

Bodmin College Curriculum Rationale

The aim of our curriculum is to enable every student to develop the confidence and character to live a life of choice and boundless opportunity. It reflects the high aspirations we hold for our young people and our commitment to providing them with a world-class education, rooted in knowledge, opportunity, and personal growth.

At Bodmin College, the curriculum includes three dimensions that we define as an **ACE** curriculum:

Academic	Character	Enrichment
• Ambitious in scope • Broad and balanced • Knowledge rich • Coherently sequenced • Develops reading stamina and promotes a love of reading	• Deepens knowledge of self and others • Develops good behaviour and builds self-discipline • Promotes our shared values of ambition, integrity and respect	• Contextualises learning • Builds cultural capital • Develops students' interests and citizenship

Academic Curriculum

The academic curriculum is broad and balanced and, as a minimum, matches the breadth and scope of the National Curriculum, ensuring that every student has access to the knowledge, skills and qualifications they need to succeed. It is carefully and coherently sequenced so that new learning builds securely on prior knowledge, enabling students to develop deep understanding over time. Reading sits at the heart of the curriculum, with subjects contributing to the development of reading fluency, stamina and disciplinary literacy. Through an academically rigorous curriculum, students are equipped with the knowledge, confidence and intellectual curiosity to achieve highly and access a wide range of future opportunities.

Character Curriculum

Our character curriculum is deliberately designed to help students develop into confident, respectful and responsible young people. Through explicit teaching, consistent expectations and meaningful experiences, students deepen their understanding of themselves and others while developing resilience, self-discipline and positive habits that support lifelong success. Our shared values of **Ambition, Integrity and Respect** underpin every aspect of college life, shaping the decisions students make, the relationships they build and the contributions they make to their communities. We believe that character development is fundamental to enabling every student to live a life of choice and boundless opportunity.

Enrichment Curriculum

Our enrichment curriculum enhances learning both within and beyond the classroom, ensuring that every student benefits from experiences that develop their interests, talents and aspirations. Through **Bodmin+**, our extensive co-curricular programme, alongside curriculum visits, visiting speakers, leadership opportunities, performances, competitions and wider college events, students deepen their understanding of the world around them and place their learning in meaningful contexts. These experiences build cultural capital, strengthen citizenship and foster

confidence, resilience and collaboration. We believe that enrichment is an entitlement for every learner, providing memorable experiences that inspire ambition and equip students to live a life of choice and boundless opportunity.

Inclusive Curriculum

Our inclusive curriculum is designed to give every learner the broadest possible curriculum access, while tailoring specific modes of learning and scaffolded support to ensure every learner makes excellent progress from their own starting points.

Baseline assessment informs allocation of pupils to one of a range of 'prior attainment' pathways. Within our universal provision, this includes attainment grouping. Our **Targeted Classes** for Year 7 & 8 learners provide an extended transition between primary and secondary phases, with fewer teachers and a stronger focus on foundational skill development. **Greenfield ARB** provides targeted + and specialist educational pathways, with a greater focus on Preparing for Adulthood. Our intentional timetabling of pathways provides opportunities for learners with aptitudes in certain subject areas to move across pathways, to ensure every learner is supported to achieve their very best.

Bodmin College Curriculum Intent

At Bodmin College, our curriculum is designed to enable every student to develop the confidence and character to live a life of choice and boundless opportunity. We believe that every learner deserves access to an ambitious, knowledge-rich education that opens doors, broadens horizons and prepares them for success in education, employment and life.

Our curriculum ensures that all students:

- receive a broad, ambitious and coherently sequenced education, regardless of their starting point or background
- develop secure knowledge, understanding and vocabulary that enables them to think critically, solve problems and succeed at Key Stage 4 and beyond
- become confident readers who can access increasingly challenging texts across the curriculum, developing both reading stamina and a lifelong love of reading
- benefit from equitable access to the powerful knowledge, cultural capital and wider experiences that enable them to participate fully in society and make informed choices about their future
- develop the character, self-discipline and personal qualities needed to thrive, underpinned by our shared values of **Ambition, Integrity and Respect**

Key Stage 3

Key Stage 3 is a distinct and purposeful phase of education that lays the foundations for future success. It is not simply preparation for GCSEs, but a carefully planned curriculum that develops the knowledge, skills and dispositions students need to flourish throughout their education.

