



RIVERSTON

SCHOOL

BESPOKE LEARNING FOR LIFE

Curriculum Policy

Updated September 2021

Part of Chatsworth Schools

Introduction and Aims

This policy is put in place to identify the methods by which Riverston School successfully delivers a bespoke and engaging curriculum for pupils of all ages and ability levels. The curriculum is all the planned activities that we organise in order to promote learning and personal development. It includes not only the formal requirements of the Academic Curriculum, but also a diverse array of out of lesson activities including clubs and specialist events which form our Enrichment Curriculum. These activities complement teaching and learning within the formal curriculum and they serve to promote the cultural, physical, social, intellectual and spiritual growth of our pupils. We are highly aware of staff influence and appreciate the impact of what the pupils learn from the way they are treated and expected to behave. We aim to teach children how to grow into healthy, positive, responsible young adults, who can work and co-operate with each other, through promoting the fundamental British values and developing their knowledge, understanding and skills, so that they achieve their true potential. We provide a fully inclusive curriculum, adhering to the Equality Act of 2010, ensuring all pupils are given the means and support to meet their potential.

Values

Our values are reflected in our School Ethos: '*Bespoke Learning for Life*' which is at the heart of the design and delivery of our curriculum. We actively ensure that pupils are given bespoke academic and enrichment experiences, often tailor made to meet individual and differing needs. Our distinctive curriculum is designed to ensure that mainstream, gifted and talented as well as pupils with special educational and learning needs are challenged and developed in a way to prepare them for future life in both academic and vocational routes.

At Riverston School, we ensure that through our vision, values, relationships and teaching, we promote tolerance and respect for all cultures, faiths and lifestyles. The Senior Leadership team also ensures that this ethos is reflected and implemented effectively through school policy and practice and that there are safeguarding policies in place to safeguard and promote pupils' welfare. We have a duty to prepare our pupils for life in modern Britain and to keep them safe. Everyone at Riverston School has the right to learn and work in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

Fundamental British Values are defined by the DfE as:

- Democracy: Respect for democracy and support for participation in the democratic process
- The Rule of Law: Respect for the basis on which the law is made and applies in England
- Individual Liberty: Support and respect for the liberties of all within the law
- Mutual Respect and Tolerance: Support for equality of opportunity for all and respect and tolerance of different faiths and religious and other beliefs

Some examples of ways in which we are actively promoting British Values at Riverston School:

Democracy:

- Formulate and agree a set of 'class rules' at the beginning of each school year, within the confines of the broader school rules and expectations.
- Elect class representatives to our school councils.

Part of Chatsworth Schools

- Have a school council who meet regularly and provide a 'pupil voice'.
- Allow the children's voice to be heard. We ask for their views.
- Discuss democracy within assemblies and during relevant curriculum topics.
- Carry out debates in assembly to encourage free speech and allow children to listen to and consider others' points of view.
- School council members are involved in the interview and selection of the Senior Pupil representatives of House Ambassadors.

The Rule of Law:

- Have a clear, consistent behaviour policy (based upon positive rewards and the development of respect and self-discipline) which is consistently applied throughout the school.
- Provide opportunities for children to reflect about positive and negative behaviour.
- Enable pupils to understand that rules and laws help them to stay safe, both online and offline, for example through their work developing their online safety skills and through the school's extensive Road Safety programme.
- Address issues of law during PSHE lessons, in other curricular areas and through whole-school assemblies, as and when appropriate.
- Give considerable time to individual pupils who require additional opportunities to understand the importance of following rules.

Individual Liberty:

- Pupils are actively encouraged to make choices at our school, knowing that they are living within a safe and supportive environment.
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our online safety teaching.
- Pupils are given important roles in school, such as House Ambassadors.
- Pupils are encouraged to understand responsibility in school in terms of behaviour and attitude to learning.
- Justice and fairness are key principles within our school.
- Pupils are taught how to be safe and how to act safely. This is given an additional emphasis at focussed times, such as 'anti-bullying week' and 'safer internet week'.
- All pupils are taken seriously by staff whenever they raise a question or concern.

Mutual Respect:

Respect and Responsibility are key values which permeate all aspects of school life. They determine the way in which we support and care for each other, for the community and for the environment.

At Riverston School, pupils learn respect through;

- The promotion of positive relationships.
- The modelling of positive relationships by all adults working in school.
- The RE, RSE and PSHE curricula which teach pupils that behaviour has an effect upon those around them and upon their own rights. Such ideas will also occur in many other curriculum areas, such as the study of conflict in History, global impact of personal lifestyles on the environment in Geography and the Sciences, etc.

