technological: There is no wish to be prescriptive about how schools develop a curriculum to teach technological skills and it is recognised that some schools would not wish to teach some of the aspects below, for example, information and communication technology (ICT). Technological skills can include: the use of ICT; developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

Human and social: This area is concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions. In most schools, the subjects of history and geography make a strong contribution to this area.

Physical: This area aims to develop the students' physical control and co-ordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. Students should also acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and creative: This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, dance, drama and the study of literature, because they call for personal, imaginative, and often practical responses.

Differentiation and adapted instruction

- 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
- to ensure all students with SEN or specific disabilities have access to the curriculum and that it is adapted, designed and developed accordingly

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 Monitoring Students' Progress, PSHEE and SMSC, SEND, and ESL policies.

Personal, Social, Health, Economic Education and Spiritual, Moral, Social and Cultural development of students

The College recognises the profound importance of formally teaching, integrating and embedding SMSC and PSHEE, (including RSE) into the curriculum. **Health Education** is given particular prominence, which tackles both physiological and mental health issues. The College is making positive mental health a central part of its communication strategy with both students and parents, and the College encourages students to seek help should they feel troubled and also signposts students to seek professional guidance. In parallel, the College is also committed to students' personal development and ensuring that they become more resilient to setbacks and adopt coping mechanisms and a positive, growth mindset.

David Game College endeavours through its curriculum, PSHEE 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;
- actively promote British values: democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs
- 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;
- assist students to acquire an understanding of their own and other cultures in a way that promotes harmony between different cultural traditions;
- provide students with dedicated **Leadership Courses** that promote positive thinking, and mindfulness and help students become more resilient to outside pressures and setbacks
- encourage students to take advantage of the numerous cultural opportunities and richness that is to be found in London and in the UK
- to encourage students to support and augment their core curriculum with knowledge of history, architecture, ancient wisdom, music, the dramatic arts, languages, literature and history, which surrounds them and can make a huge difference to how they understand, comprehend and cope with the world
- to promote the notion of biophilia

RSE

The College is committed to teaching RSE to students under the umbrella of PSHE, but very distinct and separate from general PSHE. The College would cover such topics as:

- Sexting
- Toxic relationships
- Consent
- Sexual harassment and violence
- Marriage and other relationships
- Misogyny and gender-based discrimination
- Transgender issues and discrimination (as per guidance)
- Pregnancy
- Abortion
- STIs
- Contraception
- Friendships
- Pornography
- Sexual exploitation
- County Lines and child sexual exploitation

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- Child-on-child abuse

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. embed British values through subjects such as Religious Education, Sociology, Government and Politics, English Language and Literature as well as History and Geography
 - c. encourage students to use and embrace technology in their learning and access College-approved or developed MOOCs and other vetted and approved sites on the Web
 - d. encourage students to apply intellectual, physical or creative effort, to show interest in their work, and to think and learn for themselves;
 - e. be well planned with effective teaching methods, suitable activities and efficient time management;
 - f. show a good understanding of prior attainments, aptitudes and needs of the students with lessons that are planned accordingly;
 - g. demonstrate thorough knowledge and understanding of the subject matter being taught;
 - h. utilise classroom resources of an adequate quality, quantity and range effectively;
 - i. regard assessment as an integral and valuable element of the learning process, and demonstrate that a framework is in place to assess students' work regularly and thoroughly and use information from such assessment to diagnose difficulties and plan teaching so that students can progress
 - j. encourage students to behave responsibly

See also policy on Assessment.

Digital Literacy

The College wants all its students to embrace digital literacy, so that they can become confident and competent digital citizens. To this end the College is encouraging students to use technology to help them explore learning. The College encourages students to use College-approved educational YouTubes as well as sites, such as the Khan Academy, which provide on-line learning in key academic areas. The College is aware of the need to promote specific digital skills, such as coding or content generation.

