



# E07 Curriculum Policy

The Ryes Education

*Encompassing*

*The Ryes College Pump Farm School*

*and*

*Argyll House*

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## Context

The Ryes College is a caring community committed to engaging with young people who are in crisis in their education. Many of the young people at our school have experienced or are experiencing significant barriers to learning within mainstream school and demonstrate particular educational, social and emotional needs. The majority of pupils who access the support of the Ryes College come with trauma or attachment issues, complex behaviours, SEND (both formally diagnosed and undiagnosed) or in many instances a combination of several of these. Some of our pupils are Looked After Children and many are day pupils

In 2015, a study into “The Educational Progress of Looked After Children in England: Linking Care and Educational Data” undertaken by Judy Sebba, David Berridge, Nikki Luke, John Fletcher, Karen Bell, Steve Strand, Sally Thomas, Ian Sinclair and Aoife O’Higgins from Oxford University, Bristol University and the REES Centre evidenced that *“Initiatives to support pupils with social, emotional and mental health difficulties need to become more widely known and studied to address the educational problems we have highlighted including school exclusions .... and school transfer. These initiatives include nurture groups (Cooper & Whitebread, 2007), ‘attachment aware’ schools (Rose, 2014) and ‘emotion coaching’ for pupils (Rose, McGuireSnieckus, & Gilberta, 2015). Young people attributed their educational progress to the characteristics, skills and commitment of individual teachers and carers. Interviewees named individual teachers who knew what they were doing, persisted, engendered respect and genuinely cared.”*

Our Values are built around the five pillars of the Secure Base Model for Schools-Availability, Sensitivity, Acceptance, Co-operation and School Membership, all of which are embedded in the The Ryes College curriculum. The attachment and resilience-based framework of the model promotes relationships and interactions within the school that build children’s trust, reduce their anxiety and enhance their capacity for finding satisfaction in education and learning. Research suggests that improving attachment awareness in schools can help to improve behaviour and reduce exclusion.

The school offers full time education for our students. The structure of the curriculum seeks to address the serious issue of cumulative dysfluency that many of our pupils have experienced. The curriculum reflects the school’s context by addressing typical gaps in pupils’ knowledge and skills.

The Ryes College Schools are registered with the DfE as Independent Schools. Within that context, there is currently no requirement to deliver the National Curriculum. Instead it is expected that the school’s curriculum will provide students experiences in the following areas of learning: linguistic; mathematics; scientific; technological; human and social; physical and aesthetic and creative. In addition, we must provide appropriate personal, social and health education, careers education, cultural appreciation and citizenship (including a broad general knowledge of public institutions and services in England and upholding the values of democracy, the law, individual liberty and mutual respect). Apart from English and Maths, it is not expected that these will each be stand-alone subjects and can be mapped through the use of project-based or topic work.

## 1. The Intent of our curriculum:

- 1.1 The curriculum is designed to provide pupils with a range of educational opportunities to enable them to interact successfully in the wider community.
- 1.2 A new mind-set for learning where students change the view of themselves and of their world
- 1.3 Secure progress in the development of behaviours for learning – Relationship with Self, Relationships with Others and Relationships with the curriculum.
- 1.4 The intent that sits behind all of our curriculum is that we are able to identify and instil in our students what it is to be an effective learner so that skills and knowledge aren't lost but built upon and strengthened.
- 1.5 Our aspirational curriculum will seek to deepen and widen pupils understanding and apply ideas, generate new possibilities and make decisions as well as to plan, monitor and evaluate their progress.

## 2. Implementation

- 2.1 The Ryes College is delivering a flexible curriculum to meet the very diverse needs of its students. We recognise that the core of our curriculum is to teach maths and English skills. (See Appendices 1 & 2)
- 2.2 The curriculum will be bespoke for each student, reflective their individual needs in their EHCP. IT will be reviewed as part of the EHCP review and will consider their next steps with respect to their careers advice and future path in education

### Curriculum structure and content

- 2.3 Over the course of a day/week/term/year the timetable should facilitate delivery of a broad and balanced curriculum with a strong focus on English, Maths and development of Behaviours for Learning and reflective thinking skills.

### Elements to be included are:

- English/Literacy (including reading, writing, speaking and listening)
- Maths/Numeracy
- Behaviour for Learning Skills - including aspects of social and emotional learning, personal learning and thinking skills, working as teams and personal progression goals.
- ICT - some stand-alone teaching is recommended but not necessary as ICT is used throughout the curriculum.
- PSHCE - including issue-based learning (e.g. Drugs and Alcohol awareness), Health, Sex and Relationships and Citizenship.
- Human and Social – Which may include RE, cultural, historical, geographical.
- PE

- Aesthetic & Creative - could include music, art, dance, drama etc.
- Science
- Technology - could include food technology/cooking, motor mechanics, craft etc.

