

Curriculum Foundations

Breadth of Learning

Our Curriculum gives all our students the opportunity to participate in an extensive range of learning experiences which include a rich variety of subjects and personalised learning opportunities.

- Students study a broad range of subjects within their curriculum: English, Maths, Science, Computer Science, French, Geography, History, Music, Drama, Art, Design Technology, PSHE (RP) and PE. Achievements in all aspects of the curriculum are highly valued.
- A wide variety of extra-curricular activities and trips offer students the opportunity to extend and deepen their knowledge and skills, and to share in new and different experiences which help shape their understanding and perspective.
- The Duke of Edinburgh Award scheme, and other outdoor learning programmes are offered to all our students with specific programmes to encourage less socially confident students to participate and succeed.

Personalised Learning

- The High Performance Academy is a bespoke programme available to our highest attaining students in different aspects of the Curriculum; Academic, Sporting and Creative. Students are challenged with opportunities to broaden and extend their learning and experiences.
- Accelerated Reader provides all students in Year 7 and 8 with daily dedicated time to read. Careful assessment of students' reading level ensures that they are signposted to literature which challenges and extends their vocabulary.

Learning to Learn, Confidence and Aspiration

- The Cape Cornwall School Growth Mindset programmes run to embed a culture which celebrates learning and values the challenge of academic and personal progress. Students are taught about the concepts of Growth Mindset, encouraged to embrace challenge without fear of failure and to have high personal aspirations and resilience.
- All our students participate in a daily tutor programme which develops social skills, awareness of local, national and international issues and team identity. This enables our students to develop their understanding of active citizenship and community, and to appreciate and value their own contribution to this, and that of others. Our tutors are key adults in every student's school life: they provide academic and personal support and guidance and work with the pastoral team to ensure that each child makes the most of the opportunities available to them.

Section 2: Implementation

"You can teach a student a lesson for a day; but if you can teach them to learn by creating curiosity, they will continue the learning process as long as they live."

Clay P. Bedford

Student's development of knowledge and skills is scaffolded by the careful sequencing of lessons within and between subjects to link topics, build on prior learning and to provide contextualisation and relevance. Students are supported to develop a clear understanding of what and why they

are learning, how topics and concepts link and when or why they might need to use them for life skills or future academic application.

Our Curriculum combined with our Teaching and Learning approaches challenge our students to achieve their best and to explore their learning and personal skills beyond their comfort zone. Our curriculum is responsive to student's needs and reviewed each year to ensure it continues to build on prior learning, and provides a platform for success post-16. Our Curriculum is designed to regularly and frequently revisit topics, and to make explicit and build on links to past and future knowledge. Lessons are planned to enable students to "over" learn via repetition, revision and opportunities for application and reasoning. This leads to development of deeper, sustained understanding and the ability to communicate learning. Our students are challenged to look and think beyond the immediate topic of the lesson: they have opportunities to apply their learning to different contexts and situations without fear of failure and as a result, they are confident and keen to learn.

Curriculum Structure

Foundation Stage Learning (Years 7 and 8)

Students follow a broad course of study in Years 7 and 8 including a strong emphasis on Creative and Technical learning, linked to our rich community heritage. This focus reflects the strong creative and artistic nature of our community, and encourages self-expressive and creativity. Students select their GCSE options in Year 8, for study in Year 9 and decision making is supported by a carefully planned option programme involving subject teachers, parents, tutors, post-16 providers and independent careers guidance. The curriculum in Years 7 and 8 is designed to build skills, fluency and knowledge needed for success in the next stage of learning.

Transitional Stage Learning (Years 9, 10 and 11)

The majority of our students will take between 9 and 10 GCSE qualifications as well as continuing their PE and PSHE/RP studies. Students are encouraged to take the EBACC suite of qualifications as a foundation for accessing Further Education. Where students decide not to follow this path their entitlement to link their learning choices to their future pathways and talents is respected. In this way, student's breadth of learning continues throughout their time at Cape Cornwall School and is further enhanced by our extra-curricular opportunities and the strong emphasis we place on learning beyond the classroom.

