

**CP RIVERSIDE
SCHOOL**



CURRICULUM POLICY

TEACHING & LEARNING POLICY

Period of review	Annually
Next review date	September 2022

SECTION 1: CURRICULUM

Definition of the curriculum at CP Riverside School

The curriculum consists of every learning opportunity our students encounter at CP Riverside School, including moments inside and outside the classroom. The curriculum is constructed in response to three key questions asked:

1. What results do our students need to have achieved by the end of year 11?
2. What opportunities for transition must our students have for post-16 education?
3. How do we want our students to contribute positively to their community because of the abilities and character they have developed while at CP Riverside School?

We use the answers to these questions to shape each student's experience, considering their differing start points and previous experiences of education.

Aims of the Curriculum

We are ambitious for all of our students. That is why our academic offer reflects that of a mainstream school. We do not believe that our students are less capable of learning challenging concepts, acquiring new knowledge or applying prior learning; nor are they less entitled to the same quality of education as their mainstream peers. They do, however, benefit from an alternative environment and approach to support their individual needs.

Our curriculum aims to:

- Give students a broad and balanced curriculum at key stage 3 and key stage 4, enabling students to study subjects and achieve qualifications directly related to their career aspirations or allows students to move onto a relevant post-16 destination.
- Support students to acquire subject-specific knowledge needed to succeed in examinations and become passionate learners of individual subjects because of our unashamedly knowledge-rich curriculum. In addition, the curriculum is sequenced to ensure that students are exposed to threshold concepts early on in a curriculum, enabling them to build and manipulate schema with more challenging concepts once the foundational knowledge is embedded.
- Support and encourage the personal, emotional and social development of all students through our Personal Development curriculum, including, but not limited to, opportunities to gain cultural capital, demonstrate British values and build safe and healthy relationships with themselves and others
- Be responsive to the needs of our students and the ever-changing world in which we live.
- Develop in students the resilience and flexibility to be able to adapt to the changing world they will meet.

Our annual curriculum reviews ensure that the curriculum is adapted, adjusted or improved where necessary.

Outcomes of the Curriculum

The curriculum at CP Riverside School will:

- lead to qualifications that our students need to pursue their long-term career aspirations
- lead to qualifications that are of worth to employers and for entry into further education or training
- meet the needs of students of all abilities at CP Riverside School
- prepare students to make informed and appropriate choices at the end of KS3, and KS4
- help students develop lively, enquiring minds, an ability to question and argue rationally and to apply themselves to tasks and physical skills
- be broad, balanced, relevant, differentiated and include personalisation.
- adapt to changing requirements and expectations from the government

- fulfil the statutory requirements of the Academy's funding agreement and meet the expectations of regulatory bodies.
- exceed national standards in achievement, attainment and progress for Alternative Provision Free Schools

Roles & Responsibilities

The Advisory Group will:

- hold the Principal to account in the successful implementation of the curriculum policy.
- challenge the Principal where necessary to ensure the curriculum policy enables the pupils to achieve high outcomes in qualifications which are relevant to their next stage of their education.

The Principal will:

- ensure that the curriculum policy is implemented and regularly reviewed to ensure it remains relevant, fit for purpose and up to date with national and local initiatives.
- make recommendations to Advisory Group members when changes to the curriculum policy are required
- monitor the implementation of the curriculum policy within the academy and to ensure the policy contributes to high standards, ensuring pupils leave well qualified with qualifications which are relevant to their next stage of their education.

The Assistant Principal (School Standards) will:

- monitor national developments
- update the curriculum model to meet national requirements and the needs of the students
- have an oversight of curriculum structure across the school
- ensure the School Timetable delivers the curriculum
- oversee the management of the KS4 Pathway process
- oversee the management of core subjects
- advise the Principal on staffing requirements to deliver the curriculum
- work with the Principal to ensure appropriate curriculum coverage is maintained through timetabling arrangements
- select courses and qualifications to best meet the learning needs of the students

The Teaching and Learning Lead will:

- work with the Assistant Principal (School Standards) and Subject Leaders to establish the aims of their curriculum
- work with the Assistant Principal (School Standards) to support with the strategic planning, monitoring and evaluation processes of teaching and learning across the school
- work with the Assistant Principal (School Standards) to ensure up-to-date self-evaluation and action planning is in place for the development of teaching and learning within the school
- monitor standards of teaching and learning
- create personalised plans for teacher professional development across the school
- ensure appropriate assessment is carried out and recorded
- regularly review performance data
- liaise with the Assistant Principal (School Standards) over proposed changes to curriculum delivery
- work with the Exams Officer and meet deadlines over examination entries

The Subject Leaders will:

- provide strategic leadership so that colleagues within the subject are supported and challenged
- be accountable for the standards reached by all students throughout each year group.
- be accountable for the standard of teaching and learning throughout the department
- liaise with the Assistant Principal (School Standards) over proposed changes to curriculum delivery
- work with the Exams Officer and meet deadlines over examination entries

The Intervention Coordinator will:

- manage Interventions to support the academic curriculum
- manage KS4 students with personalised curriculum

Teaching and Support Staff will:

- implement the School policy in their teaching.
- use student data, both external and from their own lessons, to inform their teaching in order to meet the students' needs
- adapt and differentiate teaching to respond to the strengths and needs of all students.
- plan the sequencing and implementation of the curriculum within their department
- keep up to date with developments within their subject
- liaise with Intervention Manager and CCL or TLL over students requiring personalisation

Monitoring, Evaluation & Review

The Advisory Group will receive an annual report from the Principal on the standards achieved by the school.

