



*Riverside School*

## **CURRICULUM POLICY**

Date approved: July 2013

Review Frequency: Every three years

Date next review due: July 2016

### **1.0 PRINCIPLES**

We believe in provision of the same high quality for all, but rigorously tailored to meet the distinctive needs of different groups of students.

Our innovative curriculum model is based on the concept of three distinct mini-schools within the school, providing appropriately for students of differing aptitudes and abilities:

Highly Academic Mini-School– Approximately 50% of the cohort

Mixed Academic/Applied Learning Mini-School – Approximately 30% of the cohort

Supported and Inclusive Learning Mini-School - Approximately 20% of the cohort



We ensure maximum flexibility for students to transfer between mini-schools as their needs change and develop.

Our innovative mini-school structure enables us to provide an appropriately differentiated curriculum for every child, and for teachers to adjust the pace and style of their lessons so that all students make rapid progress towards meeting challenging academic targets.

## **2.0 CONFIDENCE, ORACY AND RESILIENCE (CORe)**

Riverside School's curriculum is focused on achieving academic success for all but also on developing the key character traits of confidence and resilience and the skill of effective spoken communication.

We ensure that, through the taught curriculum and through a wide range of enrichment activities, we provide the framework for students to develop the key character traits and of confidence and resilience and the skill of effective spoken communication. We believe that these traits and skills are vital for success alongside academic achievement and that students need help to build and sustain them in order to lead fulfilled lives and contribute positively to society.

## **3.0 TEACHING AND LEARNING**

At Riverside School, teaching and learning is centred on interactive and dialogic approaches, to encourage student engagement and develop oracy and self-confidence



Our pedagogy focuses particularly on interactive and dialogic approaches in the classroom, using techniques such as interactive whole-class teaching, advanced assessment for learning processes and as much concentration on speaking and listening as on reading and writing.

Our classroom strategies are designed to actively engage students in their learning and to develop their self-confidence and oral skills. We want our students to have the confidence to express them clearly and fluently in any context, so that they can feel at ease wherever they aspire to be.

We believe this is particularly important for our students in order to explicitly develop independent learning skills and their ability to perform confidently in any situation they might find themselves in.

#### **4.0 ACADEMIC CURRICULUM**

Students are banded by ability and placed in one of three mini-schools, with a curriculum appropriate to stretch them, so that all students meet challenging targets.

Our aim is to ensure that at all stages and for all aspects of learning there will be a clear structure, a rigorous pace of learning and precise differentiation whilst maintaining the flexibility to switch pathways.

The curriculum will vary according to the pathway:

Highly Academic Mini-School: Approximately 50% of the cohort

A traditional academic curriculum, with the expectation that students will achieve the very highest GCSE grades. All students following this pathway will achieve the English Baccalaureate.



Mixed Academic/Applied Learning Mini-School: Approximately 30% of the cohort

A mixed academic and vocational/applied curriculum, with the expectation that students will generally achieve at least Grade Cs at GCSE. At least two thirds of students following this pathway will achieve 5 or more A\*-C grades at GCSE including English and Maths and at least one third will be expected to achieve the English Baccalaureate.

Supported and Inclusive Learning: Approximately 20% of the cohort

In Key Stage 3, one teacher for half the week, concentrating on developing literacy, numeracy and social/emotional skills. In Key Stage 4, core GCSEs plus an individual programme including college or work-based learning. All students in this pathway will be expected to achieve 5 or more A\*-G at GCSE and at least half will be expected to achieve 5 or more A\*-C.

## 5.0 GROUPINGS FOR LESSONS

All lessons take place only with students in the same mini-school.

Some subjects in some years will teach in Tutor Groups, others will set in their subject within the mini-school.

In the Highly Academic and Mixed pathways, students will be placed in smaller than Tutor Group-sized groups for practical subjects such as Science, Design Technology and Art. This is not necessary in the supported learning mini-school because tutor group sizes are already smaller.



## 6.0 SUBJECTS TAUGHT

The curriculum offer varies according to Key Stage and which mini-school the student is in, in order to ensure an appropriate curriculum to stretch each student and meet challenging targets.

