ST. ANDREW'S COLLEGE
Cambridge

CURRICULUM POLICY

TO BE REVIEWED: August 2027	**RESPONSIBILITY: Deputy Head (Academic)**
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INTRODUCTION

The curriculum at St Andrew's College Cambridge encompasses all experiences that support students' academic, personal, social and moral development. Through academic study, co-curricular opportunities, pastoral care and the wider school culture, the College promotes curiosity, resilience, independence and respect.

MISSION AND PURPOSE

St Andrew's College Cambridge provides a broad, balanced and ambitious curriculum that enables students to achieve academic success, develop confidence and prepare for higher education and life beyond school. The curriculum reflects the College's values and commitment to inclusion, challenge and opportunity for all students.

AIMS OF THE CURRICULUM

The curriculum aims to:
- enable all students to fulfil their potential
- promote academic excellence and intellectual curiosity
- foster independent learning and critical thinking
- develop communication, numeracy and digital literacy skills
- provide stretch, challenge and appropriate support
- prepare students for higher education, employment and responsible citizenship
- encourage creativity, collaboration and resilience
- promote wellbeing, diversity, equality and inclusion.

TEACHING, LEARNING AND PEDAGOGY

Teaching and learning at St Andrew's College Cambridge are underpinned by evidence-informed pedagogy and high expectations. Teachers plan lessons that are engaging, inclusive and appropriately challenging, ensuring students make strong academic progress.

Across the curriculum, staff use a range of teaching and learning strategies including:
- explicit instruction and modelling
- retrieval practice and spaced learning
- questioning and formative assessment
- adaptive teaching and differentiation
- collaborative learning and discussion

• independent research and enquiry-based learning
• metacognitive approaches that encourage reflection and self-regulation
• effective use of educational technology to enhance learning.

Teachers provide regular feedback to support progress and encourage students to take increasing responsibility for their own learning. Classroom environments are designed to promote participation, curiosity, respect and academic ambition.

SKILLS FOR LEARNING

Students develop literacy, numeracy, scientific understanding and digital competence across all subject areas. English and EAL provision support communication skills, while mathematics develops logical reasoning and problem-solving.

Science subjects encourage investigative and practical learning through experimentation and enquiry. Technology is used purposefully to enhance learning, collaboration and digital citizenship. Co-curricular opportunities in sport, music, drama and the arts further support creativity, leadership and teamwork.

BRITISH VALUES, EQUALITY AND INCLUSION

The College actively promotes the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance. Students are encouraged to engage thoughtfully with different perspectives and develop strong moral and social awareness.

The College is committed to equality, diversity and inclusion in accordance with the Equality Act 2010. Teaching resources, classroom discussion and curriculum content reflect a diverse and inclusive community. Staff employ adaptive teaching strategies and varied assessment approaches to ensure all students can access learning and participate fully.

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE)

RSHE is delivered through the PSHE programme and pastoral curriculum. The programme supports students in developing healthy relationships, emotional wellbeing, self-awareness and respect for others. Teaching is age-appropriate, inclusive and aligned with statutory guidance and the Equality Act 2010.

THE CURRICULUM IN YEAR 11

Students in Year 11 follow either a Pre-IB, Pre A-Level or 1-Year GCSE pathway. The curriculum provides both breadth and flexibility, enabling students to pursue subjects aligned with their interests, strengths and future aspirations.

Teaching in Year 11 focuses on developing independent study habits, academic resilience and examination confidence. Adaptive teaching, targeted intervention and supported study opportunities ensure students are appropriately challenged and supported.

PSHE and EAL provision continue to support students' academic progress and personal development.

Pre-IB pathway:

English Language	World Literature
Mathematics	Theory of Knowledge

Science	Biology, Chemistry, Physics, Environmental Sciences
Humanities	Economics, Business, History and Geography
Modern Foreign Languages	French, German, Mandarin Chinese, Italian
The Arts	Fine Art, Photography, Music, Physical Education

Pre A-Level pathway options:

Compulsory subjects:	Mathematics
	English

Optional subjects (choose 3):	Physics
Biology	Music
Chemistry	Economics
Art and Design	Physical Education
Photography	Business
Computer science	Latin

1-Year GCSE subject options:

Compulsory Subjects	Optional Subjects (choose 3):
GCSE Mathematics	GCSE Art and Design
GCSE English Language (as first language)	GCSE Photography
	GCSE Biology
	GCSE Chemistry
	GCSE Physics
	GCSE Business
	GCSE Economics
	GCSE Computer Science
	GCSE Geography
	Level 1 Certificate in Latin
	GCSE Physical Education
	Level 1 Certificate in Music
	Native Language GCSE – if available

THE CURRICULUM IN THE SIXTH FORM

The Sixth Form curriculum enables students to specialise in subjects that reflect their academic interests and future pathways. Students are expected to become increasingly independent learners, supported by expert teaching, academic mentoring and enrichment opportunities.

