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## CURRICULUM POLICY

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### 1 AIMS

Red House School is committed to ensuring that the curriculum is broad and balanced and provides the opportunities for all its pupils to learn and achieve their potential. We aim to make provision for academic achievement which gives pupils experience in linguistic, mathematical, scientific, technological, human and social physical, and aesthetic and creative education. The curriculum aims to meet the needs of all children with the subject matter appropriate for the ages and aptitudes of pupils, including those pupils with an educational health and care plan (EHC plan). The school's aims and ethos are reflected in its personal, social, health and economic education. The School's PSHE (Personal, Social, Health and Economic Education) curriculum fully reflects these aims and ensures there are ample opportunities for pupils of all abilities to be challenged and make progress. It encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. Pupils at secondary age also receive appropriate careers guidance.

The curriculum has been planned to encourage the following amongst its pupils:

- a strong belief in the value of, and commitment to learning.
- an understanding that learning is a lifelong process.
- an ability to work independently and collaboratively.
- lively enquiring minds through questioning, investigating and making rational decisions.
- confidence in the skills of speaking and listening, literacy, numeracy and information technology.
- respect for themselves and each other.
- respect and care for the environment.
- development of physical skills via a programme of activities which is appropriate to their needs.
- the pursuit of a healthy lifestyle.
- an appreciation and respect for culture and the arts.
- an understanding of the British Fundamental Values of democracy, the rule of law, individual liberty.
- racial tolerance and mutual respect for those with different faiths and beliefs.
- an understanding of growth mindset and encouraging mindfulness and managing the demands of an academic workload.
- recognition of aspirations and achievements and celebration of success.
- preparation of pupils for the opportunities, responsibilities and experiences of adult life in British society.
- encourage SEND pupils to access the curriculum in a way that is appropriate for them in terms of an individual's access arrangements.

### 2 CURRICULUM

The curriculum at Red House is broad and balanced.

In the Early Years Foundation Stage (Nursery and Reception) pupils follow a programme of activities which is appropriate to their educational needs and learning which is outlined in the EYFS Statutory Framework; namely the three prime areas of communication and language, physical development, personal social and emotional development and the four specific areas of literacy, mathematics, understanding the world and expressive arts and design. French is also introduced.

In Key Stage One ( Years 1 & 2), pupils study Literacy, Numeracy, Science, ICT, Geography, History, Religious Studies, Art & DT, French, cross curricular topics and PSHE. Music and PE are taught by specialist staff.

In Lower Key Stage 2 (Years 3 & 4), pupils study English, Mathematics, Science, French, ICT, Geography, History, Religious Studies, Art & DT, cross curricular topics and PSHE. PE is taught by specialist staff and both year groups combine for their Games lesson on the Senior School site. In addition, Year 4 pupils participate in swimming lessons.

Pupils in Upper Key Stage 2 (Years 5 & 6), have an extra period at school each day. This enables, in addition to the subjects studied in Year 4, pupils to study Design Technology and have two afternoons of Games.

In Years 7, 8 and 9 pupils maintain a broad and balanced programme. A second modern foreign language, either German or Spanish, is studied or, for those pupils who require it, a programme of Literacy and/or Numeracy support.

It is normal at Red House for a pupil to study nine or ten subjects at GCSE. We do feel that this is sufficient for all pupils. The demands of coursework are heavy in some practical subjects at GCSE and to do more than ten subjects can produce an excessive load. It is not necessary to study more than ten subjects and there is a real risk that by attempting too many subjects, overall grades may be lowered and this is a significant disadvantage when it comes to application to University. Nine or ten subjects at Grade 8 are more valuable than a larger number of subjects at Grade 7.

In line with all good schools and with the requirements of the National Curriculum, we expect all pupils to maintain a wide and balanced curriculum at GCSE.

Every pupil in Years 10 and 11 must study English, English Literature, Maths and most will study French. All pupils study Science. A decision is not made until Year 11 as to whether pupils should enter the three separate Sciences or enter for Science + Additional Science. Pupils choose three subjects as GCSE options. They can select from: History, Geography, RS, Art, Music, Computing, German, Spanish, Design Technology, Art: Digital Photography and PE.

In some cases during the two year course it becomes clear that ten subjects is too demanding. In this case we will discuss with a pupil and parents whether it would be best to discontinue a subject. We do not encourage this and you can be assured that we never require it. It is only done by agreement.

In addition to the package of GCSE subjects, all pupils continue to be taught in a number of other important areas. All pupils follow a course in PHSE. We provide all pupils in the Senior School with access to accurate, up-to-date careers guidance that is presented in an impartial manner, which enables them to make informed choices about a broad range of career options and advice which helps to encourage them to fulfil their potential. Careers guidance takes place during PSHE lessons. Sport continues to be an important part of life at Red House.