Initiating GCSE study from Year 9 means that our students are given the time to deepen and broaden learning and build high level skills in their chosen fields. Teachers utilise the additional time to reinforce connections to future education and employment, A-level links, and a breadth of study beyond the GCSE curriculum. We attribute, in part, our track record of securing good progress, high value achievements and strong aspirations for the future to this additional time invested in GCSE study.

Included within our GCSE programmes, are opportunities to learn beyond the GCSE specifications and to promote readiness for the next stage of education and employment, post-16.

Closing the Gap

A range of curriculum approaches are used to close the gap and ensure no student is left behind. Sequences of lessons are carefully planned to build the 'social and academic capital' of knowledge needed for students to access their learning. Teachers are adept at identifying potential misconceptions and use pre-teaching and a range of other teaching strategies to remedy these. Subject specific vocabulary is explicitly taught in lessons and all teachers recognise the importance

of Tier 2 vocabulary in their lesson planning. Progression in reading skills is scaffolded by effective use of Accelerated Reader and subject specific opportunities to read non-fiction texts.

In addition, individual students receive financial subsidies for resources to support learning and to access educational opportunities.

Timetable Structure

Our timetable is structured around four 75 minute lessons per day, on a fortnightly cycle (Weeks A and B). There is a daily tutorial session of 20 minutes each morning.

Foundation Stage Learning, Years 7 & 8

	English	Maths	Science	Geography	History	French	Music	Computing	Drama	Art	Product Design	Food Technology	PE	PSHE/RP
Years 7 and 8	6	6	6	3	3	3	1	1	2	2	2	1	3	1

In addition, students in Year 7 & 8 have 30 minutes dedicated reading time within their lessons, five days a week (for the Accelerated Read programme).

Transitional Stage Learning, Years 9, 10 & 11

	English	Maths	Science	PSHE/RP	PE	Options
Year 9, 10 and 11	7	7	7	1	2	4 Choices – 4 lessons each
<p>Option Choices All students will study for GCSEs in English, Maths and Sciences. They also choose at least one EBACC subject (Geography, History, or French)</p>						Geography, History, French, Drama, Design Technology, Food Technology, Music, Sport Triple Science

Section 3: Impact

“Our Curriculum enables students to leave Cape Cornwall School with high value achievements and the resilience and life skills that provide a platform for future success and happiness.”

Cape Cornwall School Core Principles

Assessment of the impact of our curriculum is achieved through a range of strategies: formal exams and in- class assessments, review of levels of participation, discussion, aspiration, community contribution, destinations and use of student voice to inform evaluation. Using a range of information to determine impact ensures that our evaluation is robust and rigorous, and that actions as a result are based on a sound understanding of our curriculum strengths and areas for development. Our assessment of impact includes:

- In class discussion and feedback; groups, peer to peer and teacher led discussions allow students to identify their knowledge and skill strengths and be clear about their next steps in learning.
- Formative and summative testing, including frequent 'low stakes testing', allows students to demonstrate their progress made. In addition, these assessments provide a valuable opportunity to promote revision and memory skills and exam technique.
- Summative attainment and progress information from key assessment points including end of year, end of key-stage and GCSE exams.
- Marking and feedback – students have the opportunity to practice, improve and extend their learning through specific tasks which are assigned to individual students from their teacher's marking of their work. All marking takes the form of 'highlights, next steps and over to you' (see Feedback and Marking Policy for more details).
- We keep a barometer of the confidence, engagement and resilience of our students via regular learning walks and lesson observations. In addition, regular student surveys (at least annually, e.g. Pass and Headstart) provide valuable insights into student well-being, confidence and resilience.
- Behaviour is carefully monitored through lesson visits and scrutiny of merits and behaviour points, to ensure that our students develop with a confident, positive view of themselves and others and that our expectations for cooperation and participation are achieved in every classroom.
- Parents are encouraged to actively engage with the school and to provide feedback about their child's experiences. We place a high value on clear communication pathways to inform parents and carers about the development, progress and opportunities for their children and to listen to their views.

These many and varied processes facilitate our understanding of how our students have progressed in knowledge, vocabulary, skills and confidence through the various stages of their education at Cape Cornwall School to ensure that all our students can achieve high value qualifications and the resilience and life skills that will provide a platform for future success and happiness.