



Riverside School

CURRICULUM POLICY

Date approved:	June 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 banding by ability. These different bands (RIVES) lead to two distinct pathways within the school, providing appropriately for students of differing aptitudes and abilities:

RIV – Ebacc pathway

ES – Vocational pathway

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

Our innovative banding 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 themselves 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 to allow them access to a curriculum which provides appropriate stretch and support, 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:

RIV: Approximately 70% of the cohort

All students following this pathway will achieve the English Baccalaureate and with the expectation that students will achieve the very highest GCSE grades.

ES: Approximately 30% of the cohort

A vocational/applied curriculum, with the expectation that students will generally achieve at least Grade Cs at GCSE.

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 which all students in this pathway will be expected to achieve 5 or more A*-C

5.0 SUBJECTS TAUGHT

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

Year 7	Hours per week (25 Total)		Year 8	Hours per week (25 Total)	
	RIVE	S		RIVE	S
English	4		English	4	
Literacy Focus Group		8	Literacy Focus Group		8
Maths	4		Maths	4	4
Numeracy Focus Group		7	Science	3	3
Science	3		Spanish	3	3
Spanish	3	3	PE	3	3
PE	3	3	Geography	2	2
Geography	2		History	2	2
History	2		Art	2	2
Art	2	2	Music	1	1
Music	1	1	Civics	1	1
Civics	1	1			

Year 9 + 10	Hours per week (25 Total)		Year 9 + 10	Hours per week (25 Total)	
	RIV			ES	
English	4		English	4	
Maths	4		Maths	4	
Science	4		Science	4	
Spanish	3		Spanish	3	
PE	3		PE	3	
Civics	1		Civics	1	
Art*	3		Art*	3	
History*	3		Edexcel Level 2 ICT*	3	
Geography*	3		NCFE Level 2 V-Cert Craft*	3	
Media Studies*	3		NCFE Level 2 V-Cert Interactive Media*	3	
Music*	3				
Computer Science*	3				

Year 11	Hours per week (25 Total)	Year 11	Hours per week (25 Total)	Year 11	Hours per week (25 Total)
	RIVa		RIVb		ES
English	4	English	4	English	4
Maths	4	Maths	4	Maths	4
Science	4	Science	4	Science	4
Spanish	3	Spanish	3	Spanish	3
PE	3	PE	3	PE	3
Civics	1	Civics	1	Civics	1
Art*	3	Art*	3	Art*	3
History*	3	History*	3	Edexcel Level 2 ICT*	3
Geography*	3	Geography*	3	NCFE Level 2 V-Cert Craft*	3
Media Studies*	3	Media Studies*	3	NCFE Level 2 V-Cert Interactive Media*	3
Music*	3	Music*	3		
Computer Science*	3	Computer Science*	3		
EPQ**					

*Option subjects. Students pick 2 subjects from the subjects offered in the respective bands

**A personalised pathway allowing those students who have completed either their History or Geography GCSE by the end of year 10 to continue their study by undertaking the level 3 Extended Project Qualification

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 bands. 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
Fundamental Architecture Crew (Student voice and empowerment related to the built environment)
Choir
Multi-faith Club
Cookery Club