

Curriculum

Curriculum Intent

The overriding ambition of our curriculum is to cater for the needs of all our pupils and enhance social mobility.

This ambition links to our core vision of learning to be extraordinary and enabling every child to achieve more than they think they are capable of achieving – a vision which is at the heart of everything we do as a school.

Our vision is a reflection of the fact that at the heart of our school is our belief in our core principles:

- Ambition – I am determined to succeed and be the best that I can be
- Resilience – I am positive, optimistic and never give up
- Altruism – I am kind to others and kind to myself
- Integrity – I am honest and will do the right thing, even when no one is looking
- Respect - I am polite, thankful and kind to others. I listen to and encourage other's opinions. I have empathy for every person's life situation.

Therefore, the overriding ambition of our curriculum is to give our pupils every opportunity to flourish, to develop their talents to the full and enhance social mobility.

We have a commitment to the principle that every member of the school community is entitled to equal opportunities and treatment irrespective of ethnic or national origin, race, gender, physical disability, sexual orientation, marital status, social background or religion.

Everything we do is underpinned by our belief in equality of opportunity for all and our conviction that pupils' starting points in life and their social and economic status should not define their end-points.

By the end of each student's time at CSIA we aim to have transformed their lives and educational prospects through a wide-ranging and ambitious curriculum that does not cease at the boundaries of the classroom or the school. We teach knowledge rigorously but also place an emphasis on skills and preparing pupils for the world of higher education and work.

As such

- Our curriculum aims to meet the needs of all pupils, providing each individual pupil with a range of opportunities to learn and achieve. Pupils should build on their strengths and develop their enjoyment of and commitment to learning. In doing so, pupils develop their knowledge, skills and abilities to the full and are able to maximise their true potential.
- The curriculum promotes pupils' spiritual, moral, social and cultural development. In particular, the curriculum enables pupils to grow in their and to function as active, responsible people in an ever-changing world.

At CSIA our curriculum seeks

- To ensure that all pupils receive a broad, deep and knowledge rich curriculum
- To ensure that all pupils build their character and develop socially, morally and mentally while also understanding fundamental British values and appreciating the breadth of cultural diversity and values within Britain
- To ensure that all pupils are prepared for higher education and the world of work, so that every pupil leaves CSIA with a clear plan and strategy for their progression
- To ensure that all pupils have high expectations for their own behaviour and achievement
- To ensure that all pupils are literate and numerate
- To ensure that all pupils experience a wide variety of learning opportunities outside of the classroom through an extensive programme of curriculum enhancement

All pupils receive a broad, deep and knowledge-rich curriculum

We offer a wide range of subjects at Key Stage 3 and 4 to all pupils, including Music, Drama, Art and Modern Foreign Languages, as we do not wish to restrict our pupils in any way or inhibit their creativity. Furthermore, to ensure they are not disadvantaged we offer students the opportunity to study for the English Baccalaureate.

Our VI Form offers a wide range of academic A Level qualifications, as well as Level 3 BTECs and OCRs in popular disciplines such as Health and Social care, Business, Human Biology, Drama, Dance and Sport for those students seeking alternative pathways to A levels.

We develop our teaching practice through collaborative work and value whole school staff training and INSET highly. For example, all departments have redesigned their curricula in the last year to place a greater emphasis on what is learned when and in what subject and the consolidation of key skills and knowledge through quizzing, online learning and other appropriate pedagogical innovations rooted in educational theory.

All pupils build their character and develop socially, morally and mentally while also understanding fundamental British values and appreciating the breadth of cultural diversity and values within Britain

Our ethos underlines everything that we do in and out of school. Our assembly, tutorial and Preparation for Life programmes help our students to navigate the challenges of the modern world such as materialism, consumerism and radical individualism and serves to develop them as responsible citizens. We aim to nurture pupils spiritually as well as academically, with their journey towards the world of higher education and work moving hand in hand with their development as positive role models and good citizens. Our international programme is unique in the UK school sector and our students visit many other countries as well as welcoming in excess of 100 students into our school every year for exchanges and science fairs.

The local community is important to us and our connections within the local area further demonstrate the extent to which CSIA is at the heart of the community. We annually deliver hundreds of hampers prepared by our pupils to the Christmas box and food bank appeals as well as visiting local hospitals and care homes. Our community work is testament to the fact that we not only want to prepare our students for the highest standards of further

education they can possibly access, but that our students also leave CSIA as responsible and caring citizens who embody British values.

