



CALLINGTON COMMUNITY COLLEGE (ACADEMY TRUST)

CURRICULUM POLICY

Callington Community College is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of college life.

Our aim is to meet the needs of young people in South East Cornwall preparing them for adult and working life in the 21st century.

The educational vision and curriculum design for Callington Community College recognises that:

- the world of 2025 will be very different to the world of today
- the pace of change is increasing, hence the importance for flexibility
- students have, and will have increasingly, greater access to information and learning material independently of school
- responsible adults are those who regard people of all faiths, races and cultures with respect and tolerance, have respect for the basis on which the law is made and applied in England and who participate in democratic processes
- learning is a life-long process
- the curriculum should be flexible enough to equip every young person with the knowledge, skills and understanding they will need for a fulfilling adult life
- curriculum delivery should involve a greater use of adults other than teachers; these could include support staff, graduates, artists, sports people and people from industry and business to support curriculum delivery

Callington Community College's curriculum policy is based on the following aims, to:

- have students at its heart, putting their interests above those of the institution
- have a curriculum that is fit for purpose, offering differentiation and personalisation
- be a centre of excellence in learning and teaching
- prepare all students for a successful adult and working life in a 21st century global society

- first achieve and then exceed national standards in achievement, attainment and progression
- be committed to excellence and continuous improvement
- value vocational and academic routes equally
- nurture the talents of all and celebrate success
- work with Primary Schools to ease transition
- support progression through Key Stages (KS) 3 to 5 and on to post 18 opportunities
- involve the community
- involve parents and carers
- be in a learning environment that is above all else inspiring

As a Rights Respecting College this policy has been written taking account of the values and principles of the United Nations' Convention on the Rights of the Child (UNCRC) and our Rights Respecting ethos.

Curriculum

1. Curriculum aims

The curriculum should inspire and challenge all students and prepare them for the future. The college's aim is to develop a coherent curriculum that builds on students' experiences in the primary phase that helps all students to become successful learners, confident individuals and helps students prepare for life in Modern Britain and take up their positions in society as responsible global citizens.

Specifically, the curriculum should help students to:

- achieve high standards and make excellent progress
- enable those not achieving age-related expectations to narrow the gap and catch up with their peers
- have and be able to use high quality personal, learning and thinking skills and become independent learners
- have and be able to use high quality functional skills, including key literacy, numeracy and digital literacy skills
- be challenged and stretched to achieve their potential
- enjoy and be committed to life-long learning
- value their learning outside of the curriculum and relate this to the taught curriculum

2. The curriculum outcomes

Callington Community College's curriculum will:

- lead to qualifications that are of worth for employers and for entry to higher education
- fulfil statutory requirements
- enable students to fulfil their potential
- meet the needs of students of all abilities at the academy
- provide equal access for all students to a full range of learning experiences beyond statutory guidelines
- prepare students to make informed and appropriate choices at the end of KS3, KS4 and beyond
- help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills
- include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence
- ensure continuity and progression within the college and between phases of education, increasing students' choice during their college career
- foster teaching styles which will offer and encourage a variety of relevant learning opportunities
- help students to use language and number effectively
- help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life in preparation for life in Modern Britain
- help students understand the world in which they live; locally, nationally and internationally

3. Roles and responsibilities

The Principal will ensure that:

- the amount of time provided for teaching the curriculum is adequate and is reviewed by the governors annually
- schemes of work 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 work are in place for the delivery of courses within their subject or curriculum area
- schemes of work 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
- schemes of work encourage progression at least in line with national standards
- there is consistency in terms of curriculum delivery; schemes of work should be 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
- 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
- they keep the appropriate link manager and vice principal 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 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

4. Monitoring, evaluation and review

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.

Teaching groups, class sizes and grouping by ability

The college day starts at 8.40 am and ends at 3.00 pm and consists of one 65 minute lesson and four 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 PSHEE and Citizenship make a significant contribution to this. Five minutes of lesson one is for the delivery of the Ideas to Live and Learn By programme, which is a means of delivering aspects of the SMSC programme. 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 and leadership days.

