

<b>Local Procedure Title</b>	<b>Curriculum</b>
<b>Service</b>	<b>Roehampton Gate School</b>
<b>ACS Policy number and title</b>	<b>ACS 31 Curriculum</b>
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<b>Local Procedure Author(s)</b>	Andrew Molloy
<b>Local Procedure Ratification</b>	Checked and Approved by:

## 1. Roehampton School Values

### **Respect**

We leave nobody behind  
We take responsibility and learn  
We keep ourselves and others safe

### **Confidence**

We celebrate our superpowers  
We believe in ourselves as we grow  
We build positive relationships

### **Success**

We engage and aspire to achieve  
We are brave and take risks to improve  
We do the right thing at the right time

## 2. Rationale

At RGS children and young people are placed at the centre of what we do. Our children and young people have unique abilities (superpowers) and ways of learning, these are built upon to promote success in a variety of measures. We have developed 2 clear curriculum pathways, from Key Stage 2 to Key Stage 5. Students may move from one pathway to another as they progress. Alongside this there is a Nurture group available for students as and when needed.

Our Curriculum Journeys aim to:

- Enable all to develop their skills and knowledge to ensure that young people reach their full potential while in a supported and safe environment, providing clear accredited outcomes for all at the end of Yr. 11 and Yr. 12/13.
- Provide a broad, creative and engaging curriculum including real life educational experiences through work experience and enrichment
- To embed an understanding of British Values, to equip and prepare our students with skills needed in adulthood to become confident, resourceful, enquiring and independent lifelong learners.'
- Meet individual needs through an education programme that is supported by Trauma informed therapeutic approaches.
- Help our pupils to make sense of the world around them, be a part of their local community, help them build positive relationships with other people and provide our pupils with the tools they need to communicate effectively, developing key skills in self-regulation, self-respect and to respect others

## 3. The role of Teachers, LSAs, the SENCO and senior leaders

- **Teachers** play a key role in communicating and implementing the vision for the curriculum, ensuring that it provides equitable opportunities for all learners. They are informed by background data to plan effectively to meet the needs of all learners in their classes and to use ongoing assessment to adapt their teaching effectively.
- **LSAs** (line managed by teachers) are responsible for supporting students in their learning as directed by teachers. They may work with students 1:1 or with small groups in order to allow the teachers to work 1:1 with students.
- **The SENCO** (Special Educational Needs Coordinator) ensures that the needs of students with special educational needs are effectively addressed. This role involves coordinating resources and support to guarantee that these students have equal access to a high-quality education that aligns with the curriculum goals.
- **Senior Leaders** are responsible for setting strategic direction and maintaining oversight of the curriculum's implementation. They ensure that the vision for equity and high standards is consistently applied across the school.

**Together** we ensure that the curriculum is inclusive, rigorous and aligned with national expectations, driving the overall success of all students. By focusing on reading and character development we ensure a comprehensive approach to learning that enhances academic success and personal growth. Reading is a fundamental part of the school day, recognising its fundamental role in student success.

**Effective Continuing Professional Development (CPD)** equips teachers with the knowledge, expertise and practical skills needed to design and implement a robust and cohesive curriculum- which is knowledge rich and carefully sequenced. A repeating cycle of CPD focused on Teaching and Learning, Behavioural/Pastoral and SEND supports their ability to help students develop resilience, integrity and confidence.

**Communication** is essential for co-ordination and continuity; this takes place through daily teacher's briefings and debriefs, termly reporting, and through newsletters, emails, phone calls and parents' evenings.

#### 4. Curriculum Overview

Roehampton Gate School has over 25 hours of timetabled contact time per week with lessons of 50 minute duration (45 minutes at Putney Vale Campus). Learners are placed into small classes grouped according to curriculum pathway, social dynamics and ability; this is within year groups wherever possible. Each class has an assigned tutor responsible for supporting the learners, co-ordinating learning, academic progress and ensuring pastoral reporting either daily or weekly as required. There are highlighted tutorial points throughout the day to focus on reading, SMSC, cultural capital and reflection.

Baselining testing using CATS is used to generate target grades and to identify the most appropriate pathway for students.

Curriculum Journeys are carefully planned and well-resourced. There is a high degree of personalisation, centred on individual academic starting points, interests and future aspirations and independence. The knowledge, visions and priorities of parents /carers and other professionals are captured regularly; these are incorporated into the individual pupil's journey.

