

# Curriculum Policy

## Camborne Science and International Academy



<b>Approved by:</b>	The Principal	<b>Date:</b> 2 December 2025
<b>Last reviewed on:</b>	8 December 2025	
<b>Next review due by:</b>	December 2026	

### Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in Braille, large print, any other format or interpreted in a language other than English, please contact the HR office, telephone: 01209 712280 or email: [enquiries@cambornescience.co.uk](mailto:enquiries@cambornescience.co.uk)

## Curriculum Policy

### Principles

The curriculum is designed to meet the aims of the school and every child is given access to a broad and balanced curriculum that meets their needs as a learner, within the resource constraints of the school.

We believe that the students of Camborne Science and International Academy are entitled to a curriculum that:

- Is broad, balanced and promotes their spiritual, moral, cultural, mental and physical development in a fulfilling and disciplined environment
- Encourages them to become independent life-long learners and prepares them for the opportunities, responsibilities and experiences of adult life
- Is rigorous, creative, engaging, relevant, motivating, challenging and raises expectations
- Enables them to achieve high standards and fulfil their potential according to their individual aptitudes and abilities
- Is enhanced by additional material and courses including PSHE, Extraordinary Me, Citizenship, Careers and Work Related Learning
- Is enriched and influenced by the communities in which we live
- Encapsulates our commitment to equal opportunities
- Meets statutory requirements

### Aims

1. The National Curriculum will be available to all students, where applicable, including those with Special Educational Needs and irrespective of gender and ethnicity.
2. The curriculum will be designed in such a way that it offers flexibility for the grouping of students to enable their needs to be met, so that they may make the best possible progress.
3. Teaching and learning should be matched to the needs of all pupils. Assessment practices will be used to measure progress and ensure all students achieve.
4. The School recognises the value of vocational education and aims to offer a range of appropriate courses to students.
5. The School's curriculum includes a tutorial programme, Preparation for Life lessons and PSHE drop-down days which focus on personal growth and spiritual and moral development, positively reflecting the whole school ethos of respect for oneself and others.
6. There will be co-ordination of provision between Key Stages to enable continuity and progression.
7. Collaboration with other educational institutions will be undertaken to extend curriculum choice, progression and opportunity where appropriate.
8. The curriculum is monitored and evaluated to ensure that the principles of best value are applied.



## Guidelines

1. The Curriculum Model will be reviewed annually in line with statutory requirements and the developing priorities of the school.
2. Differentiated learning opportunities will be delivered by every department to ensure that all students, including the most able and those with Special Educational Needs are able to achieve the highest possible standards of attainment.
3. Student groupings will be mainly decided by individual departments, subject to Senior Leadership Team approval.
4. Opportunities for students' spiritual, moral, social and cultural development will be delivered through the curriculum, including through our PSHE drop-down days, Preparation for Life lessons, Extraordinary Me, Learning Journey and tutorial programme.
5. The curriculum aims to be supported by the provision of high quality resources and facilities which offer stimulus and encouragement for learning.
6. To support successful progression between Key Stages, appropriate advice and guidance will be provided to students and their parents/carers to enable informed decisions to be made.
7. The effectiveness of curriculum provision will be monitored and evaluated to ensure that it meets statutory requirements and our learners needs.

Commented [DC1]: No longer relevant

## Curriculum Outline

### Key Stage 3 (Years 7, 8 & 9)

Time will be allocated to allow Programmes of Study to be taught in English, Mathematics, Science, Design Technology, Computing, History, Geography, Modern Foreign Languages, Music, Dance, Drama, Art and PE. Compulsory R.E. will also have curriculum time.

Personal, Social and Health Education, Citizenship and Careers Education and Guidance are also essential parts of the curriculum (Preparation for Life) and will have dedicated time through the curriculum, tutorial programme, PSHE drop-down days, Preparation for Life lessons and assemblies.

Students may be placed onto reading intervention programmes where reading age assessments indicate they are behind their chronological age. These intervention programmes will run in the school day and the school will prioritise these over the Programmes of Study outlined above.

### Key Stage 4 (Years 10 & 11)

The school will meet all statutory requirements for its curriculum and offers a range of additional subject options, within the resource constraints of the school.

To support decision-making, all students, with their parents/carers, will have an interview scheduled with a member of senior staff to agree a 'Pathway for Success' from KS3 to 4



CAMBORNE SCIENCE  
& INTERNATIONAL ACADEMY  
*Learning to be Extraordinary*

AMBITION | RESPECT | RESILIENCE | ALTRUISM | INTEGRITY

The programme of study recommended for each student will take into account:

1. His/her strengths and weaknesses and current performance in all subjects
2. Likely future progression beyond the age of 16

All students will study English, English Literature, Mathematics, Combined Science (Triple for those that choose it as an option), 1 from Geography, History, a Language, Computing or Triple Science and 2 free option choices.

In personalising the learning of students, a reduced programme of study with reduced courses and extra support may be offered to some students.

Nexus students, due to their academic pathway, will have fewer option subjects to choose from, and these will be focused on facilitating subjects to maximise options for post-16 academic study.

#### Post-16

The school will meet all statutory requirements for its post-16 curriculum and will offer a range of Level 3 courses, within the resource constraints of the school.

The tutorial and PSHE programme, work experience, assemblies and student leadership opportunities aim to support students with their academic, personal and emotional development.

To support decision-making, students, with their parents/carers, will have the opportunity to attend an interview scheduled with a member of senior staff to agree a 'Pathway for Success' from KS4 to 5.

The programme of study recommended for each student will take into account:

1. His/her strengths and weaknesses and current performance
2. Likely future progression beyond the age of 18