The Advisory Group will review this policy annually and assess its implementation and effectiveness.

Teaching Groups, Class Sizes and Grouping by Ability

Due to the limited numbers of students in KS3, the setting of students impedes their collaborative progress.

At KS4, students are taught in ability groups for GCSE English, GCSE Maths and GCSE Biology, and in mixed-ability groups defined by their pathway choices for other subjects. For GCSE Religious Studies and Personal Development, students are grouped based on relationships with teachers and their peers to ensure all students feel comfortable in their surroundings and are able to take risks when exploring sensitive and challenging topics.

Students in both KS3 and KS4 are typically grouped in classes that are 6-8 students in size. Additional staff support is allocated based on the needs of students, group dynamics and ability.

The School Day and Year

As a result of a number of published studies that all agree starting school after 08:30 each day improves physical health, mental health and academic achievement. We stagger the start and end times of the school day for KS3 and KS4 students.

Students in KS3 start school at 09:00 and finish at 14:10, Monday - Thursday. During each of these days, students experience three 50-minute lessons punctuated by 10-minute breaks and a 10-minute 'Student Circles' session before lunch. After a 30-minute lunch break, students then participate in a further two 50-minute lessons punctuated by a 10-minute break.

Students in KS4 start school at 10:00 and finish at 15:10, Monday - Thursday. During each of these days, students experience two 50-minute lessons punctuated by 10-minute breaks and a 10-minute 'Student Circles' session before lunch. After a 30-minute lunch break, students then participate in a further three 50-minute lessons punctuated by a 10-minute break.

Wednesdays conclude with Connection Time for all students. This allows staff and students to model our pillars of progress: they are able to build, maintain and restore relationships.

Fridays focus on Personal Development, Sport and Enrichment. School starts for all students at 09:00 and finishes at 13:10 before having the opportunity to participate in further enrichment activities.

The academic year runs from September to July. In readiness for deciding pathway choices, students are exposed to a wide variety of taster sessions towards the end of the academic year.

Key Stage 3 Curriculum

Our curriculum at key stage 3 follows a thematic model designed to engage students in multi-disciplinary learning using key themes selected to engage all students in all aspects of education. Subjects involved in our thematic curriculum are: English, Maths, Science, Humanities, Spanish, Business, Food, Employability, Sport and Art.

KEY STAGE 3 CORE CURRICULUM					
SUBJECT	LESSONS PER WEEK	SUBJECT	LESSONS PER WEEK	SUBJECT	LESSONS PER WEEK
ENGLISH	4	MATHS	4	SCIENCE	3
HUMANITIES	2	BUSINESS	1	SPORT	1
EMPLOYABILITY	1	FOOD TECHNOLOGY	1		
ART	1				

KEY STAGE 3 PERSONAL DEVELOPMENT CURRICULUM					
SUBJECT	LESSONS PER WEEK	SUBJECT	LESSONS PER WEEK	SUBJECT	LESSONS PER WEEK
CITIZENSHIP	2	CHARACTER EDUCATION	2	RELATIONSHIPS & SEX EDUCATION	2
SPORT	2	PROJECT NG	4	BUSINESS	1
EMPLOYABILITY	1	FOOD TECHNOLOGY	1	SPORT	1
ART	1	CONNECTION	1		

Key Stage 4 Curriculum

The KS4 Curriculum provides students with the core subjects they need for a broad and balanced curriculum coupled with the opportunity to specialise in areas of interest and aptitude. A number of students may follow more personalised courses to address particular needs. All students study English Language, Maths and Biology in Year 10, and Religious Studies in Year 11, alongside their chosen pathway subjects.

KEY STAGE 4 ACADEMIC CORE CURRICULUM					
SUBJECT	LESSONS PER WEEK	SUBJECT	LESSONS PER WEEK	SUBJECT	LESSONS PER WEEK
GCSE ENGLISH	4	GCSE MATHS	4	NCFE FUNCTIONAL SKILLS ENGLISH NCFE CERTIFICATE IN MATHS	Delivered in addition to GCSE English and GCSE Maths for suitable students
GCSE BIOLOGY (YEAR 10 ONLY)	3	GCSE RELIGIOUS STUDIES (YEAR 11 ONLY)	3		

KEY STAGE 4 PATHWAY CURRICULUM (One subject from each pathway)			
PATHWAY 1	LESSONS PER WEEK	PATHWAY 2	LESSONS PER WEEK

GCSE BUSINESS	4	NCFE FOOD & COOKERY	4
GCSE ENGLISH LITERATURE	4	GCSE PE	4
NCFE FOOD & COOKERY	4	GCSE PSYCHOLOGY	4
BTEC HEALTH AND SOCIAL CARE	4	BTEC PUBLIC SERVICES	4
GCSE PE	4	GCSE CHEMISTRY	4
GCSE CHEMISTRY	4	FCSE SPANISH	4

KEY STAGE 4 PERSONAL DEVELOPMENT CURRICULUM					
SUBJECT	LESSONS PER MONTH	SUBJECT	LESSONS PER MONTH	SUBJECT	LESSONS PER MONTH
CITIZENSHIP	2	CHARACTER EDUCATION	2	RELATIONSHIPS & SEX EDUCATION	2
SPORT	4	CAREERS	2		

Subject Intents

English

At CP Riverside School we have developed a KS3 curriculum in English which focuses on exposing students to a wide variety of texts from several genres. Students are encouraged to explore how the texts are constructed and the purposes they serve. They then apply this knowledge to the creation of texts of their own which deepens their understanding and develops creativity. The inclusion of a variety of genres and culturally diverse texts encourages students to develop a broad view of the world, and a greater understanding of their place within it, socially, ethically and culturally. The aim is that this knowledge will not only equip them for the rigours of the Key Stage 4 English Language Curriculum but also for their roles as citizens of the world.

