

# 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. We seek to provide a high quality, holistic education that affords our pupils 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 pupils each year. Each of our pupils 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 support and adaption of the curriculum, 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 pupils in each year group. 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.

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 TA (teaching assistant) some of whom are qualified to HLTA standards. 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. 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.

## 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 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 TA.

### 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 classroom 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.

Subject	Form	Sensory circuits	Maths	English	Reading	ICT	Topic humanities /music	PSHE/RS	Art/DT	PE	Food /DT	MFL	Forest school (termly)	Talkabout	Science
Time Allocated	1 hour 15 mins	1 hour 15 mins	4 hours 10mins	5 hours	1 hour 15 mins	50 mins	2 hour 10 mins	50 mins	50 mins	1 hour 50 mins	45 mins	45 mins	1 hour 10mins	50mins	1 hour 45 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 pupils 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 teaching 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 pupils as they are given the opportunity to follow structured and predictable routines. 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

Subject	Form	Maths	English	ICT	Humanities	PSHE/ RS	Art/DT Food	Music	MFL	Forest school (alternate)	Talkabout	Science	PE
Time Allocated	1 hour 15 mins	4 Hours	5 hours 15 mins	1 hour 40 mins	1 hour 40 mins	50 mins	1 hour 40 mins	45 mins	45 mins	1 hour 30 mins	50 mins	2 hours 25 mins	1 hour 40 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 pupils 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	1 hr
Maths	4 hrs	History	1 hr
English	3 hrs	Music/ MFL/ Forest School	2 hr
Science	3 hrs	Art	1 hr
PE	2 hr	Food Tech	1 hr
ICT	2 hr	D&T	2 hr
Reading	1 hr		
Exploring Beliefs	1 hr	break/lunch	5 hr
PSHE	1 hr	<b>TOTAL LESSON TIME</b>	<b>25 hrs</b>

### Year 9

Subject	Time Allocated	Subject	Time Allocated
Form / Assembly	2 hrs 30mins	Geography	1 hr
Maths	4 hrs	History	1 hr
English	3 hrs	Music/ MFL/ Forest School	2 hrs
Science	3 hrs	Art	1 hr
PE	2 hrs	Food Tech	1 hr
ICT	2 hrs	D&T	2 hrs
Reading	1 hr		
Ethics & Philosophy	1 hr	break/lunch	5 hr
PSHE	1 hr	<b>TOTAL LESSON TIME</b>	<b>25 hrs</b>

### **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. 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 per week distributed as follows:

### **Year 10**

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

## Year 11

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

## Year 12 and 13 – Sixth Form

Rossendale Sixth Form at the Rawtenstall Campus is comprised of pupils 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 pupils undertake. Pupils 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 Levels in English, Maths, History, Biology, Chemistry, Politics, Criminology and GCSEs in English, Maths, Psychology and Computer Science. We also offer BTEC Level 2 courses in Media and Music, BTEC Level 3 Health and Social Care and Creative Media Practice qualifications by qualified, subject specialists. This does vary year by year depending on our cohorts needs. For our more vocational students, we offer 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 pupils 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 pupils often study more specialist courses part-time at college and other generic courses at the Rawtenstall Campus. For example, previously and currently we have pupils studying Level 3 Digital Art at The Manchester College for 2 ½ days, and we have recently set up links with Alder Grange sixth form where one of our pupils is studying A Levels in Physics and Geography. Some of our pupils can retake their Maths and English GCSEs at 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.