



Campion School

Curriculum Policy

Dated: November 2019
Review: November 2020



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Curriculum Policy

Policy details

Date of policy: **November 2019**

Date of next review: **November 2020**

Review to involve: **Nick Hawkins (Assistant Head Teacher)**

Members of staff responsible for overseeing that this policy is implemented and regularly reviewed:

Nick Hawkins (Assistant Head Teacher)

Signature (Chair of governors):

A handwritten signature in black ink, appearing to read "Bob Compton". The signature is fluid and cursive, with a long horizontal line extending to the right.

Signature (Head teacher):

A handwritten signature in black ink, appearing to read "J. Fawcett". The signature is cursive and includes a period at the end.

Date: Nov 2019

Introduction

Our school curriculum is a selection from the wider culture of the knowledge, understanding, skills, and attitudes that will enhance our students' capacities to fulfil their potential in learning, at work, as citizens and in all aspects of personal and social life.

We believe that all students have the potential to achieve highly and learn effectively. This confidence in the learning capacity of all students will be reflected in curriculum design and delivery.

The curriculum will be both broad and balanced. A range of core learning will be experienced by all students. Students will also have the opportunity to select some areas of study according to their individual learning needs and interests. In this way students will experience a personalised curriculum.

Campion's curriculum includes *all* of the learning experienced by our students. This includes: formally timetabled lessons, pastoral and tutorial contexts, curriculum enrichment activities and the school ethos as experienced, for example, in assemblies, displays and interactions between adults and students and between the students themselves.

The curriculum will be a key instrument for the delivery of the school's commitment to equality of opportunity. It will provide a strong range of opportunities to enable learners to challenge prejudice and discrimination and develop enlightened attitudes and good relationships with others.

We recognise the potential of the school curriculum to inspire our students. We will, when appropriate, select content for study that can demonstrate great human achievement, the mysteries of human existence and the wonders of natural worlds in order to: foster students' awe, fire their imaginations, consider enduring values and provoke personal reflection.

The school curriculum will also be designed with the practical purpose of ensuring that all students gain excellent access, to a full range of progression routes in education, employment and training, according to their aptitudes and choices.

The school will comply with all statutory requirements and regulations for Key Stages 3, 4 and 5.

The Curriculum and acquisition of essential skills

In planning this curriculum particular emphasis will be placed on developing and reinforcing students' acquisition of an essential range of personal, learning and thinking skills, attitudes and experiences. These include:

- Literacy, Numeracy and ICT capability.
- Self-confidence to improve own performance

- Analytical, creative and evaluative thinking.
- Physical well-being and physical learning.
- Working co-operatively.
- Work related learning.
- Increasing independence in learning,
- Caring for one's-self and others, with particular emphasis on possible future roles as parents.
- A sense of personal and cultural identity that is open to change and is receptive to and respectful of other identities.
- The importance of national and global citizenship. The rights and responsibilities of citizenship; understanding the importance of community including participation in community activity.
- The encouragement of reflection on personal experience
- The value of the celebration of achievement.
- Appreciation of human achievement in the creative and expressive arts, science, technology, humanities and physical pursuits.
- An enterprising approach to fulfilment of opportunity.

The Curriculum, teaching and learning

Campion fully embraces the principles and practice of Assessment for Learning. All students are entitled to participate in the assessment process, be made aware of the quality of their current performance and to receive advice on next learning steps.

Engaging methods of curriculum delivery are central in our school. All students are entitled to experiences which are:

- Planned and prepared.
- Rigorous and creative.
- Motivating and challenging.
- Supportive and promoting of independence.
- Reinforcing and varied.
- Differentiated, to ensure access to learning.

The Curriculum and Inclusion

The Champion curriculum is inclusive. The school will provide support, within the resources that it possesses, to:

- Ensure access and achievement in core and personalised learning for students who have Special Educational Needs or find difficulty with certain aspects of their learning programmes.
- Provide language development tuition for those students who have English as an Additional Language. These students will access the full school curriculum on a staged basis commensurate with their capacity to learn effectively in English.

- Ensure that gifted and talented students are challenged in lessons, experience curriculum enrichment and, like all our students, have their particular attainment and progress monitored on a regular basis

The Curriculum and Achievement

The school aims, primarily, to enhance our students' achievement. However we recognise that the school is also a learning community, embracing adults as teachers and training teachers, support workers, participants in associated businesses, parents and governors. Professional development opportunities for adults will enhance not only the school's effectiveness in delivering the curriculum but will also contribute to the creation of a professional learning community.

The curriculum will be adapted for groups of learners to ensure that they are able to achieve to their full potential.

Curriculum design: subjects 2019-2020

Key Stage 3

Subjects and timetable allocations based on 50 one hour lessons per fortnight

Subject	Year 7	Year 8
English	8 (6+2)	8 (6+2)
Mathematics	8	8
Science	6	6
ICT	1	1
MFL (Spanish and French) *	7	7
PE	5	5
History	5	5
Geography	5	5
RE	1	1
Drama	1	1
Art	2	1
Music	1	1

*7A3, 8A2 and 8A3 only study French and 7B3 and 8B2 only study Spanish. Their extra 3 hours are literacy support. 7B4 and 8B3 do not study either language and have 7 hours of literacy support.

Key Stage 4: Core

Subjects and timetable allocations based on 50 one hour lessons per fortnight

Subject	Year 9	Year 10	Year 11	Notes
English	8	8	8	GCSE English Language and Literature
Mathematics	8	8	8	
Science	9	9	9	GCSE Single Science
Additional Science	1	1	1	
PE	4	4	4	Non examination

Key Stage 4: Options

Subjects and timetable allocations based on 50 one hour lessons per fortnight.
Number of periods x number of classes.

Subject	Year 9	Year 10	Year 11
GCSE Art	5 x 1	5 x 1	5 x 1
GCSE/BTEC Business Studies	5 x 2	5 x 3	5 x 3
BTEC Food and Cookery	5 x 2	5 x 2	5 x 1
GCSE Drama	5 x 1	5 x 1	5 x 1
GCSE French	5 x 2	5 x 2	5 x 2
GCSE Geography	5 x 2	5 x 2	5 x 2
BTEC Health and Social Care	5 x 1		
GCSE History	5 x 2	5 x 2	5 x 2
BTEC iMedia	5 x 1	5 x 1	5 x 1
BTEC Travel and Tourism	5 x 2	5 x 2	5 x 1
GCSE/BTEC Music	5 x 1	5 x 1	5 x 1
GCSE Spanish	5 x 2	5 x 2	5 x 2
BTEC Sport	5 x 2	5 x 2	5 x 2
Core Skills	5 x 1	5 x 1	5 x 1

KS5

Subject	Year 12	Year 13
A Level Art		9
A Level Biology	9	9
A Level Business	9	9
BTEC Business	9	9
A Level Chemistry	12	9
A Level Drama	9	
A Level English Literature	9	
A Level Film Studies	9	9
A Level Geography	10	
BTEC Health and Social Care	9	9
A Level History		9
BTEC ICT	9	9
A Level Maths	9	9
BTEC Music	9	
A Level Photography	11	9
A Level Physics	9	9
A Level Psychology	9	9
BTEC Science	9	9
BTEC Sport	9	9
A Level Sociology	9	9
A Level Spanish	8	
BTEC Travel	9	9
GCSE English resit	5	5
GCSE Maths resit	5	5

Management of the policy

This policy will be reviewed every 12 months. The school curriculum will be monitored and reviewed by Governors and Senior Leaders on a regular basis to ensure that fundamental principles are reflected in the experiences of students.