The KS4 curriculum at CP Riverside School aims to engage the students and build their confidence. Through a variety of texts and topics they are taught the skills necessary to allow them to access the current exam system across reading, writing and speaking and listening. Enjoyment of English is imperative therefore gaining feedback and ideas generated by the learners is wholly encouraged and helps shape the curriculum. Educational visits bring the subject to life for our students.

The wider intent is to prepare students for adult life and equip them to make the transition to their Post 16 choice of setting, take on adult roles and employment. The confidence they develop in their own literacy and oracy allows them to access public services such as health, politics, social welfare with greater ease thus overcoming inequity and barriers they might otherwise encounter. As the students at our school sit exams for GCSE English Language only in Year 11, the curriculum in Year 10 is designed to offer the students a breadth of experience from both an English Literature and Language perspective. While the skills which are taught have their roots in ensuring that students have a firm base for their English Language study in Year 11 the content offers them exposure to texts which they might not otherwise encounter. The inclusion of materials from a diverse range of sources also provides cultural enrichment and encourages tolerance and understanding of those different to themselves.

Maths

Our intent in Mathematics is that our curriculum allows students the opportunity:

- to become fluent in the fundamentals of mathematics so that students develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- to be able to solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios
- to reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.
- to have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately to be successful in mathematics.
- to make and use connections between different parts of mathematics to solve problems
- to enable all learners to enjoy and succeed in mathematics.
- to think about maths beyond what is tested in national examinations and to be equipped with an understanding of mathematics that will be relevant and useful in their future studies and/or in the world of work.
- to be able to confidently communicate in mathematical language in both verbal and written form.
- to develop their character (including confidence, resilience and independence) so they can contribute positively to school, community and the wider environment.

The Content at both KS3 and KS4 contains the following Topic Areas

The Areas that must be covered consist of :

- Number
- Algebra
- Ratio, Proportion and Rates of Change
- Geometry and Measure
- Statistics and Probability

Topics can incorporate other topics within them and this reinforces a student's understanding and the connections between each topic area.

Pedagogy

- Our delivery is underpinned by a mastery approach of teaching maths for understanding

- A spiral curriculum basing future teaching on the building blocks taught previously, and regular revisiting and retrieval of previous content
- Concepts that are broken down into small, connected and structured steps
- Variation to develop understanding
- Procedural fluency and repetition of key facts and key concepts to free up working memory and cognitive load
- Feedback in lesson to address misconceptions and inform planning
- Establishing existing knowledge and building content appropriately for individual students
- In 2020, we increased the amount of time on each unit of work to support our aim of achieving mastery, understanding, variation and development. Each unit contains a diagnostic element to ascertain prior knowledge and sufficient prerequisite knowledge. Each unit is assessed according to specific objectives.

Science

Our goal is to cultivate and maintain students' interest about the world, enthuse students in scientific activity, and get them to comprehend how natural occurrences can be explained in a methodical manner. Every student should have equal access to a Science education that allows them to participate in informed decisions and take part in appropriate activities that benefit their own well-being, as well as the well-being of others and the environment.

To immerse children in real-life science situations, students in KS3 will explore each of the three scientific disciplines: biology, chemistry, and physics under the common themes covered by all subjects. Cells, adaptations, organism relationships, and biological systems will be covered in the biology units. In chemistry, students will learn about particles, reactions, acids, and alkalis. In physics, they will learn about sound as part of our "Protest and Riots" theme. They will learn how to use terminology, conduct meaningful experiments and get a deeper grasp of how science works during these topics to level up their understanding of how the world functions.

We follow the AQA Biology and Chemistry course in KS4, which results in two GCSEs if both are studied. We base our learning sequence on Best Evidence Science Teaching (BEST), which advocates appropriately sequenced steps, to assist students' capacity to build their understanding of science. The goal is to help students enhance their understanding of fundamental topics while also exposing any preconceptions or common misunderstandings so that they may be addressed. Students will also be asked to complete required practicals in order to help them better understand their learning concepts and embed them.

Art

The Arts Award's mission at CP Riverside is to support our students to enjoy the arts, connect with and take part in the wider arts world, and develop creativity, communication and leadership skills. The Bronze Arts Award is a fully accessible course to all students no matter how creative they think they are. It supports and encourages them to unlock their potential and let creativity and talent be discovered.

Students take an active part in arts activities as well as experience the arts as an audience member. Researching an artist that inspires them creates role models within the industry and leadership skills are developed through passing on their art skills to others.

As they participate in this journey their confidence in communicating ideas, creating masterpieces, building self esteem and talent soars. The Arts Award allows students to experience the world of the arts that otherwise may not be accessible to them. It gives an insight and understanding of artistic practitioners and cultural organisations. The students will aim to finish the course achieving a level 1 qualification (RQF) and a portfolio of work they can be extremely proud of.