- All other aspects of the curriculum and co-curriculum (from learning to share and take turns in the EYFS through to successful collaboration and co-operation in group work) ensure that pupils develop a strong sense of respect for each other.
- The work of the school councils.
- The positive reward system developed to promote respect.
- Our celebration assemblies when all pupils show respect for the efforts of others.
- Developing a sense of social awareness and duty towards those who are less fortunate, through participation in events to raise money for charities and engaging in outreach to the local and wider community.
- Enabling pupils to develop respect for, and understanding of the broad range and traditions, religions and cultural backgrounds represented in the school community.

Tolerance:

Tolerance of those of different Faiths and Beliefs: tolerance is promoted in our school through:

- The stated aims and values of the school.
- The PSHE curriculum.
- The RE curriculum.
- The Modern Foreign Languages curriculum, including European and Language days, Educational visits to places of religious worship and of cultural significance.
- Class and whole school assemblies.
- Festival study and celebration.
- Work on eliminating prejudice-based bullying, particularly during anti-bullying week.
- Using world events as opportunities to positively reinforce life and culture in other countries.
- A non-negotiable approach towards the expression of views contrary to our agreed set of values.

The Protected Characteristics

In the 2010 Equality Act, the government set out nine areas in which people can be expected to be protected from discrimination. These are known as the 'Protected Characteristics' and are as follows:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The EYFS requirements and the Independent Schools Standards Regulations set out that schools and nurseries should not only guard against discrimination in these areas, but should also develop in their pupils a sense of respect and tolerance towards those who demonstrate a protected characteristic. This is inherent in the culture and ethos of Riverston. The anti-bullying policy identifies a commitment to eliminating bullying in relation to a protected characteristic and the curriculum policy, PSHE policy and other

Part of Chatsworth Schools

subject policies and schemes of work demonstrate how Riverston cultivates the pupils' sense of respect and tolerance towards those who demonstrate a protected characteristic. These documents should be referred to for further information.

Riverston Nursery, Pre-School, Senior School and College offers:

- A caring and supportive environment with a focus on excellent provision of pastoral care
- An education geared to get the very best from every child and young adult – stretching them academically to achieve, and often exceed, their expectations
- A full program of activity, brimming with opportunity
- A foundation that nurtures children and means when they leave the School it is as well balanced, considerate, confident and competent individuals

The Nursery and Pre-School's aims:

- To instil a joy of learning
- To build children's confidence and self-esteem
- To provide a programme of learning which is appropriate to each child's educational needs in relation to personal, social, emotional and physical development and communication and language skills
- To develop language and communication skills
- To encourage independence
- To teach children to show consideration for others
- To help prepare children for starting school
- We never lose sight of the fact that our children are individuals and we work closely with parents to achieve each child's individual potential.
- Most of all, we know Nursery should be fun.

The Senior School and College's Aims:

- Provide a safe, supportive and caring environment in which to work.
- Provide a contemporary, innovative, engaging and enriching education.
- Equip our pupils with a range of life skills - academic, social, creative, sporting and moral.
- Build confidence and self-esteem and prepare our pupils for the next step in their education.
- Generate an understanding of the need for care and consideration for others within our community and the wider world.
- Work in partnership with parents and guardians to help our pupils achieve their full potential.
- Work with external academic and industry based institutions in order to offer a varied learning experience.
- Provide pupils with access to accurate, up-to-date careers guidance that–
 - (i) Is presented in an impartial manner;
 - (ii) Enables them to make informed choices about a broad range of career options; and
 - (iii) Helps to encourage them to fulfil their potential;
- In Riverston College, our 16+ provision, we ensure that a programme of study appropriate to pupils' needs is in place. All pupils are given the opportunity to

Part of Chatsworth Schools

learn and make progress whilst preparing for the opportunities, responsibilities and experiences of an independent life in British society.

- In addition, we specifically ensure that all pupils with autism are given the support to become successful learners, confident individuals, effective contributors and responsible citizens, with support to access appropriate further education or career pathways.

To this end, the general principle governing the curriculum of the school is that every child shall be entitled to and shall take up an innovative curriculum which is balanced and broadly based and which:

- Promotes a love of learning and the spiritual, moral, cultural, mental and physical development of children at the school;
- Prepares the children for the opportunities, responsibilities and experiences of the next stage of education and leading on into adult life.

