



The Ridgeway School & Sixth Form College Curriculum Policy

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Overview

The Ridgeway School is committed to providing students with a curriculum that fosters creativity, innovation and develops skills that are transferrable across subject areas. Creating opportunities to ensure students of all ability ranges are challenged and undertake appropriate courses, wider learning experiences and achieve excellent outcomes. The curriculum is supported through a programme of regular and frequent assessment, designed to assist lesson planning, ensuring students enjoy learning and make significant progress. The Curriculum at Ridgeway School is developed around three key principles:

1. The curriculum builds on prior learning to develop knowledge, skills and understanding in a coherent and incremental format to best support student progress
2. All curriculum content will directly feed into the confidence and competence students require to achieve successful outcomes at the end of KS4 and KS5
3. The curriculum will evolve through regular evaluation by teachers and school leaders to continually refine and improve teaching and learning in all lessons
4. The curriculum will be taught in an appropriate range of different groupings including setting in order to maximise the progress made by students.
- 5.

Curriculum structure

The curriculum is organised around a fortnightly timetable, with each day comprising of 5-hours subject lessons + 30 minutes mentoring/enrichment

5 Years Maths/English/Science - In the core subjects, curriculum content is synoptic, ensuring that content is revisited across all years to support a mastery model of learning across Y7-11

MFL/ Literacy – All students in Y7&8 receive 8 hours/fortnight MFL/Literacy. The lessons are designed to provide additional literacy support as well as regular MFL input. The proportion of time spent on each of these components is tailored to the student need.

3 year KS3 – enabling a breadth of content (7 &8) and deeper learning of core skills, knowledge and understanding to lay the foundation for accredited courses in KS4 and KS5. In Yr9 there is some specialisation in Humanities, Creative Performing Arts and Technology to ensure additional focus on the selected subjects and that there is no loss of learning in the summer term of Y9 when GCSE options have been finalised. Students will select two subjects in Humanities (History, Geography, RE) and two from CPA (Art, Music, Drama) to study in greater depth in Y9 (ie 2 x3 hours per subject/fortnight)

All students have a minimum of 3 hours/fortnight of PE (4 hours in Y9) and 6 hours/fortnight of Creative Performing Arts.

KS4 Options – In addition to 8 hours /fortnight in English and Maths and 10 hours/fortnight of Science. All students are timetabled to receive three separate sciences (Biology, Chemistry & Physics) Students will either follow the Triple science or combined science qualification at the end of Y11. Students select 3 x option subjects (one of which is in an EBacc subject) each of which is taught in 6 hours/fortnight.

Students are also timetabled to have 4 hours for PE and 2 hours of PSHE/fortnight.

In addition to PSHE lessons all students participate in 3 x Immersion days planned to meet the specific needs of each year group.

Curriculum Overview

Faculty	Y7	Y8	Y9	Y10	Y11	Sixth Form
MFL	Spanish	Choose one language after Term 1 Y7		Option choice (Ebacc)		
	German					
	French					
CPA	Drama	Drama	Choose 2 from Y7/8 CPA	Option choice (Open)		
	Music	Music				
	Art	Art				
(Technology)	Graphics	Graphics	Choose 2 from Y7/8 Technology	Option choice (Open) Engineering (BTEC) Textile Design Food and Nutrition Child Development Graphic Design (Vcert)		
	Food	Food				
	Textiles	Textiles				
	Resistent Materials	Resistent Materials				
Humanities	History	History	Choose 2 from Y7/8 Humanities	Option choice (Ebacc) +Business Studies, Economics		
	Geography	Geography				
	RE	RE				
Science	Core	Core	Term 5 & 6 start GCSE	Triple (separate) Science or Combined Science + Option choice of Computer Science		
Maths	Computing	Computing	Computing			
	Core	Core + Intervention	Core + Intervention	Core + Intervention + Option choice (IT)		
	Core + Intervention Nurture Group					
English	Core	Core Core + Reading	Core Core + Reading		Core for all studying; English Language + English Literature	
	Core + Reading					
	Nurture Group					
PE	Core	Core	Core	Core (non-accredited) + Option choice (Open) BTEC/GCSE /CN *additional PE GCSE offered in core + PSHE		

Challenge by design

High expectations for all students regardless of prior attainment, gender or socio-economic background. Targets are set FFT5 equivalent on entry and progress is assessed and evaluated every term (see Assessment and Tracking Policy.)

	Year 7	Year 8	Year 9	Year 10	Year 11 GCSE Grade	Old GCSE
						9
				10.9		8
		9.9	10.8			7
Year 7		8.9	9.8	10.7		6
	7.9	8.8	9.7	10.6		5
	7.8	8.7	9.6	10.5		4
	7.7	8.6	9.5	10.4		3
	7.6	8.5	9.4	10.3		2
	7.5	8.4	9.3	10.2		1
	7.4	8.3	9.2	10.1		
	7.3	8.2	9.1			
	7.2	8.1				
	7.1					

Each student will arrive in Year 7 with an expected end of GCSE grade from Primary School.

The Table shows a student should achieve a grade 5 by the end of Year 11

Therefore by the end of year 7 they should be working at 7.5

By the end of every year they should be working at Year . 5.
Reports to parents will inform student progress:

A curriculum supported by regular and robust assessment to evaluate progress.

Progress Checks – Short checks of student /class understanding and retention focussed on 3-4 weeks of taught content that are used by staff to inform areas for additional teaching. These are marked by staff and individual student response activities are given to address areas where learning is less secure.

Formal Assessment weeks - Twice yearly for all subjects Y7-10, with an third optional week in the summer

Assessment is synoptic to promote mastery by revisiting previously taught content as well as new information.

Following formal assessments students are provided with Question Level Analysis (QLA) of their assessments. This information is provided as feedback for students to highlight the areas of significant understanding and areas to be addressed to enable further improvement.

The QLA are used by subject teams as a catalyst to evaluate and develop the curriculum plan as appropriate. This includes identifying content/skills which require additional time, reviewing resources and pedagogy for impact on student progress and co-planning specific lessons.

The curriculum planning in all subject area facilitates re-teach opportunities for taught content that were of particular challenge to students in their assessments.