Business

The Business curriculum at CP Riverside School is designed to ensure that students gain a working and detailed knowledge of business and enterprise concepts that will benefit them both as employees and employers. The curriculum creates opportunities for students to explore the basic constructs of a business before turning their attention to the four main elements of business: operations, human resources, marketing and finance. In addition, our Business curriculum is sequenced to ensure students acquire threshold knowledge and concepts early in KS3 and into KS4 to build schema, allowing them to

apply foundational knowledge and skills in more advanced situations. Throughout the curriculum, students will use mathematical and language skills learned in other curriculum areas and apply them in a variety of business contexts.

We believe that students who are aware of the main functions of a business and the principles adopted by successful businesses will participate fully in the world of work and therefore contribute to the local economy and community. We hope that students will develop a passion for learning how businesses survive and flourish and continue studying Business as part of their post-16 education.

Employability

CP Riverside School ensures that students are fully aware of the expectations and standards required for the workplace so they can go on to lead fulfilling and successful lives. Our Employability course provides the highest standards of careers advice and employability skills for all of KS3. It provides students with clear experiences to develop social and personal skills that are crucial for when they enter the world of work. They will learn and acquire valuable skills such as how to successfully work in a team, formal letter writing, completing job applications and interview techniques. Employability also enables students to develop the correct mindset and understand what qualities employers are looking for.

English Literature

By offering GCSE English Literature, we aim to instil an appreciation of words and the power they can hold for years after they have been written. As students are encouraged to consider multiple viewpoints, their understanding of the complexity of human nature and the ambiguities of life develops. It is this sort of insight which will equip our students to understand and contribute to the world around them

In studying literature our students will become better thinkers, learning to see and value the multi-sidedness of situations. This expands their minds, their cultural capital and their vision to consider thoughts, feelings and solutions they may not have otherwise appreciated. By examining literature, we aim to develop empathy in our students and a greater understanding of the human condition.

Food

Key Stage Three Food Technology and NCFE Food and Cookery Skills Level 2 enable students to gain the knowledge and skills to cook healthy, economical and versatile food at home. The course reflects CP Riverside's core value of creating possibilities through a detailed and engaging curriculum. Intrinsic family and community values have guided the course- focusing on economical, family meals, allowing our students to enhance their skills by cooking the same meals at home. Objectives are regularly covered in theoretical lessons and form the central focus in our practical lessons, where students are able to put knowledge gained in theory into practice. Core British values such as mutual respect are promoted with students working in a shared space with a range of equipment alongside several peers of differing abilities and the curriculum also encourages a tolerance of other cultures and faiths through the celebration of different events throughout the year, for example, Chinese New Year and World Refugee Day. Ingredients are provided, lessons are differentiated, recipes taught focus primarily on lower budgets and trips such as those to the Food Bank teach an understanding of a range of social and economic backgrounds in our local communities. A balance of practical and theoretical lessons provide students with several life skills including budgeting, resilience, and tolerance that they can continue to build on throughout their lives, leading to the ability to live independently and successfully.

Health and Social Care

At CP Riverside, respect, confidence, acceptance and positivity are our core values and the BTEC L1 Health and Social Care Award embodies these values along with compassion, empathy, commitment and empowerment as the study of care values is at the heart of the qualification. These values are vital to ensuring students become empowering, tolerant and educated citizens that contribute positively to society. The curriculum intent is for students to study how we as humans grow and develop and factors that can help and hinder that development. This learning is fundamental to improving the health and wellbeing of our students as well as giving them a deeper understanding of some of the influences and barriers to health. As the course is vocational, it takes an engaging and practical approach to assessment. Students will examine care values in practical settings and be encouraged to work as part of a team in small group work as well as independently to develop their own employability skills. The course is sequenced so that students can not only be assessed by an exam but also learn how to effectively write assignments which

helps prepare them for FE. The pandemic has highlighted just how vital the need is for health professionals and that the health and social care industry is in high demand for future nurses, social workers and personal carers. The qualification is an inspiring course that gives students the opportunity to explore a wide range of caring professions and can sow seeds of aspiration of FE and HE pathways within the healthcare field.

Humanities

The Key Stage Three Humanities curriculum has been designed to cover a broad range of topics within each subject heading of Geography, History and Religious Studies. The curriculum is designed to keep students engaged, with a mix of these subjects every half term. Topics taught such as Protests & Riots, Crime & Justice and Medical Ethics aim to enhance a student's understanding of the world that we live in today, equip them with knowledge of different countries, cultures and settlements, and the ability to challenge perceptions, meeting the essential elements of core British values. These objectives are discussed at length throughout the course. The curriculum helps to engage students in both local and international news- allowing them to have an insight into developing situations across the globe. At CP Riverside, we believe it important to engage students in current affairs and that all students, regardless of ability, should be able to access the differentiated and versatile Humanities curriculum. This curriculum is age appropriate- allowing students to grasp a range of skills such as extended writing, analytical and questioning skills that can be further enhanced if they choose to pursue humanities at a higher level such as GCSE History.

KS4 History gives students an understanding of the world around them, not just learning about why history is important but learning from the past. The curriculum is developed across two years, allowing students the time to enhance their knowledge and passion for the subject. The curriculum itself is broken down into four key units: 'America: Opportunity and Inequality: 1920-73', 'Conflict and Tension: The Interwar Years: 1919-39', 'Britain, Health and the People' and 'Elizabethan England: 1568-1603'. These topics give students a broad range of knowledge of different cultures, world events and skills to interpret and understand current affairs as well as encouraging a tolerance for other cultures and beliefs, creating a diverse and varied curriculum- aiding students' focus and enjoyment of lessons. GCSE History also facilitates a wide range of skills including analytical, extended writing, questioning and debating. All of these assist in creating possibilities for students in the future whether that be through higher education or work and for those that cannot access the GCSE, we provide opportunities to gain several AQA Accreditations as an alternative option. Objectives of the curriculum are stated clearly at the start of every lesson, with wider objectives of the course discussed and outlined regularly. In particular, these objectives are utilised during lessons in which we link heavily to the modern day impact of past events and decisions.