Our Key Stage 3 curriculum is:

- broad, balanced and ambitious, ensuring every student experiences the full richness of academic, creative, practical and technical subjects
- knowledge-rich and coherently sequenced, enabling students to build secure understanding over time through carefully planned progression
- designed to strengthen literacy, numeracy and disciplinary thinking across the curriculum, ensuring students can confidently access increasingly complex learning
- enriched through meaningful experiences, leadership opportunities, cultural experiences and **Bodmin+**, enabling students to contextualise their learning and develop their interests and talents
- designed to keep future pathways open, allowing students to make informed choices at Key Stage 4 while building the confidence, resilience and aspirations to achieve their potential.

Across all subjects, curriculum content is carefully selected because it represents the most important knowledge, concepts and ideas within each discipline. By revisiting and connecting learning over time, students develop lasting understanding that prepares them not only for examinations, but for lifelong learning and active participation in modern Britain and the wider world.

Key Stage 4

Key Stage 4 builds on the strong foundations established in Key Stage 3, enabling students to deepen their knowledge, develop expertise within their chosen subjects and prepare successfully for their next steps. Our curriculum remains ambitious and inclusive, ensuring that every student is challenged to achieve highly while following a pathway that reflects their strengths, interests and aspirations.

Our Key Stage 4 curriculum is:

- ambitious and appropriately personalised, providing a broad range of academic and vocational qualifications that support students to achieve their very best
- carefully sequenced to deepen disciplinary knowledge and understanding, preparing students for success in external qualifications and future study
- designed to develop students as independent, resilient learners who can think critically, communicate effectively and apply their knowledge in unfamiliar contexts
- underpinned by a continued focus on reading, literacy and subject-specific vocabulary, ensuring students can access increasingly complex texts and ideas across the curriculum
- enriched through leadership opportunities, careers education, employer engagement, work-related learning, and educational visits, enabling students to make informed decisions about their future pathways
- supported by high-quality guidance and targeted intervention, ensuring every student receives the academic and pastoral support needed to fulfil their potential.

Throughout Key Stage 4, students continue to develop the knowledge, skills and character that will enable them to progress confidently into post-16 education, employment or training. Our curriculum prepares students not only to achieve excellent qualifications, but also to become ambitious, respectful and responsible young adults who are equipped to contribute positively to their communities and embrace a life of choice and boundless opportunity.

Key Stage 5

BCX is Bodmin College's redesigned Post-16 experience, providing a bespoke, career-powered education for students who would benefit from continuing their education in a smaller, familiar and supportive environment. Designed as a purposeful stepping stone, BCX enables students to build the knowledge, skills, confidence and independence needed to progress successfully into further education, employment or training.

Our Key Stage 5 curriculum is:

- personalised to meet the aspirations, strengths and next steps of each student, recognising that there is no single pathway to success
- career-powered, combining academic study, vocational learning and meaningful workplace experiences to prepare students for the opportunities and demands of the modern world
- designed to develop confidence, independence and resilience, enabling students to make informed decisions about their future
- underpinned by high expectations, strong pastoral support and expert guidance, helping students overcome barriers and achieve ambitious outcomes
- enriched through employer partnerships, work experience, leadership opportunities and wider personal development, ensuring students continue to grow as confident and responsible young adults
- focused on successful progression, supporting students to move confidently into apprenticeships, further education, employment or other aspirational destinations.

BCX is particularly well suited to students who have not yet finalised their Post-16 destination, are exploring the opportunities that best match their strengths and interests, or would benefit from additional structure and guidance following GCSEs. For many students, BCX provides the confidence, clarity and qualifications needed to take their next step, ensuring they continue to live a life of choice and boundless opportunity.