The school provides for all children access to the areas of experience below:

- Aesthetic and Creative – incorporating the arts across the curriculum in a way that fosters a heightened awareness of and appreciation for all that touches our lives.
- Ethical and Spiritual - values and relationships. Values of school, study of multi-society and religion whilst not undermining the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Linguistic - four dimensions of language, listening, reading, speaking and writing. Through the study of a modern foreign language or development of English literacy skills and social and communication studies.
- Mathematical - numerical, spatial, scientific and practical.
- Physical - co-ordination of mind and body.
- Scientific - observation, enquiry, technology, environment.
- Technological – learning about the processes and knowledge related to technology.
- Human and Social – the study of personal, social, health and economics which encourages respect for other people. Inspiring and regular careers guidance.

Curriculum Review Protocol & Procedures

The Director of Studies is responsible for the overall planning and organisation of the curriculum, which is supervised and reviewed by the Headmaster. The curriculum is reviewed on an ongoing basis by senior staff and members of the middle leadership team. The curriculum is constantly developing and this evolutionary process is driven by the changing needs of our school community, the desire to carefully evaluate and ultimately embrace certain pedagogic innovations, and our responsibility to respond fully and creatively to statutory government policy, non-statutory and Inspectorate guidelines. Our priority, however, is to ensure that the needs of every pupil are met. Discussions around curriculum developments and enhancements occur throughout the academic year. Potential changes to the curriculum must be brought to the attention of the Headmaster and Director of Studies to be reviewed. Pupils are given opportunities to choose subjects at various stages during their scholastic careers and these are indicated further on in this document.

Part of Chatsworth Schools

The Role of the Head of Department

A Head of Department is responsible to the Headmaster, through the Director of Studies for the effective delivery of the curriculum. He/she is expected to follow the guidance in the teaching and learning policy in order to:

- Produce Academic Plans as a framework for the skills that need to be taught within their subject. Alongside this, ensure that relevant schemes of work are maintained and reviewed regularly and that subject policy is implemented. Copies of up to date schemes and policies should be given to the Director of Studies and stored centrally on the 'Curriculum Planning' computer drive.
- Lead the teachers of the subject, offering help and guidance where necessary.
- Hold formal subject meetings, submitting minutes to the Director of Studies at least once a half term.
- Ensure that the subject is appropriately resourced.
- Design, implement and evaluate annual and three-year subject development plans.
- Keep abreast of the subject and strategies for teaching it, ensuring that relevant information is disseminated to the subject staff.
- Ensure that there is an appropriate subject assessment policy and that subject staff implement regular and effective assessments including, where necessary, formal examinations. This assessment and attainment data must then be recorded on the Pupil Progress Trackers and 3SYS to allow for attainment scrutiny, tracking and monitoring.
- Monitor standards of teaching and learning in accordance with our assessment policy.
- Publish the above information in a subject handbook and ensure that all copies of this handbook are regularly updated, both in hard copies and on Staff Resources.
- Attend Curriculum Committee and Leadership meetings.

While responsibility for these areas lie with the Head of Department, it should be recognised that good practice requires consultation and collaboration with subject staff about all matters that influence their work.

Curriculum Planning

The school's articulated curriculum plans answer 7 basic questions both within each curriculum area and across the curriculum;

- Why? – Objectives/aims and policy.
- What? - Guidelines, schemes of work, curriculum policies.
- Who? – The staff responsible for the key processes.
- How? - Teaching and learning methods and processes.
- Resources? – What is needed in terms of equipment, time, finance.
- Whether? - Evaluation.
- Review? – Quality control dates.

Our Schemes offer breadth, balance, coherence, relevance, differentiation and progression in accordance with the principles underlying the Academic Plans and/or those of examination boards or devised elsewhere by other agencies. Schemes of work take in to account the ages, aptitudes and needs of all pupils including those with SEN, EAL, those classified as Gifted and Talented as well as those who require intervention and extra support.

Part of Chatsworth Schools

All teachers are required to devise bespoke, individual schemes of work for their classes, regularly reflecting upon their own practice and making adaptations where necessary to improve progress.

Pupil's Individual Learning Styles and Targets

Within the student snapshots at the start of each scheme of work, staff indicate the learning style and annual target for each pupil in the class. The learning styles are calculated from the CAT4 reports and identify if a pupil has a bias towards visual or written learning. Teachers then differentiate their tasks and resources accordingly. By also recording pupil's targets, staff can take measures throughout their teaching to support pupils to meet their end of year target. For example, if a pupil's target is '*to become more confident with my reading*', opportunities for class reading aloud would be given to that pupil.

