

The Rise School Curriculum Policy

1. Aims

Our curriculum and assessment model aims to:

- Provide clear pathways from KS1-KS4, enabling access to KS5 opportunities
- Maximise the potential we have as an all-through school
- Meet age-related expectations
- Be necessarily more selective in scope
- Ensure assessment will be purposeful, and skilfully used as, and to inform, learning opportunities

2. Legislation and guidance

This policy reflects the requirements for academies and free schools to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which the school has chosen to follow in many subjects, including English, Maths and Science.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

3. Roles and responsibilities

3.1 The Governing Body

The governing board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation. The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for The Rise pupils with their special educational needs and range of abilities.
- The school implements the relevant statutory assessment arrangements
- It oversees the decision-making about the breadth and balance of the curriculum

3.2 Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with

SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

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4. Organisation and planning

The Rise curriculum has been thoughtfully designed to ensure that when pupils leave us they are equipped with both the qualification and key skills needed in order to independently take their next steps, whether that is further education or meaningful employment.

KS1 – 4 Provision

Pupils are taught in groups of up to eight and access the curriculum at approximately age appropriate levels. Pupils at The Rise will achieve a suite of qualifications at 16 years old.

The curriculum is divided into nine zones, each of which contributes to the development of the key skills (academic and personal) in order to be successful. Our social curriculum is a fourth “core” subject and is essential for the holistic development and wellbeing for our young people. The table shows how the number of lessons per week for each subject, in each curriculum zone.

| | Social Curriculum/ Personal Development | English | Maths | Science | Topic/ History | IT | Vocational | Arts | Body |
|----------------|---|----------------------------------|-------|------------------|--|----|----------------|------------------|--|
| KS1 and KS2 | Fine Motor/Sensory Attention Autism 2 PSHE 1 Weaving Wellbeing | 9 | 5 | 2 | 2 | 1 | 0 | 1 Music 1 Art | 2 PE 1 Yoga 2 Swim |
| KS3 | 2 Citizenship 2 Food Tech 1 Weaving Wellbeing | 3 1 Bedrock Vocabulary | 5 | 4 | 2* Some pupils access core subject boost lessons instead of History. | 2 | 0 | 1 Music 2 Art | 2 PE 1 Yoga 2 Swim |
| KS4 | 2 Food Tech 2 Citizenship 2 1 Weaving Wellbeing | 4 1 Bedrock Vocabulary | 4 | 4 5 (Y11) | 2* Some pupils access core subject boost lessons instead of History. | 2 | Construction 3 | | 2 PE 1 Gym* 1 Yoga 2 Swim *for Y11 |

Sex and relationship education is addressed at age-appropriate detail through PSHE. Spiritual, moral, social and cultural development, including the promotion of British values, is addressed via PSHE, assemblies and form time discussions.

Relevant subject teachers and leads collaborate to set a centralized Rise curriculum:

- All subjects have a long-term plan from KS1-KS4 which stipulates the topics to be studied each term.
- Below this sits a medium term plan called the Curriculum Overview which specifies the specific knowledge, understanding and skills to be addressed in this unit. Assessment information, both formative and summative, is included in this Overview.
- Teachers plan individual lessons to fulfil the goals of the Curriculum Overview.

See our EYFS policy for information on how our early years curriculum is delivered.

5. Monitoring arrangements

Governors monitor whether the school is teaching a “broad and balanced curriculum” which includes the required subjects, through: governor visits, discussion at the governors’ meetings, review of qualifications, feedback from pupils and families.

Members of the Wider and Senior Leadership team monitor the way their subject is taught throughout the school by: regular informal lesson observations (called snapshots), book looks, monitoring of formative assessment, moderation. Subject Leads also have responsibility for monitoring the way in which resources are stored and managed.

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