### 3. Personalised Learning

3.1 In order to provide personalised learning opportunities, we will structure learning around accredited learning outcomes such as:

- ASDAN
- Unit Awards
- Functional Skills Awards
- Gateway Awards
- Forest Schools
- Therapeutic Activities
- GCSE Examinations

Where possible we tailor these to individual interests and aspirations.

3.2 Personalised learning opportunities form the basis of our curriculum, and learning is an active and relevant experience. As such, teachers have a good knowledge of individual's needs, aspirations, abilities and interests and tailor teaching accordingly. Individual schemes are adapted, and a range of programmes and resources sourced that best suits needs/interests.

3.3 Communication skills are key and both verbal and non-verbal are features of the daily school routine and opportunities will be taken throughout the curriculum time both in structured time and unstructured opportunities to model effective communication.

3.4 Our curriculum aims to encourage an empathetic approach to raise awareness of learning within the communities that they are in and the awareness of self and others. We will provide real life learning experiences with the aim of developing an understanding of how to work in the community. The strategies we use include:

- Offsite Work
- Work experience
- Community Engagement
- Identifying and supporting a charity each year

- 3.5 Links with a number of local training providers have been forged, thereby allowing students to access a greater range of vocational courses and develop social skills, within a wide range of communities.
- 3.6 Alongside this we want to encourage enterprise skills within our curriculum- at times this may look at raising money for charity as well as enabling pupils to set up and monitor a business as part of an enterprise project.
- 3.7 Our students in Post 16 Education are being prepared for life after school through: a written Moving into Adulthood Plan; Post 16 College educational placements addressing a variety of personalised educational needs; opportunities for training and employment. Placements can be weekly, block or extended, depending on the needs and wants of the students and the college. Work experience placements are actively sought.

### **Learning outside the Classroom**

- 3.8 We will engage pupil's informal education opportunities outside of the classroom. This may include: horticulture; woodwork and DIY/Construction skills or off-site opportunities such as forest school activities, beach school activities and farm school activities at nearby locations. Other activities are provided in the Ryes College outdoor learning programme such as: tobogganing, snooker, trampolining, climbing and water sports. The purpose of these activities are to develop the key learning skills that are essential for later life including enquiry, risk taking and social engagement.

### **Accreditation**

- 3.9 The college wants to recognise achievement in its widest sense to meet the stated aims of the curriculum. In some case this will be through the accreditation of a range of courses including:
  - ASDAN - Bronze, Silver and Gold accreditation
  - AOPE, Towards Independence modules
  - Community Volunteering Awards and a wide range of short courses.
  - Entry Level Certifications
  - Functional Skills Certifications
  - Gateway Award
  - Food and Hygiene Award
  - Unit Awards
  - GCSE Examinations

## **4. The intended impact of our curriculum is to develop**

- 4.1 Young people who feel secure; increased self-esteem; understanding of others needs and the world around them; improved reflective skills and resilience to learning.
- 4.2 Secure progress in English and Maths
- 4.3 Students who are confident and inquisitive deep thinkers who know their worth, challenge their own value system and respectfully engage with others views.
- 4.4 Making progress in Functional Skills. Filling in knowledge gaps in English and maths and were applicable taking functional skills assessments.
- 4.5 The ASDAN Award as well as the Award of Personal Effectiveness (AOPE) as more practical, hands-on courses where young people have the opportunity to achieve Bronze, Silver and Gold accreditation.
- 4.6 The Gateway Award and Duke of Edinburgh Award schemes so that our young people can achieve Bronze, Silver or Gold by developing: Life Skills; an interest in hobbies; fitness; volunteering and achieving a Challenge.
- 4.7 AQA Unit awards in all subjects by ensuring that learning is ongoing, giving specific achievement in learning outcomes, promoting self-esteem through success.

### **Preventing radicalisation and curriculum enrichment**

- 4.8 We promote equality of opportunity and value diversity for staff and pupils and do not tolerate prejudiced behaviour or attitudes. Staff work hard to protect pupils from radicalisation and extremism by being open to discussion about these issues and are swift to identify and respond to vulnerable pupils.
- 4.9 Our curriculum can be enriched by regular input from external volunteers and speakers. Good examples of this include: talks from the Police, Drugs and Alcohol Counselling, Sexual Health Counselling, Social Services, local charities such as homeless support and financial advice services. Pupils have access to a variety of extra-curricular activities beyond the school day and in the holidays. These provide additional opportunities for them to learn, achieve and develop skills and grow in confidence and self-awareness. These include workshops in sport, ICT, media, arts and music. The school also runs social and cultural trips and visits including weekend residential within the UK

### **Suitability for all ages, and needs, including differentiation and progression**

4.10 At Ryes Education, groups of pupils may be of mixed ages and levels. While it is expected that most pupils within a group will follow the same overall programme of study, Individual Learning Plans (ILP's) should be utilised within planning to ensure that curriculum content is appropriately differentiated to address the individual needs, aptitudes, prior experiences and intended progression routes of each young person. Where a pupil has a Statement of special educational needs, or an Education, Health and Care Plan (EHCP), special consideration must be given to the special educational provision the LA considers necessary to meet the child's needs. The school will liaise and plan carefully with the referring agency to ensure that these requirements are being met.

