

Rigby Hall School

CURRICULUM POLICY

Rationale

The curriculum at Rigby Hall School will promote the spiritual, intellectual, personal, social and physical development of all our students. It consists of the National Curriculum, Personal, Social and Health Education and Religious Education as well as cross-curricular themes and key skills. Extra curricular activities also form part of the curriculum.

Our aim is to create opportunities for pupils to be successful and develop a positive self image. The individual is highly valued at Rigby Hall.

The Curriculum

- ◆ Is broad, balanced and relevant
- ◆ Will develop all students' full potential
- ◆ Is matched to individual students' needs
- ◆ Has intrinsic value
- ◆ Builds on students' existing knowledge, skills and understanding
- ◆ Encourages life-long learning
- ◆ Reflects the multicultural nature of society
- ◆ Encourages confidence, high self-esteem, independence and mutual respect
- ◆ Develops a respect for the environment
- ◆ Prepares students for the opportunities, responsibilities and experiences of adult life

Equal Opportunities

The achievement of all students is highly valued.

All pupils have an entitlement to the National Curriculum unless in the interest of the individual a part of the whole National Curriculum has been disapplied.

Qualifications

A menu of formal qualifications is offered to all students, which meet individual needs.

Differentiation for Personalised Learning

The aims of differentiation for personalised learning are:

- To ensure that tasks are matched to the capabilities of the individual child
- To ensure that there is continuity and progression for the individual child
- To meet the children's needs through differing teaching and learning styles, tasks, pupil outcomes and responses

These will be achieved by:

- ◆ Schemes of work reflecting the different needs of individual pupils and groups
- ◆ Learning objectives being made explicit to pupils
- ◆ The setting of short, medium and long term targets
- ◆ Using the most appropriate teaching and learning style for the task
- ◆ Adapting resources to enable the children to achieve
- ◆ Challenging pupils sufficiently in order for them to reach their potential

Promoting a healthy lifestyle

The promotion of a healthy lifestyle is primarily achieved through the following curriculum areas:

Science
Personal and Social Education
Physical Education
Food Technology

Science and PSE programmes include, where appropriate:

Sex Education
HIV and Aids
Drug awareness
Alcohol and smoking

Physical Education programmes aim to encourage students to participate in a broad range of sports and leisure activities whilst at school and promotes the idea of continuing with a sport after they have left Rigby Hall.

Food Technology lessons include work on nutrition, diet and healthy options.

Monitoring and Evaluation

Monitoring and Evaluation of the Curriculum is achieved by:

- ◆ SLT and subject leader observation of lessons with a specific focus
- ◆ Planning and work scrutiny
- ◆ Comparison of SAT results, where available
- ◆ Staff Development meetings between the Head or Deputy and the subject leader
- ◆ Use of pupil data to track pupil progress

Individual subject leaders have a major role in monitoring and evaluating the curriculum. This is achieved through for example:

Work sampling
Lesson observations
Pupil questionnaires
Training audits

Each subject leader completes an annual audit, from which a three year development plan is

created, with a budget bid to support the proposed developments.

Reviewed September 2010

Early Years Foundation Stage and Key Stage 1

All learning is delivered through the following strands:-

Personal Social and Emotional Development

Communication, Language and Literacy

Mathematical Development

Knowledge and Understanding of the World

Creative Development

Physical Development

The curriculum is structured into a rolling programme of topics, through which the above themes are delivered.

Throughout the curriculum all pupils are considered as individuals and where appropriate individual learning activities are planned that reflect pupil's abilities and specialist needs.

The curriculum is supported by a wide range of enrichment activities including off site visits, and visits by organisations such as drama groups.

Within this group we wish to develop a range of inclusion opportunities linked to mainstream schools and opportunities exist for 'dual placements'

Key Stage 2

All pupils at Key Stage 2 have access to the full range of subjects within the National Curriculum plus Religious Education. Within this there is an identified programme of specific themes through which the subjects are delivered.

Throughout the curriculum all pupils are considered as individuals and where appropriate individual learning activities are planned that reflect pupil's abilities and specialist needs.

The curriculum is supported by a wide range of enrichment activities including off site visits, and visits by organisations such as drama groups. We are also developing opportunities for inclusion with mainstream peers and opportunities exist for 'dual placements'

Key Stage 3

- ◆ Key Stage 3 includes students in Y7 and Y8
- ◆ The curriculum at KS3 covers all National Curriculum subjects.
- ◆ The curriculum is enhanced through educational visits and other activities
- ◆ There are a number of lunch time and after school clubs offered throughout the year
- ◆ Pupils are challenged to use Personal, Learning and Thinking Skills.

Students spend at least 50% of their timetable with their class teacher and are taught in their tutor base wherever possible. This creates a safe and secure environment for students.