The curriculum outside the classroom provides pupils with the opportunity to develop skills within the community. Our older pupils are encouraged to take part in school-based enterprise projects and external work experience.

## 5. Curriculum Pathways

Our approach provides access to the National Curriculum

### Key Stage 2

Timetabled sessions in

- English
- Maths
- Science
- Humanities (to cover Geography, History and RE)
- Art+DT
- PE
- PSHE/RSE

Additional demands of the national curriculum will be met through Enrichment, Drop-down days and guests (e.g. Wandsworth Music Hub).

- Computing
- Languages
- Music

### Key Stage 3

- English (4 periods)
- Maths (4 periods)
- Science (3 periods)
- PE (2 periods)
- Art (2 periods)
- Enterprise/Business/ICT (2 periods)
- PSHE (including Careers/Personal Development/SRE) (3 periods)
- Cooking Skills (2 periods)
- Social Communication (1 period)
- Humanities (2 periods)
- Spanish (1 period)
- Enrichment (2 periods)

### Key Stage 4

Pupils follow a broad and balanced curriculum and work towards qualifications. The pathway taken is determined by the end of KS3 outcomes and baseline testing. All children will have bespoke individualised accredited plans whilst also being part of a broad and balanced curriculum.

- A. Based on the National Curriculum- individual predicted outcomes are set, students take part in subject specific lessons taught by subject specialist teachers in dedicated classrooms alongside EHCP outcomes and preparing for Adulthood (PFA) outcomes. This ensures that all children achieve nationally recognised qualifications enabling students to progress onto higher levels of study post 16.

Accreditation in:

- English Functional Skills ELC to L1/GCSE (4)

- Maths Functional Skills ELC to L1/GCSE (4)
- Science Entry Level Certificate (3)
- Award/Certificate in IT User Skills (3)

Plus:

- PE (2)
- Art (3) (Potential for GCSE accreditation)
- PSHE/RSE/Careers/Personal Development (3)
- Foundations for Food (2)
- Social Communication (1)
- Enrichment (2)

- B. Pupils are likely to go onto a post 16 placements preparing for adulthood this focuses on life skills communication and functional skills, core GCSEs alongside working on EHCP outcomes. Therapeutic provision is worked into the curriculum.

Accreditation in:

- GCSE English Language (2)
- GCSE English Literature (3)
- GCSE Maths (4)
- GCSE (Dual Award) Science (5)
- Option A (3)
- Option B (3)

For 2025-26 Option subjects include:

BTEC Sport  
BTEC Health and Social Care  
GCSE Computer Science/Award in IT User Skills  
GCSE Art  
GCSE Spanish  
GCSE Citizenship

Plus:

- PE (1)
- PSHE/RSE/Careers (2)
- Foundations for Food (2)
- Social Communications (1)
- Enrichment (2)

### **Key Stage 5**

Pupils follow individual pathways based on academic and social and communication skills. All outcomes focus on preparing for adulthood, further academic progression and reaching EET destinations. Pupils take part in post 16 enterprise projects, the café and therapeutic interventions.

Accreditation in:

- English Functional Skills/GCSE advancing from previous attainment (6)
- Maths Functional Skills/GCSE advancing from previous attainment (6)
- NCFE Level 2 Award in Food and Cookery (4)

-Option (Award/Certificate in IT User Skills/BTEC Level 1 Sport, BTEC Level 1 Health and Social Care) (4)

Plus:

-PSHE (3)

-Careers (3)

-Enrichment (4)

### Enrichment

The development of the school curriculum pathways to suit the needs of individual students has a positive impact on students' attitude and motivation to learn. In addition Enrichment time is explicitly built into the whole school timetable led by a member of staff with responsibility for developing a cohesive and coherent enrichment plan.

### Careers Guidance

Our careers education: information, advice and guidance at RGS actively supports the next steps for children's education and future careers progression. Careers is delivered through the PSHE timetable to years 8 and 9 and as explicit careers lessons to Key stage 4 and 5.

## 6. Curriculum Impact

The senior leaders in the school ensure that the rationale for the curriculum design is effectively communicated and shared throughout the school. In developing this curriculum, careful attention is given to knowledge progression and sequencing of concepts both within and across subjects. This thoughtful approach ensures that the curriculum is equitable for all student groups and enhances their ability to access and benefit from the full range of learning opportunities. Leaders, including governors, incorporate regular review and quality assurance opportunities into the planning process. This commitment to ongoing evaluation supports continuous improvement and ensures that the curriculum remains responsive to students' needs. This quality assurance informs the CPD cycle.