Personal Social Development

At CP Riverside, developing the 'whole person' is fundamental to ensuring that whilst they are at school, they are well equipped with the skills and knowledge to manage their lives and ensure they stay healthy and safe in order to be in the best possible position to be able to achieve their personal, economic and academic achievement now and in the future. We also aim to ensure that when a young person leaves CP Riverside, they are equipped with the skills, characteristics and attributes needed to thrive as individuals, family members, members of their community and as citizens of modern Britain.

At CP Riverside, we take pride in having an extensive, rich and meaningful PSD curriculum that encompasses these aims through the following subjects:

Relationships and Sex Education

The aim of the RSE at CP Riverside is to ensure that our young people have a knowledge-rich curriculum that recognises the risks, difficulties and challenges that young people face in the world today. There is a strong focus on ensuring that our young people are able to make decisions to keep themselves and others safe and be able to navigate the world of family, friendships, relationships and sex in a healthy and responsible way. The curriculum has been thematically designed with the expertise of the PSHE Association and sequenced to cover all RSE statutory requirements set out by the government. The curriculum falls under the themes of *Health and Wellbeing*, *Living in the Wider World* and *Relationships*. It has also been sequenced in a way that runs alongside awareness months and days such to give our students the opportunity to maximise their learning through a variety of expert-led organisational resources as well as embed what they learn in the classroom, outside of the classroom. Our aim is to ensure that what they learn at school makes sense when they see awareness campaigns on social media and in their communities and develop their cultural awareness. The curriculum content is age appropriate and differentiated by each class teacher to suit each group and students with specific SEND needs

receive more discreet and individualised support in an RSE nurture group to help them access more challenging topics.

The school's strong focus on reducing stigma and discrimination and providing support for our young people in coping with mental health issues means that we take part in events such as *Rethink Mental Health*, *Young Minds: Hello Yellow* and *Movember* each year. The school has also teamed up with organisations such as *The Beauty Banks* and *The Red Box Project* which provides the school with hygiene and period products so that our disadvantaged students aren't being left behind.

The RSE curriculum has also been designed with the student voice in mind and at the start of each term, topics are reviewed and students get their say on what topics are a priority for them. The school also received regular feedback from all students, RSE teachers as well as from the PSD Student Lead on a weekly basis and this impacts the curriculum sequencing. The curriculum whilst planned is also *reactive* to student need and to ever changing laws and news events such as issues around sexual harassment and consent.

CP Riverside's curriculum is further developed and supported by regular input from Nottingham's RSE Network meetings where schools from across Nottingham meet on a termly basis to ensure RSE standards and practice is exceptional. CP Riverside also takes part in the national *RSE Day* that runs every year and student's work is showcased through *Challenge Nottingham*.

Our aim is that all teachers that deliver on RSE receive the best possible training and staff have access to Nottingham City RSE training and online training provided by Brook Advisory service. Where further expert knowledge is required, we seek the support of external agencies such as *Jigsaw* (CGL) who provide our students with specialist workshops on drug and substance misuse. The RSE curriculum also embeds the school's core values as well as referencing British values. *The 2021/2022 curriculum has also taken into account gaps in learning that may have occurred during lockdown so some topics have been brought forward in the term.*

Students who need to be stretched and challenged, can also produce additional work to achieve an NCFE L2 Award/Certificate in PSHE.

Careers - CP Riverside recognises the importance of a relevant and effective careers and employability programme in order to prepare our students for the world of work. Our vision is that students leave CP Riverside with the necessary skills, knowledge and ambition to embark on their next steps with confidence and determination. The intent for careers education at Y10 is to allow students to discover learning & training options available to them post-16 & understand the importance of employability skills and money-managing skills. At Y11 the intent is for students to be able to demonstrate a decisive and proactive attitude in applications for their post-16 destination.

Citizenship - British values is embedded across the whole of the PSD curriculum however, through our citizenship programme, there is particular emphasis on them in this subject and our aim is to deliver an engaging and exciting curriculum that develops our students' leadership, analytical and critical thinking skills as they develop knowledge and understanding of how they can become active and responsible citizens in society. The curriculum aims to ensure students can take part in lively political debates and discuss social justice issues in a safe and supportive environment. Students have the chance to have their voice heard through CP Parliament where student leads are appointed by each team to help improve their school. The school is part of the *Voice 21* initiative which further develops their oracy skills.

Character Education - The character education curriculum that is embedded into the PSD curriculum aims at ensuring that a multitude of character traits are taught to develop the confidence, resilience and wellbeing of every individual at the school. Not only are these character traits woven into every area of school life, they are also taught in ambitious sessions that give students the opportunity to develop their knowledge of cultural capital -essential for giving them confidence in wider society as well as ensuring they have the character trait literacy skills needed to progress in their futures. Again, Character Education is tied in with national and local awareness days, sporting and artistic events to further embed their learning and ensure it remains meaningful to students. The school is also in partnership with Link3, a local enterprising business who bring in motivational speakers to school to help raise the aspiration, confidence and motivation of our students.

PE

Our intent in GCSE PE is that our curriculum allows our students the opportunity to:

- develop an understanding of health and fitness and how society affects it

- think analytically about the consequences of different lifestyle choices, and how it impacts both themselves and others
- be able to make connections between the theoretical concepts and their own experiences of practical sport (whether as participants or spectators)
- reason and present a justification or argument using subject specific terminology
- understand how the body works, and the impact that sport, physical activity and exercise can have in both the short and long term
- to interpret data and draw conclusions using their theoretical knowledge
- develop their own practical skills, reflect on their strengths and weaknesses and show the determination to improve their own practice
- enable all learners to develop their confidence in performing during physical activities (including in different roles e.g. performance, officiating, leading)
- enable all learners to enjoy learning and succeeding through both practical and theoretical PE
- help learners think more widely about their sporting experiences and the things that impact and influence it, helping them to consider the world outside their current and immediate environment
- to understand how to maintain and develop fitness and health, throughout their lives, and to be able to support others to do so

Psychology

At the heart of CP Riverside School is relationships. Relationships students have with each other, with staff and with the wider community. Fundamentally, it is about the relationship they have with themselves. Being able to understand the mind and behaviour is key to ensuring that they develop a lifelong understanding of how to have more meaningful relationships. We are proud that CP Riverside School is currently the only AP in the country that delivers GCSE psychology. Our aim is that CP students will also be equipped with a psychological literacy that enables them to apply their knowledge and skills in their everyday lives, including making informed decisions about further study and career choices.

The OCR GCSE qualification was chosen specifically because it is supported by *Time to Change*, one of Britain's leading mental health programmes which aims at challenging stigma and reducing discrimination around mental health which is an ongoing area of focus for our school, especially as young people from disadvantaged backgrounds were and continue to be affected by the pandemic. Offering psychology with the input of *Mind* and *Rethink Mental Illness* gives our school another opportunity to tackle it.

The course has been sequenced with the student voice in mind as student feedback showed that they were particularly interested in studying units such as *Criminal Psychology* and *Psychological Problems*. These units alongside *Development* are taught early on so that students develop an interest and a passion for the subject so that by the time they get to more challenging subjects such as *Research Methods*, they already have a sound understanding of research experiments that have been carried out in topics they already have an interest in. The course also has a strong focus on science and maths which gives our students the opportunity to further develop and apply these key skills in an area they have an interest in. Students will also develop their oracy and literacy skills by using specialist vocabulary, psychological concepts, terminology and conventions to engage in the process of psychological enquiry.

British values and our own school values such as *acceptance* and *resilience* are also reflected in the curriculum as students will develop an understanding of how psychology contributes to not only the individual but to social and cultural diversity within society.

Public Services

Through the Public Services curriculum, we aim for learners to become responsible citizens, within the school and a wider context, understanding how the public services contribute to society and have an impact on their day to day lives now and later in life.

Skills such as teamwork and communication will be developed and underpin the learning within this subject. Students will learn the important skills of reflection and self-analysis; vital tools required to identify their own successes, mistakes and areas for improvement. Learners will develop the knowledge, skills and understanding required to enable progression into a range of employment opportunities.

- Unit 1 will help students to develop a deeper understanding of such things as how the public services are structured and funded.

- Unit 2 will enable the students to learn about how public services communicate with one another and what skills are required for them to complete their job roles. It will also give students an insight into their own personal strengths and weaknesses for future use.
- Unit 3 will help students to gain skills in job searching techniques and how to complete application forms.
- Unit 5 will allow students to investigate how healthy and unhealthy lifestyles will have an impact on their physical, emotional and mental health.

Religious Studies and Ethics

It has become more evident that as our young people are exposed to an ever-changing world in which religion plays a pivotal role in politics and culture, that we aim for all CP Riverside students to leave school with a good understanding of different religious beliefs and philosophies. Knowledge and understanding will enable our students to effectively navigate their way through communities, FE and workplaces with an open mind, a critical brain and a compassionate heart.

The curriculum plan and sequencing has been designed with the student voice in mind. Students were given a variety of religions that they could study and they chose which religions they wanted to focus on and when they wanted to focus on them. The curriculum is sequenced to ensure that lower ability students are able to grasp basic religious ideas and beliefs and students that required more challenge, were stretched through deeper level philosophical concepts. The GCSE is also a short course qualification which aims at engaging our year 11 students with the opportunity to access another GCSE alongside their other qualifications. The curriculum will be implemented over two sessions a week and will contain various stimulating activities such as debates, discussion, reading, case studies and religious art. After studying their chosen religions (Islam and Buddhism) students are then equipped with sound knowledge to be able to explore contemporary ethical debates around issues such as family, contraception, marriage, gender inequality, war, peace and conflict in line with Britain's main religion (Christianity) and other religions. This underpins the school's values of *respect* and *acceptance* as well as ensuring British Values and topics taught in PSHE are more clearly understood in a deeper and more applicable way.

Disadvantaged students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own values and attitudes towards religious issues. CPR students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these will help prepare them for further study as well as ensure they contribute to society in a more meaningful way.

Spanish

Students join CP Riverside having mixed experiences of learning a Modern Foreign Language. Some will have been taken out of MFL lessons for intervention sessions, others will have started to learn other languages. Our intention is to show students that learning Spanish is not just about memorising vocabulary and grammar rules but also about finding out a little more about different countries and traditions and at the same time giving them confidence in their own ability to communicate as well as fostering a curiosity and understanding of the world.

