



Callington Community
College

Curriculum Policy

November 2022

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November 2022	07/11/2022	November 2023
Originator: M Inger	Authorised by CCC Governors: 05/12/2022	

CURRICULUM INTENT

We believe that every child, regardless of their background, should be able to fulfil their academic potential and go on to thrive.

Through our pursuit of 'restless excellence' we will deliver a powerful, knowledge-rich curriculum enabling us to widen horizons by providing deep, fulfilling, and memorable experiences. Through our curriculum, staff will inspire challenging goals and chase big dreams for every student so that they can live happy, healthy, and successful lives and make positive contributions within their communities.

Guided by Michael Young's work on powerful knowledge and Ruth Ashbee's work on curriculum theory, we continuously strive to ensure and assure a rigorous and evidence-based approach to designing and delivering our curriculum. Our curriculum narrative is informed by evidential research on cognitive science, memory-models, and metacognitive practice so that we can help our students to remember more and do more. Our strategies for curriculum delivery are influenced by Rosenshine's Principles of Instruction and Skemp's work on Relational Understanding. By using our curriculum as a progression model, we work to make knowledge stick so that it can be used and applied in a variety of contexts and situations and in a way that will open doors and maximise the life chances of our students.

As we continue to develop the curriculum through each year group, Students at Callington Community College will expand their knowledge in all areas. They will learn the latest and greatest powerful knowledge to reach their goals and have educational justice. We will achieve this by ensuring that:

- Staff understand what powerful knowledge is and can identify it in their subject (not just exam rubric).
- All subjects have a deliberately knowledge-rich curriculum which is carefully planned and carried out in a considered manner.
- We build a thirst for learning and a love of subjects at KS3 by using varied topics and an innovative curriculum – but that this also provides a good grounding for KS4 and 5.

- Each subject area has a clear overview of their planning and rationale, through the use of a curriculum intent document and curriculum knowledge overviews.
- Each department has a dedicated focus on subject specific reading, thinking and research (in some aspect) so that they can be sure they are teaching the most useful and up to date knowledge to our students

Our curriculum is underpinned by our wider enrichment including our My Journey, My Story initiative. Students have the opportunity to access a wide variety of hobbies and other interests in a supportive and developmental environment.

As such, in each discipline, students are prepared for national assessments (and importantly) acquire knowledge from all cultural domains that builds wider cultural capital.

At Callington Community College, we teach our students powerful knowledge so that they can understand and interpret the world and to think in new and unexpected ways.

CURRICULUM DELIVERY (IMPLEMENTATION)

'A Callington Culture of advancing everyone towards excellence'

At Callington Community College, we aim to provide a broad, imaginative, and creative education. We will widen horizons through ambitious and stimulating lessons which provide rich, fulfilling, and memorable experiences. Our lessons will be deliberately outgoing and aspirational, and teachers will set challenging goals and chase big dreams for every student. Learning is at the centre of everything we do and as such we commit to developing the skills of adults and students alike in order to promote a life-long love of learning for everyone.

As a College, we follow a clear set of expectations and a common approach to teaching and learning, so that teachers, parents and carers and students can understand and work towards the highest standards. Our expectations for Teaching and Learning ensure that teachers' planning and practice will be informed by what enables students to learn most effectively and will ensure that teachers hold autonomy in designing bespoke and responsive lessons;

meeting the needs of students with SEND will sit at the heart of every lesson and learning opportunity.

We know that certain groups of students are over-represented in the cohort of students who make the least progress, this applies to students with Special Educational Needs and Disabilities and students eligible for pupil-premium funding. These students deserve and require all aspects of planning and teaching to hold a tight focus on meeting their needs through a collaborative and evidence informed approach. It is fundamentally the responsibility of the teacher to lead the learning in their classroom and meet the needs of every student. Children in care; students who are lacking in strong role models or cultural capital and students whose educational history has been disjointed, leading to gaps in knowledge and understanding should also be a priority in planning and delivering inclusive lessons which enable all students to learn effectively.

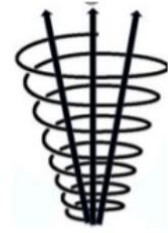
The Callington Model for Quality Teaching and Learning

Staff will deliver and develop lessons which align with this central model for quality teaching and learning and which adhere to **Five Principles of Curriculum Delivery**:

- 1. High Expectations and Scholarly Environments**
- 2. Memorable Learning**
- 3. Quality Teacher Instruction**
- 4. Guided Practice**
- 5. Independent Practice and Feedback that Progresses Learning**



Callington Community College
Curriculum Wheel



At Callington Community College, teachers will implement strategies which enable them to teach complex material in a way that is comprehensible to all students; where students will develop knowledge and skills which will become embedded in long term memory and strong and well-developed schema will form in their brains. As a result, students will experience deep learning which will empower them in following their dreams and ambitions.

CURRICULUM MONITORING, EVALUATION AND REVIEW

QUALITY ASSURANCE is an ongoing process which relies on the omnipresence of Curriculum Leaders and members of the Senior Leadership Team. Curriculum Leaders will continuously monitor the impact of their curriculum and ensure the focussed development of staff.

“Every Teacher needs to improve, not because they are not good enough, but because they can be even better” Dylan Wiliam

At the core of 'Staff First' sits the key principle that all teachers have the potential to keep improving the quality of their practice. Curriculum Leaders will ensure a supportive, structured and rigorous approach to staff monitoring

and development (Quality Assurance) which puts subject specific pedagogy and curriculum knowledge at the heart of teacher learning.

Ongoing Monitoring, Evaluation and Review (MER) cycles, Faculty Reviews and curriculum presentations will work in parallel with structured curriculum focussed line management conversations to ensure the ongoing evaluation and evolution of curriculum. 100-day implementation plans will be used to ensure data and analysis are used to responsively develop the curriculum and to ensure the curriculum has impact.

