Campion School

Curriculum Policy

Dated: November 2025
Review: November 2026

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Policy details

Date of policy:	November 2025
Date of next review:	November 2026
Review to involve:	Honorata Nawrot (Deputy Headteacher)

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

Honorata Nawrot (Deputy Headteacher)

Signature (Chair of governors):

Signature (Head teacher):

Date: Nov 2025

Curriculum – Intent, Implementation and Impact

'The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and understanding pupils have gained against expectations (impact/achievement).'

Ofsted, 2019 Education Inspection Framework (EIF)

Introduction & Values

This policy aims to outline how the curriculum is organised at Campion school to ensure all pupils, regardless of their background, receive an excellent education that prepares them for the next steps in their journey through their life. The policy encompasses:

- Intent – the rationale, purpose and design of the curriculum as a whole
- Implementation – how the curriculum is organised and delivered in our specification context
- Impact – how improvements in pupil knowledge, skills and understanding are measured.

We strongly believe in the importance of basic key skills such as literacy and numeracy, and that these form the foundation for achieving progress in all subject areas and improve skills that facilitate social mobility and success in adult life.

Intent

Academic Focus

- Ensure students experience success across a broad and balanced curriculum.
- Motivate students towards achieving ambitious personal and academic targets.
- Develop an ambitious attitude towards learning and making excellent progress.
- Provide a strong academic core through English Baccalaureate (Ebacc) subject areas while also ensuring pupils have broad experiences in the arts, physical education, computer science and other enrichment activities.
- Ensure the schools careers programme adhere to the Gatsby indicators. This includes work experience for all pupils in Year 10 and Year 12.
- Ensure high levels of progress and achievement against challenging national benchmarks.
- Ensure students can use mathematics and literacy skills across a range of contexts.

Social Focus

- Ensure all pupils have the skills, knowledge and understanding which enable them to participate in wider society.
- Ensure all pupils are equipped with the basic skills of literacy, numeracy and excellent speaking and listening skills that will support them lead a positive life in modern Britain.
- Provide a wider curriculum that engenders a love of lifelong learning and provides pupils with memorable experiences.
- Ensure all pupils have the spiritual, moral, social and cultural (SMSC) knowledge that enables them to lead a positive life in modern Britain.

- Ensure students received an appropriate curriculum for their needs, including life skills, amended curriculum provision or alternative curriculum provision where appropriate.
- Enable students to acquire a range of nationally recognised qualifications which hold currency for future career and education pathways.

The Individual student

- Ensure all pupils leave school with the academic and vocational qualifications which support them in fulfilling their future aspirations.
- Provide a wide range of unique life experiences through extra-curricular opportunities and wider opportunities. (See Appendix 1).
- Ensure students learn how to keep themselves and others healthy and safe, including online, through embedded Personal, Social, Health and Economic (PSHE) Education.
- Help students to develop healthy and happy relationships with others through Relationship and Sex Education (RSE).
- Develop ambitious plans for the future through high quality, age-appropriate Careers Information Advice and Educational Guidance (CIAEG) to support choices.

Implementation

School-Level

- 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.
- All students will receive a broad and balanced curriculum at Key Stage 3 by ensuring full coverage of National curriculum subject and entitlement areas (See Appendix 2).
- Extra art and design will continue in year 9 for all students to ensure they do not miss out due to this transition year. (See Appendix 3)
- The curriculum will ensure continuity and progression within the school and between phases of education, increasing student's choice during their school career.
- All students will receive a broad and balanced curriculum at Key Stage 4 by offering a wide range of GCSE subjects and vocational equivalent qualifications (See Appendix 2)
- GCSE subjects and non-GCSE equivalents at Key Stage 4 will be recognised in the performance tables in the year of examination.
- All students will receive a broad and balanced curriculum at Key Stage 5 by offering a wide range of GCSE subjects and vocational equivalent qualifications (See Appendix 2).
- A-Level subjects and non-A-Level equivalents at Key Stage 5 will be recognised in the performance tables in the year of examination.
- Pupils with special educational needs, pupils from disadvantaged backgrounds and pupils with other specific needs including social, emotional or other barriers to learning will be fully supported by Campion's curriculum thus ensuring it is inclusive.
- A range of assemblies and workshops, intended for different audiences will be used to deliver SMSC themes across Key Stage 3, 4 and 5.
- All students will receive specialised Religious Studies education either during designated timetabled lessons or specialised workshops and talks.
- All students will receive formal Citizenship education through specialised workshops, PSHE lessons as well as ongoing SMSC education across all subject where appropriate.

- Science lessons, PE Lessons, ICT Lessons and specialised workshops will ensure students learn how to keep themselves and each other safe including – but not limited to Relationships and Sex (RSE) Education, Health Education and Online Safety.
- The curriculum will be delivered through an agreed curriculum model and timetable 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.
- Engaging methods of curriculum delivery are delivered across the school.
- The curriculum will place particular emphasis on developing and reinforcing students' acquisition of an essential range of personal, learning and thinking skills, attitudes and experiences. (See Appendix 4 for list of skills).
- The design of the curriculum considers the diversity that is present in the student body at Campion School. Therefore, the curriculum is designed and differentiated to maximise inclusion of the following groups of students:

    - Those that arrive above national average in reading and/or maths. These pupils have enhanced learning and challenge.