Our planning incorporates elements which contribute to assessment and comparison over time thereby providing:

- information which teachers can use in deciding how a child's learning can be taken forward and in giving the children themselves clear and understandable targets and feedback about their achievements;
- teachers and others with the means of identifying the need for further diagnostic assessments for particular children where appropriate to help their education development;
- overall evidence of the achievements of a child and of what he or she knows, understands and can do;
- aggregated information about children's achievements which can be used as an indicator of where there needs to be further effort, resources, changes in the curriculum etc.;
- a basis for professional development, in that the process of carrying out systematic assessment, recording attainment, and moderating the outcomes in discussion with other teachers in the school moderating groups will be a valuable basis for teachers to evaluate their own work and gain access to new thinking.
- Our schemes of work take into account the continuous nature of education, having regard for the experiences the children will have had before entering the school, and those anticipated after they leave. Liaison between our own nursery, pre-school, senior school and college is an important factor in curriculum design.

The school seeks to meet the needs, specifically, of its children:

We provide a positive, caring environment in which the children are made to feel good about themselves. Establishing a good rapport with children, building their confidence, encouraging them to express individual ideas, examining established values leading to a greater understanding are at least as important as teaching the academic curriculum. The school is responsible not only for the physical safety and well-being of the children, but also for their psychological safety and well-being. We encourage the child's self-confidence and self-esteem. This is vital for learning, for all children. When the child's own image of self is counter-productive, when s/he regards her/himself as a failure and feels that others do too, the child will be unhappy and will not learn. Image building is thus a vital part of the school's work.

Part of Chatsworth Schools

Activities such as praising the children, displaying their work, helping them take part in assemblies, plays, sports and other activities are all part of this. Teachers also use outcomes and targets from EHC plans to ensure all pupils have their needs met in the classroom.

Key Stage 3/4/5 Form Time:

We have a daily Form Time Programme which provides regular sessions, beyond that which can be covered within the standard curriculum. The programme of study for form time is planned by the Director of Studies and Director of Welfare and Wellbeing to allow space for Circle Time and the delivery of Careers and Citizenship sessions.

Mindfulness:

As part of a recent and exciting initiative for Riverston, mindfulness was introduced across all years as our way of starting the day. We have partnered with Calm as part of their 'Calmer Schools' initiative and have built a 5-10 minute slot for mindfulness at the start of every form time.

The developing mind and heart of a young child and adolescent is very distinct from that of an adult. As much as we adults feel the stress of exposure to violent media, worries about chronic and complex human challenges like climate change, lack of connection to nature, and a general sense of being rushed, developing minds are all the more sensitive to these stressors. As a teacher, you are well aware of the gifts children bring into the world, they see things with fresh eyes, open hearts, and with an innocence we watch in awe. Even adolescents, as their world expands to include the larger human community, possess a unique sensitivity and passion for the state of the world. This greater openness means that all of the stresses of modern life are actually impacting kids in a much stronger way. Because of this, we need to nourish their developing hearts and minds with moments of stillness, quiet and calm. Mindfulness can become a refuge for kids, a quiet place to return to in all the rush of the outside world, a steady place to stand in all the change and hard work of growing up.

<http://cdn.calm.com/documents/teachers-onboarding-manual.pdf>

Teachers, therapists, learning support assistants and key workers all have access to the subscription, meaning that mindfulness can also be practised throughout the whole school, at all times of the day, to help promote a culture of self-awareness and calm.

The Enrichment Curriculum:

At Riverston, we have successfully delivered an extra-curricular programme for many years. However, with a constantly growing cohort of pupils with local authority transport provision, many of our pupils were unable to attend after school clubs. As a result, we decided to adapt our provision so that all pupils have access to what we are now calling, the Enrichment Curriculum. Our EYFS pupils follow a fantastic 'Dance through the Ages' programme with our dedicated specialist dance teacher. For the last period of the day Friday's, the timetable is collapsed for all Key Stage 3, 4 and 5 pupils. Senior pupils have a number of different clubs from which to choose from, including; Eco Warriors, 'Full Steam Ahead', chess club, racquet sports, The Big Bang Competition, Green Fingers gardening club and Riverston Radio to name a few. All pupils will choose a club, with the potential to rotate half termly. Staff are required to either run or support these sessions.

Part of Chatsworth Schools

The Skills Curriculum:

We feel it is our duty to ensure all of our pupils are equipped with a range of life and learning key skills. Each pupil has a skills checklist in their day books, in which they are able to record when they have successfully met the required skills for each learning area. The intention is that pupils can meet all essential skills by the time they reach Key Stage 4. Opportunities to develop these skills are implemented holistically; through form time, lessons, therapy sessions and social or unstructured time. A more specific Life Skills curriculum is in place for our pupils in key stage 4 and 5 who are not completing a full complement of option subjects. Time allocated to these lessons is used to deliver vital life skills support and pupil's record when they have met these in their individual life skills booklet. Support or teaching staff also record these on a central monitoring overview sheet.