Greenfield (ARB)

At Bodmin College, every student is entitled to an ambitious ACE curriculum. Our Year 7-11 ARB provision, Greenfield, offers a distinct and carefully sequenced curriculum, taught at an appropriate pace with specialist support. Where necessary, it teaches objectives drawn from earlier stages of the national curriculum, including primary phases, to secure foundations for further learning. Academic knowledge remains central, alongside explicit teaching in communication, independence, preparation for adulthood and bespoke provision related to individual EHCP objectives. Each student's programme may combine elements of universal and targeted provision, identifying purposeful next steps, including opportunities for subject learning, suitable qualifications, enrichment, civic engagement and participation in wider College activities.

Bodmin College Curriculum Implementation

At Bodmin College, our curriculum is implemented through consistently high-quality teaching, evidence-informed practice and carefully designed learning experiences. We recognise that it is not enough to have an ambitious curriculum on paper; it must be brought to life through expert teaching that enables every student to know more, remember more and do more over time.

Our curriculum is implemented through:

- **carefully sequenced subject curricula**, where knowledge and skills are deliberately organised to build progressively over time. New learning is explicitly connected to prior knowledge, key concepts are revisited through planned retrieval and application, and students are gradually prepared for the increasing challenge and independence required at Key Stage 4 and beyond.
- **high-quality teaching**, underpinned by the CELT Chronicles and our shared Learning Modes. These provide a common language and evidence-informed framework for classroom practice, ensuring lessons include clear explanations, expert modelling, purposeful questioning, guided practice, retrieval practice and opportunities for independent application. Within this framework, subject leaders retain the autonomy to implement disciplinary approaches that best reflect the nature of their subject.
- **a relentless focus on literacy and reading**, with every subject contributing to the development of disciplinary literacy, academic vocabulary and reading fluency. Students are supported to access increasingly complex texts and communicate their understanding with confidence through high-quality oracy, discussion and extended writing opportunities.
- **adaptive teaching**, ensuring that all students can access an ambitious curriculum. Teachers use responsive approaches to remove barriers to learning through appropriate scaffolding, modelling and support, while maintaining high expectations and ensuring students with SEND and those who are disadvantaged achieve alongside their peers.
- **purposeful assessment**, designed to inform teaching rather than simply measure learning. Regular formative assessment, retrieval practice and meaningful feedback enable teachers to identify misconceptions, adapt future learning and ensure students make sustained progress through the curriculum. Summative assessments provide opportunities to evaluate curriculum effectiveness and inform ongoing refinement at classroom, department and whole-school level.

Curriculum implementation is supported through subject leadership, collaborative planning and quality assurance across Bodmin College and the wider CELT Trust. Subject leaders work closely with Trust curriculum networks to evaluate curriculum impact, share effective practice and continually refine curriculum design, ensuring every subject remains ambitious, coherent and responsive to the needs of our students.

Bodmin College Curriculum Impact

The impact of our curriculum is measured by the extent to which students know more, remember more and are able to apply their learning with increasing confidence and independence. We want every student to leave Bodmin College with the knowledge, skills and character to live a life of choice and boundless opportunity.

We evaluate the impact of our curriculum through:

- students' work over time, demonstrating the depth, quality and progression of learning
- formative and summative assessment, used to identify what students know, understand and can do
- lesson visits, curriculum reviews and professional dialogue, evaluating the quality of curriculum implementation and students' learning experiences
- student voice, attendance, behaviour and engagement, providing insight into students' experiences of the curriculum and wider college life
- participation in enrichment, leadership and Bodmin+, ensuring students benefit from the full breadth of our ACE curriculum
- outcomes, destinations and progression, evaluating how effectively the curriculum prepares students for future education, employment and training.

This evidence is used to:

- evaluate whether students are learning, retaining and successfully applying the intended curriculum
- identify strengths and priorities for improvement at classroom, department and whole-college level
- refine curriculum design, teaching and assessment so that all students continue to experience an ambitious, coherent and inclusive education
- ensure that every student, regardless of background or starting point, is supported to achieve their potential.

Curriculum evaluation is an ongoing process, underpinned by collaboration, evidence-informed practice and continuous improvement. Through regular review, we ensure that our curriculum remains ambitious, responsive and relevant, equipping every student with the academic knowledge, personal character and wider experiences needed to thrive in modern Britain and beyond.