

Curriculum Policy 2018-19

This policy should be read in conjunction with the following policies:

- Safeguarding and Child Protection Policy and Procedures
- British Values Policy
- eSafety Policy
- SEND Policy
- Community Education Policy (inc. PSHE, SRE and RS)

Introduction

Ramillies Hall School currently provides full-time education (approximately 30 hours timetabled tuition a week for approximately 35 weeks a year) for ages 11-16 (Key Stages 3 to 4). However, we have historically provided education at EYFA, KS1 and KS2 and aim to re-open the Junior Division in the future. Ramillies Hall Nursery provides day care for infants aged 6 months to 5 years and has its own EYFS Curriculum policy.

Ramillies is a mainstream school, with an increasing proportion of children with SEND, such as dyslexia, dyspraxia and similar specific learning difficulties. It is important to ensure that standards are maintained, and that expectations remain high, particularly as the proportion of children with special needs increases.

The curriculum is designed to ensure that each pupil is able to reach their potential and make progress, regardless of their starting point, ability or specific learning difficulties. It is intended to provide a broad and balanced approach without excessive emphasis on any one area in order to give pupils the opportunity to discover their natural talents and interests and to make good progress through a well-rounded individual education.

In practice, and on a whole-School basis, this involves:

- Ensuring that class sizes are kept within manageable limits - these will be lower than in most schools.
- Vertical streaming, and creating tuition groups within classes, where appropriate
- Differentiation of lessons and work, including homework.
- Provision of classroom assistants for most subject areas, taking into account individual pupils' needs and overall class size.
- Staff being flexible in their teaching styles, classroom management and behaviour management.
- Staff being willing to take on new areas of expertise and to seek appropriate training and/or support.



- Lesson planning which takes into account that some children are withdrawn for specialist tuition.

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Aims of the Curriculum Policy

This policy sets out how the School Curriculum is designed to ensure that the needs of all the pupils are met, that it meets the requirements of the Independent Schools Standards (as amended 2014) and supports the Whole School Aims – as such it should be read in conjunction with the Whole School Aims – attached as Appendix A.

We aim to cover all the subjects within the National Curriculum with the addition of other subjects that are felt to support the development of the whole child and to prepare older pupils for life beyond school.

A balanced curriculum will:

- Place due emphasis on the basic subjects which in turn affect the pupil's chances of success in other subjects, eg the teaching of reading, writing, spelling and comprehension in English.
- Give adequate time to those subjects we feel are important in terms of children's general health and wellbeing, eg to Games and PE at Key Stages 1, 2 and 3.
- Include a sufficiently wide variety of subjects to enable all children, and particularly those with learning difficulties, to have a good chance of succeeding in one or more areas of the curriculum, eg music, art and sport.
- Ensure that our curriculum provides, as a minimum, the 7 key Areas of Experience:
 - Linguistic
 - Mathematical
 - Scientific
 - Technological
 - Human & Social
 - Physical
 - Aesthetic & Creative

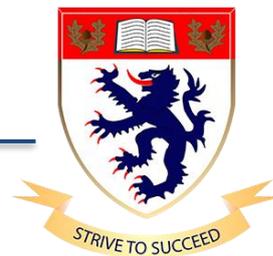
We cover these through the following subject areas:

Linguistic:

Linguistic (Speaking, Listening and Literacy) skills are specifically covered by subject areas such as English, Literacy and MFL, but is an intrinsic part of every subject as we use language to communicate in every lesson. Reference should be made to the whole-school Literacy Policy which encourage the development of Speaking, Listening and Literacy skills across the curriculum.

Mathematical:

Mathematical skills are taught primarily in maths lessons, but will also be reinforced through other curriculum areas, such use the use of graphs and charts in Geography and Science, comparing lap times in PE, etc. Reference should be made to our Numeracy Policy which encourages and advises on the reinforcing of Numeracy skills across the curriculum.



Scientific:

Science is taught by specialist teachers with KS3 receiving at least 4 Science lessons a week. Some scientific principles and techniques will be also found in subjects such as Geography (geology, water cycle, etc), PE (physiology), Food & Nutrition (healthy eating, etc). At KS4 both GCSE (dual award) and Entry Level Certificate science are offered.