### Subjects and Periods Per Week for Highly Academic Mini-School

	Hours per week (25 Total)		Hours per week (25 Total)		Hours per week (25 Total)
<b>YEAR 7</b>		<b>YEAR 8 + 9</b>		<b>YEAR 10 + 11</b>	
English	3	English	3	English	4
Maths	4	Maths	4	Maths	4
Science	3	Science	3	Science	3
Spanish	2	Spanish	2	Civics	1
German	2	Geography	2	PE	1
Geography	2	History	2		
History	2	PE(inc. Dance)	2	History or Geography	3
Civics (inc RE, PSHE and Citizenship)	1	Civics (inc RE, PSHE and Citizenship)	1	Civics (inc RE, PSHE and Citizenship)	1



PARTNERSHIP LEARNING  
**RIVERSIDE SCHOOL**  
 Excellence for All



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Technology	1	ICT	2	Spanish or German	3
ICT	1				
PE(inc. Dance)	2	<b>+ 2 options at 2 periods</b>		<b>+ 2 GCSEs at 3 periods each from:</b>	
Art	1	<b>each chosen from:</b>		Art	German
Music	0.5	Design Technology		Business Studies	History
Drama	0.5	Computer Science		Dance	ICT
		Art		Drama	Media Studies
		Music		Economics	Music
		Drama		Food Tech.	P.E.
		Dance		Spanish	Product Design
		R.E.		Geography	Triple Science
		German		R.E	



Subjects and Periods Per Week for Mixed Academic/Vocational Mini-School

	Hours per week (25 Total)		Hours per week (25 Total)		Hours per week (25 Total)
<b>YEAR 7 + 8</b>		<b>YEAR 9</b>		<b>YEAR 10 + 11</b>	
English	4	English	4	English	4
Maths	4	Maths	4	Maths	4
Science	3	Science	3	Science	3
Spanish	2	Spanish	3		
Geography	2	P.E .	2	P.E.	1
Civics (inc RE, PSHE and Citizenship)	1	Civics (inc RE, PSHE and Citizenship)	1	Civics (inc RE, PSHE and Citizenship)	1
PE(inc. Dance)	2	ICT	2	<b>+ 2 Vocational Level 2 Options for 3 periods each from:</b>	
ICT	2			Art	Media studies
History	2	History or Geography	2	ICT	Performance Studies.
Technology	1				
Art	1	<b>+ 2 options</b>		<b>+ 2 GCSE Options</b>	



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Music	0.5	at 2 periods each from:		at 3 periods each from:	
Drama	0.5	Product Design		Art	History
		Food Tech.		Business Studies	ICT
		Art		Child Development	Media Studies
		Music		Dance	Music
		Drama		Drama	P.E.
		History		Food Tech.	Performance Studies
		Dance		Geography	Product Design
		P.E.		Spanish	
		R.E.			
		Geography			





### Subjects and Periods Per Week for Supported/Inclusive Mini-School

	Hours per week (25 Total)		Hours per week (25 Total)		Hours per week (25 Total)
<b>YEARS 7 + 8</b>		<b>YEAR 9</b>		<b>YEAR 10 + 11</b>	
Literacy Focus Group (inc English, History, Geography Civics) Taught by one teacher	8	Literacy Focus Group (inc English, History, Geography, Civics) Taught by one teacher	8	English	4
Maths	5	Maths	4	Maths	4
Science	3	Science	3	Science	4
Spanish	2	Spanish	3	Civics	1
PE (inc. Dance)	2	PE (inc. Dance)	2	PE	1
ICT	2	ICT	1		
Technology	1			Voc. L2 ICT	3
Art	1	<b>+ 2 options</b>		Voc. L2 Media Studies	2



Music	0.5		<b>at 2 periods each from:</b>		
Drama	0.5		Product Design		<b>+ 2 GCSE Options</b>
			Food Tech.		<b>at 3 periods each from:</b>
			Art	Art	P.E.
			Music	Child Development	Performance Studies
			Drama	Food Tech.	Product Des

## 7.0 ENRICHMENT

Our enrichment programme reflects our ethos by giving every student further opportunities to develop key skills and personal qualities to prepare them for adult life.

The main opportunities for encouraging these qualities outside the taught curriculum will lie in a structured programme of enrichment activities taking place after the core school day, between 3.30 and 5.00 pm on Tuesdays, Wednesdays and Thursdays.

All students are required to take part in a minimum of two enrichment activities per week. All options are available to girls and boys and to students from all three mini-schools. However, guidance towards the most appropriate choices may be necessary for certain students, particularly the Gifted and Talented students and those needing intensive extra support.



## Current enrichment activities (as at July 2013):

### Sports

Tuesday:	Football
Wednesday:	Netball
Thursday:	Inter-house sports competitions
Friday:	Basketball

## Teams that play competitive fixtures:

Netball - girls  
Football – girls' and boys' teams  
Basketball – girls' and boys' teams  
Indoor Athletics - girls' and boys' teams  
Cross country - girls' and boys' teams

## Other:

Inter-house debating competitions  
STEM (science, technology, engineering and maths) Bronze Award.  
Dance Club  
Theatre Club  
International Film Club (films from different cultures and languages)  
Trumpet (Brass) Club



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Fundamental Architecture Crew (Student voice and empowerment related to the built environment)

Choir

Multi-faith Club

Cookery Club