

Campsmount Academy



CURRICULUM POLICY

VERSION	AUTHOR	SUMMARY OF CHANGES	DATE PUBLISHED	DATE OF REVIEW
1.0	JMY	NEW POLICY	MARCH 2021	SEPT 2021
2.0	ABR/SMO	Updated section: Introduction and purpose, Curriculum Aims. Revised section: organisation and planning, including updated subject lesson allocations.	MARCH 2022	MARCH 2023
3.0	ABR/SMO	Updated section: 1.6 Introduction and Purpose; 2.4 Curriculum Aims; 5 addition of RS and LifeSkills; broad and balanced curriculum available to all students; removal of Aspire Days reference; update to 2-week timetable and subject periods; personal development added at KS5	APRIL 2023	APRIL 2024

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1. INTRODUCTION AND PURPOSE

1.1 At Campsmount Academy, five educational principles underpin our curriculum. We believe that these principles best serve the interests of our students and community and ensure that we develop 'truly great students, in truly great schools'.

1.2 The five principles described below are reflective of the academy's key priorities and aim to reinforce the Trust values of Ambition; Responsibility; Pride and Integrity. Through our curriculum, we support all students to develop their currency, culture and character.

1.3 At all key stages, our curriculum aims to:

- be ambitious, challenging and aspirational
- be reading and literacy rich
- be inclusive through 'quality first teaching'
- build students' cultural capital
- develop the wider person

1.4 It is our belief that by adopting these principles we will be supporting all of our students to achieve and exceed their potential, securing excellent outcomes that open doors to desirable career opportunities.

1.5 We also recognise 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 increasingly greater access to information and learning material outside of school
- Curriculum delivery should involve a range of adults other than teachers. These could include support staff, graduates, artists, sports people and those from industry and business.

1.6 At KS3, 'The Curriculum as the Progression Model' is adopted. Curriculum End Points and Curriculum Related Expectations are in place in all subjects. Students at KS3 make progress the more they master the curriculum that is outlined in the documentation listed above. Considering this, our curriculum development process includes KS3 curriculum and assessment moderation meetings. Calendared meetings occur across the year to review curriculum and its suitability for Campsmount learners. Trust members and governors are also consulted during AGB meetings.

2. CURRICULUM AIMS

Our curriculum aims to:

2.1 Be ambitious, challenging and aspirational

- All curriculum is designed with stretch and challenge at its heart. It is our belief that all students, irrespective of circumstance, should have the highest quality provision to ensure that they not only meet, but exceed their potential. We offer a range of both academic and vocational courses to best fit the needs of our students.
- Lessons include the Campsmount Challenge Zone, where students are expected to work independently, without support. Teaching to the top and effective scaffolding is key to curriculum and is linked to continuous subject knowledge development. In order to truly stretch and challenge, staff must ensure that their curriculum is knowledge rich, broad and of the highest quality.

- To support the development of aspirational curriculum, staff regularly review their subject and pedagogical knowledge to ensure that curriculum remains current, relevant and challenging for all pupils. As students progress through each key stage, content builds on prior knowledge, whilst becoming more complex. It is our belief that our curriculum design at [Key Stage Three](#) provides the foundation for successful learning [at Key Stage Four and Five](#). Curriculum is reinforced by extended learning opportunities in the form of [Campsmount LEARN tasks](#).

2.1 Be reading and literacy rich:

- [A Literature-Led curriculum](#) is in place for all subjects. Whole school policy directs all staff to deliver high quality academic literature to students at least once during a new topic. This is to ensure that students are exposed to Tier 2 and 3 vocabulary in context.
- It is our belief that the more students are exposed to higher-level vocabulary across all key stages, the more likely they are to acquire robust and secure knowledge of these terms that will support them in later life.
- [The High Five Reciprocal Reading](#) Strategy underpins the Literature-Led curriculum. This strategy is adopted whenever reading material is present in a lesson. There is a particular emphasis on the activation of prior knowledge so that students can build on what they already know, converting their knowledge into long-term memory.
- All literature is mapped across Key Stage Three with key terms being revisited at Key Stage Four.