Throughout the school students are placed in tutor groups of approximately 15 students. The one hour a week tutor lesson provides opportunities for the delivery of the Rights Respecting agenda through the tutor programme.

Key Stage 3 Years 7 and 8

The team of subject teachers and support staff continue the best practice of the primary phase of education whilst introducing students to the breadth of the secondary curriculum.

Two tutor groups are paired to create a core teaching group for Science, Art, Music, Geography, History and Belief and Culture. Students are set for Mathematics and banded for PE. Smaller mixed ability groups of approximately 20 students are created to deliver modules of Design Technology, Food Technology, Robotics, Computer Science, Dance and Singing. The multi-disciplinary Communications course delivers aspects of English, Citizenship, Personal, Social, Health and Economic Education (PSHEE) and Drama together with ICT and thinking skills. Communications groupings allow for identified learners to receive additional literacy support. The vast majority of students study two languages: Spanish and French or Spanish and Mandarin.

In Year 8 the subjects within the Communications course are taught discretely. The subjects delivered through the modules programme are Food Technology, Design Technology, Textile Design, Computer Science, PSHEE, Citizenship and Dance. In addition to the setting and banding arrangements in Year 7 all students are set for Languages. For a small number of students some of the time allocated to Languages is used to support literacy development.

Key Stage 4 Years 9 to 11

Students follow a set of core courses: English Language, English Literature, Mathematics and Core and Additional Science or Triple Science, PE and an SMSC (Spiritual, Moral, Social and Cultural) programme which incorporates Belief and Ethics, PSHEE and Citizenship. Students are grouped in to sets for English, Mathematics and Science and the courses followed all lead to nationally recognised qualifications.

In addition there are a wide range of academic and vocational courses leading to qualifications. There are a number of courses offered within each of the entitlement areas. Students are able to take five option subjects. The college seeks to enable students to take a GCSE in their first language if this is not English.

An open choice and best fitting arrangement is used for the options process. Students have a further fifth option to select in Year 11. The courses that we expect to offer are Beauty Therapy NVQ Level 1, Construction BTEC, Photography GCSE and Psychology GCSE (these have not been offered in Years 9 and 10) and in addition approximately eight other subjects from the table above depending on the cohort's preferences.

An open choice and best fitting arrangement is used for the options process. Students have a further fifth option to select in Year 11. The courses for Year 11 include Beauty Therapy NVQ Level 1, Construction BTEC, Media Studies GCSE,

Photography GCSE and Psychology GCSE (these have not been offered in Years 9 and 10) and in addition nine other subjects from the table above depending on the cohort's preferences.

Key Stage 5 Years 12 and 13

The college offers a number of Level 2 vocational courses and an extensive range of Level 3 academic and vocational qualifications: AS levels, A levels, BTECs (certificate, subsidiary diploma, diploma and extended diploma) and NVQ. A number of enrichment courses are offered: AS General Studies, the Extended Project Qualification, Free Standing Mathematics Qualification, Sports and Dance Academy pathways and GCSE English and Mathematics. SMSC is delivered through the tutor programme and the Ideas to Live and Learn By programme. The curriculum framework consists of five 5 hour blocks of time.

It is the intention of Callington Community College that our policies are inclusive to all groups of people in accordance with the Equality Act 2010.

Under the Equality Act 2010 no person may receive less favourable treatment or consideration on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These categories are known in the act as 'protected characteristics', or protected groups.

This applies to policies which concern both students and staff. We will make whatever reasonable adjustments are necessary to ensure that our policies are accessible to all protected groups when requested to do so. This includes, but is not limited to:

- Physical adjustments for disabled people
- Translation of documents for people whose first language is not English
- Providing appropriate facilities for people to observe their different religions
- Providing relevant and appropriate support for any staff member or student who identify as transgender, in implementing this policy

The College is currently undergoing a Curriculum Review and an updated policy will follow.