

# Rossendale School and Rawtenstall Campus – Curriculum Policy

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## **Aims and Objectives:**

At Rossendale School, we aim to deliver a broad, rich curriculum for all our young people. Our curriculum is designed to support vulnerable pupils who have been disengaged from learning. We are focused upon bridging gaps in learning in order to prepare a strong foundation for transition to the next stage of the young person's journey, socially, emotionally and academically. We seek to provide a high quality, holistic education that affords our young people with a wide variety of engaging opportunities that build confidence, develop skills and promote academic excellence.

We recognise the varying needs of the cohort of students each year. Each of our students has an EHCP which is used to inform and help tailor all learning experiences to maximise the success and progress of each young person. The EHCP will inform the level of differentiation, how staff communicate with the young person as well as any sensory needs within the classroom. Our curriculum is reviewed each year as our cohorts can vary widely in ability and need, we then act upon findings to maximise the outcomes for all students in each year group. Young people arrive at Rossendale from a variety of different educational setting, all have had negative experiences which invariably affect their attitude towards school and learning. Our starting point is always to create a structured learning environment where young people feel safe, feel listened to and feel understood. We have clear and consistent expectations of our young people with the support in place for all to work towards achieving their highest potential whilst also caring for their mental health and wellbeing.

Our curriculum reflects and responds to each young person's EHCp and Annual Review, Outcomes and Strategies are shared with the Education Team who then seek to effectively personalise their curriculum to meet the changing needs of the young person. Following the review, it may also be necessary to refer the young person to our Therapy Team or to give them some time in one of our residential settings to support life skills etc. We are very aware of the challenges our pupils face as they move into the wider world and these centre around the world of work, relationships and mental health conditions as well as impacting upon their ability to make appropriate academic progress.

Across our curriculum there is a clear focus on developing self-esteem and confidence. We have time allocated at the start and end of each day for young people to reflect on their day within their form group, celebrate achievements and also explore and difficulties they may have encountered. This also supports the development of good character, emotional wellbeing and resilience. Classes are supported by a skilled SSA (Specialist Support Assistant) many of whom are qualified to HLTA standards, this member of staff forms strong and positive relationships with the young people in their class as well as the parents and carers. The quality of relationships around school have a positive and supportive impact on the delivery of the curriculum.

Where a young person may have significant gaps in their knowledge or understanding due to past educational experiences we have a number of interventions available, this will range from additional time with their Key worker, Literacy or Numeracy intervention. It may also be necessary for therapy to form part of the learning day for a student. Where a young person is accessing Therapy from our on-site Therapy team the education team then benefit from the Therapists invaluable insight and input which can help to provide all with a deep understanding of the children's complex and multi-faceted needs. From this understanding we can formulate strategies through which our young people can overcome barriers and be further supported to maximise their potential. It is important to note that the ethos of the school is to deliver the curriculum whilst maintaining a therapeutic environment to foster a sense of security and safety to allow for the development of the emotional wellbeing of each pupil. Thereby ensuring all pupils benefit from the therapeutic approach.

## **Primary**

### **Years 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 and Modern foreign languages. 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, 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.

Subject	Form	Sensory circuits	Maths	English + Reading	ICT	Topic humanities /music	PSHE/RS	Art/DT	PE	Food/DT	MFL	Golden time	Talkabout	Science
Time Allocated	1 hour 15 mins	1 hour 15 mins	3 hours 45mins	5 hours 25 mins	50 mins	2 hour 10 mins	50 mins	1 hour	1 hours 50 mins	1 hour 40 mins	45mins	50 mins	50mins	1 hour 30 mins

## 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 Rossendale School we have sought to minimise the anxieties and concerns, which many of our students have, by incorporating a hybrid model of teaching incorporating aspects from secondary and primary for a full year of transition 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 hybrid model of teaching and learning i.e. they remain with their class teacher and special support assistant every morning in line with a Primary model 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 and Physical, Education.

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, this supports the challenges and Outcomes relating to communication difficulties often identified in a child’s EHCp

Time Available: 24:35 hours per week distributed as follows

Subject	Form	Maths	English	ICT	Humanities	PSHE/RS	Art/DT Food	PE	MFL	Talkabout	Science
Time Allocated	1 hour 15 mins	4 Hours 20 mins	5 hours 15 mins	1 hour 40 mins	1 hour 30 mins	45 mins	1 hour 40 mins	3 hours 15 mins	45 mins	45 mins	2 hours 25 mins

## Years 8 and 9

We follow the national curriculum guidance as produced by the DFE, department leaders and subject teachers ensure that the prescribed and recommended content is planned and delivered accordingly. Department leaders plan a broad curriculum which builds on prior knowledge, develops and appropriately builds on the understanding of subject content. This broad and balanced curriculum serves to encourage our pupils to become independent learners with deep learning opportunities in lessons that are relevant, engaging, creative and academically challenging.

The full and varied curriculum helps prepare students to make appropriate option choices for their transition into Key Stage 4 as well as learning experiences required for future progression, future learning and employment. Alongside the academic curriculum we also focus on key issues relevant to life in modern Britain.