2.2 Be inclusive through 'quality first teaching':

- With an increasing number of [Pupil Premium](#) and [SEND students](#), it is imperative that curriculum is designed with students in mind so that their needs are met effectively. The most impactful way to support all learners is to ensure that quality curriculum and teaching takes place consistently every day.
- We aim for all learners to access the same curriculum, only differentiating where necessary. Our SEND team and Pupil Premium strategy supports with the development of a targeted and bespoke curriculum.
- Some examples include:
 - Lexia Reading Strategies
 - [SEND Additional Numeracy and Literacy Support](#)
 - KS3 and 4 Subject Intervention
- All staff have access to Pen Profiles, calendared Pupil Premium and SEND CPD and LSA support to ensure that students have the best experience of our curriculum offer.

2.3 Build students' cultural capital:

- In addition to high quality curriculum, we aim to provide opportunities for our students to experience our subjects in a wider sense. This is achieved through a range of events such as calendared [Drop Everything and Read Days](#) where all subjects take time to celebrate a specific theme and explore wider issues relating to their subject; reading and literacy events such as Black History Month and Banned Books Week; dedicated Get Into Number Days, Sports Days and ASPIRE Days.
- Strong links with HeppSY have significantly contributed to the success of our careers provision, in addition to the delivery of Career and Progression Days.
- We also plan for students to visit the theatre, with trips often facilitated by the Drama and English teams. After school, we offer an extensive list of extra-curricular activities from Singing Club, to Arts and Crafts Club to a range of sporting activities. Many of our

students also take part in the [Duke of Edinburgh Award](#) where they get the chance to develop their communication skills, help others and improve their fitness.

2.4 Develop the wider person

- We are committed to ensuring that students are given the chance to develop their team working and innovation skills through the pursuit of a Character Passport. ASPIRE time offers a comprehensive form time curriculum that consists of:
 - Assembly
 - Form time reading (KS3)
 - Votes for Schools
 - ASPIRE Literacy (KS4)
- During form time sessions, students read novels from [The Campsmount Reading Spine](#) and take part in important discussion surrounding safeguarding themes and [mental health](#). The topic of E-Safety is also delivered to students in an effort to support them when online.
- Students can form their very own [Leadership Team](#) where the opinions of the entire student body can be voiced to Senior Leaders, in addition to becoming a Peer Mentor, working closely with our mentor team, to support vulnerable students in their hour of need. Students have formed their own Sustainability Group, where issues surrounding recycling, energy and the school's impact on the environment are discussed and strategies are implemented to ensure we are more environmentally conscious and aware.

2.5 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.

2.7 Our curriculum will:

- lead to a range 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 broad and balanced curriculum for key stage 3 that is accessible to all students, 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 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
English					2
Maths					1
Science					2/3
PE (core)					(1)*
RS and Life Skills					-
French					
History					
Geography					
ICT					
Art					
Drama					
Music					
DT					
<u>Option subjects:</u>			Option 1		1
French, History, Geography			Option 2		1
Art, Business Studies, Catering, Core Study, Dance, Drama, Engineering, EPS, Health and Social Care/Child Care, ICT, Music, Sport, Travel and Tourism			Option 3		1
			Option 4		1
Total					9/10/(11*)
*Selected students complete the BTEC Sport qualification in Core PE lessons					

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.

All students in all years have access to the same broad and balanced curriculum at Key Stage 3. EPS and Lifeskills incorporates important lessons covering relationships and health education, health education, spiritual, moral, social and cultural development, british values, and careers guidance.

Currently Years 7, 8 and 9 students have the following number of periods per subject per fortnight, on a 2-week timetable:

SUBJECT	PERIODS
English	8
Maths	8
Science	7
PE	4
Technology	4
Art	2
Drama	2
Music	2
IT	2
French	3
History	3
Geography	3
RS and Life Skills	2

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 and RS and Lifeskills. In English the students study both Literature and Language whilst in Science students study either Separate Sciences or Science Trilogy.

Additionally, students select four option subjects.

Year 10 and 11:

SUBJECT	PERIODS
English	9
Maths	8
Science	9
PE	3
RS and Lifeskills	1
Option 1	5
Option 2	5
Option 3	5
Option 4	5
<u>Option subjects:</u> French, History, Geography Art, Business Studies, Catering, Core Study, Dance, Drama, Engineering, EPS, Health and Social Care/Child Care, ICT, Music, Sport, Travel and Tourism	

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.

Personal Development lessons incorporate important lessons covering relationships and health education, health education, spiritual, moral, social and cultural development, british values, and careers guidance including applications for university, apprenticeships and employment.

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
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 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 objective