All pupils are prepared for higher education and the world of work, so that every pupil leaves CSIA with a clear plan and strategy for their progression

Our aim is for all our students to move on to work, higher-level apprenticeships or university. Many of our students access Oxbridge and Russell Group universities.

Our students have the opportunity to take part in International Student Science Fairs and Maths Challenges and we ensure no student is excluded from attending if their research projects are selected. We have developed partnerships with organisations to raise pupils' aspirations and develop social skills. These include events in school, as well as work experience, careers fairs, mentoring SLT guidance interviews that not only give our pupils an insight into the professional work place but also provide them with the skills required to thrive in the future.

Our curriculum ensures we are able to consider every child's needs and give an insight in to most industries, ranging from medicine to stage management. All of our Year 10s undergo a week of work experience as do many of the VI Form.

To ensure that all pupils have high expectations for their own behaviour and achievement

Our robust pastoral system is simultaneously a reflection of our ethos and also a structure that supports our pupils to achieve and progress through the curriculum. We focus on our pupils as individuals as well as whole year group cohorts. Strategically planned assemblies and registration periods ensure that we teach pupils how to keep themselves safe in an ever changing digital world, as well as the environment in which our students live and our school is situated. We are inclusive and ambitious for all. We have high expectations of all pupils and provide opportunity for pupils to learn what is expected of them morally. Our rigorous and systematic behaviour policy ensures that pupils learn that actions have consequences and they can accept and appreciate differences between people. We have a focus on good manners at all times and encourage pupils to act as ambassadors for the school.

All pupils are literate and numerate

The development of literacy and oracy is at the forefront of our curriculum as we understand how vital it is for our pupils to build confidence in communication skills not only for their time in school but also to prepare them for working life. We are becoming a reading school and will ensure all students know their reading age and read age appropriate books; we aim for all students to be at least at their chronological reading age. All staff are involved in the teaching of reading and we have dedicated reading time in the curriculum most days. We ensure pupils have opportunities in all subjects to discuss, challenge and build on other points of view and to develop their formality of language to ensure they can have the confidence to speak to different audiences. Extended writing is considered a crucial skill within all subject areas and has a key role within our subject curricula. Pupils who arrive from primary school with below expected literacy and numeracy skills are quickly caught up through expert teaching and incisive intervention.

All pupils experience a wide variety of learning opportunities outside of the classroom through an extensive programme of curriculum enhancement

Our curriculum also ensures that our students are able to experience environments they have never experienced before, either in the UK or abroad, where we offer opportunities to visit France, Italy, Iceland and Spain as well as our international science and mathematics trips to China, South Korea, Japan, Singapore, USA, Thailand, Australia and Canada . Furthermore, our curriculum ensures that pupils have the opportunity to visit many of the sites of great cultural and historical significance across Cornwall.

Our curriculum ensures that pupils participate in debating and learn to speak confidently in formal, public situations, as well as participate in the democratic process through our burgeoning school council.

Our wide range of co-curricular clubs and societies enhances our curriculum, allowing our pupils to flourish. We offer pupils from Year 9 upwards the opportunity to participate in the Ten Tors and Duke of Edinburgh award scheme – by the time pupils reach the VI Form they are able to complete the D of E award to Gold standard and participate in the 55 mile Ten Tor's team.

Curriculum implementation

CSIA believes that a meticulously planned and structured curriculum is the solid foundation required for effective learning. Our curriculum is designed and implemented in such a way that it ensures pupils are able to build on their prior knowledge and are always prepared for the next stage in their education. This approach is complemented by the school's rigorous and developmental teaching and learning programme and our commitment to meaningful whole school training and INSET.

We seek to ensure that lessons are engaging and suitably differentiated so that pupils spend the majority of time in lessons working at their level of ability.

Subject Leaders, who are experts in their respective fields, are given the confidence and tools required to carefully construct a curriculum that promotes a deep understanding of a wide range of topics. Teachers plan learning that allows pupils to embed and recall knowledge through techniques such as quizzing, flipped learning and frequent assessment. This builds firm foundations for progression to the next level and exam success.

Curriculum impact

At CSIA our curriculum:

- Ensures that sequences of learning build on previous knowledge whilst supporting future progression.
- Leads to qualifications that are of worth for employers and for entry to further and higher education.
- Enables all pupils to fulfil their potential.
- Meets the needs of pupils of all abilities

- Allows pupils to acquire an appreciation and respect for their own and other cultures
- Prepares pupils to make informed choices at the end of KS3, KS4 and beyond.