The governing body will receive an annual report from the Principal on:

- the standards reached in each subject compared with national and local benchmarks
- the standards achieved at the end of each Key Stage taking into account any important variations between groups of students, subjects, courses, and trends over time, compared with national and local benchmarks
- the number of students for whom the curriculum was disapplied and the arrangements which were made

The governing body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the college.

OPERATIONAL DETAILS

The college day starts at 8.30 am and ends at 3.00 pm and consists of five 60 minute lessons split by two 30 minute breaks.

The Spiritual, Moral, Social and Cultural development of students is a shared responsibility across the College. Subjects like PSHE along with our tutor program make a significant contribution to this.

At intervals throughout the year the curriculum is collapsed for half-day or full day learning activities which are designed to stimulate, challenge and inform. These activities include master classes, industry, careers, SMSC, British Values, student health, wellbeing and personal safety as well as leadership days.

Throughout the school students are placed in tutor groups of approximately 30 students. Classes are grouped by ability in core subjects from Year 7 onwards

CALLINGTON CURRICULUM MODEL

Year 7

Subject	Groups	No. of Lessons
Art and Design	Mixed	2
Geography		4
History		4
Music		2
Spanish		5
Belief & Ethics	Mixed	1
Computer Science		1
Drama		2
Design Technology		1
Food Technology		1
PSHE		1
Forensic Reading	1	
Maths	Ability	7
Science		7
English	Mixed	7
PE	Mixed	4

Year 8

Subject	Groups	No. of Lessons
English	Ability	7
Geography		4
History		4
Spanish		5
Computer Science	Ability	1
Maths		7
Music		2
Forensic Reading		1

Science		7
Belief & Ethics	Mixed	1
Drama		2
Design Technology		1
Food Technology		1
PSHE		1
Art & Design	Mixed	2
PE		4

Year 9

Subject	Groups	No. of Lessons
English	Ability	8
Geography		4
History		4
Spanish		5
Biology	Ability	3
Chemistry		2
Physics		3
Computer Science		1
Maths		8
Belief & Ethics	Ability	1
Drama		1
Design Technology		1
Food Technology		1
Music		1
PSHE		1
Forensic Reading		1
Art & Design	Mixed	2
PE		3

Year 10

Subject	Groups	No. of Lessons
English	Ability	8

Maths	Ability	8
Science	Ability	9
Belief & Ethics	Ability	1
PSHE	Ability	1
PE	Mixed	3
Option A	Mixed	5
Option B	Mixed	5
Option C	Mixed	5
Option D	Mixed	5

Year 11

Subject	Groups	No. of Lessons
English	Ability	8
Maths	Ability	8
Science	Ability	9
Belief & Ethics	Ability	1
PSHE	Ability	1
PE	Mixed	3
Option A	Mixed	5
Option B	Mixed	5
Option C	Mixed	5
Option D	Mixed	5

STAKEHOLDERS

The Principal will ensure that:

- the amount of time provided for teaching the curriculum is adequate and is reviewed by the governors annually
- curriculum knowledge overviews together with attainment and rates of progress are monitored and reviewed on a regular basis
- where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the national curriculum
- the procedures for assessment meet all legal requirements and students and their parents or carers receive information to show how

much progress the students are making and what is required to help them improve

- the governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum
- the governing body is advised on statutory targets in order to make informed decisions

The governing body will ensure that:

- it considers the advice of the Principal when approving this curriculum policy and when setting statutory and non-statutory targets
- progress towards annual statutory targets is monitored
- it contributes to decision making about the curriculum

Curriculum Leaders and Heads of Subject will ensure that:

- detailed and up-to-date schemes of learning are in place for the delivery of courses within their subject or curriculum area
- schemes of learning are 'live' documents that are monitored and reviewed on a regular basis
- levels of attainment and rates of progression are discussed with link managers on a regular basis and that actions are taken where necessary to improve these
- long term planning is in place for all courses and is in line with the assessment and reporting calendar for the college
- curriculum knowledge overviews encourage progression that is embedded with high expectations
- there is consistency in terms of curriculum delivery; curriculum knowledge overviews are in place and be used by all staff delivering a particular course
- appropriate awarding bodies and courses are selected so that they best meet the learning needs of the students, in line with MAT guidance.
- where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of students
- assessment is appropriate to the course and the students following particular courses; there should be consistency of approach towards assessment and feedback so that it moves learning forward
- they keep the appropriate link manager and leadership team member informed of proposed changes to the delivery of the curriculum
- student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion
- they share best practice with other colleagues both within the College and the WeST family in terms of curriculum design and delivery

- they oversee Continuing Professional Development (CPD) needs with regard to curriculum planning and delivery within their area of responsibility

Teaching staff and learning support staff will:

- ensure that the college curriculum is implemented in accordance with this policy
- keep up to date with developments in their subjects
- have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students
- share and exchange information about best practice amongst colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum
- participate in high quality professional development, working with other teachers to develop skills in understanding the learning needs of students and how best to address those needs and engage them
- work in partnership with other agencies to provide an appropriate range of curriculum opportunities

Students will:

- be treated as partners in their learning, contributing to the design of the curriculum
- have their individual needs addressed through a curriculum which offers breadth, support and challenge whilst being affordable and sustainable for the college
- be given additional support if they start to fall behind in their learning, helping them get back on track quickly
- receive co-ordinated support to enable them to make the appropriate curriculum choices at Key Stages 4 and 5

Parents and carers will:

- be consulted about their child's learning and in planning their future education
- be **confident that their child is receiving a high quality education** that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives
- be informed about the curriculum on offer and understand the rationale behind it