## 7. Therapeutic curriculum

Our on-site Therapies team offer a holistic, comprehensive and detailed assessment and therapy provision, which is individually tailored to each child. Their invaluable insight and input provide a deep understanding of the children's complex and multi-faceted needs and helps to formulate strategies through which children can overcome barriers and be supported to maximise their potential. Therapy sessions take place on site in specialist rooms and are provided by our own fully qualified therapists and other professionals, as agreed with placing authorities and carers.

## 8. Social, Moral, Spiritual and Cultural/British Values

Aspects of SMSC are developed through all parts of our curriculum, some subjects and activities are likely to be more relevant than others. There are also robust school norms which support the implementation of SMSC. Our focus is to eliminate bias and encourage balance of viewpoint, opinion and understanding. RGS is committed to supporting British values:

- Encouraging pupils to respect specified fundamental British values
- Not promoting extremist views, or partisan political views, through the curriculum and/or teaching
- Ensuring pupils are offered a balanced presentation of views when political issues are brought to their attention

**9. Religious observances**

Roehampton Gate School has no affiliation with any particular culture or faith and embraces an understanding and tolerance of all irrespective of race, culture or faith. The fostering of spiritual growth is considered to be an important aspect of a young person's well being and the need to nurture this growth is taken seriously. The young people are supported in their wishes and the wishes of their parents regarding their particular religious observance. The young people are encouraged to explore their own spirituality through a variety of means, Included in this will be positive role modelling, multi-faith religious education within the context of the school curriculum, encouragement to participate in their own stated religious observances and encouragement to develop an understanding of the differing religious observances and practices to be found within a multi-cultural society. Content

**10. English as an Additional Language (EAL)**

Roehampton Gate School is committed to equal treatment for all, including those for whom English is not their first language. The school recognises the importance of making provision and support for such pupils in line with their commitment to encourage applications from candidates with as diverse range of backgrounds as possible. This enriches our community and is vital in preparing our pupils for today's world. Where necessary EAL specialists from external agencies, will be invited in to provide support through training or visits to maximise progress.

**11. Assessment, recording and reporting**

On induction learners are baselined using CAT (to generate target grades) along with PASS and NGRT/NGST. This data is shared with teachers so that they can plan their lessons effectively. Ongoing assessment against learning objectives within the classroom takes place with teaching adapted accordingly. Students are also provided with written feedback on their work aimed at supporting progress to the longer term objectives within a scheme. Prior knowledge for each unit of work has been identified by teachers in the medium term plans so this will also be checked by teachers either as part of the lesson or through pre-topic tests.

Half termly tracking of students (either formative or summative) is recorded centrally and informs intervention where needed. This is shared with parents through written reports and parents evenings. Pupil progress dialogue conversations happen formally three times a year, they quality assure evidence against objectives, discuss future targets, achievements of pupils and identify if any barriers to learning are present and what if any intervention is required. Information from these meetings is evaluated, key children who are a concern are identified, closer scrutiny of these pupils is made in between meetings.

We use a range of published materials and accredited bodies including

- The Early Years and Foundation Stage
- The National Curriculum
- 14 -19 curriculum
- AQA Unit Award Scheme

All schemes comply with legislation and national guidance, this includes the teaching of Sex and Relationships Education (SRE).

## Local Procedure Template

Contents Checklist (Local Services may add additional items – this is a core list)			
Rationale underpinning the curriculum – design, delivery and impact			
Reference the ISS			
Purpose and Scope, Aims and Vision of the curriculum			
Local Context			
Reference qualifications and outcomes supported by the curriculum			
Curriculum Structure			
Progression and Adaptations			
Assessment and tracking			
Stakeholder Engagement			
Reference qualifications and outcomes supported by the curriculum			
Personal development		Reference how PSHE, RSE, SMSC, British/Scottish values, wellbeing, and safeguarding are embedded	
Opportunities for work related learning, independent CIAG and reference to the Gatsby Benchmark			
The role of subject coordinators if this is applicable and how the curriculum is monitored			
Wellbeing and safeguarding			
Reference to the process of how the curriculum is and will be reviewed			
Post-16 as a separate section if this is applicable			
Qualifications and accreditation			
Implementation and Responsibilities			
Review and Evaluation			

### Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions