

**CP RIVERSIDE  
SCHOOL**



## **CURRICULUM POLICY**

## **TEACHING & LEARNING POLICY**

<b>Period of review</b>	<b>Annually</b>
<b>Next review date</b>	<b>JUNE 2026</b>

## **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 Governing Body 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 Local Governing Body 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
- conduct all internal quality assurance for NCFE and BTEC courses.
- liaise with external quality assurers
- work with the Exams Officer and meet deadlines over examination entries
- 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

### *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

### *Teaching and Support Staff will:*

- implement the 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 Literacy Champion, SENCO and/or TLL over students requiring personalisation

*The Literacy Champion will:*

- lead the implementation of the school's literacy curriculum through the planning, delivery and evaluation of quality literacy interventions, utilising internal systems and external schemes
- plan, prepare and deliver academic interventions for individuals and groups of students, differentiating and adapting learning programmes to suit the needs of individual students.
- to work collaboratively with teaching staff in the whole planning cycle and the management/preparation of resources.
- provide specialist support to students with learning, behavioural, communication, social, sensory or physical difficulties (SEND).
- use data on student performance to inform policy and practice, identify underachieving students, and monitor the impact of literacy strategies across the school.
- be aware of and work within school policies and procedures.
- assess, record and report on development, progress and attainment as directed.
- plan and evaluate specialist learning activities, including writing reports and records and providing focussed personalised provision as required.

### **Monitoring, Evaluation & Review**

The Local Governing Body will receive an annual report from the Principal on the standards achieved by the school.

The Local Governing Body 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 year groups for GCSE English Language and Literature, GCSE Maths and GCSE Biology, and in mixed-year groups defined by their pathway choices for other subjects. For CARE lessons, 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 7-10 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. During each of these days, students experience three 50-minute lessons punctuated by 10-minute breaks. After a 30-minute lunch break, students then participate in one more 50-minute lesson. Each morning begins with a 50 minute wellness session that allows students to reconnect with people and their surroundings. KS4 are invited to access these sessions if they arrive at school earlier than their timetable dictates.

Students in KS4 start school at 09:45 and finish at 15:10, Monday-Thursday. During each of these days, students experience three 50-minute lessons punctuated by 10-minute breaks. After a 30-minute lunch break, students then participate in a further two 50-minute lessons punctuated by a 10-minute break.

CARE, Sport and Enrichment are embedded throughout the week for all year groups.

To develop their connection with people and place, the days are bookended with reflection time with coaches. During this time, students are given the opportunity to reflect and rebuild individually and/or in a small group. All students will also take part in two lessons of connection a week - connection to people and place. This allows staff and students to model our pillars of progress: they are able to build, maintain and restore relationships. All students finish at 14:10 on a Friday and the day ends with 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**

Subjects involved in our KS3 curriculum are: English, Maths, Science, Art and Food. Sport and Drama are also available to students.

<b>KEY STAGE 3 CORE CURRICULUM</b>					
SUBJECT	LESSONS PER WEEK	SUBJECT	LESSONS PER WEEK	SUBJECT	LESSONS PER WEEK
ENGLISH	3	MATHS	3	SCIENCE	3
READING	1	NUMERACY	1-2	SPORT	3
HISTORY or Care for Life	2 or 1	FOOD	1	ART	1

<b>KEY STAGE 3 CARE CURRICULUM</b>					
SUBJECT	LESSONS PER WEEK	SUBJECT	LESSONS PER WEEK	SUBJECT	LESSONS PER WEEK
CARE	4	CONNECTION	5	ART	1
SPORT	2	FOOD	1		
CONNECTFAST AND JOURNAL TIME - 9 SESSIONS					

### **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 an area of interest and aptitude. A number of students may follow more personalised courses to address particular needs. All students study GCSE English Language and Literature, GCSE Maths and GCSE Biology, alongside their chosen pathway subject.

<b>KEY STAGE 4 ACADEMIC CORE CURRICULUM</b>					
SUBJECT	LESSONS PER WEEK	SUBJECT	LESSONS PER WEEK	SUBJECT	LESSONS PER WEEK
GCSE ENGLISH LANGUAGE AND LITERATURE	4	GCSE MATHEMATICS	4	NCFE FUNCTIONAL SKILLS ENGLISH AND MATHS	Delivered in addition to GCSE English and GCSE Maths for suitable students
GCSE BIOLOGY	4	PATHWAY SUBJECT	6		