### **3 ASSESSMENT OF PROGRESS**

In EYFS, Nursery and Reception pupils are regularly observed and staff complete the Foundation Stage Profile, a mandatory assessment required by the Local Authority at the end of Reception year. Durham University's BASE assessments are also administered at the beginning and end of the Reception year.

Durham University's INCAS assessments are also used to assess progress of pupils in Years 1-6. The school does not enter pupils for either the Key Stage 1 or Key Stage 2 Standard Assessment Tests (SATs).

In Years 7 and 9 pupils are assessed by Durham University using MidYIS tests. The MidYIS tests are designed to provide curriculum-free measures of pupils' developed abilities. Using this baseline assessment staff are able to set pupil targets for the end of Key Stage 3, as well as for GCSE. After GCSE results are received value added feedback is provided for the school. Pupils review their reports at the start of each term with their form tutors and set targets that are recorded in their pupil planner and in the tutor folder. Throughout Key stage 3 and 4 pupils who not making sufficient progress will be identified. The following interventions may then take place: dialogue with the pupil; meetings with SENCo, Head of Teaching & Learning, Form Tutor, School Mentor (if applicable) and parents.

### **4 CO-CURRICULAR ACTIVITIES**

Academic and examination work is, of course, central to the life of the school. There is, however, more to life at Red House than examinations. We believe strongly that every pupil should develop interests outside the classroom. This may be through the school's co-curricular programme or indeed within the wider community. There are many advantages to a pupil having interests and experiences outside school. This involvement contributes to a positive attitude to school and to life and this enhances academic success.

Red House School can claim a remarkable record in helping all pupils to achieve their academic potential. What we value most at the end of their time at Red House is parents saying that their child has enjoyed school and has done better than they could have hoped in the GCSE examinations.

### **5 SEND**

Red House School adopts a 'whole school approach' to special educational needs and disability. All staff work to ensure the inclusion of all pupils. The School is committed to all pupils fulfilling their potential and achieving optimal outcomes, and will use best endeavours to ensure necessary provision is made in line with SEND legislation: The Children and Families Bill 2014, SEND Code of Practice 2014 and The Equality Act 2010.

### **6 PROMOTING FUNDAMENTAL BRITISH VALUES**

Fundamental British values are defined as:

- (a) Democracy: Respect for democracy and support for participation in the democratic process
- (b) The rule of law: Respect for the basis on which the law is made and applies in England
- (c) Individual liberty: Support and respect for the liberties of all within the law
- (d) Mutual respect and tolerance: Support for equality of opportunity for all and respect and tolerance of different faiths and religious and other beliefs.

In order to promote the SMSC development of pupils, Red House School:

- (a) actively promotes the fundamental British values: democracy, the rule of law, individual liberty, and

mutual respect and tolerance of those with different faiths and beliefs

(b) prevents the promotion of partisan political views in the teaching of any subject in the School

(c) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views.

The balanced presentation of opposing views applies while pupils are in attendance at school, while they are taking part in extra-curricular activities provided by, or on behalf of, the school, and in the promotion of those extra-curricular activities, whether they are taking place at the school or elsewhere.

## **7 CAREERS GUIDANCE**

Red House School is committed to preparing its pupils for further and higher education and for the world of work through a planned programme of Careers Education and Guidance. Through this programme pupils are prepared for life beyond the classroom, offering them opportunities to become acquainted with the types of decisions and choices which will face them in the future. Pupils are encouraged to take an active role in their own career learning as well as providing them with excellent support.

Careers Education and Guidance is delivered in Years 9, 10 and 11 as part of the PHSE programme. In each of these year groups one lesson per week is used for the delivery of PHSE.

The Careers programme adheres to the DFES Framework and upholds the three aims of CEAG (Careers Education, Advice and Guidance):

1. Self-development through careers and work-related education
2. Finding out about careers and the world of work
3. Developing skills for career wellbeing and employability

Pupils are provided with independent guidance from a Youth Directions Careers Advisor. Additionally, pupils attend Tees Valley Skills – a careers event involving the leading providers of work, education and training in the local area. In Year 11 local Sixth Form Colleges, Colleges of Further Education and other Tees Valley learning providers are invited to speak to pupils and give advice on courses and other post 16 options. Those interested in pursuing a career in the world of finance or business may take part in the ICAEW business competition held at Stockton Sixth Form College. Other events and a programme of guest speakers take place throughout the year to raise awareness of different careers and the world of work.

Red House School is fortunate to have many links with local businesses, parents and the community who come willingly into lessons to give presentations. Pupils are encouraged to find opportunities for work experience or work shadowing during school vacations. Presently, we are unable to provide, and take responsibility for a work-experience week but are keen to support pupils and parents with help and advice in organizing their own.

Updated by L Roberts  
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