LEVEL 3 UNIVERSITY FOUNDATION PROGRAMME

The Level 3 University Foundation Programme provides an inclusive, flexible and academically rigorous pathway to higher education. Designed for students with a wide range of educational backgrounds and aspirations, the programme combines academic study, applied learning and the development of the independent skills required for success at university and beyond.

Students follow one of three specialist pathways:

- Arts
- Humanities
- Sciences

Each pathway provides a coherent programme of study that develops subject knowledge alongside transferable academic skills including research, critical thinking, communication, collaboration and independent enquiry. The curriculum is continually reviewed to ensure it reflects contemporary developments within higher education, industry and society.

Teaching is underpinned by evidence-informed pedagogy and mirrors many of the learning approaches students will encounter at university. Learning experiences include seminars, project-based learning, collaborative tasks, presentations, case studies, research projects and coursework, enabling students to apply knowledge in authentic and meaningful contexts.

Teaching and Learning

Teaching on the Foundation Programme is characterised by:

- Explicit teaching of academic skills and subject knowledge.
- Project-based and enquiry-led learning.
- Real-world case studies and authentic assessment tasks.
- Collaborative discussion and seminar-style learning.
- Regular retrieval practice and formative feedback.
- Independent research and reflective learning.
- Adaptive teaching to meet individual learning needs.
- Appropriate use of digital technologies to enhance learning.

Students receive regular personalised feedback and academic mentoring, encouraging increasing independence and ownership of their learning throughout the programme.

Inclusive Curriculum

The Foundation Programme is intentionally designed to be flexible and accessible. Individual learning needs, including SEND and English as an Additional Language (EAL), are supported through adaptive teaching, scaffolded learning activities, targeted interventions and personalised academic guidance. High expectations are maintained for all students, ensuring every learner has the opportunity to achieve their potential.

Progression to Higher Education

Successful completion of the Level 3 University Foundation Programme enables students to progress confidently to undergraduate study in the UK and internationally. The programme develops not only subject knowledge but also the academic confidence, resilience and independent study skills expected by universities.

Students receive comprehensive support with university applications, personal statements, interviews and career planning, ensuring they are well prepared for their chosen progression route.

A-Levels

A-Level students typically study four subjects with approximately six hours of teaching per subject each week. Teaching approaches encourage analytical thinking, wider reading, academic discussion, research skills and intellectual independence.

The College provides extensive guidance for university applications, including Oxbridge, Medicine and international pathways. Students benefit from personalised support, interview preparation and careers guidance.

A-Level LIST OF SUBJECTS

Subject	Awarding Body	Specification Title
Art	OCR	Art and Design
Art and Design: Textiles	OCR	Art and Design: Textiles
Biology	AQA	Biology
Business	AQA	Business
Chemistry	AQA	Chemistry
Chinese	Edexcel	Chinese
Economics	AQA	Economics
English Literature	OCR	English Literature
Extended Project	Edexcel	Extended Project
French	Edexcel	French
Geography	AQA	Geography
Further Maths	Edexcel	Further Mathematics A
German	Edexcel	German
History	AQA	History
Mathematics	Edexcel	Mathematics A
Music	AQA	Music
Photography	AQA	Art and Design Photography
Physics	AQA	Physics
Psychology	AQA	Psychology
Russian	Edexcel	Russian
Spanish	Edexcel	Spanish
Turkish	Edexcel	Turkish

PSHE in the Sixth Form

The PSHE/UPC programmes are designed to help foster/ nurture healthy relationships, emotional and mental health and well-being as well as provoke debate, engage critical thinking skills, and challenge some easily made assumptions.

These skills will be essential for future success and will help prepare students for their next step after St Andrews College Cambridge.

CURRICULUM ENRICHMENT AND SUPPORT

The College provides a wide range of enrichment opportunities to extend learning beyond the classroom. These include educational visits, competitions, leadership opportunities, wider reading, enrichment programmes and academic societies.

Gifted and talented students are identified through assessment data, teacher nomination and prior attainment. Teachers provide challenge through differentiated tasks, higher-order questioning, extension activities and opportunities for independent enquiry.

Students with additional learning needs are supported through inclusive classroom practice, specialist intervention and Individual Education Plans where appropriate. The SENDCo works closely with staff to ensure strategies are implemented effectively and students can access the curriculum successfully.

ASSESSMENT, REPORTING AND ACADEMIC MANAGEMENT

Assessment at St Andrew's College Cambridge is both formative and summative. Teachers use regular assessment, feedback and monitoring to identify strengths, address misconceptions and support progress.

Parents receive regular electronic reports outlining attainment, attitude to learning and progress. Tutors and teaching staff work collaboratively with students and parents to ensure clear communication and appropriate academic support.

The Principal and Senior Leadership Team oversee the implementation, quality assurance and development of the curriculum. Assistant Headteachers and Lead Teachers monitor standards of teaching, learning and assessment within their subject areas.

Next Review: August 2026