



Callington Community College

Curriculum Policy

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Originator: B Bailey		

‘Everything is Possible’

At Callington Community College, our curriculum is the foundation through which we live our core values: **Courageous, Ambitious, Respectful, and Encouraging.**

We believe that education should do more than prepare students for exams - it should empower them with the knowledge, confidence and character to take bold steps into the future.

Our aim is for every student to lead a happy, healthy, and successful life and to make a meaningful, positive contribution to their community.

Our ambitious and inclusive curriculum is designed to remove barriers to learning and ensure that all students will:

- Experience a knowledge-rich curriculum;
- Become confident and capable in literacy and numeracy;
- Develop high expectations for their own learning and achievement;
- Build secure foundations for future progression;
- Build character and a sense of self;

All students experience a knowledge-rich curriculum

Our academic curriculum is intentionally and thoughtfully sequenced to promote memory, meaning and progression. Across our three-year Key Stage 3 programme, we offer a broad and balanced curriculum that provides students with essential knowledge while fostering deep understanding across a wide range of disciplines.

As students move into Key Stage 4, the majority work towards achieving nine GCSEs or equivalent qualifications. These courses are carefully planned to ensure content is revisited and reinforced regularly, supporting long-term retention and successful outcomes in external examinations.

Effective planning and sequencing across all key stages embed opportunities for retrieval practice and recall within lessons. This approach ensures that knowledge is continuously built upon and routinely assessed through both formative classroom practices and scheduled summative assessments, including Trust-wide assessments. Ongoing curriculum reviews ensure that teaching is responsive to assessment information, allowing for timely adjustments to meet student needs.

Our Key Stage 3 curriculum is deliberately designed to support progression to the English Baccalaureate suite of subjects at Key Stage 4. Students with SEND participate fully in the curriculum and are supported in lessons through adaptive teaching strategies and support from the Inclusion Team as necessary.

In consultation with parents and carers, a small number of students at Key Stage 3 may follow a personalised pathway focused on developing core literacy and numeracy skills in place of studying a modern foreign language. Similarly, at Key Stage 4, a very small number of students may access a more flexible curriculum offer, tailored to better support their individual learning needs.

All Students become confident and capable in literacy and numeracy

Literacy:

Reading is a cornerstone of our curriculum at Callington Community College. At Key Stage 3, students engage in a challenging and engaging whole-class tutor reading programme delivered three times a week during tutor time. Texts that offer topical comment on issues affecting young people, non-fiction texts written by inspirational people, and literary classics are read to each tutor group to support cultural and emotional enrichment as well ensuring increasing reading challenge. This is extended by opportunities for disciplinary reading embedded within every subject's curriculum at both Key Stage 3 and Key Stage 4.

For students who arrive in Year 7 below the expected reading standard from Key Stage 2, a targeted pathway of support is carefully curated. Rigorous monitoring of reading occurs through twice-yearly New Group Reading Tests which allows us to respond accurately and quickly to any gaps in reading knowledge. Intervention might include expert instruction during 1:1 sessions for students who need support to master phonics using the Fresh Start programme. For students who have mastered phonics but still need further support, we diagnose their precise area of need and match this to other interventions such as small group fluency training or paired catch up reading. All interventions are designed to allow students to gain confidence with their reading and rapidly catch up with their peers.

Numeracy:

KS2 SATs data, Sparx baseline assessment, and regular in-class assessment, combined with teacher observation are used to identify numeracy knowledge gaps. Needs-led intervention in the form of small group tuition and 1:1 tuition with the most at-risk students targets specific areas of difficulty (e.g. multiplication tables, place value, negative numbers). Interventions are intensive and time-limited and carefully designed to close specific gaps. This programme is in its infancy, we will continue to work towards the use of baseline assessments at the start of year 7, alongside diagnostic assessments which will enable us to pinpoint and address specific areas of difficulty and track student progress.

All students develop high expectations for their learning and achievement

At Callington Community College, we have high expectations for all students. Clear expectations are consistently reinforced through our **College Values** and our **Non-negotiable Learning Routines**, which are taught, practised and embedded during tutor time and in assemblies. This structured approach ensures that students understand what is required of them, creating a calm and purposeful learning environment. As a result, students can devote more of their cognitive energy to engaging deeply with the curriculum.

All students build secure foundations for future progression

The Careers Curriculum at Callington Community College is fully aligned with the Gatsby Benchmarks, ensuring it meets the national framework for delivering high-quality careers guidance.

Alongside a dedicated careers curriculum through PSHE lessons and access to centralised advice and guidance, our careers curriculum is woven into the academic curriculum. Each subject area integrates meaningful career links, both within lessons and through extracurricular opportunities. For example, our ongoing partnership with the Institute for Research in Schools in Science allows students to engage in real-world research, making subject-specific career pathways more visible and relevant.

We are committed to developing this aspect of our provision further, aiming to expand the number and variety of opportunities available throughout the year. This will complement our annual careers fair and build on our existing partnerships with employers.

The Great Debate Programme also enhances careers education by offering weekly exposure to a wide range of careers, routes, and pathways, encouraging students to explore their future options in a thought-provoking and informed way.

In addition, initiatives such as The Brilliant Club and Exeter Scholars offer mentoring, academic enrichment, and stretching intellectual challenges, with a particular focus on breaking down barriers to higher education. We aim to strengthen our support for progression into Further and Higher Education through continued involvement with the WeST Supra Curriculum Conference and by developing further opportunities for meaningful engagement with universities.

All students nurture their cultural, social, moral, mental, and physical development

A broad curriculum covering Citizenship, Personal Wellbeing, British Values, Health Education (including drugs, sex, and sexual health), and Economic Wellbeing is delivered through timetabled PSHE lessons across Key Stages 3, 4, and 5.

At Key Stage 3, this is enriched by The Great Debate programme, delivered weekly during tutor time. This initiative encourages students to form, articulate, and defend

their opinions confidently, helping to develop both their communication skills and intellectual courage.

Across Key Stages 3 and 4, students are also supported in developing a love of physical activity and an understanding of its physical, social, and emotional benefits.

Throughout the year, we actively seek opportunities to invite a diverse range of external speakers into the College, exposing students to real-life experiences and challenges that further enrich their personal development.

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

Our approach to staff monitoring and development is underpinned by a Quality Assurance framework that places subject-specific pedagogy and curriculum knowledge at the heart of teacher learning.

Ongoing Quality Assurance activities - including Climate and Culture Checks, Learning Walks, Look Back Look Forward meetings, Student Voice, and assessment analysis - ensure that the curriculum is being delivered effectively and is having the intended impact in the classroom.

These processes are complemented by the Hub line management model. The Hub model brings Curriculum Leaders together in subject groups to strengthen collaboration, deepen curriculum thinking and create a consistent, evidence-informed approach to quality assurance. Through shared professional dialogue, joint evaluation and collective problem-solving, leaders celebrate strengths, validate impact and identify priorities for improvement, building leadership capacity and shared accountability while improving the quality and consistency of curriculum provision for all pupils.

Ongoing support and Quality Assurance from Trust Leadership will ensure impact at all levels. These systems support the continuous evaluation and evolution of the curriculum, ensuring it remains responsive, rigorous, and effective.

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.

Throughout the school students are placed in tutor groups of approximately 30 students. At Key Stage 4, students receive additional instruction in English and Maths during period 0 according to their specific area of need in these subjects.

CALLINGTON CURRICULUM MODEL

In collaboration with other secondary schools within the Westcountry Schools Trust, we have been actively developing our curriculum over recent years, informed by evidence from cognitive science and research into how students learn best. As a result, we place emphasis on the careful sequencing of core knowledge and the retention of key information, underpinned by the principle that the more we know, the more we can learn.

Our ambition is for students to gain a broad and deep understanding of the world, acquiring rich knowledge across a wide range of subjects.

