



Curriculum Statement

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We believe that every child should have the entitlement to a broad and balanced curriculum that will create new and exciting opportunities and experiences. We know that wider cultural experiences can be the key to opening minds, inspiring creativity and generating aspiration.

Context

Our catchment in the far west of Cornwall is quite unique and includes the town of Helston and surrounding rural areas, the Royal Naval Air Station at Culdrose and coastal area of Porthleven. Students join us in year 7 from 19 different primary schools. We are relatively isolated, with no train station in the town, and the A30 road, that is the main route out of Cornwall, is over 10 miles away. This is a barrier for some families, making it difficult to participate in cultural experiences beyond the immediate locality.

The most prevalent employment sectors in Cornwall include Retail, Health and Social Care, Education, Hospitality, Construction, Manufacturing and Public Administration. Average pay in Cornwall is around 75% of the England average and a large proportion of jobs are part-time, especially within the four largest employment sectors. Self-employment in Cornwall and the Isles of Scilly corresponds to 15.9% of the working age population, which is significantly higher than the average for England of 10.4%. (Source: CIOs LEP – Employment and Skills Strategy).

The Local Enterprise Partnership has published a document recently, focusing on key sectors that can play a major role in growing the economy in Cornwall and these include – Creative (including digital), Space, Energy, Agri-food, Tourism, Marine, Mining, Aerospace and eHealth. This indicates the importance of STEM and Arts subjects within the curriculum, plus more specialised opportunities to learn about the Leisure & Tourism and Marine sectors.

Curriculum Intent

Our intent is to plan and teach an inspiring, coherent and memorable curriculum that inducts students into “powerful knowledge”.

Powerful knowledge is key knowledge that enables young people to go beyond the limits of their own experience; better explain and understand the world; think about alternative futures and how to influence them; learn new ways of thinking; and follow and participate in current debates of local, national or global significance. These are all types of knowledge that give young people intellectual abilities that they are unlikely to learn from their everyday lives. (Michael Young).

The curriculum will be designed to include a strong core of academic subjects and adapted to reflect our local context as indicated above. We will include a suite of qualifications that enable students to go on to destinations that meet their interests and aspirations, and ensure that we provide appropriate support so that students are prepared for the next stage of education, employment or training.

We will endeavour to provide and encourage students, especially disadvantaged and SEND students, to participate in all aspects of the taught curriculum and extra-curricular activities, which will broaden their life experiences and enhance their cultural capital. This will be monitored through options choices and our trips and visits procedures.



Our Curriculum Should:	Why?	How?
Encourage a love of learning	We want students to be passionate about their learning and want to make progress.	Lessons delivered by teachers with excellent subject knowledge who are passionate about their subject.
Be broad, giving all students the opportunity to study a wide variety of subjects	We want our students to have a breadth of subject knowledge and experiences to enable them to become well rounded citizens.	Subject offer remains broad and Arts and DT open to all students. 3 year KS3 with options in Year 9.
Encourage equal opportunities	We are an inclusive college and want all our students to achieve their potential.	Curriculum planning should consider all students and allow them to be successful.
Ensure that assessment allows teachers to adapt their teaching to meet the needs of their students and is not excessive or onerous.	We want assessment to be meaningful and effective to help students make progress. We do not want testing for the sake of it and to overburden teachers.	Most assessment should be formative. Feedback can be live, whole class or written for key pieces of work in line with subject or faculty policy.
Should ensure that all students leave HCC able to read at their chronological age as a minimum.	Reading fluency improves vocabulary, understanding and builds cultural capital. It is a key skill for life.	Reading and vocabulary development should be a priority.
Should be underpinned by knowledge-rich learning that builds throughout the terms and key stages.	Knowledge is empowering. It builds confidence and enables students to surpass the limits of their own experience.	The specific knowledge for expertise in any subject needs to be explicitly mapped, sequenced and taught to students in order to build up a systematic understanding of a subject.
Be ambitious for students.	An ambitious curriculum combined with high expectations opens up opportunities for all students.	The curriculum should be challenging and broad, and lead to all students completing an appropriate number of rigorous qualifications.
Be responsive to local and national contexts.	To remain relevant and appropriate, and enable students to reach their goals in life and work.	Through review, evaluation and adaptation.