Spanish is a phonetic language which makes the reading and writing components more accessible to students of all ability levels and builds up their resilience and communication skills. Above all we want students to enjoy their learning whilst building up awareness and tolerance of different cultures.

The FCSE course encourages students to gain a basic knowledge of the Spanish language, which is the 2nd most spoken language in the world. Having the ability and confidence to speak and understand even a small amount of Spanish gives students greater opportunities and valuable experiences when travelling and in the job market. Learning a second language allows students to gain essential employability skills such as confidence, communication and resilience and develops global citizens who have awareness and tolerance of other cultures. We decided to offer Spanish, as it is a phonetic language that makes the reading and writing components more accessible to students of all ability levels. Concentrating on relevant grammar areas throughout the course means that learning goes beyond memorising vocabulary and allows students to problem solve and understand the mechanics not only of Spanish but also of English. The skills developed in learning a second language, which also include recall, memory and language awareness can be transferred to other curriculum areas to further develop literacy skills.

SECTION 2: TEACHING AND LEARNING

Good teaching, which promotes learning, progress and enjoyment, is the key to raising standards. As such, we aim to ensure that every pupil has access to provision of the highest quality, which will allow them to achieve their full learning potential. We recognise that to achieve this aim, we must pay as much attention to professional learning as we do to the processes of pupil learning. We seek to develop a school culture in which teachers are also inquisitive learners, constantly evaluating and developing their professional practice and being fully supported to do so.

Aims:

Teachers are expected to deliver consistently 'good' and 'outstanding' lessons by:

- continuously refreshing their subject knowledge and underpinning it using current teaching and learning initiatives.
- using data to plan lessons, differentiate activities and deploy support appropriately, so that all pupils can access the curriculum, regardless of their ability
- planning structured and well-paced lessons which are imaginative, well-resourced and sustain pupil engagement.

At CP Riverside, we are committed to using evidence-based research to improve the quality of education our students receive. We have therefore adapted our teaching principles and practices to ensure that each student at CP Riverside receives quality teaching and high quality learning experiences.

Principles of Good Pedagogy & Teaching	So that...
High Expectations & Established Routines	
Teachers demonstrate effective classroom management	Minimal lesson time is lost improving undesirable behaviour
Teachers consistently apply the Understanding Behaviour Policy	Students learn in an environment free from distraction & disruption
Teachers appropriately use praise, recognition & rewards	Students understand the connection between effort & achievement
Teachers ask questions which promote engagement & participation	The majority of students are asked & answer questions each lesson
Quality of Instruction	
Teachers give highly effective explanations	Students quickly grasp key ideas, concepts & knowledge
Teachers provide clearly defined outcomes	Students have clarity in their learning & what success looks like
Teachers present new knowledge & concepts in small steps	Each step can be mastered before students move on
Teachers model excellence & how to achieve it	Students know what excellence looks like & can achieve it
Subject Mastery	
Teachers address inaccurate prior knowledge & misconceptions.	Students overcome misconceptions & acquire correct knowledge
Teachers sequence & interleave content	Students revisit material in a way that promotes long-term memory
Teachers promote & uphold high standards of literacy & oracy.	Students communicate clearly, accurately & completely
Teachers ask questions which are specific & accurate	Students can provide high quality answers to questions posed
Making Learning Count	
Teachers regularly use retrieval practice & low stakes testing	Students can embed learning into their long term memory
Teachers guide students as they begin to practice new material	Students can develop fluency & accuracy in new areas of learning
Teachers give students opportunities to independently practice	Skills & knowledge become automatic for students
Teachers use visuals & other resources to support explanations	Students can successfully understand & remember key learning
Teachers ask questions which make links with prior learning	Students are encouraged to draw on prior knowledge
Inclusive & Responsive Teaching	
Teachers provide scaffolds for demanding tasks	Students are able to succeed in challenging tasks
Teachers pitch high every lesson	Students can work within their proximal zone of development
Teachers adapt teaching as needs emerge	Students make expected progress as a minimum
Teachers have a sound knowledge of students with diverse needs	Students with SEND & additional needs make exceptional progress
Teachers ask questions which are appropriately pitched & directed	Students are challenged to answer appropriate questions
Assessment & Feedback	
Teachers give students high quality feedback	Student actions are refocused or redirected to achieve a goal
Teachers accurately gather information on student learning	Teachers know which topics to re-teach based on student data
Teachers provide students with opportunities to act upon feedback	Students can swiftly develop further knowledge & skills
Teachers plan & ask questions to gain a picture of student learning	Teachers can identify gaps in learning & respond appropriately

To ensure that students have a consistent learning experience irrespective of the subject or teacher, we have designed and introduced a delivery guide for how lessons should be delivered to maximise student learning.

