



RISEDALE
SCHOOL
A family of learners

MISSION STATEMENT:

The Risedale family is committed to a positive future for all through a personalised learning journey.

AIMS:

- Celebrate success, learn from mistakes
- Build resilience, accept challenge and strive for excellence
- Shape curriculum to discover, explore and build aspiration

Curriculum Statement 2021/2022

The aim at Risedale is to provide a knowledge rich curriculum which stimulates and motivates pupils irrespective of background. All pupils deserve the chance to aspire to a future beyond normal constraints. Our curriculum looks to inspire young learners and raise expectations, so that pupils understand they are part of a greater, wider world with practically limitless possibilities. The main mantra of our curriculum is to be inclusive, to challenge and to engage all pupils positively in their learning through a broader understanding of the world around them. Throughout this, we emphasise kindness and empathy through a family ethos.

To achieve this, we have 5 clear pillars which underpins our whole school curriculum vision.

SUCCESS FOR ALL



The five pillars: The main mantra of our curriculum is to be inclusive, to challenge and engage all pupils positively in their learning through a broader understanding of the world around them. Throughout this, we emphasise kindness and empathy through a family ethos. To achieve this, we have 5 clear pillars which underpins our whole school curriculum vision.

All schemes of learning and bespoke teacher planning reflects these five pillars, to ensure a consistent approach to curriculum development. Furthermore, there is a collaborative approach across faculties with the intent to ensure that sequencing and cross-curricular links are embedded effectively across all subject areas.

The jobs of the future, with the increasing reliance on computers and artificial intelligence, are many and will be constantly changing. However, all employers agree that pupils need and deserve a rounded curriculum which encourages problem solving, strong social skills, team-work, collaboration and independence. We pledge at Risedale to ensure your child is well placed to face these future challenges with a positive outlook and strong resilience.

The achievements and qualifications gained as learners enable pupils to make positive progression at 16 to employment with training, apprenticeships or further education. Close links are maintained with post-16 educational establishments in the area (Darlington College, Richmond School and Sixth Form College and Queen Elizabeth Sixth Form College, Darlington). The school also liaises with post-16 establishments in many areas of the country which provide progression routes for some of our pupils from service families who often leave the area at the end of Year 11 due to military postings.

The curriculum is responsive to pupils regardless of their background or level of learning, and staff embrace the inclusive ethos of the school, recognising the potential of all children and young people regardless of race, gender, religion, socio-economic background, disability, language or sexual orientation.

At the heart of our curriculum is the spiritual, moral, cultural and social development of the pupils which embraces the British values of tolerance of other faiths, democracy, the rule of law, individual liberty and mutual respect. Pupils' Personal, Social and Citizenship skills are taught in Social Studies, as well as a number of other subjects, particularly in humanities, RPE and science, and developed through a PSHCEe programme, enhanced through the weekly assembly themes and tutorial program, as well focus days (collapsed timetable) each term. Careers advice and guidance are also given within the PHSCEe programme, and all pupils in Years 9, 10 and 11 undergo a one to one careers interview with an independent, impartial careers adviser.

All pupils, regardless of ability, have their learning tailored to meet their needs through quality first teaching intervention strategies. We also offer a range of opportunities both within and extended from the curriculum enabling them to develop their gifts and talents. These opportunities will include provision within formal learning, study support, extension and enrichment activities. A range of support strategies and facilities are in place to support pupils with special educational needs, disabilities, health conditions and emotional and behavioural needs to ensure they will have the support they need to flourish. These will include in-class, small group and individual support, provided by a wide range of specifically trained and expert professionals.

The school follows a one week timetable of 25 periods of 60 minutes. Pupils spend the first 30 minutes of each day with personal tutors following a tutorial, assembly and PSHCEe programme. All pupils in key stage 3 also undertake at least 15 minutes of quality reading each day as part of our accelerated reading strategy.

Key Stage 3:

At Key Stage 3 all pupils study a broad and balanced curriculum of English, mathematics, science, history, geography, RE, German and French, PE, art, design and technology, food technology, computer studies, drama, music and social studies.

Key Stage 4:

There have been a number of improvements to our KS4 curriculum over the past few years to enable pupils to specialise in their chosen GCSE and Ebacc subjects and to provide the best chance of success in their studies.

In Years 10 and 11, all pupils follow a core curriculum of English Language, English Literature, mathematics, combined science and ASDAN certified Beliefs and Values short course, PE and social studies. They also have guided EBacc options, either 1 or 2 depending on recommended pathway, choosing from German, French, history, geography or computer science. Pupils then have the chance to choose 3 or 2 more 'free' options which, in addition to the EBacc subjects, offers traditional GCSE subjects. We have also introduced a range of new GCSEs which include physical education (GCSE), engineering, drama and media studies. This ensures pupils are able to pick a broad curriculum with depth, and which has an appropriate amount of academic rigour for all pupils.

Mobility:

Risedale has an established history of providing exceptional support to provide flexibility in the curriculum due to a significantly higher rate of mobility than the national average as a result of the proportion of service children who attend our school. The HUB is established as a centre of transition and support for pupils. The curriculum will then be adapted on a case by case basis, to ensure pupils are not disadvantaged by mobility, and to ensure continuity in their studies.