

Campsmount Academy



CURRICULUM POLICY 2021-2022

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1. INTRODUCTION AND PURPOSE

1.1 Our academy is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of academy life.

1.2 Our aim is to meet the needs of young people by preparing them for adult and working life throughout the 21st century.

1.3 The educational vision and curriculum design for our academy curriculum recognises that:

- the world of 2040 will be very different to the world of today
- the pace of change is increasing, hence the importance for flexibility
- young people have, and will have increasingly, greater access to information and learning material independently of school
- 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.

1.4 Our 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
- nurture the talents of all and celebrate success
- work with primary schools to ease transition
- involve the community
- to make sure it is diverse, equal and caters for all pupils.

1.5 Our curriculum development process; the Trust and governor's work to create an annual curriculum that meets the needs of students. These are scrutinised at AGB meetings and at termly standards and outcomes meetings.

2. CURRICULUM AIMS

2.1 The curriculum should inspire and challenge all learners and prepare them for the future. The academy's aim is to develop a coherent curriculum that builds on young people's experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens.

2.2 Specifically, the curriculum should help young people to:

- achieve high standards and make good/excellent progress
- 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 computing skills
- be challenged

- enjoy and be committed to learning, to 19 and beyond
- value their learning outside of the curriculum and relate this to the taught curriculum.

2.3 Our curriculum will:

- lead to a suite of qualifications that are valuable to employers and allow access to higher education
- fulfil statutory requirements
- 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 academy and between phases of education, increasing students' choice during their academy career
- help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life
- help students understand the world in which they live
- develop a specific curriculum for key stage 3 (Y7, 8 and 9) which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all students
- design a key stage 4 curriculum which meets the needs of students, parents and wider society and reflects developing local employment opportunities
- design a post-16 curriculum which supports transition between level 2 and level 3 qualifications and equips students with a suite of qualifications which meets the needs of students, parents and wider society and reflects developing local employment opportunities.

3. LEGISLATION AND GUIDANCE

3.1 This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

3.2 This policy also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

4. ROLES AND RESPONSIBILITIES

4.1 The Governing Body

The governing board will monitor the effectiveness of this policy and hold the Principal to account for its implementation. The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and

balanced curriculum" which includes English, Maths, Science and (subject to providing the right to withdraw) Religious Education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement

- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

4.2 Principal

The Principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

4.3 Other Staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. This includes members of Leadership Team with specific responsibilities of curriculum development, Heads of Departments and Progress Leaders.

5. ORGANISATION AND PLANNING

5.1 A summary of the curriculum structure for years 7 to 11 is shown below:

Curriculum Structure and GCSE Equivalence					
Year 7	Year 8	Year 9	Year 10	Year 11	GCSE Equivalent
Maths					1
English					2
Science					2 or 3
PE					1
History					
Geography					
EPS					
IT					
Art		Art, Music or Drama			
Drama					
Music					
DT					
MFL					
Health and Social, Drama, ICT, Music, Engineering, Photography			Option 1		1
Business, Geography, Sport Studies			Option 2		1
Travel and Tourism, RE, Art			Option 3		1
French, Catering, History			Option 4		1
					Total 10/11

In addition to the normal curriculum there are also a series of Aspire Days which support the curriculum in the delivery of topics such as; relationships and health education, health education, spiritual, moral, social and cultural development, british values, careers guidance and so on.

5.2 The subject time allocation for each subject in each year is shown in the following data:

5.3 Key stage 3 - Years 7, 8 and 9.

Many skills, knowledge and understanding will be developed in key stage 3 in preparation for students' GCSEs. All five years in school will develop and extend students' ability to answer examination questions but key stage 3 is used primarily to make sure students have a broad and balanced curriculum.

Currently Years 7, 8 and 9 students have the following number of periods per subject per week:

Year 7:

SUBJECT	PERIODS
English	5
Maths	5
Science	4
PE	3
Technology	2
Art	1
Drama	1
Music	1
IT	1
French	2
History	2
Geography	2
EPS	1

Year 8:

SUBJECT	PERIODS
English	4
Maths	4
Science	5
PE	3
Technology	3
Art	1
Drama	1
Music	1
IT	1
French	2
History	2
Geography	2
EPS	1

Year 9:

SUBJECT	PERIODS	
Band	a	b
English	4	5
Maths	4	4
Science	4	4
PE	3	3
Technology	2	2
Art, Drama or Music	3	3
IT	2	3
History/Geography/EPS	5	5
Travel and Tourism	0	1
French	3	0

5.4 Key stage 4

At Key Stage 4 the students continue to study the core subjects of English, Maths and Science as well as core PE. In English the students study both Literature and Language whilst in Science students take the Trilogy option with the exception of the top group who study the separate sciences. Students then select four option subjects.

Year 10 and 11:

SUBJECT	PERIODS
English	5
Maths	5
Science	6
PE	2
Option 1	3
Option 2	3
Option 3	3
Option 4	3
Options include: Health and Social Care, Drama, ICT, Music, Engineering, Photography, Business, Geography, Sport Studies, Travel and Tourism, RE, Art, French, Catering, History	

5.5 Key Stage 5

Campsmount offers a range of both vocational and traditional A Level courses to study in the sixth form. Bespoke advice and guidance are given to ensure suitability of students for different courses. Students select three or occasionally four courses, or their combined equivalent, to study across two years.

Year 12 and 13

A Level Courses	Vocational Courses
Art	Applied Science
Biology	Business Studies
Chemistry	Performing Arts
English Literature	Health and Social Care
History	ICT
Maths	Media Studies
Core Maths	Sport Studies
Photography	
Physics	

6. INCLUSION

6.1 Teachers set high expectations for all pupils. They will use appropriate assessments to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds

- Pupils with SEN
- Pupils with English as an additional language (EAL)

6.2 Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

6.3 Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

6.4 Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

7. MONITORING ARRANGEMENTS

7.1 Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through: a termly report from the Principal, regular visits to school, termly Standards and Outcomes Meetings.

7.2 Leadership Team and Heads of Department monitor the way their subject is taught throughout the school by:

- An extensive programme of QA activities
- Performance Management
- Learning enquiry walks
- Work sampling
- Curriculum Reviews
- Regular informal drop-ins

7.3 Heads of Department also have responsibility for monitoring the way in which resources are stored and managed.

7.4 This policy will be reviewed every two years by the Principal. At every review, the policy will be shared with the full governing board.

8. LINKS WITH OTHER POLICIES

8.1 This policy links to the following policies and procedures:

- Assessment policy
- Non-examination assessment policy
- SEN policy and information report
- Equality information and objectives