The Virtual Curriculum:

Our goal for last academic year was to introduce a virtual learning programme. This was implemented via a robust Learning from Home Hub on our school website, necessitated by the need for all pupils to work from home, as a result of the Covid-19 pandemic. Our goal this year, is to retain this expansive resource base, in order that any pupils unable to attend school, can still access a comprehensive curriculum from home. We use online platforms such as Seneca and MyMaths to deliver this remote learning. In school we hope to develop the virtual curriculum through the use of virtual reality headsets. Using these, pupils can be transported to any place at any time, in order to support the curriculum content being taught at the time. Having trialled this successfully with pupils from our parallel curriculum classes, we are confident that this exciting approach to teaching will further develop and enhance the learning of all of our pupils. Once implemented, the Director of Studies will write a Virtual Curriculum so that pupils in all years have the opportunity to access this wonderful resource.

The SMSC Curriculum:

Our SMSC curriculum is highly comprehensive, delivered weekly through dedicated PSHE lessons and the form time programme, and takes in to account all statutory regulations to cover the following topics;

- **Physical health and mental wellbeing**
Pupils will explore content that will build on everything learned at primary school, ensuring pupils can spot the signs of common mental illnesses such as anxiety and depression in themselves or others. Young people will learn how to discuss their emotions accurately and sensitively, about the impact of alcohol and drugs on physical and mental health, and how to access professional help. They will also be taught online safety topics, including the serious risks of sharing private photos, the impact of viewing explicit or harmful content – including how to report it and get support – as well as how the internet can sometimes promote an unhealthy view of sex and relationships.
- **Relationships and sex education**
In Key Stage 3, 4 and 5 SRE is taught within the PSHE lessons. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in religious education.

Part of Chatsworth Schools

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

- **PSHE**

The programme of study focuses on the three suggested core units of 'SRE', 'health and wellbeing' and 'living within the wider world'. These units are built upon each year with the view that pupils will broaden their knowledge and skills as they move up through the year groups. Following the guidance in the prevent duty (June 2015) pupils will follow a tailor made programme focussed on radicalisation, as well as learning about the fundamental British Values under 'living in the wider world'. Pupils are given the opportunity to start to consider their future careers once in year 9 and are required to write a personal statement and to research jobs of interest. This will enable them to have an understanding of what is needed to work in certain roles. Our PSHE programme fully reflects our school's ethos and aims and encourages respect for other people, in line with the Equality Act of 2010.

- **Religious Education**

Senior pupils will extend their understanding of Christianity and at least two of the other principal religions in a local, national and global context. They deepen their understanding of important beliefs, concepts and issues of truth and authority in religion. They apply their understanding of religious and philosophical beliefs, teachings and practices to a range of ultimate questions and ethical issues, with a focus on self-awareness, relationships, rights and responsibilities. They enquire into and explain some personal, philosophical, theological and cultural reasons for similarities and differences in religious beliefs and values, both within and between religions. They interpret religious texts and other sources, recognising both the power and limitations of language and other forms of communication in expressing ideas and beliefs. They reflect on the impact of religion and belief in the world, considering both the importance of interfaith dialogue and the tensions that exist within and between religions and beliefs. They develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others' responses to religious, philosophical and spiritual issues.

- **Citizenship**

Citizenship education is delivered as part of the form time programme for all senior pupils. It develops knowledge, skills and understanding that pupils need to play a full part in society as active and responsible citizens. Pupils learn about politics, parliament and voting as well as human rights, justice, the law and the economy. The teaching of citizenship is brought to life using real issues and events in local and global contexts.

The SMSC programme is tailored to the needs of our pupils, highly differentiated and delivered to pupils in accordance with their emotional maturity levels. Pupils keep a record of what is covered in these sessions in workbooks and folders. For further, more detailed information of our SMSC programme, please see the separate SMSC Policy.

Careers Education and Guidance:

Careers Education and Guidance (CEG) is a vitally important component of the curriculum and at Riverston School, we fully support the statutory requirement for a programme of careers education from Years 7 – 14. It is part of Riverston's vision to provide pupils with a comprehensive programme of careers education, information, advice and guidance and to exceed its statutory duty to provide CEIAG from year 7 upwards. The Careers programme has been written to enable pupils to develop the skills they will need to make well informed, realistic decisions and will empower them to access the high quality careers information and impartial guidance available from our in house guidance teachers, as well as signposting towards the National Careers Service, and other external events such as local authority careers and Skills UK. We are confident that the Careers provision for pupils at Riverston School is strongly in line with the following statutory regulations and ISI guidelines, successfully meeting all of the Gatsby Benchmarks;

- (e) For pupils receiving secondary education, access to accurate, up-to-date careers guidance that–
 - (i) Is presented in an impartial manner;
 - (ii) Enables them to make informed choices about a broad range of career options; and
 - (iii) Helps to encourage them to fulfil their potential;

Further information can be found in the separate Careers policy.