    - Those that arrive well below national average in reading, writing and maths. They require significant, intensive support

    - Pupils arriving with special educational needs require additional support according to their need, EHC plan or other identified need

    - EAL students within the school

    - Disadvantaged pupils – they will require additional support in wide range of areas of the curriculum

Subject-level

- Subject leaders will ensure clear Schemes of Work or similar are available and disseminated to all staff delivering their subject areas.
- As far as practicably possible, all subjects will be delivered by subject specialists in rooms that are specialised for the delivery of that subject.
- Schemes of Work will ensure differentiation to meet the needs of all students.
- Each subject area will sequence the learning for each year group in a logical manner that maximises the acquisition of key knowledge, understanding and skills. The subject area will also give time for pupils to reflect on their learning and link what is being studied with careers and further education that pupils may pursue in the future.
- Subject setting decisions are made by the relevant subject leaders in each timetable block and should be arranged to ensure best delivery of their curriculum area. Subject leaders are able to make set moves based on assessment data.
- Opportunities for teaching literacy and use of mathematics should be integral to all schemes of work.
- Opportunities to develop, SMSC, PSHE and RSE Education along with careers advice of students should be included in curriculum planning wherever appropriate.

Classroom-level

- Teachers should follow the agreed scheme of work in their subject areas and any deviation or amendment must be communicated with their Subject Leader (SL).
- Teaching should build cumulatively deeper understanding through a well-planned sequence of learning.
- Teachers should use Assessment for Learning (AFL) techniques to identify the needs of students and plan the learning of them in response.
- Teachers should make best use of educational research in pedagogy and instructional practice, including cognitive load theory to appropriately chunk learning of students.
- Concepts such as retrieval practice and regular assessment should be applied to ensure students have retained key knowledge, skills and understanding at each phase.
- Teachers should identify and exploit opportunities to develop student literacy and use of mathematics wherever possible, also working collaboratively with teaching assistant's where available to improve rates of progress.
- Teachers should identify and exploit opportunities to develop SMSC, RSE, and Careers Education wherever possible.
- Wherever safeguarding concerns arise, staff must follow school safeguarding policies and those outlined in government legislation.
- Teachers should plan, prepare and deliver the high quality of education as described by the Teacher Standards.
- Teachers should not only ensure all students participate in all assessment processes, but make them aware of their current performance and provide advice on how to improve.

Impact

- The curriculum should make a significantly positive contribution to the development of all students.
- The acquisition of knowledge, skills and understanding in each student will be measured using formative and summative teacher assessment.
- Fluency and comprehension in reading will be measured using the 'the accelerated reading scheme'.
- In Key Stage 4, attainment and progress in each subject will be measured by GCSE/BTEC outcomes against Key Stage 2 SATS.
- In Key Stage 5, attainment and progress in each subject will be measured by A Level/BTEC outcomes against Key Stage 4 results.
- The overall effectiveness of the implementation of the school curriculum will be measured using the school performance measures outlined in the DfE Statement of Intent.
- The success of careers information, education and guidance will be determined using post-16 destination data.

Appendix 1 - Wider curriculum Opportunities

The school's wider curriculum is an essential part of the curriculum intent. Key aspects include:

- The Duke of Edinburgh Bronze and Silver awards
- Annual church services for all pupils
- First Aid training
- Access to the school library from 7.45am to 5.00pm
- Computer/Gaming Club
- Lego Club
- STEM days
- SEND Homework Club
- Homework Club
- Art Club
- Cookery Enrichment Activities
- Drama productions
- Science Club – Lab Rats
- Crest Award Club
- Chess Club
- Reading Club
- Craft Tuesdays
- Business Studies Homework Club
- Monopoly Club
- 'Quiet' Lunch Club
- Breakfast Club
- Dance Club
- Snooker/Pool Club
- Origami Club
- Rubik's Cube Club
- Book Club
- Drama Club
- Geography Geniuses Club
- Eco Club
- Cross Teach Club
- Debating Club
- Movie Club
- Geography Geniuses Club
- History Club
- Young Carers
- Nintendo Gaming Club
- Karaoke Club
- Politics club
- Football training and clubs – including fixtures
- Netball training and clubs – including fixtures
- Rugby Club
- Fitness Club
- Basketball Club
- Athletics Club
- Badminton
- Cheerleading
- Endurance Running Club
- Cricket training and clubs – including fixtures (seasonal)
- Inclusive sports program run by Warwickshire sports partnership