As part of digital literacy strategy, the College encourages teachers and students to understand that digital skills are useful right across the different range of subjects, as well going further into civic participation in terms of debates, complex societal issues, careers, health and personal development as well as privacy and staying safe online. Digital literacy is embedded in both our SMSC and PSHEE teaching.

The College is also aware of the growing impact of artificial intelligence (AI) in general and its impact on teaching and learning. The College has a comprehensive plan to introduce AI to all aspects of the curriculum, including the core curriculum, including the use of virtual reality headsets for immersive experiences related to the curriculum. ,

Economic Literacy

The College is very mindful of the importance of imparting knowledge and understanding so that students have the ability to use basic economic concepts to make decisions about earning, savings, spending and sharing money. Explaining the importance of savings and the importance of pension planning are now critical to all young people. The College will attempt to improve the economic literacy of its students through formal PSHEE, curriculum teaching and literature.

Health Literacy

A very important element of the support curriculum and embedded in some aspects of the core curriculum is health literacy and ensuring that students understand how to stay healthy and fit, and their general wellbeing. It is important that students are informed about complex issues such as pregnancy, abortion, STIs and consent and the law. Staff must encourage students to eat healthy food, get a good night's sleep and avoid drugs, alcohol or other forms of stimulants/depressants.

Mental health is taken very seriously at the College in parallel with efforts to develop students' character through the promotion of positive thinking, building confidence and resilience.

Personal Development

Developing students so that they can better comprehend and navigate the often complex issues that face them in the real world is an important part of the whole curriculum. Whether promoting equality of opportunity, an inclusive environment that negates discrimination or hate against others, or developing responsible, active and respectful citizens who understand moral and ethical issues or forming healthy relationships, the curriculum must reinforce the importance of developing resilience in students to the "slings and arrows" of the times. How to avoid being sucked into a gang culture, knife crime or developing a positive, healthy mind and body that protects itself from negative thinking is embedded in our teaching and wider curriculum. Fusing digital, health and economic literacy, the College makes a concerted attempt to build up its students and make them confident decision-makers and independent learners.

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 current guidance within individual subjects and should bear these in mind when drawing up schemes of work and marking policies. Given that the College follows IGCSE for KS4 and for A levels, then detailed specifications are available.

Emphasis for KS4 must be placed on students acquiring skills in speaking, listening, literacy and numeracy. Equally, all of these are important for KS5 students and should be emphasised in the relevant areas.

Schemes of Work and Sequencing of Curriculums

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. *The schemes of work help in understanding the structure and sequencing of the curriculum.*

It is also important that schemes of work are reasonably detailed and roughly match what is actually being taught. For example, if a teacher is inspected during November and they are teaching work that is, according to the scheme, supposed to have been completed in early October, it should raise concern over a teacher's pace of teaching and their capability to deliver. The latter will be checked during class inspections by DG staff.

Schemes of work will also be available for PSHEE, alongside evidence for embedding SMSC, British Values and Cultural Capital within the curriculum.

Teachers will be required to properly sequence and weave their curriculum so that they have properly thought through a logical sequence for teaching and learning. Teachers must also understand, triangulate and evidence: intent; implementation and impact of their curriculum. Work Scrutiny will be applied to all teachers. Teachers will be expected to be able to highlight and have carefully thought through how they integrate relevant elements of PSHE, RSE, SMSC, BV and CC within their curriculums. Staff will also be subject to observations and feedback given. Adaptive and differential learning will be reviewed as well as how the curriculum has been adapted (where relevant) for students with SEN. In addition, the SLT will want to ensure that staff appreciate how to integrate substantive and disciplinary knowledge into their subjects.

A Broad Selection of Subjects

The College strongly supports the ideas and ethos behind the EBacc, which was to give students a breadth of core subjects. The College strongly advocates and encourages students at KS4 to take, alongside English and Maths, a science, history or geography and a language. The College also encourages students to take an arts subject at GCSE wherever possible, especially if they are thinking of selecting a series of Maths and Science-related subjects at Advanced level.