<b>KEY STAGE 4 PATHWAY CURRICULUM</b> (one pathway per year, in addition to core subjects)			
<b>SUBJECT</b>	<b>LESSONS PER WEEK</b>	<b>SUBJECT</b>	<b>LESSONS PER WEEK</b>
NCFE FOOD TECHNOLOGY	6	GCSE BUSINESS	6
PRINCE'S TRUST: PERSONAL DEVELOPMENT AND EMPLOYABILITY SKILLS	6	NCFE SPORT	6
NCFE PHOTOGRAPHY	6	BTEC PUBLIC SERVICES	6
BTEC HEALTH AND SOCIAL CARE	6	GCSE SOCIOLOGY	6
ARTS AWARD (optional)	2		

<b>KEY STAGE 4 CARE CURRICULUM</b>			
<b>SUBJECT</b>	<b>LESSONS PER WEEK</b>	<b>SUBJECT</b>	<b>LESSONS PER WEEK</b>
CARE	1	CONNECTION	4
SPORT	1	FOOD	1
CONNECTFAST AND JOURNAL TIME - 9 SESSIONS			

## **Subject Intents**

### **English at KS3**

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 & culturally diverse texts encourages students to develop a broad view of the world, & a greater understanding of their place within it, socially, ethically & 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.

### **English at KS4**

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 their 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. Students at our school sit exams for GCSE English Language and Literature in Year 11.

In studying English Literature, our students will become better thinkers by 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. Students will study a range of texts: Macbeth, A Christmas Carol, An Inspector Calls and Power & Conflict poetry.

### **Mathematics**

- At CP Riverside we believe that strong key Mathematical skills offer a logical, structured way of interpreting the world. The language of Mathematics is international and the problem solving abilities it enhances are transferable and applicable to countless day to day scenarios.
- Not only do strong number skills lead to greater employment prospects, but mathematical literacy is required to negotiate a large number of everyday tasks.
- Throughout their Mathematical journey at CP Riverside, pupils develop key understanding and skills with number, algebra, geometry, probability, statistics and the data handling cycle as they advance through a pathway aimed at gaining aspirational outcomes on the AQA Functional Skills and GCSE qualifications. Entry Level Maths is also Available to those who require it. Throughout this they are encouraged to explore new concepts and then apply these to non-routine problems.
- Due to the unique nature of the way students progress through education our curriculum is designed to be spiralling as opposed to linear- allowing students to revisit and build on existing knowledge and skills as well as fill in gaps in understanding. During each unit of work, links to future employment and relevant industries are drawn upon and highlighted to pupils.
- 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 and wider areas of life.
- 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 mathematics 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.

## Science

Our science curriculum is designed to inspire curiosity, foster critical thinking, and develop a deep understanding of the natural world. We aim to equip students with the knowledge, skills, and scientific literacy necessary to navigate and contribute to a rapidly evolving world.

We are committed to delivering a comprehensive and engaging science education that emphasises inquiry-based learning, problem-solving, and real-world applications. Our KS3 curriculum integrates the core disciplines of biology, chemistry, physics, and earth sciences to provide a well-rounded scientific foundation. Through hands-on experiments, collaborative projects, and interdisciplinary connections, students will develop the ability to think scientifically, evaluate evidence, and make informed decisions. At KS4 we offer GCSE biology.

Curriculum Goals:

- Promote Scientific Inquiry: Encourage students to ask questions, design experiments, and analyse data to understand and explore scientific phenomena.
- Develop Critical Thinking: Equip students with the ability to evaluate scientific claims, understand the nature of scientific knowledge, and apply logical reasoning to solve complex problems.
- Foster Understanding of Core Concepts: Ensure students gain a solid grasp of fundamental concepts in biology, chemistry, physics, and earth sciences, and understand how these concepts interrelate.
- Encourage Real-World Application: Connect scientific knowledge to real-world issues and encourage students to consider the implications of scientific advancements and environmental challenges.
- Promote Collaboration and Communication: Develop students' skills in working collaboratively, communicating scientific ideas effectively, and engaging in discussions about scientific issues.
- Support Continuous Growth: Provide opportunities for students to explore their interests in science beyond the standard curriculum through enrichment activities, field trips, and specialised programs.

Our instructional approach integrates hands-on experiments, interactive simulations, and project-based learning to make science relevant and exciting. We emphasise inquiry-based learning where students actively engage in scientific processes and develop a sense of wonder about the natural world. Formative assessments and reflective practices are employed to monitor progress and guide instruction, ensuring that each student's learning needs are met.

Assessment methods include practical experiments, written reports, presentations, and regular quizzes to evaluate understanding and application of scientific concepts. Feedback is provided to help students improve their skills and knowledge continuously.

We are dedicated to creating an inclusive learning environment where every student feels valued and supported. Our curriculum reflects diverse perspectives and encourages all students to see themselves as capable scientists and critical thinkers.

By fostering a passion for science and a commitment to lifelong learning, we prepare students to thrive in a scientific world, contribute to society, and pursue further education and careers in STEM fields.

