



Rise College Curriculum Policy

Agreed by Principal and Deputy Principal

Agreed on behalf of Management Committee by
Chair of the board: Anthony Peltier

Signature:

Date: 5th May 2023



CURRICULUM POLICY STATEMENT

Rise College is a SEND independent College offering an alternative education to students referred by their schools and Local Authorities.

Rise College's curriculum is designed to meet the needs of all our students, stretching the most able and providing support when needed. We actively encourage students to enjoy their learning and develop lifelong skills that will support them as they move through the College and beyond.



Curriculum Intent

Our purpose is to empower our students to be the best versions of themselves.

Through our pursuit of 'restless excellence' we will deliver a powerful, knowledge-rich curriculum enabling us to widen horizons by providing deep, fulfilling, and memorable experiences. Through our curriculum, staff will inspire challenging goals and chase big dreams for every student so that they can live happy, healthy, and successful lives and make positive contributions within their communities.

We will continuously strive to ensure and assure a rigorous and evidence-based approach to designing and delivering our curriculum. Our curriculum narrative is informed by evidential research on cognitive science, memory-models so that we can help our students to remember more and do more.

By using our curriculum as a progression model, we work to make knowledge stick so that it can be used and applied in a variety of contexts and situations and in a way that will open doors and maximise the life chances of our students. As we continue to develop the curriculum Students at Rise College will expand their knowledge in all areas. They will learn the latest and greatest powerful knowledge to reach their goals and have educational justice. We will achieve this by ensuring that:

- Staff understand what powerful knowledge is and can identify it in their subject (not just exam rubric).
- All subjects have a deliberately knowledge-rich curriculum which is carefully planned and carried out in a considered manner.
- We build a thirst for learning and a love of subjects by using varied topics and an innovative curriculum – but that this also provides a good grounding for the world of work and employment training.
- Each subject area has a clear overview of their planning and rationale, through the use of a curriculum intent document and curriculum knowledge overviews.

Our curriculum is underpinned by our wider enrichment including our My Journey, My Story initiative. Students have the opportunity to access a wide variety of hobbies and other interests in a supportive and developmental environment. As such, in each subject, students acquire knowledge from all cultural domains that builds wider cultural capital. At Rise College, we teach our students powerful knowledge so that they can understand and interpret the world and to think in new and unexpected ways.



CURRICULUM DELIVERY (IMPLEMENTATION)

At Rise College, we aim to provide a broad, imaginative, and creative education. We will widen horizons through ambitious and stimulating lessons which provide rich, fulfilling, and memorable experiences. Our lessons will be deliberately outgoing and aspirational, and teachers will set challenging goals and chase big dreams for every student. Learning is at the centre of everything we do and as such we commit to developing the skills of adults and students alike in order to promote a life-long love of learning for everyone.

As a College, we will follow a clear set of expectations and a common approach to teaching and learning, so that teachers, parents, carers and students can understand and work towards the highest standards. Our expectations for Teaching and Learning ensure that teachers' planning and practice will be informed by what enables students to learn most effectively and will ensure that teachers hold autonomy in designing bespoke and responsive lessons; meeting the needs of students with SEND will sit at the heart of every lesson and learning opportunity.

We know that certain groups of students are over-represented in the cohort of students who make the least progress, this applies to students with Special Educational Needs and Disabilities and students eligible for pupil-premium funding. These students deserve and require all aspects of planning and teaching to hold a tight focus on meeting their needs through a collaborative and evidence informed approach. It is fundamentally the responsibility of the teacher to lead the learning in their classroom and meet the needs of every student. Children in care; students who are lacking in strong role models or cultural capital and students whose educational history has been disjointed, leading to gaps in knowledge and understanding should also be a priority in planning and delivering inclusive lessons which enable all students to learn effectively.

THE RISE COLLEGE MODEL FOR QUALITY TEACHING AND LEARNING

Staff will deliver and develop lessons which align with this central model for quality teaching and learning and which adhere to Five Principles of

Curriculum Delivery:

1. High Expectations and triangulated practice
2. Memorable Learning
3. Quality Teacher Instruction
4. Guided Practice
5. Independent Practice and Feedback that Progresses Learning



At Rise College, teachers will implement strategies which enable them to teach complex material in a way that is comprehensible to all students; where students will develop knowledge and skills which will become embedded in long term memory and strong and well-developed schema will form in their brains. As a result, students will experience deep learning which will empower them in following their dreams and ambitions.

CURRICULUM MONITORING, EVALUATION AND REVIEW

QUALITY ASSURANCE is an ongoing process which relies on the omnipresence of Curriculum Leaders and members of the Senior Leadership Team. Curriculum Leaders will continuously monitor the impact of their curriculum and ensure the focussed development of staff.

At the core of 'Staff First' sits the key principle that all teachers have the potential to keep improving the quality of their practice. Curriculum Leaders will ensure a supportive, structured and rigorous approach to staff monitoring and development (Quality Assurance) which puts subject specific pedagogy and curriculum knowledge at the heart of teacher learning. Ongoing Monitoring, Evaluation and Review cycles and curriculum presentations will work in parallel with structured curriculum focussed line management conversations to ensure the ongoing evaluation and evolution of curriculum.