The College, owing to its timetable and the use of intensive courses, often has difficulty in getting students to take more than 5 subjects. Students can, however, achieve up to 10 subjects if taken over a 2-year period.

SEND (Special Education Needs and Disability)

Where a student has a Statement of Special Education Needs the SENCO must ensure that the specific education and learning needs of the individual are understood and appropriate steps taken to accommodate them and ensure that teachers are aware and have adapted their lessons for the individual, or ILPs have been devised. Students with an EHCP will be carefully considered and accommodated as will all students with SEN issues so that they have complete access to the curriculum through high quality teaching that is differentiated and personalised. The College is committed to meeting the individual needs of students with SEN at every part of the curriculum, especially in preparing them for adulthood.

SMSC

The College recognises the vital importance of SMSC and the promotion of fundamental British values. All students at the College should benefit from structured and formal programmes of PSHEE and SMSC that help prepare students for the opportunities, responsibilities and experiences of adult life. In particular, emphasis is placed on personal, social and health education as well as consideration for the aesthetic and creative area within the curriculum. A formal PSHEE and SMSC programme exists for compulsory school age (CSA) students, and an advanced PSHE and SMSC framework exists for all students, reflecting the ethos and values of the College. Integrating key elements of PSHEE and SMSC into the curriculum is a priority for the College and tutors are made aware of the significance of this area and how it can be relayed.

Students of CSA will be encouraged to visit art galleries, music venues and theatres to develop their aesthetic awareness and understanding and their creativity. Equally, students of all ages will be encouraged to explore new intellectual experiences.

The promotion and embedding of British values through SMSC will be encouraged by a range of measures and activities within the curriculum and extra-curricular activities. Importance will be placed on communicating and getting staff and students involved in debate and discussions that focus on how citizens can influence decision-making through the democratic process; appreciating that living under the rule of law protects individual citizens; understanding that there is a separation of power between executive and judiciary; tolerance and acceptance of people of other faiths and beliefs. SMSC measures will also emphasise the importance of combating discrimination

English as a Second Language

For those students from overseas and whose first language is not English, in order to enrol and obtain a CAS as part of UKVI stipulations, specified IELTS score is required. In order to support their GCSE and A level studies, students whose first language is not English and who do not yet possess an adequate IELTS or equivalent score, are required to have supporting EAL lessons. All students from overseas whose first language is not English are tested prior to and on arrival to ascertain their level so that appropriate steps can be taken. ESL is taken very seriously at the College as increasing numbers of students are from overseas (boarding students) hence have fundamental issues with English.

Careers Advice

It is important that the College provide impartial career advice to students and promote their best interests as well as inspiring and motivating them about the full range of opportunities, both academic and vocational, available. The College uses the Gatsby Benchmarks to develop and improve career provision. The College has a Careers Leader whose role is to make students aware of how they can access information regarding careers. Advice given by the College should achieve the following:

- Provide impartial information on a range of education and training opportunities, including apprenticeships and technical educational routes
- Promote the best interest of students
- Explain the wide variety of new disciplines, mostly driven by changes in technology (e.g. bioinformatics, neuro-marketing, artificial intelligence, robotics, data mining, environmental issues, etc.) alongside more traditional careers.

Careers education and awareness will be integrated into the curriculum at all three main levels, but especially in the support and community-based areas. The College will make a special effort to forge links with local businesses as well as academic

groups and NGOs in the area to ensure that students can engage directly with those who can best explain the relative merits of certain career options. Links with outside speakers and representative from, for example, HM Armed Forces, are used to ensure that students receive sound feedback about potential careers.

Implementation

The way in which the curriculum is delivered and taught is critical to outcomes and the success of students.