### Related documents

- Templates for weekly timetables, medium-term planning and long-term planning
- SMSC Policy
- SEN Policy
- Marking Policy
- Assessment, Recording and Reporting Policy
- Trips and Visits Policy
- Range of policies relating to Exams and Assessment

## Appendix 1 The Ryes College English Curriculum

### Intent

Students will be equipped with skills, techniques and strategies in reading, writing, and speaking listening and communication. These will help them to succeed in a school classroom and to help them be more likely to succeed post-16 in the world of employment.

### Implementation

#### Reading:

- Develop an appreciation and love of reading and be exposed to different kinds of texts, mostly those encountered in everyday life and work (e.g. newspapers, magazines, online articles, own reading book, class fiction text studied in more detail in a series of English lessons).
- Read these texts with accuracy.
- Understand the purpose, audience, and context of texts.
- Extract the main points and ideas from texts, and make comparisons across different texts.
- Understand how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, shapes meaning.
- Be able to use a dictionary accurately, and use contents, index, and menus to locate information.

#### Writing

- Write accurately, fluently, and at length, for different purposes (e.g. personal and formal letters, persuasive texts, descriptive texts, scripts for presentations, and possibly a piece of creative writing when studying a class text).
- Write using the techniques and extended vocabulary learned in lessons and learned through reading.
- Plan, edit, and proof-read by: altering punctuation, spelling, and grammar; improving vocabulary and sentence structure; ensuring it meets the purpose for which it was written. This would sometimes be done with staff or peer support but increasingly independently.

#### Speaking, Listening and Communication:

- Give short presentations which they have prepared for, expressing their own ideas logically and with evidence.
- Participate in informal discussions from familiar contexts, structured discussions, and possibly formal debates.
- Give space for others to speak and build on what was said already, as well as asking and answering questions.
- Use paraverbal and nonverbal skills to convey meaning in the above situations: e.g. appropriate volume, tone, and pitch of voice; body language such as eye contact with the speaker and/or audience, and nodding/shaking head; noises of agreement.

### Impact

Students have developed skills to improve their reading, writing, and speaking listening and communication. This gives them access to the full curriculum on offer, and they can apply these skills in across the whole school, not only in English lessons but also in other subjects, and in



spoken interactions with peers and staff members throughout the school day. This will therefore help ease their reintegration from The Ryes College to their next school or college setting. Students can also apply these skills later in an employment setting.

## Appendix 2 The Ryes College Maths Curriculum

### Intent

Students will be equipped with skills, techniques and strategies to become **fluent** in the **fundamentals** of mathematics. The intent is to fill knowledge gaps where they exist through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. Students should be able to **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. They should also **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions. These last two aspects fit within our overarching thinking skills framework of managing information, problem solving and decision making

### Implementation

Securing maths fundamentals (Functional Skills and aspects of National Curriculum):

- Consolidate their numerical and mathematical capability and extend their understanding of the number system and place value to include decimals, fractions and percentages, as well as demonstrating comparisons between different ratios and proportions.
- Use of common measures, shape and space: students are expected to be able to work out simple relationships between common units of measurement to define quantities, also involving mathematical terms for position and direction. They can apply and use calculations with common measures including money, time, length, weight and capacity. They can visualise, draw and describe 2-D and 3-D shapes and use properties of 2-D shapes in calculations
- Handle information and data: students are expected to be able to select, construct and interpret a range of statistical diagrams in various contexts; select and use methods and forms to present and describe outcomes. They can extract and interpret information from tables, diagrams, charts and graphs; apply simple statistics and recognise features of charts to summarise and compare sets of data; recognise and use the probability scale and interpret probabilities
- Move freely between different numerical, graphical and diagrammatic representations [for example, equivalent fractions, fractions and decimals and graphs]

### Reason mathematically and solve problems

- students can demonstrate their ability in mathematical skills and their ability to apply these, through appropriate reasoning and decision making, to solve realistic problems of increasing complexity

### Impact

Students have developed their functional skills to improve their maths and have filled in learning gaps that would have the potential to limit their progress within the national curriculum and beyond to post 16 learning. They can apply these skills in college, including maths lessons but also other lessons that require the application of functional maths. This will therefore help ease their reintegration from The Ryes College to their next school or college setting. Students can also apply these skills later in an employment setting.