



# CURRICULUM POLICY

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## *QUALITY OF CURRICULUM*

The quality of the curriculum at Rosendale School is determined by how effectively both individuals and groups are educated.

Timetables, therefore, are designed with the needs of each class group in mind, whilst giving young people their stated entitlement to the National Curriculum, the extent of which is determined by both subject knowledge and individual needs.

Consequently, the timetable is written quite specifically with the class group in mind.

### *Year 3/4/5*

Pupils come into this class from a variety of different educational settings where many children have had negative experiences which may have affected their attitude towards school and learning. The main focus of this class is to create a structured learning environment where children feel safe, with a consistent approach to behaviour management and clear expectations of the children. There is also a focus on developing self-esteem and confidence. We follow the 'Talkabout' programme which encourages children to reflect on their behaviour and explicitly teaches social skills to enable them to co-operate with others both in and out of school.

The class follows the Primary Curriculum which will be differentiated to suit the children's individual needs and learning styles. Some children may require additional 1:1 support in order to meet their needs. The class has a form tutor who teaches most lessons with the exception of some specialist subjects such as Music and Computing. All classes are supported by a skilled SSA.

### *Year 6*

Pupils in year 6 follow the primary national curriculum, with a themed approach to allow children to: *Be Curious, Be Knowledgeable, Be Adventurous, Be Adventurous, and Be Creative. Be Collaborative, Be Reflective and Be Positive.* This approach allows our children to engage in first-hand experiences within the class room and to work within their own comfort zone and outside it. The curriculum gives the children the opportunities to work with others in an interactive learning process to allow them to develop their own voice and to take ownership of their own learning. Each half-term follows detailed themed units comprising main subjects, additional subjects and ongoing subjects across the year. Each theme contains the key learning

addressed within the unit and this is then delivered in a creative and engaging way, facilitating exciting and relevant learning across the curriculum. Alongside the national curriculum the children follow the 'Talkabout' programme; this is to enhance their social and communication skills.

Through early intervention and by providing a curriculum that is both stimulating and challenging we aim to produce the best possible outcomes for our pupils.

Due to the specific needs of the class a more individualised programme is followed to allow our pupils to progress and develop the learning skills that they will require when transitioning into year 7. A comprehensive transition programme is followed for the transition into year 7 to allow the children to adjust to the change of expectations and environment with the support of the primary staff in the summer term.

### *Year 7*

The transition from Primary to Secondary School can be a challenging one for many pupils, especially for those who have additional educational needs. At Rosendale School we have sought to minimise the anxieties and concerns, which many of our students have, by incorporating a full years 'transition programme' into our KS3 teaching and learning. This begins in Year 6 where the pupils are offered a full week's transition timetable to enable them to become accustomed to the new routines and expectations.

On joining Year 7, in September, the pupils then follow a Primary Model of teaching and learning i.e. they remain with their class teacher and special support assistant every morning and then reintegrate into the main part of school following break or lunch time. This has proved very successful for our students as they are given the opportunity to follow very structured and predictable routines that has shown to be great benefit to many of them. Their day always begins with English and then Maths and is then often followed by one of the humanities lessons. Post break (or lunch) they can then access the specialist teaching in a range of specific curriculum areas. Hence they have specialist teachers for ICT, Design and Technology, Food Studies, Science, Art and Design, Music and Media and Physical Education. This class group is taught as a full class group and supported by their own Special Support Assistant throughout all their lessons. This helps to maintain stability and predictability and allows time for them to adjust to the secondary timetable and curriculum.

Pupils in Year 7 continue to follow the Talkabout programme that they began in the Primary Department. This is a Social Skills lesson that helps to develop children's awareness and understanding of Social Communication. The children benefit from a structured programme that helps to build self-awareness and self-esteem and then move on to non-verbal communication, talking, friendship and assertiveness.

## *Year 8*

Year 8 are a complex class group and are therefore taught a number of lessons as 8a and 8b. They are fully supported in their transition to the Upper School, having followed an extended primary model in year 7, with a secure form team and specialist subject teachers.

## *Year 9*

Following ongoing curriculum evaluations, the range of needs within this class group have warranted a class timetable in which there are a number of split lessons i.e. the class being taught as a half group. In order to maximise the learning of some potentially bright pupils, this is enabled teaching staff to group the class according to ability.

## *Year 10*

The Year 10 timetable has been written in order to maximise the achievements of all students. This has resulted in the timetable including 5 option lessons (taken from Preparation for Working Life, Art, D&T, Food, History, PSHE/RS, Media, Music, Drama and Duke of Edinburgh Award) to complement their core subjects of Maths, English, Science, ICT and PE.

Students are split into two sets for the core subjects and then mixed groups for the optional lessons, it is envisaged that these splits will ensure pupils are working to their full potential. Where appropriate, pupils are given the opportunity to sit GCSE and Functional Skills examinations in core subjects during year 10.