Technological:

ICT is a compulsory part of our education in at Key Stage 3, and a GCSE option for Key Stage 4. ICT is used across the curriculum. eSafety is taught within the ICT lessons as well as reinforced through Community, assemblies, etc. Design & Technology, Food and Textiles are delivered by specialist teachers to Key Stage 3 pupils. Vocational courses are offered at Key Stage 4 incorporating these areas of the curriculum.

Human & Social:

All subjects will contribute to this area of learning, although English, History and Community (incorporating PSHE, Citizenship, Sex & Relationships Education, Religious Studies) will make the greatest contributions. Our ethos and teaching of British Values are cross-curricular, but Community makes a large contribution to these areas.

Physical:

PE and Games are taught to all pupils by specialist staff. Other subjects, especially the Creative Subjects (in particular D&T, Art, Textiles, Drama, Food) contribute greatly to pupils' development of gross and fine motor skills as well as specific physical skills. Learning Support deliver one-to-one and small group sessions for those SEND pupils with specific physical needs.

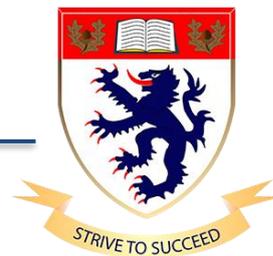
Aesthetic & Creative:

All subjects may contribute to this area, although clearly the Creative Subjects (Art, Design & Technology, Drama, Food, Music and Textiles) are the main vehicle for delivering this area of the curriculum. These subjects are taught by specialist teachers at Key Stage 3, Key Stage 4 optional subjects include GCSE Art, GCSE Media and vocational courses linked with Food, Textiles and D&T (note that the C&G Design & Craft course ends Summer 2019).

To promote enjoyment in learning, we will

- at all stages enhance the learning experience by activities outside the classroom such as visits and outings, talks given by visiting specialists, giving presentations and performances with subject-based themes.
- at all stages, encourage the appropriate use of ICT throughout the curriculum to add an extra dimension to teaching and learning.
- at all stages, provide a bright and visually stimulating classroom environment, and incorporate as much as possible the use of visual aids into our teaching.

encourage pupils to develop personal interests which extend their learning of curriculum subjects - for example through Speech and Drama, individual music tuition, and sport as optional extra-curricular activities.



To ensure that every child accesses the curriculum as widely as possible -

This is an area for special consideration in view of the high proportion of children with learning difficulties.

- By adopting appropriate teaching methods and differentiating work, we make it possible for every child to access the full curriculum, and in general terms we expect them to do so
- There may be a very few cases where it is obvious that a child is having particular difficulty. For example in French, if a child is clearly struggling to make progress, then by agreement between the Headteacher, the French Teacher and the parents, the subject may be dropped. The time will be used for other appropriate teaching such as specialist tuition, assistive technology or keyboard skills, learning support or reinforcement of other curriculum areas.
- In all subjects, assistive technology will be used where appropriate - pupils who would benefit will be encouraged to use any form of appropriate assistive technology both hardware and software eg laptops, iPads and software such as Dragon Dictate, ClaroRead and Inspiration.
- We aim to apply vertical streaming of the pupils in Key Stages 3 for English, Mathematics and Science. At Key Stage 4 sets are used where appropriate given each cohort's ability range and the taking into consideration the class sizes involved.

Community Education

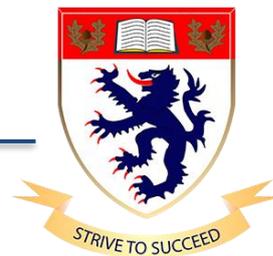
Community was introduced in September 2015. It aims to deliver content usually taught through PSHE, Citizenship and Religious Studies in a more dynamic pedagogy. As such, Community is the main vehicle for delivery of topics such as anti-bullying, sex education, British Values, relationships, personal safety, e-safety, etc. The whole school are timetabled to have Community at the same time on a Wednesday afternoon for 2 hours. This time usually includes an extended whole school assembly at 2pm, followed by various activities and study sessions with an emphasis on visiting speakers, demonstrations and visits off-site. Groups are formulated depending on the session planned. For more information refer to the Community Education Policy.