The majority of national Curriculum subjects are taught discreetly:

Maths

English

Science
ICT
PE
Design Technology (including Food Technology)
PSHE including Citizenship

Other subjects are taught jointly

Creative Arts

This encompasses Drama, Art and Music (one morning each week)

Humanities

This encompasses History, Geography and RE (one afternoon each week)

Students work on projects such as 'African art, Pop culture and the study of fashion'

The enables students to;

- ◆ Focus on a topic for a protracted period of time
- ◆ See connections between subjects
- ◆ Work as small groups towards common goals

This enables staff to create new, exciting projects using the latest technology

Vocational and Enterprise Education (one afternoon each week)

Aims to develop skills for working life:

- ◆ Problem solving
- ◆ Working with others
- ◆ Communication
- ◆ Practical skills
- ◆ Numeracy
- ◆ Life Skills

Key Stage 4

- ◆ KS4 at Rigby Hall includes students in Y9, Y10 and Y11
- ◆ All students have the opportunity to gain experience of work either as a block work placement or through other related activities e.g. enterprise
- ◆ There are a number of lunch time and after school clubs offered throughout the year
- ◆ Some students will participate in a 'reading recovery' programme
- ◆ Some students will be trained to travel to school independently

At KS4 students work is accredited through:

GCSE

Entry Level or

ASDAN Personal development

Students at KS4 are usually taught by subject specialists rather than their tutor. More vulnerable students remain with their teacher the majority of their taught time.

At KS4 students continue to cover all the basic national curriculum subjects. This will make up 60% of their timetable:

Maths
English
Science
ICT
PE
PSE including Citizenship

There are three other areas of choice at KS4:

Students have a choice of courses to study in the following subject areas. This will make up 40% of their timetable:

There are a small number of students for whom choosing a course of study is inappropriate. These students will cover the full range of activities on offer over the whole of KS4.

1 Students in Y10 and 11 choose between

Design Technology and Food Technology (One morning each week)

- ◆ Students following the Design Technology course will access the subject at Entry Level
- ◆ Students following the Food Technology course will access the subject at Entry Level
- ◆ All students will have the opportunity to do at minimum a short course in life skills cookery

2 Students choose between

(Two afternoons each week)

Arts and Media
(Leading to an Entry or GCSE in Art and a Vocational Entry Level)

Sport and Leisure
(Leading to a GCSE or Entry Level)

Environmental Studies
(Certificated internally)

3 Students choose between

Vocational Pathways, leading to an Entry Level qualification
Horticulture
Practical Skills
Hair and Beauty
Catering

Y9	Y10	Y11
Core entitlement		
Functional skills at Entry Level or GCSE: Maths English ICT	Functional skills at Entry Level or GCSE: Maths English ICT	Functional skills at Entry Level or GCSE: Maths English ICT
Science Entry level or GCSE	Science Entry level or GCSE	Science Entry level or GCSE
Design Technology Food Technology	Design Technology Entry Level or Food Technology Entry level	Food Technology Entry level Design Technology Entry Level
PE	PE Entry Level	PE Entry level
PSE	PSE	PSE
Options		
Options: Sport and Leisure (GCSE) Art and Media (Entry Level) The Environment	Options: Sport and Leisure (GCSE) Art and Media (Entry Level) The Environment	Options: Sport and Leisure (GCSE) Art and Media (Entry Level) The Environment
Vocational Options: Practical Skills Hair and Beauty Horticulture Catering/Hospitality	Vocational Options: Practical Skills Hair and Beauty Horticulture Catering/Hospitality	College

POST- 16

Post-16 students follow a curriculum which continues to be broad, balanced and relevant. Students continue to study Functional Skills. The majority of students' work is Life Skills based. Vocational aspects of the curriculum are crucial throughout the pupils' school life and this aspect is particularly emphasised at Post-16.

Students can remain at Rigby Hall School for up to 3 years (they have to leave by the end of the academic year during which they are 19). But many stay on for only one or two years.

There are 2 distinct courses:

- ◆ Transition Course
- ◆ Towards Independence Course

Transition course is a **one year course** for students who have achieved a range of entry level qualifications and/or GCSE. It is designed to provide an appropriate curriculum that is a transition from school to college. For all students there is an element of personalised learning and individualisation.

- ◆ All students have the opportunity to gain experience of work either as an extended weekly placement or through other related activities eg enterprise.
- ◆ All students will attend 'taster' sessions at New College to promote the concept of the college experience.
- ◆ The curriculum is enhanced through educational visits and activities

- ◆ There is a focus on students being able to travel independently

At Post-16 on the Transition course, students' work is accredited through:

Post 16 Transition (1 year course) will offer
ASDAN PSD
Maths, English and ICT Functional Skills
Vocational courses to be agreed
College
Work Experience

Towards Independence course can be for **up to 3 years**. It is a modular course where students follow a wide range of modules which are assessed on their level of independence in a variety of situations and using differing skills. The range of modules offered has been enhanced by school-developed courses so that the overall package is broad and balanced, and it specifically includes work-related learning/vocational training and preparation for 'work' and leisure. For all students there is an element of personalised learning and individualisation.

- ◆ All students have the opportunity to gain experience of work either as a supervised placement or through other related activities e.g. enterprise.
- ◆ The curriculum is enhanced through educational visits and activities.

At Post-16 on the Towards Independence course, students' work is accredited through:

ASDAN – the Towards Independence modules.

This policy is written in compliance with the Equal Opportunities Policy.

Date reviewed :- September 2010