The SAFE Hub:

As our expertise in the areas of Special Educational Needs continue to grow; so too does our provision. We are acutely aware of the needs of our pupils and have found that anxiety is a prominent cause for challenging behaviour and withdrawal from class. We knew that we needed to provide a safer area for education for these pupils, and hence, the SAFE Hub was developed. Separate from our Responsible Thinking Centre, used to deal with challenging behaviour, the SAFE Hub is a space for calm, time out and intervention.

All pupils in Key Stage 3 study:

Art, Drama, English, Food Technology, Topic (including History and Geography), Design Technology, Information Technology, Mathematics, Music, Physical Education, Fitness, SMSC (including Religious Education and Citizenship), Science, Forest School and Literacy Skills or Creative Writing. As of September 2020, all set 2 Key Stage 3 pupils will also study ASDAN courses under the following themes; 7.2 – 'Raising Aspirations', 8.2 - 'New Horizons' and 9.2 – 'Transition Challenge'. As of September 2021, Spanish is only delivered to Key Stage 3, set 1 pupils, with set 2 pupils receiving Literacy Skills lessons. As of September 2019, the study of history and geography is combined under the title of 'Topic'.

Part of Chatsworth Schools

Year 9:

This year provides a preparation for GCSEs particularly in science where pupils start the course early. In addition, pupils start to focus upon their areas of interest and choose three subjects from Art, Drama, Food Technology, Music, Media Studies, Performing Arts, Hospitality and Tourism, History and Computer Science to study in Year 10 and 11 whilst continuing with the core curriculum. This includes: English, Mathematics, Science, PE, Games and Financial Capabilities.

Year 10 and 11:

Options for Key Stage 4 are decided during Year 9, and the curriculum in Years 10 and 11 is dedicated to success at GCSE, BTEC, Functional Skills and/or Entry Level. All pupils continue to study a core curriculum of:

English, Mathematics, Science, PE, Games, Careers and Financial Capability. The set 2 pupils, as of September 2020 will also receive weekly ASDAN lessons, following the 'Transition Challenge' course.

We encourage pupils to select a balance of creative, vocational and academic subjects when making their options choices for Key Stage 4 study.

Riverston College:

Our rapidly developing 16+ provision has been immeasurably important for new and existing pupils who require further support and education in a small, safe environment such as ours. The college is also where our ethos of bespoke learning can really take effect. Pupils are able to study at A Level, re-take GCSE's or undertake more vocational BTEC qualifications. Links with local colleges and industry connections also allow pupils to experience off-site and work-based environments. Our Year 14 pupils, as of September 2021 will also receive weekly ASDAN lessons, following the 'Transition Challenge' course.

Gifted and Talented

The more able pupils have many successes on which to build, and the school seeks to provide for the particular needs of these children. Using baseline assessment data and informed pupil understanding, teachers are able to identify these pupils and ensure they are stretched and challenged to reach their individual potential. We believe that academic enrichment is a core objective of our inclusive learning community, and consequently, all educational opportunities are potentially open to each and every pupil who expresses an interest. We have a register of such pupils, but we believe that the list is, in itself, no replacement for an individualised approach to supporting, nurturing and encouraging each child to develop his/her talents and realise his/her full potential. Small tutor groups and stringent monitoring of assessment and progress enable us to identify those with particular strengths and talents. Specialist stretch and challenge procedures and clubs are in place for our gifted and talented pupils.

Learning Differences and Difficulties

It must also be remembered that many of our children, particularly those with special educational needs, will require extra support and reinforcement. Teachers must ensure that all children are helped to develop self-confidence and self-esteem. Those who find the formal curriculum difficult are not to be denied opportunities for personal

Part of Chatsworth Schools

development either. It is the responsibility of the teacher to differentiate lessons to ensure all pupils can access the learning. However, if the demands made on a child threaten to lessen self-confidence and self-esteem, then it may be time to alter the demands being made. It is vital that learning is seen as essentially useful and enjoyable. It is an important tool for life and if children learn to enjoy it when young, this will stay with them in to adulthood. If at any point, a member of staff becomes aware that a pupil is unable to access any aspect of their learning, they must complete a Curriculum Referral Form and submit this to the Director of Studies to investigate.