Lesson Element	Descriptors
Do Now Activity (Teach Like A Champion)	The 'Do Now' activity must be a short activity that is available & waiting for students as they enter Students should be able to complete the Do Now without any direction from the teacher The activity should take three to five minutes to complete and should require putting a pen to paper The activity should generally preview the day's lesson or review a recent lesson
Retrieval Practice (Rosenshine's Principles of Instruction)	Retrieval practice requires students to recall previously learned information with little or no support Retrieval practice must be low-stakes or no-stakes (Results do not need to be recorded or graded) Students should be given notice, of at least 24 hours, before the retrieval practice activity RP must go beyond recalling key facts. Making links, connections and providing explanations is vital
Lesson Introduction	Should set the scene for learning during the lesson in less than 5 minutes Introduce or remind students of the 'Big Question' for the lesson week unit half-term
Direct Instruction (Rosenshine's Principles of Instruction)	Teachers must ascertain the prior knowledge of students Teachers should then set out what success looks like Teachers should guide practice through clear explanations, examples and modelling Students should have the opportunity to engage in independent practice Effective and progressive feedback should be regularly received by students Teachers should then make an assessment of student progress during the lesson Teachers should then address any significant misconceptions or incorrect understanding
Exit Ticket (Teach Like A Champion)	The exit ticket must be a set of questions, or one significant question, that will help to: Understand whether or not the teacher has conveyed knowledge well Interpret how much learning has been undertaken by students during the lesson Identify which, if any, students require further support during the following lesson

At CP Riverside, we are committed to using evidence-based research to improve the quality of education our students receive. We have therefore adapted our marking and feedback practice based on the evidence that live marking and feedback, when executed correctly, can have a more positive impact on student learning and achievement than traditional written marking.

We believe that our students benefit more from the implementation of live marking than other marking and feedback approaches. It is also best applied in tandem with our preferred method of teaching using direct instruction and guided practice.

Below are four reasons why we choose to live mark:

- It reduces teachers' workload outside of lesson hours, enabling more time to be dedicated to research, curriculum development and lesson planning.
- It encourages teachers to give diagnostic feedback, focusing on specific areas to improve.
- It creates a dialogue between teacher and student, enabling the teacher to provide immediate feedback and suggested actions to be acted upon before moving on.
- It gives students concise, regular feedback, making it easier for them to improve learning.

We also believe that there are four stages of a successful live marking approach. Each of the sections below aim to clarify how effective live marking is achieved in each of our classrooms.

Learn | We must remain committed to direct instruction and guided practice to reduce the likelihood of students acquiring incorrect knowledge and to reduce the number of corrections or improvements needed in the future. We must engage in regular dialogue with students to understand how and why students have made mistakes and implement changes based on their feedback.

Initiate | We must check for understanding from all students frequently throughout every lesson. We must ensure through our guided practice that we communicate the next steps in learning to all students. We must provide a clear picture from the beginning of the lesson and throughout the guided practice element of what constitutes success and how it is achieved.

Value | We should seek to verify or explain our suggested corrections so that students understand the value of our input. We must also ensure that students have a clear understanding of what corrections have been suggested so that students can visualise the improvements to their work and motivate them to identify corrections themselves or reduce the likelihood of the same correction being needed in the future.

Execute | We must ensure that any feedback or corrections we give are specific, accurate and seek to improve the understanding and quality of work of our students.

Progress Conversations

We know that students can occasionally arrive at CP Riverside School with negative experiences and or opinions of learning and education. We must strive to create an environment through teacher-student relationships and or a love of the subject that unlocks a student's desire to learn.

A student's negative perception of themselves and their ability can create barriers to acknowledging progress and success as well as accepting constructive feedback and corrections.

Instead of expecting students to read and respond productively to written marking in books, we must find an alternative method, underpinned by conversation and relationship. With that in mind, we meet individually with students, twice per half term, to review their success against their previous goal, communicate their strengths, agree on areas for development and set goals to further improve their learning, quality of work or assessment performance.

We must ensure that students are active contributors to these conversations to ensure they have the desired impact and support future progress. Therefore, we ask students, in collaboration with the teacher, to agree on areas for development and set a goal that is challenging yet achievable by the next review.

We must record Progress Conversations using the Progress Review Conversation Record to enable students to review their progress over time. The information submitted will also be used during Student Review Days with commissioners and parents/carers to evidence progress over time, but also for each student to evidence taking ownership of their progress, moving towards becoming leaders of their learning.

Continuing Professional Development

We aim to support colleagues to achieve these aims by:

- learning best practice from other colleagues within school or other schools by attending network meetings and visiting other schools within EMET. In departments where an EMET Director of learning has been appointed, curriculum/subject leaders will have the opportunity to meet and discuss ideas to strengthen their subject area.
- developing leadership potential and succession planning within school by developing middle leader opportunities for aspiring and new heads of department by providing practical strategies in order to excel at the middle leader role.
- developing the teaching ECTs by providing a blend of support and practical strategies as an Early Career Teacher in line with the Early Career Framework
- allowing colleagues to attend external training, which is specifically linked to their appraisal targets including nationally recognised qualifications such as: NPQLTD, NPQLT, NPQLBC, NPQSL, NPQH and the national SENCO award where time and costings are appropriate.
- providing coaching and mentoring where appropriate through a supportive Appraisal system
- ensuring all staff complete training on Safeguarding and Prevent and all staff read the statutory guidance 'Keeping Children Safe in Education 2021'

- ensuring the relevant staff have up to date first aid qualifications, which are required for their roles and responsibilities.

Quality Assurance

We aim to use the Quality Assurance process as a means of supporting colleagues in their personal development so that both staff and students excel. The staffing structure allows leaders at all levels to constantly review our provision and practice to ensure improvement.

Quality Assurance includes:

- Lesson observations
- Learning walks
- Learning scrutiny
- Pupil and staff voice
- Data analysis
- Self-evaluation
- Robust line management

The Teaching and Learning Leads will work with the Assistant Principal to conduct a continual audit of lesson observations and other QA processes and recommend specific colleagues or areas for targeted support. Any support intervention will be documented and revisited regularly.