To support this vision, all secondary schools within the Westcountry Schools Trust have committed to a common curriculum structure, adopting a three-year Key Stage 3 and two-year Key Stage 4.

The Callington Community College curriculum is organised around 50 1-hour lessons per fortnight, the timetable being delivered as Week A & Week B. Below is an overview of subjects and their allocation as offered at each Key Stage:

Key Stage	Year	Subject allocation
3	7	English (8), Maths (8), Science (6), Geography (4), History (4), Spanish (4), Art (1), Music (2), Drama (2), Food and Nutrition (1), Design and Technology (1), PSHE (1), RS (2), PE (3), Computer Science (1), Enrichment (2)
3	8	English (8), Maths (8), Science (6), Geography (4), History (4), Spanish (4), Art (1), Music (2), Drama (2), Food and Nutrition (1), Design and Technology (1), PSHE (1), RS (2), PE (3), Computer Science (1), Enrichment (2)
3	9	English (8), Maths (8), Science (6), Geography (4), History (4), Spanish (4), Art (1), Music (2), Drama (2), Food and Nutrition (1), Design and Technology (1), PSHE (1), RS (2), PE (3), Computer Science (1), Enrichment (2)
4	10	Core: English (8), Maths (8), Science (9), PSHE (1), RS (1), Core PE (3), Enrichment (2). Option - Separate Sciences Biology (2), Chemistry (2), Physics (2) in addition to Core Science. Options - 3 subjects (6 hours each) Geography, History, Spanish, Physical Education, Music, Drama, Art, Photography, Hospitality & Catering, Design & Technology, Psychology, Sociology.
4	11	Core: English (8), Maths (8), Science (9), PSHE (1), RS (1), Core PE (3), Personal Development (2) Option - Separate Sciences Biology (2), Chemistry (2), Physics (1) in addition to Core Science. Options - 4 subjects (5 hours each) Geography, History, Spanish, Physical Education, Sport, Music, Drama, Art, Photography, Hospitality & Catering, Design & Technology, Media, Psychology, Sociology.
5	12	A Level/ BTEC Courses (9); Core Maths or EPQ (2); Maths/English Retake (4); Supervised Study
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STAKEHOLDERS

Teaching staff will:

- ensure that the college curriculum is implemented in accordance with this policy;
- commit to maintaining excellence in subject knowledge and curriculum knowledge;
- maintain pacing plans for each class at Key Stage 4;
- keep up to date and act on developments in their subjects;
- access, analyse and interpret data on each student they teach to inform the design and delivery of the curriculum to meet the needs of individual students;
- share and exchange information about best practice amongst colleagues in different schools and through external networks;
- participate actively in curriculum department meetings to reflect on and contribute meaningfully to curriculum development;
- work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Curriculum Leaders will ensure that:

- they can confidently articulate the rationale for the curriculum of the subjects in their faculty area;
- detailed and up-to-date schemes of learning are in place and are faithfully adhered to 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 during curriculum development meetings;
- curriculum knowledge overviews are known by teaching staff and are used to encourage progression that is embedded with high expectations;
- levels of attainment and rates of progression are monitored and discussed with teachers and line 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;
- appropriate awarding bodies and courses are selected so that they best meet the learning needs of the students, in line with Trust guidance;
- assessment is appropriate to the course and the students following particular courses, and, that there is consistency of approach towards assessment and feedback so that it moves learning forward;
- they keep teaching staff and appropriate leadership team member(s) informed of proposed changes to the delivery of the curriculum;
- they share and learn from best practice of colleagues both within the College and the WeST family in terms of curriculum design and delivery;
- they oversee Professional Development (PD) needs with regard to curriculum planning and delivery within their area of responsibility.

The Principal and Senior Leaders will ensure that:

- the amount of time provided for teaching the curriculum is adequate and is reviewed by the governors annually;
- they understand the curriculum model and expectations for the subjects they line manage and provide support and guidance to Curriculum Leaders as necessary;
- 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.