The governing body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the college.

OPERATIONAL DETAILS

The college day starts at 9:30 am, ends at 3.00 pm and they are individualised depending on students' needs.

At intervals throughout the year the curriculum is collapsed for half-day or full day learning activities which are designed to stimulate, challenge and inform. These activities include master classes, industry, careers, SMSC, British Values, student health, wellbeing and personal safety as well as leadership days.

RISE COLLEGE CURRICULUM MODEL

We have a consistent focus on a healthy mind and body and the development of the personal character in our Curriculum. We have found Sport to be the principal method of accessing these at Rise College.



Subject	No of weekly sessions
English	3
Maths	3
Personal and Social Development Skills	1
Sports	1
Independent Living Skills	3
IT (digital skills for work/life	1
Employability Study programme	3
Art Therapy	1
Speech, Language and Communication Skills	1

Students will be supported to:

- access valuable work experience
- achieve appropriate accreditations that are meaningful and relevant
- their own personalised job-ready pack including references and a digital CV
- grow their circle of friends and support network
- Skills for Work and Living will be offered in a safe setting across college.

As well as the teaching team delivering learning through the curriculum programme, students also be provided with any specialist therapy stated in their EHCP outcomes.

STAKEHOLDERS

The Principalship will ensure that:

- the amount of time provided for teaching the curriculum is adequate and is reviewed by the governors annually • curriculum knowledge overviews together with attainment and rates of progress are monitored and reviewed on a regular basis
- the procedures for assessment meet all legal requirements and students and their parents or carers receive information to show how much progress the students are making and what is required to help them improve
- the governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum
- the governing body is advised on statutory targets in order to make informed decisions



The governing body will ensure that:

- it considers the advice of the Principalship when approving this curriculum policy and when setting statutory and non-statutory targets
- progress towards annual statutory targets is monitored
- it contributes to decision making about the curriculum

Curriculum Leaders of Subject will ensure that:

- detailed and up-to-date schemes of learning are in place for the delivery of courses within their subject area
- schemes of learning are 'live' documents that are monitored and reviewed on a regular basis
- levels of attainment and rates of progression are discussed with senior leaders on a regular basis and that actions are taken where necessary to improve these
- long term planning is in place for all courses and is in line with the assessment and reporting calendar for the college
- curriculum knowledge overviews encourage progression that is embedded with high expectations
- there is consistency in terms of curriculum delivery; curriculum knowledge overviews are in place and be used by all staff delivering a particular course
- appropriate awarding bodies and courses are selected so that they best meet the learning needs of the students.
- where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of students
- assessment is appropriate to the course and the students following particular courses; there should be consistency of approach towards assessment and feedback so that it moves learning forward
- they keep the leadership team informed of proposed changes to the delivery of the curriculum
- student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion
- they share best practice with other colleagues both within the college and in terms of curriculum design and delivery
- they oversee Continuing Professional Development (CPD) needs with regard to curriculum planning and delivery within their area of responsibility

Teaching staff and learning support staff will

- ensure that the college curriculum is implemented in accordance with this policy
- keep up to date with developments in their subjects
- have access to, and be able to interpret, data on each student to inform the design of the



curriculum in order that it best meets the needs of each cohort of students

- share and exchange information about best practice amongst colleagues, resulting in a dynamic and triangulated curriculum
- participate in high quality professional development, working with other teachers to develop skills in understanding the learning needs of students and how best to address those needs and engage them
- work in partnership with other agencies to provide an appropriate range of curriculum opportunities

Students will:

- be treated as partners in their learning, contributing to the design of the curriculum
- have their individual needs addressed through a curriculum which offers breadth, support and challenge whilst being affordable and sustainable for the college
- be given additional support if they start to fall behind in their learning, helping them get back on track quickly
- receive co-ordinated support to enable them to make the appropriate career choices

Parents and carers will:

- be consulted about their child's learning and in planning their future education
- be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives
- be informed about the curriculum on offer and understand the rationale behind it

ASSESSMENT

On referral students will be assessed using baseline tests within a period of two weeks, and activities adjusted accordingly in lessons. There after students will be assessed in English and Maths and throughout most subjects at the end of each half term. This is to ascertain the levels they are working towards and whether they have made progress by knowing more and remembering more. Ongoing assessment will be through work scrutiny to inform planning and individual target .



LIFE AFTER COLLEGE

Life at Rise College has been designed to prepare students for the next exciting steps in their employment journey. We will work with students as individuals to build a bespoke programme to help them to achieve their career outcomes. They will be supported to prepare for adulthood in four ways – Good Health, Independent Living, Friends and Relationships in the Community and Employment.

Next steps in employment or training will be secured for students in their final year at Rise College. This might mean moving to paid employment, further education and training by providing them with the right skills, knowledge and the experiences they need.

Students will become as independent as possible and throughout your time with at Rise College they will be supported to make new friends, travel independently and try new things at college and in the local community.

They will have opportunities to:

- take part in vocational taster sessions
- get involved in volunteering, supported or part-time employment
- develop practical animal care skills through Equine Assisted Therapy
- get involved and take part in enrichment activities at college and in the community including; creative and performing arts, sporting activities, health and wellbeing