Careers Education

We provide careers advice and education through a number of opportunities provided throughout the year, eg. Careers Evening (when representatives from local FE Colleges and Apprenticeship providers are available to chat to parents and pupils in Years 9-11), Community aspirational assemblies and sessions when visiting speakers are invited to speak about their work (eg. Fire Service, Police, past pupils, college representatives, armed forces representatives, etc.). Additionally, Careers Advisors from Stockport's Services for Young People provide annual individual careers guidance for all pupils in Years 8-11.

Transitions

Transition from Year 6 to Year 7: By providing specialist teaching of many subjects such as French, D&T, Textiles, Food, Art, Science, PE and Games, as well as having combined Community



assemblies, etc. our Junior pupils are very familiar with the staff and facilities of the wider senior school. This significantly aids the transition for those pupils into Year 7. In addition the Year 6's develop a Pupil Passport and are given a thorough transition preparation by the Junior teacher(s). Pupils joining Ramillies from other schools into Year 7 are given taster days as part of the application process and may be assigned a 'buddy' from an older year group to assist with settling in.

Transition from Year 11 to FE: Most of our pupils who leave at the end of Year 11 go on to Further Education. We have strong links with several local colleges and pupils are provided with opportunities in Community lessons, with their form tutor and through careers evening to gain an insight into their options and what different institutions can provide for them. Staff communicate regularly with parents and pupils have access to individual Careers advice through the Services for Young People.

Extra-Curricular Opportunities

It is our belief that Extra Curricular opportunities are invaluable in terms of allowing pupils to develop skills and interests outside of their formal lessons. Many of our pupils with SEND, particularly those with ASC, have limited opportunities outside of school to participate in social activities. For example, we run curriculum, cultural and social visits, activity weeks and days, a termly lunchtime schedule of activities, matches against other schools.

Curriculum Subjects

Our curriculum is carefully planned to ensure we meet the diverse needs of our pupils within a small school environment. We are proud of the wide and inclusive range of subjects we are able to offer.

- Linguistic
- Mathematical
- Scientific
- Technological
- Human & Social
- Physical
- Aesthetic & Creative

Key Stage 3 (Years 7, 8 and 9):

English

Maths

Science

ICT/Computing

French

Geography

History

Community (includes PSHE, SRE, Citizenship and Religious Studies)

Music

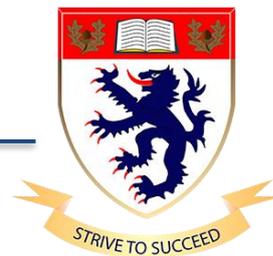
Drama

Art & Design

Design & Technology

Food & Nutrition

Form Periods



Media (Year 9 only)
PE and Games
Motor Skills United (Yrs 7 & 8 only)

Key Stage 4 (Years 10 and 11):

GCSEs:

English Language
English Literature
Mathematics
Science (AQA Trilogy – 2 GCSEs)
Art & Design
Computer Science (Y10)
French (inc. FCSE)
Geography
History
Media Studies

City & Guilds:

Design & Craft (Levels 1 and 2) – Woodwork, Planning a Room, Fashion Wear (Y11 only)

BTEC:

BTEC First Award Music (Level 2/1)
BTEC First Award in Sport (Level 2/1)
BTEC First Award in Business Level 2/1
AQA Award in IT (Level 2/1) – Y11 only
BTEC Award in Home Cooking Skills (Levels 1 and 2, plus Food Hygiene Certificate)

Other Accredited Courses:

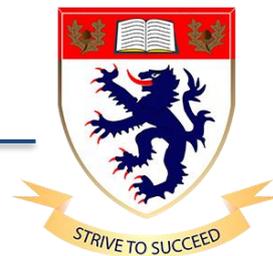
Functional Skills English
Functional Skills Maths
Functional Skills ICT
Entry Level Maths
Entry Level Science
AQA Award in Preparation for Working Life (Level 2/1)
ASDAN
Princes Trust Award or Certificate in Personal & Employability Development (EL3, L1 and L2)

Non-Accredited Curriculum:

Community (includes PSHE, Citizenship and Religious Studies)
PE and Games

Appendix B - Curriculum Allocations 2018-19 – contains details of the subjects covered by each year group and the number of 55 minute lessons allocated to each. It must be recognised that the curriculum needs to be sufficiently flexible to meet the needs of all the individual pupils.