## 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.

### **GCSE 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 the qualification to build schema, allowing them to apply foundational knowledge and skills in more advanced situations, later in the qualification. 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 a business' main functions 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.

### **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, and 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.

### **BTEC 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.

## CARE

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 CARE 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 *November* each year. 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 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.

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.

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 CARE 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.

**Character Education** - The character education curriculum that is embedded into the CARE 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.

### **NCFE Sport**

This sporting qualification is designed to help students acquire skills and knowledge in sport, exercise and fitness. Students will also gain an understanding of the sport, exercise and leisure vocational sector. Throughout the qualification, there will be a continued focus on the study of sport within the leisure sector providing opportunities for students to acquire a number of practical and technical skills and encouragement for all students to lead a healthy lifestyle.

Students will learn the skills and characteristics needed to be a successful sports coach, and coach a session using their peers as participants. They will also gain a good understanding of the benefits of exercise on the main body systems such as skeletal and muscular systems. Students will benefit from a greater understanding of how nutrition and sports nutrition can benefit health and sport performance. There will also be an opportunity for students to organise and support at a sporting event.

### **BTEC 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.

### **NCFE Photography**

NCFE photography is designed to introduce students to photography and the use of professional-grade equipment, it consists of 3 units to be assessed by portfolio. The aim is to give students technical knowledge and practical experience in the art of photography.

Unit one consists of understanding the key elements of a photograph and how to achieve them using various camera settings, editing techniques and effective presentation methods.

The second unit involves developing photographic ideas by using independent research on different photographic styles and techniques by considering the visual language of a photograph.

The third unit introduces students to the practical situation of a location photoshoot and how to prepare, taking into account other parties involved, the environment and a client brief. It also develops their presentation and evaluation skills by preparing a final handover to the client.

### **GCSE Sociology**

The aim of sociology at CP Riverside is to provide them with a curriculum that is both challenging and engaging and develops individuals to have the confidence to engage in critical thought about the world we live in. Sociology helps students to look at society differently, recognise social inequality and to challenge the status quo. The curriculum will help students to question the world around them and give them the drive and ambition to lead positive social change. Our aim is to develop students' love for the subject as well as their understanding of the world's current issues and the role they may play in finding solutions.

The curriculum is planned and sequenced to ensure that students have opportunity to develop a breadth of knowledge to equip them to be able to tackle some challenging social issues as well as to have a good understanding of how to be academically successful in the exams. Students will begin by studying Paper 1 topics - families and education and the relevant research methods and sociological viewpoints before moving onto Paper 2 where they will study the challenging subject of social stratification before finishing with the fascinating topic of crime and deviance.

Throughout the sociology course, students' passion and imagination for sociology will be sparked by memorable trips and visits such as The Galleries of Justice and The Old Bailey in London for the crime and deviance topic and regular visits to our local partnership school, Victoria Primary, to understand the different concepts around education.

### **Prince's Trust: Personal Development and Employability Skills**

The Prince's Trust qualifications in Personal Development and Employability Skills aim to help students improve upon a range of personal skills, qualities and attitudes required by employers across a range of sectors. The course has been developed with the aim of progressing learners into further education and/or employment.

It is intended that students gain real life skills such as money management to help prevent them from getting into financial difficulties later in life and how to job search. Furthermore, they will understand the impact that unhealthy choices and lifestyles may have on their bodies.

Students will cover other topics such as:

- Digital Skills,
- Wellbeing,
- Presentation Skills,
- Project based learning.

As The Prince's Trust covers such a wide variety of topics across different levels (Entry 3 - Level 2) it is intended to be accessible for all students, no matter their educational level or background. Students will also have the opportunity to either achieve awards, certificates or extended certificates depending on their motivation and abilities.

The flexibility with levels and qualifications will mean that all students have the potential to achieve something.

## **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...
<b>High Expectations &amp; Established Routines</b>	
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
<b>Quality of Instruction</b>	
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
<b>Subject Mastery</b>	
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
<b>Making Learning Count</b>	
Teachers regularly use retrieval practice & low stakes testing	Students can embed learning into their long term memory
Teachers guide students as they begin to practise new material	Students can develop fluency & accuracy in new areas of learning
Teachers give students opportunities to independently practise	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
<b>Inclusive &amp; Responsive Teaching</b>	
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
<b>Assessment &amp; Feedback</b>	
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 from the implementation of live 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, once 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 drop-ins
- Subject deep dives and reviews
- Pupil and staff voice
- Data analysis and data meeting with subject leaders
- Self-evaluation
- Robust line management
- Internal and external quality assurance for portfolio-based subjects and functional skills
- Instructional coaching, using Steplab
- Collaboration with EMET staff

The Assistant Principal will conduct a continual audit of lesson drop-ins and other QA processes and recommend specific colleagues or areas for targeted support. Any support intervention will be documented and revisited regularly.