



RIVERSTON
SCHOOL

INCLUDE • INNOVATE • INSPIRE

Curriculum Policy

Aims:

- to ensure that the curriculum meets the needs and aspirations of all students
- to ensure the holistic development of students by addressing skills of academic and personal wellbeing
- to ensure that programmes of study fully meet the demands of examination specifications where required
- to provide pathways relevant in our 21st century world and ones that will enable students to follow their passions
- to ensure that all students have the opportunity to learn and make progress
- to provide opportunities for students to have ownership of their own learning
- to ensure students are provided with a curriculum that reflects the international environment, whilst upholding British Values.
- to support students in being successful through collaborating with the wider community where appropriate

Riverston provides a broad and stimulating curriculum with a rich extra-curricular programme.

Through our teaching we aim for our students to:

- know who they are as an individual and as a member of communities
- find their passion and route to success
- become confident, resourceful, resilient, inquiring and independent learners
- Develop their own style of learning, as well as be able to collaborate effectively with others
- be able to build positive relationships with others
- be well equipped with the skills and knowledge to meet future challenges

Regulatory Context

In accordance with national regulatory requirements, Riverston provides full-time supervised education for pupils of compulsory school age and up to 19. The curriculum for all students takes into account their age, aptitude and needs, including those pupils with EHCPs. The curriculum plans and schemes of work do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The Riverston curriculum offers:

Inclusive Pathways: ensuring that all our students are offered a choice to meet their needs and their aspirations and; ensuring that students acquire skills in speaking and listening, literacy and numeracy, as well as more nuanced skills as defined in the Riverston Attitudes to Learning.

Relevance: ensuring that the subject matter and skills-based pedagogies are appropriate for the ages and aptitudes of students, taking into account students' EHCPs, learning differences and previous learning and future goals.

Equal opportunity:

Students are treated as individuals with their own strengths, challenges, learning preferences and personal contexts. All students have the opportunity to learn and demonstrate progress.

Personalisation of learning:

Students are considered as individual learners who have differing needs and strengths. Students are able to personalise their learning pathway through a comprehensive choice of courses, and are provided access to advice in making the most effective decisions.

Teaching pedagogies reflect the need to engage students with course content through differentiated means, addressing the needs of students with special educational needs (SEN), statements or EHC plans. Teaching pedagogies aim to develop student agency and efficacy to promote independent learning. Programmes of activities are designed for students to select from which are appropriate to their needs, age, stage and interests.

Schemes of work and lesson plans are devised by the school to ensure all students can access the requirements of examination board syllabi.

Pastoral:

Our personal, social and health education (PSHE) programme helps students to develop a set of personal values based on honesty, embracing diversity and difference, understanding and respect for others (paying particular regard to the protected characteristics set out in the 2010 Act (a)) and respect for the environment. Students are given the tools to enable them to make informed and realistic choices and decisions appropriate to their age and stage of development, thus preparing them for the opportunities, responsibilities and experiences of life in both British society and in the international communities which they are part of. This reflects the college's ethos and aims.

Students meet daily with their Form Tutors to discuss their thoughts around their own progress, and to enable them to take ownership of their academic and holistic data. More formally, students are invited to participate in 1-to-1 progress conversations with their teachers along with their parents

Year group meetings are organised periodically concerning university, colleges and career choices.

As part of their programme of study, students in Yrs 10 and 11 participate in Careers & Professional Development and Study & Life Skills, which are designed to support early consideration of futures thinking. These courses equip students with the knowledge and skills to be academically successful and make informed personal decisions regarding lifestyle, happiness and safety.

Careers:

Initially applicants are advised about subject choices according to their career when they apply to Riverston. All students have the opportunity to make an appointment with our Head of KS5

Accurate, up-to-date and impartial advice is given on career options. A series of events is organised to suit various year groups' needs.

All students receive Careers advice as part of our provision. This is delivered through

PSHE. Workshops, university talks and visits, careers events and tutorial support. We provide students with information on all options to include university, apprenticeships and employment.

A specialised programme is in place for each year group. For example, in the Autumn Term, the KS4 and KS5 parents are invited to discuss choices. These activities enable students to make informed career choices and also encourage them to reach their full potential.

Enrichment Activities:

Riverston encourages students to become involved in a wide variety of enrichment activities. Activities are available for compulsory and post-compulsory school age students, which are appropriate to their needs.

Online Safety

Following the publication by the DfE of "Teaching online Safety in school", June 2019, all staff at Riverston have received Online Safeguarding training during the Inset period prior to the start of the academic year.

<https://www.educare.co.uk/>

In turn, during their Induction, students will learn:

- How to evaluate what they see online
- How to recognise techniques used for persuasion
- Online behaviour
- How to identify online risks
- How and when to seek support

These topics are also covered in PSHE periods

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