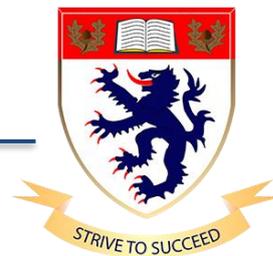
Therefore, some pupils will follow a tailored timetable in which they have additional Learning Support lessons, one-to-one sessions, etc and may be withdrawn from other subjects to provide this individual support within the school day.



POLICY AND PROCEDURE REVIEW

This policy will be reviewed annually by the Headteacher and Director of Studies. They will also scrutinise the procedures and the efficiency with which duties have been discharged. Any deficiencies or weaknesses in the policy or arrangements will be remedied without delay.

Written By	Colin Richards
Reviewed	Sept 2018
To be Reviewed	June 2019



Appendix A

Whole School Aims

The aims set out below are fundamental to the framing and implementation of our School Development Plan, Policies, Curriculum Development Plan and Schemes of Work.

- To develop a school environment in which pupils are respected, valued and treated equally, regardless of gender, race, religion, disability or academic aptitude.
- To maximise pupils' achievements by building on each child's strengths, and addressing their weaknesses in a positive and purposeful way.
- To achieve a balance between independence of thought and initiative on the one hand, and co-operation and teamwork on the other.
- To develop in pupils a positive attitude towards themselves, with a strong sense of self-respect. Alongside this, to develop a respect for other people's ideas, beliefs and property.
- To meet the individual needs of every child accepted at Ramillies, including special needs, as far as possible, making full use of our specialist expertise.
- To provide a broad and balanced curriculum which promotes enjoyment in learning, and to ensure that every child accesses the curriculum as widely as possible.
- To provide a supportive yet challenging environment to stimulate, develop and maintain a lively and enquiring mind.
- To value application and perseverance in both learning and leisure activities.
- To develop in pupils a sense of moral values, so that students become responsible members of society.
- To foster close relationships between school and home.
- To foster close relationships between School and the local community.
- To develop positive attitudes towards and concern for the natural world and the environment.
- To prepare pupils for life beyond Ramillies as confident and responsible members of society with a positive attitude to lifelong learning.

The School's ethos is broadly Christian, and where assemblies include a collective act of worship it is primarily Christian, but we encourage respect for all religions and belief systems.

The acronym of RESPECT is used in school to underpin key values and expectations. **R** for Resilience, **E** for equipped, **S** for smart, **P** for punctual, **E** for effort, **C** for considerate and **T** for tolerance.



Curriculum Allocations 2018/19

Allocations are in lessons per week (55mins each).

Key Stage 3

Subject	Y7	Y8	Y9	Notes
English	4	4	4	3 groups – Y7, Y8/9F, Y8/9H
Maths	4	4	4	3 groups – Y7, Y8/9F, Y8/9H
Science	4	4	4	3 groups – Y7/8F, Y7/8H, Y9
PE	2	2	2	
Games	2	2	2	All school timetabled together on Friday pm
Community	2	2	2	2 groups – flexible as required for sessions planned each week
Media/MSU	1	1	1	MSU – Y7, Y8. Media – Y9 only.
ICT	1	1	1	
Humanities	3	3	4	
French	1	1	1	Some pupils have LS instead
D&T	1	1	1	
Art	1	1	1	
Music	1	1	1	
Drama	1	1	-	One combined group
Food	2	2	2	Timetabled in doubles
<i>Total:</i>		30	30	30

Key Stage 4

Subject	Y10	Y11	Notes
English	5	5	GCSE English Language (and Literature?), 3 groups: Y10, Y11F, Y11H
Maths	4	4	3 groups: Y10, Y11F, Y11H
Science or Princes Trust	6	6	Y11H group have 6 hours of Science for Trilogy (Dual) GCSE, Y11F group have 4 hours of Science and an additional 2 hours of Princes Trust.
Option 1	3	3	Y11 – 8 options running
Option 2	3	3	Y10 – 6 options running
Option 3	3	3	BTEC Sport timetabled Y10/11 together
Community	2	2	Y10/11 as one group
PfWL	*	-	Short course AQA accredited, *taught alongside Princes Trust in Y10 only
Princes Trust	2	2	
Games	2	2	Timetabled together.
<i>Total:</i>	30	30	