Children need to be literate and numerate, and the school recognises the need for clear guidelines for the core subjects of English, Mathematics and Science. The content of the curriculum is described in more detail in each departmental handbook for Years 7 to 14, and in each curriculum co-ordination file for nursery and pre-school. English and Numeracy intervention is put in place for those pupils who require further support in order to leave school with a confident grasp of literacy and numeracy.

It has been said that teachers talk too much. While the teacher is talking, children cannot (not legitimately, at least). Yet it is while talking within a structured framework, testing their ideas in a non-condemning, encouraging yet critical (in its true sense) environment, that much valuable learning will be achieved. At the end of the day, it is what children carry out of school with them in their heads that is important, not how much they have written in books etc., although written work may have been a valuable tool in achieving that end result.

Children with Special Educational Needs and Disabilities

The curriculum within our school is designed to provide access and opportunity for all children who attend Riverston. Those pupils identified with special learning needs - Specific learning difficulties and disabilities (SEND) or who are especially Able/Talented - are supported primarily through differentiation. This may mean they are supported in the classroom by Learning Support Assistants or withdrawn in small groups, as well as by teachers differentiating resources or activities. Pupils on our learning support register have Educational Health Care Plans (EHCPs) which identify areas and targets upon which to focus, and meetings are held to discuss these needs with parents. To ensure we meet the needs of all pupils, specialist teachers have been employed to deliver a primary based curriculum-model to some of our Key Stage three pupils who are unable to work in line with their chronological peers. We have called this our 'Parallel Curriculum' and a separate policy is available for further information.

Please refer to the Teaching and Learning and Special Educational Needs policy for particular details.

Special Education provision means provision which is additional to, or otherwise different from, the educational provision made generally for pupils of any given age as part of the school's usual differentiated curriculum and teaching and learning strategies. The Riverston School admissions procedure records any identified need or disability of the pupil upon entry and parents are required to liaise with the SENCO prior to their child's entry to the school concerning any special need. The school is committed to early identification, assessment and assistance of learning difficulties; all staff are involved in this process and will refer, upon consultation with the tutor and class teachers, to the SENCO. Subject teachers are then responsible for reading the EHC plans and putting in place differentiation and support to ensure the progress of pupils with specific learning difficulties or special needs within their classes. The SENCO is

Part of Chatsworth Schools

available for advice, materials and allocating staff to provide 'in class' support. All pupils have the right to be able to access and gain fully from a curriculum which is appropriate to their age and specific aptitudes. This provides pupils with the best opportunity of learning and making progress academically. The multifarious individual needs of pupils cover a broad spectrum; disabilities and specific learning difficulties exist across the whole ability range.

Riverston School has a well-established reputation for our special needs provision and our teaching and level of support offered reflects the diverse needs of the pupils on our SEND register; including the many who have an Education, Health and Care Plan setting out their special needs. The SENCO organises access arrangements and conducts exam sessions designed to enable pupils with special needs to be given every consideration necessary in order for them to deliver an optimum performance; this may include the provision of extra time, a scribe or the use of a laptop. Information identifying all pupils with special needs is on the Staff Resources area within the Riverston Pupil Information Folder. Many pupils have already had their specific learning difficulties or special needs detected and will hold an EHCP. However, there will always be pupils whose specific problems become more identifiable at a slightly later stage. If a subject teacher observes that a pupil is having difficulties above and beyond what would normally be anticipated, then the Form Tutor is informed and a record is kept of all additional strategies utilised by the subject teacher. If the subject teacher believes that, despite assistance, the pupil is still experiencing difficulties and not making sufficient progress, the subject teacher should complete a 'Curriculum and Learning Referral Form' detailing their concerns and forward this to the DOS, CoEL and SENCO for analysis. Form Tutors, who liaise with subject teachers to monitor the pupil's target and provision, are central to the implementation and monitoring of the EHCP. They are responsible for ensuring that each pupil is fully supported in all aspects of his/her school life.

The school is committed to improving access for pupils with disabilities and strives to make reasonable adjustment. Where a pupil is in possession of a statement or EHCP, the school will respond to its provisions and recommendations in order to provide an education which fulfils its requirements. Regular INSET training sessions have been focussed towards the teaching of children with ASC, ADHD and Attachment Disorder (in particular) and all staff are confident in their ability to match their teaching styles to meet the variety of special needs pupils we cater for. Understanding pupil needs is at the very heart of our work here at Riverston School.

The Parallel Curriculum

Knowing our pupils as we do, it had been noticed that certain pupils (mainly 7.2 and 8.2) were unable to access a differentiated, mainstream Key Stage 3 curriculum. With this in mind we devised a curriculum for the core subjects which allows them to learn the basics and develop their knowledge, skills and understanding.