Time Available : 25 hours per week distributed as follows

### Year 8

Subject	Time Allocated	Subject	Time Allocated
Form	2 hrs 30mins	Geography	55mins
Maths	3 hrs 40mins	History	55mins
English	2 hrs 45mins	Music	55mins
Science	2 hrs 45mins	Modern Foreign Language	55mins
PE	1 hr 50 mins	Art	55mins
ICT	1 hr 50 mins	Food Tech	55mins
Reading	55mins	D&T	1 hr 50 mins
Exploring Beliefs	55mins	break/lunch	5 hr
PSHE	55mins	<b>TOTAL LESSON TIME</b>	<b>25 hrs &amp; 30 mins</b>

- Total lessons may be 5-10 minutes out this is due to pm lessons being 1 hour long

### Year 9

September 2023

To be reviewed September  
2024

Subject	Time Allocated	Subject	Time Allocated
Form / Assembly	2 hrs 30mins	Geography	55mins
Maths	3 hrs 40mins	History	55mins
English	2 hrs 45mins	Music	55mins
Science	2 hrs 45mins	Modern Foreign Language	55mins
PE	1 hr 50 mins	Art	55mins
ICT	1 hr 50 mins	Food Tech	55mins
Reading	55mins	D&T	1 hr 50 mins
Ethics & Philosophy	55mins	break/lunch	5 hr
PSHE	55mins	<b>TOTAL LESSON TIME</b>	<b>25 hrs &amp; 30 mins</b>

- Total lessons may be 5-10 minutes out this is due to pm lessons being 1 hour long

## Year 10 and 11

Year 10 and 11 have a varying range of needs, some of whom have the capability of fulfilling a wide range of GCSE examinations. The curriculum is designed 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. Pupils are given the opportunity to select four Option subjects to study at Key Stage 4, we offer a selection of vocational and academic subjects and this prepares our pupils for Post 16 progression and for life in modern Britain.

Time Available : 25 hours & 50 mins per week distributed as follows:

### Year 10

Subject	Time Allocated	Subject	Time Allocated
Form / Assembly	2 hrs 30mins	Ethics & Philosophy	55 mins
Maths	3hrs 40mins	Option 1	2 hrs
English	2hrs 45 mins	Option 2	2 hrs 55 mins
Science	4hrs 35mins	Option 3	2 hrs
PE	2hrs 20mins	Option 4	55 mins
ICT	1 hrs 50mins	break/lunch	5 hr
PSHE	55 mins	<b>TOTAL</b>	<b>25 hrs &amp; 30mins</b>

- Total lessons may be 5-10 minutes out this is due to pm lessons being 1 hour long

### Year 11

Subject	Time Allocated	Subject	Time Allocated
Form / Assembly	2 hrs 30mins	Ethics & Philosophy	55 mins
Maths	2 hrs 45mins	Option 1	4 hr
English	2 hrs 45mins	Option 2	2 hr
Science	2 hrs 45mins	Option 3	2 hr
PE	2hrs	Option 4	55 mins
ICT	1 hrs 50mins	break/lunch	5 hr
PSHE	55 mins	<b>TOTAL</b>	<b>25 hrs &amp; 30mins</b>

- Total lessons may be 5-10 minutes out this is due to pm lessons being 1 hour long

## **Year 12 and 13 – Sixth Form**

Rossendale Sixth Form at the Rawtenstall Campus is comprised of students with varying individual needs, interests and career pathways. Consequently, the timetable has been designed 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 or beneficial to their careers. For our more academic cohort we can offer AS/A Level in English, Maths, Biology, Computer Science, GCSE in English, Maths, Psychology and Level 2 BTEC qualifications by qualified, subject specialists. This does vary year by year. For our more vocational cohort we can offer ASDAN, Level 1 BTEC and Work skills qualifications. The cutting-edge Media and Music facilities mean that we can offer engaging and high level courses as well as allowing pupils to engage in creative activities to minimise anxiety.

Due to the small cohort we encourage students to access outside college classes where appropriate to build confidence, travel skills and independence. Indeed, we have effective working relationships with several further education providers and students often study more specialist courses part-time at college and other generic courses at the Rawtenstall Campus. For example, previously we had a student study Level 2 Music at Manchester College for 2 ½ days, and GCSE Maths retake for the rest of the time on Campus. The strength of the pathway at the sixth form is the way we can tailor a subject to an individual's needs regarding their future career. Examples include short courses in English in the workplace, creative writing and English in the media. All our subjects promote a broad variety of skills and where possible, real-life scenarios that provide valuable experiential learning.

### **Quality Assurance across all Key Stages**

We have highly experienced UPS teachers with clear areas of responsibility. They are responsible for the quality of the curriculum and of the Teaching and Learning within their area. This is then overseen by the Senior Leadership Team. We have a clear system in place for the monitoring of planning, marking, progress as well as teaching in the classroom setting. Quality Assurance Reports from each Key Stage are gathered termly and shared with our Governors at the regular governance meetings. Beyond this, each subject is co-ordinated throughout the school by a Head of Department, they are responsible for reviewing teaching and student progress within their department and also to ensure they act upon their findings.

Communication is essential for effective co-ordination and consistency; this takes place formally through daily briefings, weekly Education Meetings as well as informally as required.

September 2023

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