Appendix 2 - Curriculum subjects

Key Stage 3	Key Stage 4: Core	Key Stage 4: EBACC	Key Stage: Other Subjects	Key Stage 5 Subjects (Academic)	Key Stage 5 (Vocational)
English	GCSE English	GCSE French	GCSE Art	A Level Art	Level 3 BTEC Art
Mathematics	GCSE English Literature	GCSE Geography	GCSE Business	A Level Biology	Level 3 BTEC Business
Science	GCSE Mathematics	GCSE History	GCSE Drama	A Level Business	Level 3 BTEC Health and Social Care
Reading	GCSE Trilogy Science	GCSE Italian	GCSE Music	A Level Chemistry	Level 3 BTEC ICT
ICT	GCSE Triple Science	GCSE Spanish	GCSE Citizenship	A Level Computer Science	Level 3 BTEC Sport
PSHE - Citizenship		GCSE Panjabi	GCSE Sport	A Level Drama	Level 3 BTEC Travel and Tourism
Computer Science		GCSE Polish	WJEC Food and Cookery	A Level Economics	WJEC Criminology
French		GCSE Portuguese	BTEC Health and Social Care	A Level Engineering	
Spanish		GCSE Computer Science	BTEC iMedia	A Level English Literature	
PE			BTEC ICT	A Level Environmental Science	
History			BTEC Sport	A Level Film Studies	
Geography			BTEC Travel and Tourism	A Level Further Mathematics	
RE			Functional Skills	A Level Geography	
Functional Skills				A Level History	
Drama				A Level Mathematics	
Art and Design				A Level Photography	
Music				A Level Physics	
				A Level Politics	
				A Level Psychology	
				A Level Sociology	
				A Level Spanish	
				GCSE English resit	
				GCSE Mathematics resit	

Appendix 3 – Year 9 transition year

In Year 9 pupils are able to continue accessing the broad and balanced curriculum and start moving towards studying their Key Stage 4 subjects. To allow them to continue accessing a rich curriculum and to access subjects that they may not take at Key Stage 3, the following enhanced activities are delivered.

Subject	Enhanced Activity	Term	Number of hours	
Creative Arts	Inktober	1	3h	Compulsory
	Big Draw	1	3h	Compulsory
	Christmas card Competition	1	3h	Compulsory
	School production poster design competition	1	3h	Compulsory
	Art project – World Book Day	2	3h	Compulsory
	Artist talk	2	2h	Compulsory
	Photography competition	3	3h	Optional
	Art Club	1,2,3	20h+	Optional
	Art trip	2	8h	Optional
	Wider Community Art project	3	3h	Optional
	Christmas concert	1	20h+	Optional
	Talent show	3	5h+	Optional
	Instrumental lessons	1,2,3	Up to 30h	Optional
	Student band	1,2,3	20h+	Optional
	School choir	1,2,3	20h+	Optional
	Performing at church services	1	5h	Optional
	School productions	2	20h+	Optional
Humanities	Holocaust assemblies	2	5h	Compulsory
	Black History Month talks and competition	1	2h	Compulsory
	History Club	1,2,3	10h+	Optional
	Geography Geniuses Club	1,2,3	10h+	Optional
	Cross Teach Club	1,2,3	20h+	Optional
	Remembrance Day talk	1	1h	Compulsory
Design and Technology	STEM day – designing and building turbines and F1 cars	1	5h	Compulsory
	STEM day – designing and building airplanes	3	5h	Compulsory
	STEM day – designing and building robots	3	5h	Compulsory
	Chemistry week – design and building indicators	1	2h	Compulsory
	Design and build electrical circuits	1	2h	Compulsory
	Designing insulated cups	1	2h	Compulsory
	Design and colour radiators	1	2h	Compulsory
	Building insulated model houses	1	2h	Compulsory
	Designing and building bridges – all pupils	2	3h	Compulsory
	Design and build earthquake proof buildings	2	3h	Compulsory
	Design a poster to celebrate Pi Day	2	2h	Compulsory
	Design a classroom project	3	6h	Compulsory
	Poppy design	1	3h	Compulsory
	Biology Week Bake Off	1	3h	Optional
	Gaming technology workshop	-	2h	Optional
	Cookery Club	1,2,3	10h+	Optional
	Technology in the workplace – session	2	2h	Optional
	History egg competition	2	3h	Optional
	Computer Club	1,2,3	20h+	Optional
	Creative Media Club	1,2,3	10h+	Optional

Languages (including visits to art galleries)	Languages week	1	5h	Compulsory
	European Day of Languages form quiz/activities	1	1h	Compulsory
	Foreign Film Club	1, 2, 3	10h+	Optional
	Bake Off competition	1	3h	Optional
	Trip to the Whitnash Pétanque club	3	2h	Duke of Edinburgh pupils only
Business Studies	Support with event planning, budgeting and management	1, 2,3	10 Hours	Compulsory
	Job searching, applications, interview planning and preparation	2,3	10 Hours	Compulsory
	Build a Theme Park Project	3	10 hours	Optional

Option Block D

All non-Art and Design subjects (i.e. Art, Catering, Music) in this option block have Art and Design components as detailed below.

Subject	Examples of Activities
Business	Design and build a Theme Park Project
Computer Science	Designing through the use of coding
Health and Social Care	Practical exploration of Art and Play therapy Designing care plans

Appendix 4 – The Curriculum and acquisition of essential skills

These include:

- Literacy
- Numeracy
- ICT capability
- Speaking and listening
- 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.

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.