## *Year 11*

This year group have a number of able pupils in the group who are capable of fulfilling a wide range of GCSE examinations. Consequently, the timetable has been written in order to maximise the possibility of success in all subject areas as well as allowing personalised timetables for pupils who attend college courses part time. The class are split in accordance with ability levels for core subjects and then in accordance with the option choices of each pupil. To reflect the needs of the pupils they are entered for a variety of examination routes including iGCSE, Functional Skills, BTEC, Entry Level as well as more traditional GCSE courses.

## *Year 12 and 13 – Sixth Form*

Rossendale Sixth Form comprises of 6 students (4 year 12's and 2 year 13's) with varying individual needs, interests and career pathways. Consequently, the timetable has been written in order to maximise the possibility of success in both academic and vocational subject areas as well as pushing independence to the forefront of everything the students undertake. Students are currently all enrolled on individual

learning pathways having themselves chosen subjects that are either mandatory (English and Maths qualifications – iGCSE/Functional Skills) or beneficial to their career pathways. For our more academic cohort we are able to offer GCSE, AS/A Level and Level 2 BTEC qualifications by qualified, subject specialists. For our more vocational cohort we are able to offer ASDAN, Level 1 BTEC and Workskills qualifications. All our subjects promote a broad variety of skills and where possible, real-life scenarios that provide valuable experiential learning. Rossendale Sixth Form actively encourages the students to undertake mainstream college courses and/or work experience placements to broaden their understanding of different environments and cultures.

The timetable throughout the school has three main aims:

To engage the young people in learning.

To provide them with a curriculum and accreditation to open doors for future pathways into further education or the world of work.

To prepare them for future life as adults to living and succeeding in a community.

## **BREADTH OF CURRICULUM**

### *Linguistic*

In order to develop pupil's communication skills, in particular listening, speaking, reading and writing all subjects are concerned with developing and enhancing literacy skills. The tone and functioning of the school, whether in lessons, assemblies or break times, is to teach young people how to listen to adults. Speaking and listening, be it adult/child or child/adult is an important part of our philosophy, which is based on sound relationships and a sound approach. These skills are particularly developed throughout the Primary department and in lower school; the aim of which is to enhance established skills in Key stage 4. Young people chairing Pupil Councils Meetings, contributing to assemblies and charity events helps to establish these skills.

Whilst young people have access to a foreign language in school in the Primary department at secondary level this is achieved through the liaison with the local language college and has been established in order to provide this aspect of the curriculum for young people, who show skills in this area. In addition, specialised after school clubs have also been set up to meet this need.

### *Mathematical*

Within the curriculum the use of mathematical concepts, relationships and patterns is enhanced, not only through Maths lessons but also through Science, Food Studies, Art and Design and Design Technology. The use of measuring and understanding of calculations linked to this area are a part and parcel of most lessons.

### *Scientific*

Increasing pupil's knowledge and understanding of living things, materials and physical processes is undertaken not only through Science lessons, but also in other subject areas, including Horticulture, Food Studies and Physical Education where body functioning and testing is part and parcel of schemes of work, in addition to young people, as part of the GCSE programme in Year 11, producing a personal exercise plan.

### *Technological*

This area is developed mainly through ICT lessons and Design Technology lessons. The use of ICT to enhance the teaching and learning of pupils is evident in most subject areas. The school has a specialist room, in both the main school and the Farmhouse to enable young people to all have computer access as a full class group. Other subject areas can bring classes over to the ICT room in order to enhance learning, where necessary. Working with tools, equipment and other components is in evidence, both in Design Technology, Art and Design and Horticulture.

### *Human and Social*

This aspect of the curriculum design underlies everything we do at Rossendale School. The school is a small specialised environment for young people who have very complex and often distorted relationships with others and who have not coped with the social demands of many other environments. A number of young people have attachment disorders, which makes it very difficult for them to trust adults and also integrate appropriately with both adults and peers. Other pupils come from dysfunctional families in which social norms can be distorted and inadequate for the expectations of the society in which we live. Young People with Autistic Spectrum Disorders (Asperger's Syndrome) have inherent difficulties in social communication, which need to be respected as well as developed so that they can function effectively within society.

### *Physical*

The school places a high emphasis on the physical development and well being of pupils, hence the amount of timetable time given over to physical education. Through this subject area, pupils acquire knowledge and understanding of basic principles of how their body functions, fitness and health. Due to the small numbers within the school, the PE curriculum is designed specifically to enable young people to take part in small group activities that will not only develop skills and talents but will also give them realistic activities for leisure time in the future. Also inherent in this subject area is the development of trusting adults, team building and co-operation.

### *Aesthetic and Creative*

The aesthetic and creative aspect of learning is not always evident in a school in which behaviour management is a primary concern. Young people often find it difficult to cooperate and share ideas, as well as deal with open-ended creative tasks. Young people with Autistic Spectrum Disorders, in particular, find this difficult. However, throughout the school subjects are taught in order to give young people the opportunity to respond emotionally and intellectually to sensory experiences and understand the feelings and processes associated with making, designing and inventing, be it in a Design Technology room, music lesson, or ICT lesson.