Current curriculum structure and hours:

Year 7:

Pupils are placed in 2 populations on entry to the school. This is for timetabling purposes only but the two halves never meet in lessons. Students who are successful in the Nexus testing join the gifted programme are taught on the Nexus campus for 4 days a week, joining the main school for PE, DT, Art, Music and Performing Arts. Students are set for English, Maths and Science and taught as broad bands for all other subjects.

Twice a year pupils have formal assessments in all subjects, the results of which are combined into a whole year group rank order which determines new classes/ sets where appropriate.

Timetabled lessons break down per fortnight as follows (70/75 minutes per lesson):

- English 6 lessons (Nexus have 5 as students have 1 additional MfL lesson)
- Maths 6 lessons
- Science 6 lessons
- Languages (students choose French or Spanish) 3 lessons (Nexus have 4 lessons - 2x French and 2x Spanish)
- Computing 3 lessons
- PE 3 lessons
- Geography 3 lessons
- History 3 lessons
- RPE 1 lesson
- DT (Product design, textiles and food) 3 lessons
- Art 1 lesson
- Performing Arts (dance and drama) 1 lesson
- Music 1 lesson

Preparation for Life and PSHCE is delivered in a rolling programme and a series of drop down days

Year 8:

Pupils continue to be taught in their populations. Twice a year pupils have formal assessments in all subjects, the results of which are combined into a whole year group rank order which determines new classes/ sets where appropriate.

Timetabled lessons break down per fortnight as follows (70/75 minutes per lesson):

- English 6 lessons
- Maths 6 lessons (Nexus have 5 as they have 1 additional MfL lesson) Science
- 6 lessons

- Languages (students choose French or Spanish) 3 lessons (Nexus have 4 lessons - 2x French and 2x Spanish)
- Computing 3 lessons
- PE 3 lessons
- Geography 3 lessons
- History 3 lessons
- RPE 1 lesson
- DT (Product design, textiles and food) 2 lessons
- Art 2 lessons
- Performing Arts (dance and drama) 1 lesson
- Music 1 lesson
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Preparation for Life and PSHCE is delivered in a rolling programme and a series of drop down days

Year 9:

Pupils continue to be taught in their populations. Twice a year pupils have formal assessments in all subjects, the results of which are combined into a whole year group rank order which determines new classes/ sets where appropriate.

A meticulously planned options process provides pupils with information and guidance as they prepare to choose their GCSEs.

Timetabled lessons break down per fortnight as follows (70/75 minutes per lesson):

- English 6 lessons
- Maths 6 lessons
- Science 6 lessons (Nexus have 5 as they have 1 additional MfL lesson)
- Languages (students choose French or Spanish) 3 lessons (Nexus have 4 lessons - 2x French and 2x Spanish)
- Computing 2 lessons
- PE 3 lessons
- Geography 3 lessons
- History 3 lessons
- RPE 1 lesson
- DT (Product design, textiles and food) 3 lessons
- Art 2 lessons
- Performing Arts (dance and drama) 1 lesson
- Music 1 lesson

Preparation for Life and PSHCE is delivered in a rolling programme and a series of drop down days

Year 10 and 11:

Pupils are now taught in sets for English, Maths, Science and languages. Option subjects are taught in mixed ability groups.

Timetabled lessons break down per fortnight as follows (70/75 minutes per lesson):

- English 7 lessons
- Maths 7 lessons
- Science 7 lessons
- PE 3 lessons
- Option A 4 lessons, Option B 4 lessons, Option C 4 lessons, Option D 4 lessons

Preparation for Life and PSHCE is delivered in a rolling programme and a series of drop down days

2022/23 Option blocks for Year 10

Option Block A	Option Block B	Option Block C	Option Block D
Art & Design	Art & Design	Construction	Child Development
Creative iMedia	Construction	Creative iMedia	Design & Technology
Dance	Computer Science	Drama	Economics
Design & Technology	Creative iMedia	Geography	Enterprise & Marketing
French	Geography	Health & Social Care	Geography
Geography	Hospitality & Catering	Music	History
Hospitality & Catering	History	Photography	Media Studies
Health & Social Care	Sociology	Sport	Sport
History	Spanish	Triple Science	
Religion, Philosophy & Ethics	Sport	Textiles	