Teachers will monitor the progress over time of a student through all of the following:

- Practical work – this provides an excellent opportunity to evaluate specific skills and competencies linked to the specification and in a broader sense
- Through engagement with Head of GCSE and Sixth Form, PTs and the SLT, teachers should be able to demonstrate an understanding of the strengths and weaknesses of their students and what steps they are taking to reduce any gaps in knowledge and skills
- Focusing on literacy and numeracy – do students understand the importance of correct spelling, syntax and the cogency in communication of information; do students understand the importance of wider reading, developing a broad vocabulary and read outside of their immediate specification; do students appreciate the need to understand how to apply formula, connect cause and effect, use appropriate units or apply Standard Form
- Understanding who is weak and strong in the class and using differentiation strategies, ensure that all students are appropriately challenged.
- Ensure that students understand connections between elements of the specification, build on prior knowledge, and unpick assumptions
- Examine and scrutinise students' work and folders to ensure that they are kept in a neat, logical ways, which aids studying and revision
- Ensure that students understand command words in order to develop their examination technique
- Through discussions with the SLT and other teams members, be able to explain at what point is a student in their attainment of knowledge of skills, and what they must do fully grasp all the principal concepts involved
- Teachers should in discussions with SLT and Heads of Department organise some form of intervention if a student is falling behind in their course or simply not applying themselves

All teachers will ensure that keep up-to-date with their subject knowledge and follow appropriate CPD training programmes/conferences/ or through appropriate professional societies. Teachers will be inspected formally and informally and feedback provided in how they teach.

A good attendance is central to all successful teaching and outcomes, so teachers along with the SLT must ensure that all students have very high levels of attendance.

Teachers and the SLT will use formative and summative assessment to get a "picture" of a student at any one point during the course. Adaptive baseline assessment tests, such as Alis and Yellis are also used, along with, where appropriate, specific aptitude tests, such, LNAT, UCAT to gain an insight into a student's potential and capability. Baseline tests along with formative and summative assessment can then be used to set a target grade.

Impact

The impact of the three interdependent curricular are difficult to measure when taken as whole, but outcomes in terms of progression made from entry to leaving the College is possible alongside examination outcomes and progress to university. Summative assessment is particularly important is determining long-term progress.

Impact of the curriculum can be measured/evaluated through:

- Test results
- Examination outcomes
- University destinations
- Entry points and progress over time – value added

Subject Allocation

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

Annex 1

Subjects taught at GCSE and IGCSE:

- Arabic
- Art and Design (Fine Art)*
- Art and Design (Photography)*
- Biology
- Business
- Chemistry
- Computer Science
- Drama
- Economics
- English Language
- English (as a second language)
- English Literature
- French
- Geography
- German
- Global Citizenship
- History
- Mathematics
- Further Pure Mathematics
- Music
- Physics
- Religious Studies
- Russian
- Spanish

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

Subject taught at Advanced Level:

- Accounting
- Arabic
- Art and Design (Fine Art)
- Art and Design (Photography)
- Biology
- Business
- Chemistry
- Computer Science
- Drama
- Economics
- English Literature
- French
- Geography
- History
- Mathematics
- Further Mathematics
- Music
- Music Technology
- Physics
- Politics
- Philosophy
- Psychology
- Sociology

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- Spanish
- Textiles (AS only)

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 (CSA) receive adequate pastoral care through the PSHE and SMSC, as well as careers advice and guidance
- To ensure that IGCSE¹ is widely available
- Place emphasis on listening, speaking, literacy and numeracy
- 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 science² 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 technology and coding are available for all students and to encourage students, especially those of compulsory school age, to engage in coding, how to stay safe online and how best to apply ICT skills
- To encourage tutors and students to link topics where possible
- To encourage tutors to highlight topics and issues within their specifications that relate to PSHE and SMSC
- To develop students' ability to study and revise for examinations
- To help students develop their powers of memory and how to learn
- 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 sport PSHE/SMSC lessons

¹ Many of the GCSE subjects taught at the College are IGCSE, none of which have coursework or controlled assessment 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.

² 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 had mixed success and need to take two/three full A levels and a new (usually fourth) AS subject.