Given the needs of these pupils, we knew that our teaching approach needed to also adapt. These pupils respond better to a junior, hands-on more practical approach to learning in order to embed the lesson content. Much repetition and learn through visual resources takes place. With this in mind, this means that these pupils will likely not start to follow any GCSE, or equivalent syllabus, until Year 12. For this reason, GL baseline assessment predictions will be used, yet interpreted outside of chronological norms.

Part of Chatsworth Schools

Over recent years, we have developed a parallel curriculum for our Key Stage 3 pupils who are working at levels below their chronological age. We introduced half-termly themed projects with a cross-curricular and primary approach. We have developed 18 project plans for a 3-year course of study, in conjunction with STEM cross-curricular learning resources. Both 7.2, 8.2 and 9.2, will each study 6 different topics, allowing for progression at each stage. It is hoped that pupils will follow a differentiated mainstream curriculum by the time they reach Year 10.

This academic year we have developed the parallel curriculum model in to Key Stage 4 and 5, with the introduction of higher level ASDAN and Life Skills based courses.

Outcome Based Learning;

As our cohort has developed over time to include an increasing number of pupils with statemented needs, the majority of pupils now have Educational Health Care Plan's. Identified within each of these plans are outcomes which each pupil must work towards achieving. By sharing these outcomes with staff, programmes of study and lesson plans are designed to provide opportunities for these outcomes to be met.

Our specific intentions are to be able to enable each child:

- to read fluently, with understanding, feeling, discrimination and enjoyment of a variety of materials written in different ways for different purposes;
- to write legibly and with a satisfactory standard of spelling, syntax, punctuation and usage;
- to communicate clearly and confidently in speech and writing, in ways appropriate for various occasions and purposes;
- to listen attentively and with understanding;
- to acquire information from various sources, and to record information and findings in various ways;
- to develop awareness of self and sensitivity to others, acquiring a set of moral values and the confidence to make and hold valid moral judgements, distinguishing fact from opinion, be aware of gender and multi-cultural issues, recognising prejudice, bias and superstition and to develop habits of self-discipline and acceptable behaviour;
- to apply computational skills with speed and accuracy;
- to understand mathematical language and concepts in order: to extend understanding through a process of enquiry and experiment, to successfully manipulate them and apply them in various situations in home, school and local area, to appreciate the structure of mathematics and the nature of number, to be aware of the applications of mathematics in the world, to develop analytical and logical ways of thought;
- to observe living and inanimate things and thereby, through a process of observation, discrimination and classification recognise characteristics such as pattern and order;
- to master basic scientific ideas and methods;
- to investigate solutions and interpret evidence, to analyse and solve problems, to understand the importance of controlling variables in experimentation so that results are fair, to present results in a variety of ways appropriate to the work;
- to know about historical and social aspects of the wider environment and the national heritage and culture, to be aware of other times, places, cultures,

Part of Chatsworth Schools

religions and races and to recognise links between local, national and international events and their importance for them as an individual within society, to be aware of Christian and other world faith beliefs and their importance in shaping our current society;

- to be able to use various art forms, craft and design skills as means of expression using a variety of materials and methods demanding a range of manipulative and technological skills and to extend their skills in these areas, to be aware of art and design in the environment both past and present;
- to be aware of the effects, and able to make use of new technology in a rapidly changing society, especially with respect to computers, digital media and electronic information handling;
- to develop agility and physical co-ordination, confidence in and through appropriate physical activity, the ability to express feeling through movement, drama and dance, to swim, where possible to spend some time in a physically challenging outdoor environment, to develop an understanding of the body, its workings and the changes associated with adolescence and their implications, the requirements of good health and nutrition; to be aware of the effect on health of solvent abuse, smoking, alcohol and drugs;
- to appreciate music by experiencing it through listening, performing and composing, through practical means, thereby leading to an understanding of the structure and sounds of music, and where possible to learn proficiency with one or more musical instruments, to be aware of and value great music of past and present and develop a critical sense with regard to music;
- to understand the value of achieving happiness for him or herself and others and that both may be achieved by contributing to society and others.
- to understand the responsibilities s/he has to ensure they co-operate with those around them and in responsibility; and where their behaviour is incompatible with this, accept the Headmaster has the duty to discipline, suspend and ultimately to exclude them from the school to protect the interests of the remaining pupils in the school.

This Policy statement should be read in conjunction with the:

Marking and Assessment Policy

Teaching and Learning Policy

The Parallel Curriculum Policy

Careers Policy

SMSC Policy

Planning guidelines

Chatsworth Co-Curricular Policy

Chatsworth Promoting Fundamental British Values Policy

Updated September 2021 by E. Vinall – SLT Director of Studies