



Roding Valley
HIGH SCHOOL

Curriculum Policy

July 2021

*“Our vision is to be the school of choice for our local community, developing successful young people with high **aspirations**, who show **respect** for all and **endeavour** to become the very best that they can be.”*

Reviewed: July 2021

Approved: August 2021



Section One: Aims

Roding Valley High School aims to offer a broad and balanced curriculum to all students, ensuring equal access to learning to all and appropriate levels of challenge and support. Our curriculum also aims to:

- Support and enhance our core values of aspiration, respect and endeavour
- Promote a positive attitude towards learning
- Enable all students to develop relevant knowledge, understand concepts and acquire skills needed for life, further study or careers
- Enable all students to go on to appropriate further study by providing access to the necessary qualifications
- Provide a full range of subject choices to all students, including the arts, catering, and modern languages at KS3, 4 and 5
- Provide in-depth, challenging learning that
- Support students' spiritual, moral, social and cultural development
- Support and encourage healthy lifestyles
- Provide students with the knowledge and skills required to keep themselves safe at school and in the wider world

Section Two: Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

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](#).

Section Three: Roles and Responsibilities

3.1 The Governing Body

The Governing Body 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 and aspirational targets
- Enough teaching time is provided for students to cover the National Curriculum and other statutory requirements
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the Secretary of State
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum





- It fulfils its role in processes to disapply students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Students are provided with independent, impartial careers guidance, and that this is appropriately resourced

These responsibilities are delegated by the Governing Body to the Curriculum and Standards Committee.

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 students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Body
- Where appropriate, the individual needs of some students 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 Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students 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.

- The Senior Leadership Team, and in particular the Deputy Headteacher with responsibility for curriculum, is responsible for ensuring that all departments have appropriate subject schemes of learning in place, reflecting the aims of the school and indicate how the needs of individual students will be met
- Heads of Faculty/Department are responsible for ensuring that schemes of learning provide appropriate levels of challenge, allow for progression from one Year group to the next, and prepare students appropriately for examinations as required. They must set out the knowledge and skills that students will gain at each stage.
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Section Four: Curriculum Organisation

The curriculum is subject based, with all students studying the full range of subjects in each year group.

Key Stage 3

- At Key Stage 3 (Years 7 to 9) students study the following subjects: English, Mathematics, Science, French or Spanish, History, Geography, Religious Education, Art, Music, Drama, Physical Education, Catering, Computing as well as Personal Development (a programme which delivers Relationships, Health and Sex Education, PSHE and careers education).





- Students are all taught on a 7-year journey for each subject and as appropriate to each curriculum area, the GCSE skills are introduced during Year 9 in preparation for students making their GCSE option choices
- Students in years 7, 8 and 9 study one language (either French or Spanish). Parents will be given the option to state their preferences at transition.

Key Stage 4

- At Key Stage 4 all students study the core curriculum of English, Mathematics, Science (double or triple GCSE), PE and personal development.
- Students have four option choices to make from a wide range. All students have access to the full range of choices, and there is no restriction on which subjects individual students may choose.
- The study of Geography or History to GCSE is compulsory for the majority of students and will form one of their four choices, apart from a small group who do additional English and Mathematics.
- Triple Science is offered to the top 60 or so science students and this takes one of their four options
- The study of a modern language is expected of the top 150 or so students to enable them to achieve the full range of qualifications for the English Baccalaureate. The remaining students in the year group are encouraged to study a language.
- Most students will go to gain 9 GCSEs. Some students will study fewer, which supports those students in KS4 who have identified SEN or EAL needs.

Key Stage 5

- The Key Stage 5 curriculum caters for learners of all abilities.
 - There are two pathways - those with 42 points can access a full A level provision
 - Those with 32 points can access vocational courses
- All students also complete the 6th Form Enrichment programme which provides a range of extra-curricular opportunities. They also choose from opportunities such as Duke of Edinburgh Award, Debating and Extended Project Qualification.

Religious Education

- Religious Education (RE) makes a significant contribution to the personal development of young people. KS3 students have discreet RE lessons and KS4 students study RE as part of the Personal development programme.
- Parents do have the statutory right to withdraw their children from Religious Education. Parents with concerns are encouraged to discuss these with the Head of RE initially.

Relationships and Sex Education

- Relationships and Sex Education (RSE) is taught as part of the Personal development programme to all students in KS3, KS4 and KS5.
- The curriculum for RSE meets the national and local guidelines and is inclusive and age appropriate.





Careers Guidance

- Careers education, information, advice and guidance is provided through the Personal development programme
- Additional, independent advice is provided by the Careers Manager.
- The school is committed to meeting the Gatsby benchmarks for careers education.

British Values

- The school teaches the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- These values are embedded in the curriculum across a range of subjects, and reflected in our own values of kindness, tolerance, respect and aiming for excellence.

Safeguarding

- The school teaches students through the curriculum, as part of Personal Development, and through special events, how to keep themselves safe within the school and in the wider world.

Section Five: Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEN
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

On transition into the school, all students sit baseline assessments in English and Maths. These assessments give us information about each student so that they can be placed into appropriate teaching groups and also identify areas of need.

- Students with an English score of below the expected standard (standardised score of 85) will be supported via a bespoke curriculum:
 - During Period 1 Lexia programme
 - In place of one of their MFL lessons, they will have an additional hour of English, so that their curriculum can be more scaffolded
 - In place of the Humanities skills lesson, they will do a focused Literacy hour
 - At the end of each term, the students are re-tested for their English skills and a decision is made as to whether they need to continue on this programme.





- If at the end of Year 7, the student's progress is still below expected, then the 1 hour of MFL each week will be used to support their literacy skills further.
- Students with an English score of 85-100 will be supported with their literacy via in-class interventions.
- All students in Years 7 and 8 are part of the Accelerated Reader programme and sit the STAR Reading test that gives their Reading Age. Students who are reading below their chronological age are targeted for support by the English Faculty.
- As appropriate, students with below expected literacy skills in Years 9, 10 and 11 will also use Lexia as directed by the Head of English.

Students who don't join the school at the start of Year 7, will be baseline tested on entry and appropriate support put in place.

Reading and Writing

We are committed to the promotion of reading and writing and this is supported via whole school strategies

DEAR (Drop Everything and Read) Time

- KS3: DEAR time daily on a 20 min carousel across the week
- KS4 and KS5 to - curriculum-based reading. Including reading aloud.

DEAW (Drop Everything and Write)

- Every Friday on a rotation across lessons for KS3 based on the word of the week
- Extended writing for KS4 and KS5 built into the subjects they study

Bedrock (Vocabulary) - supporting tier 2 and tier 3 vocabulary

- Period 1 - Y7-10,12-13
- English lessons - Y11
- Home Learning

Section Six: Curriculum Documentation

The following documentation is published each year:

- The Curriculum Policy
- Transition Information for each year group with skills guidance and information for parents on what is taught and when
- The assessment calendar for Key Stage 3-5 details how each subject assesses progress against their curriculum aims
- A skills map for each subject shows how students' prior knowledge and skills is built on across the year groups

Section Seven: Monitoring Arrangements

The Governing Body monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Meetings of the Standards Committee
- 'Fact finding' visits in which they meet with staff and students, and observe the school in action
- Link visits to departments or covering specific areas of the School Development Plan



Heads of Department monitor the way their subject is taught throughout the school by:

- Learning walks
- Lesson observations
- Book monitoring
- Student voice exercises
- Line Management Meetings with their Senior Leadership Team link
- Raising Standards Meetings

Section Eight: Links with Other Policies

This policy links to the following policies and procedures:

- [ACED Teaching and Learning Framework](#)
- [Teaching and Learning Policy](#)
- [SEND Policy](#)
- [Examination Policy](#)
- [Non-examination Assessment Policy](#)
- [Sex and Relationships Education Policy](#)



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