2022/23 Option blocks for Year 11

Option Block A	Option Block B	Option Block C	Option Block D
Art & Design	Construction	Art & Design	Child Development
Creative iMedia	Creative iMedia	Construction	Design & Technology
Dance	Computer Science	Creative iMedia	Economics
Design & Technology	Drama	Design & Technology	Enterprise & Marketing
French	Geography	Geography	Geography
Geography	Hospitality & Catering	Health & Social Care	History
Hospitality & Catering	History	Music	Media Studies
Health & Social Care	Sociology	Sport	Religion, Philosophy & Ethics
History	Sport	Triple Science	Sport
	College		

Year 12 / 13:

Pupils study three or four options for a minimum of seven lessons per week, and have supervised study when they are 'free'. Pupils are offered a wide range of academic and L3 vocational courses. Many of our students stay on at The VI Form Academy, while many external students also arrive. Students can apply to join the selective CSMS (Cornwall School or Maths and Science) where they undertake significant scientific research, and Extended Project and have the option of joining the Oxbridge stream. Pupils are given the chance to widen their experiences and life skills through our enrichment programme and further develop their independence through supervised study. We begin the UCAS process as early as possible in Year 12, with pupils receiving support from their form tutor as well as the pastoral team and a designated member of SLT.

2022/23 Option blocks for Year 13

Y13 Option Block A	Y13 Option Block B	Y13 Option Block C	Y13 Option Block D	Y13 Option Block E
Biology (CSMS)	Physics (CSMS)	Mathematics (CSMS)	Chemistry (CSMS)	Business Studies L3
Further Maths (CSMS)	French	Biology	Art	Chemistry
Child Development L3	H&SC (Single) L3	Food & Nutrition L3	Computer Science	Dip. Sport (Single) L3
Dip. Sport (Double) L3	Media Studies	Geography	English Lang. & Lit.	English Literature
History	Mathematics	Human Biology L3	Economics	H&SC (Double) L3
Media	Psychology	ICT L3	Geography	Music L3
Performing Arts L3	Spanish	Photography	Performing Arts L3	Physics
Product Design		Religion, Philosophy & Ethics	Psychology L3	
Uniformed Protective Services L3		Textiles	Sociology	

2022/23 Option blocks for Year 12

Y12 Option Block A	Y12 Option Block B	Y12 Option Block C	Y12 Option Block D	Y12 Option Block E
Mathematics (CSMS)	Chemistry (CSMS)	Mathematics (CSMS)	Physics (CSMS)	Biology (CSMS)
EPQ L3 (CSMS)	Art	Business Studies L3	English Literature	Further Maths (CSMS)
Dip. Sport (Double) L3	Biology	EPQ L3	EPQ L3	Chemistry
Economics	Child Development L3	Geography	Human Biology L3	EPQ L3
English Lang. & Lit.	Computer Science	H&SC (Double) L3	Mathematics	Maths (Core) L3
H&SC (Single) L3	Dip. Sport (Single) L3	Music L3	Media	ICT L3
Psychology	Food & Nutrition L3	Psychology	Photography	Sociology
Psychology L3	History	Product Design	Performing Arts L3	English/Maths GCSE

Physics		Religion, Philosophy & Ethics	Uniformed Protective Services L3	
Textiles		Maths GCSE		
English GCSE				

Assessment

- All pupils are assessed in all subjects in one set of classroom based tests and one full set of formal examinations which take place twice a year from year 7-10. In Year 11 there are two sets of mock examinations that take place before the real exams. Targets are set for progress based on KS2 SATs. Student attainment is recorded and rank ordered per subject and as a whole in KS3.
- Departments formally review assessment data and pupil progress after each set of exams and departments in conjunction with the raising standards team intervene to challenge any under-achievement. Intervention is put in place where needed, either in the classroom or after school.
- Parents receive reports twice a year. The reports will indicate the progress that pupils have made towards their target grade and an indication of their behaviour and attitude to learning. Their rank order will also be sent home for students in KS3.

Curriculum Review

- Curriculum implementation and impact is reviewed and quality assured through line management, learning walks and formal lesson observation programmes.
- The curriculum delivered in each subject is reviewed annually by subject leaders and the teaching and learning team to ensure the sequence of delivery allows pupils to build on their knowledge and that pupils are sufficiently stretched and challenged.
- The curriculum hours and subjects offered are analysed by the senior leadership team on an annual basis.

For further information on the curriculum please contact Mr O Kirkbride, Vice Principal:
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