



North Ridge High School Curriculum Policy



Curriculum Policy 2022

Equality Statement

Equalities Act 2010

The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of 'protected characteristics'. It brings together several existing laws and aims to make understanding the law simpler. It also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

All policies at North Ridge take account of this Act.

UNICEF Rights of The Child

Rights Respecting Schools

The United Nations Convention on the Rights of the Child was drafted over the course of 10 years between 1979 and 1989. The UK signed the Convention on 19 April 1990, ratified it on 16 December 1991 and it came into force on 15 January 1992.

At North Ridge we use the language of the Right's Respecting School's Award consistently in our everyday school life. These key words - 'right' and 'responsibility' - enable our students to develop their sense of place in the world and their commitment to a more harmonious existence.

Throughout all teaching the articles from the Convention will be referenced as specific teaching and learning points as appropriate

INTENT

Overview

We have adapted the National Curriculum for our students who have complex and severe learning needs. We have done this to meet their challenges to learning. The focus is giving opportunities to learn knowledge and skills for life.

We provide opportunities for all our pupils to develop as independent, confident, successful learners with high aspirations who will know how to make a positive contribution to their community and the wider society. For example we want our pupils to be able to make choices throughout their life whether this is being able to indicate yes/no or choose what job they would like to do in the future.

Our students learn through a spiral curriculum that allows them to embed learning in small steps using a range of different learning styles. These include practical activities, sensory learning and educational visits.

We have adapted the National Curriculum to provide opportunities for students to learn through a range of learning styles. For example in French we use songs and rhymes to enable students to understand the culture and the language. Developing basic functional skills is key to our students developing their knowledge across all

subjects. As such we place an emphasis on reading, writing and early mathematical skills across the curriculum. A strong PHSCE curriculum has been developed to enable our students to become good citizens and have an understanding of their community, the wider world and how they can contribute to this.

We have developed our curriculum further to meet the needs of our diverse cohorts. The different pathways are underpinned by the outcomes from EHCP . (Education and training, Preparation for Employment, Health and Well-being, Friends, Community Life and Leisure and Independence.)

Our curriculum model is flexible and pupils can move between the different models depending on their individual need.

We have the following differentiated curriculum models:

- KS3
- KS4
- KS5
- Thematic- Experiential
- Thematic- Structured

Aims

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- To provide all pupils with equal access to a rich, broad, balanced and differentiated curriculum matched well to their ages, abilities, interests, aptitudes and special needs.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Develop pupils' independent learning skills and resilience, to equip them for further education and employment
- To increase pupils' knowledge, skills and understanding as they grow and develop and increase their connections with the world around them.
- The curriculum will be carefully planned and structured to ensure that learning is continuous and that pupils make good progress with the development of their learning.

- To engage the pupil's interest and to encourage and motivate them to want to learn.
- To be exciting and to offer pupils lots of first-hand experience to reinforce their learning and to underpin their growing knowledge, skills and understanding of the world.

IMPLEMENTATION

Teaching & learning

- The National Curriculum including RE and RSE will be taught to all pupils. Programmes of study for the subjects of the National Curriculum will be used selectively as the basis for the long-term and medium term planning.
- Pupils' spiritual, moral, social and cultural education will be developed within and across the subjects of the curriculum.
- Short-term planning will be brief. It will set out clear learning objectives, a strategy for differentiating the work and it will show how resources are to be deployed efficiently and effectively to personalise learning for each of the pupil.
- Senior and middle leaders will be given responsibility for leading, managing, monitoring, evaluating and reviewing the curriculum to ensure that our objectives are achieved. Teachers will be given opportunities to use their subject expertise to enhance the curriculum.
- The school assessment policy and strategy will be used effectively to ensure that all pupils are making good progress and achieving the highest standards for their ability
- The Agreed Syllabus (Manchester LA) will be used as the basis for the planning and teaching of RE.
- Cross-curricular links will be made between subjects where appropriate and the cross curricular themes including PSHE, Citizenship will be planned for within the curriculum.
- Opportunities will be taken to enliven the curriculum through the use of educational visits out of school, parents, visitors, artists, crafts people, actors, musicians and through the use of the school grounds, the locality and the wider environment.
- An extensive range of high quality resources including ICT will be used to underpin the curriculum.
- Homework will be set where appropriate to link the curriculum with learning at home.

IMPACT

Knowledge, Skills and Understanding

All pupils will benefit from a rich, broad, balanced curriculum that exceeds statutory requirements and which is appropriate for their ages, abilities and aptitudes. Pupil's work and achievement within the curriculum will be celebrated and displayed to enable it to make a significant impact on the visual appearance of the school and to contribute positively to the ethos.

The exciting curriculum that we provide will help pupil to understand who they are and where they live. It will help them learn about their community, the nation and the world in which they live. It will deepen their cultural awareness and increase their understanding of history, time and place.

They will develop a respect for and an understanding of different cultures and beliefs. They will learn about issues facing the world and the importance of caring for their environment.

All pupils will contribute to their community and be good citizens who uphold British Values.

All pupils will be prepared for the next stage of their life.

Monitoring and evaluation

The Head teacher, Assistant Head, the Curriculum Co-ordinator, Assessment Co-ordinator and teachers, monitors each subject having identified priorities, the SLT and Curriculum Co-ordinator construct an action plan that may form part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

Review

Date approved by Governors:12.7.22

Date of review: July 2024