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Key objectives for the College at AS and A level

- To provide clear concise answers to teacher, student and parent queries about the AS and A levels
- 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 credits for AS level qualifications from one awarding body to another, where relevant
- 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 that provides courses and advice on how to optimise their' chances of scoring well in national aptitude tests such as UKCAT, and LNAT
- To provide experience of coursework and direct field work for subjects such as Biology and Geography
- 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; also tutors should incorporate final revision directed by them into their schemes of work

Medical and Life Sciences Programme

For those students who wish to apply to medicine and medically-related subjects and life sciences degree courses, the College has developed a specific programme that helps prepare them for these competitive subjects through a series of support mechanisms including:

- Advice and guidance or aptitude tests e.g. UCAT, BMAT
- Outside professional speakers
- Seminars on medical ethics
- Specific tutorials and seminars arranged by the medical programme team
- Visits to research centres and areas of medical/scientific interest
- Advice on the range of subject available, especially in the life sciences and their career implications

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.

If a student has less than a C grade at AS level in a subject, then before they can proceed to an Intensive or the 2nd Year of A level, they must discuss the situation with one of the Principals and the relevant tutor, who will take into account the student's past record and the subject(s) concerned. We do NOT prevent students from continuing in their 2nd year of A level if they are not progressing, but rather have a review and then make sensible suggestions and offer alternatives (such as moving to UFP). 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. It is the policy of the College to discourage those students who wish to study sciences at A level but have less than a B grade or 6 in the sciences and mathematics.

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 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 four 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.

GCSE Subjects available at David Game College from September 2024

Subject	GCSE/IGCSE	Board	Code
Arabic***	GCSE	Edexcel	1AA0
Art & Design (Fine Art)	GCSE	AQA	8202
Art & Design (Photography)	GCSE	AQA	8206
Biology	IGCSE	Edexcel	4BI1
Business	IGCSE	Edexcel	4BS1
Chemistry	IGCSE	Edexcel	4CH1
Computer Science	IGCSE	Edexcel	4CP0
Drama*	TBC	TBC	TBC
Economics	IGCSE	Edexcel	4EC1
English Language	IGCSE	Edexcel	4EA1
English as a Second Language	IGCSE	Cambridge International	0511
English Literature	IGCSE	Edexcel	4ET1
French	IGCSE	Edexcel	4FR1
Geography	IGCSE	Edexcel	4GE1
History	IGCSE	Edexcel	4HI1

Mathematics	IGCSE	Edexcel	4MA1
Further Pure Mathematics	IGCSE	Edexcel	4PM1
Music*	GCSE	Edexcel	1MU0
Physics	IGCSE	Edexcel	4PH1
Russian***	GCSE	Edexcel	1RU0
Spanish	IGCSE	Edexcel	4SP1

* indicates that these are new subjects and will run subject to demand

*** indicates that these subjects may be taught outside of the normal timetable (eg weekends)

A Level subjects currently available at David Game College

Subject	Board	AS Level Code	A Level Code
Accounting	AQA	7126	7127
Art & Design (Fine Art)	AQA	7242	7202
Art & Design (Photography)	AQA	7246	7206
Biology	Edexcel	8BI0	9BI0
Business	AQA	7131	7132
Chemistry	Edexcel	8CH0	9CH0
Computer Science	AQA	7516	7517
Drama (AS only)	OCR	H059	N/A
Economics	AQA	7135	7136
English Literature	OCR	H072	H472
French	AQA	7651	7652
Geography	Edexcel	8GE0	9GE0
History	AQA	7041	7042
Mathematics	Edexcel	8MA0	9MA0
Further Mathematics	Edexcel	8FM0	9FM0
Media Studies (AS only)	Eduqas (WJEC)	B680	N/A
Music*	AQA	7271	7272
Philosophy	AQA	7171	7172
Physics	AQA	7407	7408
Politics	Edexcel	8PL0	9PL0
Psychology	AQA	7181	7182
Sociology	AQA	7191	7192
Spanish	Edexcel	8SP0	9SP0
Textile Design (AS only)	AQA	7244	N/A