Reddish Vale High School

Positively changing lives through personal growth and academic excellence

Curriculum Policy 2026-7

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RESPECT - ASPIRATION - DETERMINATION - INDEPENDENCE

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1. Vision

Our school vision is to "Positively Change Lives through personal growth and academic excellence" underpinned by our core values of Respect, Aspiration, Determination and Independence.

Respect: respectful and responsible citizens who make a positive contribution to society and school life,

Aspiration: pupils who aspire to achieve academic success and excellence in everything they do,

Determination: pupils who are committed and determined to rise to every challenge on their path to success,

Independence: independent pupils who have the knowledge and skills to make the right choices, decisions and actions to have safe, healthy and fulfilling careers and lives.

Our curriculum provides pupils with the rich knowledge and skills they need to thrive in our fast-changing world and it encourages a love of learning.

We have an aspirational curriculum. Our curriculum builds on the National Curriculum and it broad and balanced, but supports depth, with key foci on retention through developing Schema, application and transferable skills.

We ensure our curriculum is personalized to the needs of our community and we build in additional cultural capital opportunities.

Our curriculum is an inclusive curriculum whereby we thrive for academic excellence for all pupils.

Our curriculum provides challenge for all pupils and is scaffolded to support all pupils in meeting the same end point.

Our curriculum goes beyond the National Curriculum, pupils have enrichment activities, for example, sports, leadership opportunities, performances, work experience and careers advice, to name a few, that provide our pupils with transferable skills, develop confidence and bring their learning to life.

At Reddish Vale High School, we take great pride in our fully inclusive ethos and practice. We firmly believe that an enriching, engaging and challenging curriculum offer **for all**, consistently delivered through high quality teaching and learning, is the key to an excellent education.

We want all our pupils, no matter what their background or previous social and academic experience, to leave school as confident, articulate, well qualified and responsible young adults. We want our pupils ready to make a highly positive contribution to their community and wider society.

2. Intent

We will provide an outstanding education to all our pupils through a curriculum which promotes high aspiration; enables academic success and excellence; and supports personal growth, preparing and equipping pupils for success in all aspects of their adult life.

Academic excellence is pursued through a stretching and challenging curriculum for all. However, in order for pupils to thrive and enjoy the challenge, personal growth assumes equal importance and therefore Personal, Health and Citizenship Education, strong pastoral support and the pursuit of wider interests are central to the curriculum in encouraging the growth of our global citizens of the future.

Our curriculum is designed to enable pupils to acquire and retain the **core** knowledge and skills they require in each subject discipline, in order to be successful in education and to transfer these knowledge and skills to later life and further learning. It is equally important that, through great teaching, the core knowledge is understood, developed, extended upon, contextualized and applied. This provides a richness of curriculum that engages pupils, consolidates learning, provides a scaffold for future advanced learning and encourages transferable skills.

3. Implementation

The overall curriculum offer and individual subject specialist curriculum provision, broken down into key stages, is outlined as a 5-year provision map.

All our pupils are entitled to and experience a broad and challenging curriculum offer in Key Stage 3 that meets National Curriculum requirements. In the first three years, an emphasis is placed on the acquisition of knowledge and skills that provides a broad and balanced foundation for the future.

In Year 9, pupils begin to make choices along a guided pathway as to which subjects they will continue studying at KS4.

GCSE courses begin at KS4 in Year 10; these two years eventually lead to a minimum of 8 qualifications at GCSE or equivalent. Our academic curriculum recognises and acknowledges that pupils have different learning styles, individual talents, interests, abilities and career aspirations, therefore we cater for this through the creative and technical courses and a small number of vocational courses available at KS4.

In order to be successful in any given subject we believe that pupils have to acquire and retain identified core knowledge and skills, taught at different appropriate stages in the curriculum, which provide the platform for future learning, i.e. the acquisition and application of extended/advanced knowledge and skills. Therefore, a mastery approach is taken to core knowledge and skills within each subject, with retention, recall and application vital to the lifelong consolidation of the core curriculum elements.

Disciplinary literacy is central to our curriculum and literacy strategy in Reddish Vale High School. Disciplinary literacy covers academic reading, writing and spoken skills used within each subject area. Understanding disciplinary literacy essentially means mapping, understanding and supporting the individual needs for literacy within each curriculum area. Unlike primary study, secondary education is delivered by a range of teachers with different subject specialisms, many of which are not experts in reading or literacy. Disciplinary literacy seeks to help departments understand the needs within each subject area, the crossover between subject areas and how literacy can best be supported across the curriculum. We have therefore ensured that CPD is in place to ensure that:

- Teachers can confidently explicitly teach reading.
- That the teaching of Tier 2/3 vocabulary is planned and implemented throughout the curriculum.
- That leaders, through quality assurance, explicitly analyse this as a strand to ensure that we collectively, throughout every subject area, are teaching literacy skills in each discipline.
- Reading for pleasure, academic reading and reading aloud are explicitly used.
- Pupils are given opportunities to develop their oracy skills.

In order for all pupils to be able to access the curriculum, reading, writing and numeracy skills are critical; therefore, early catch up is essential. We work closely with our primary schools to ease transition and identify pupils prior to or early in Year 7 who will need early intervention and catch-up. Additional literacy and numeracy support is provided where required, to enable a secure grasp of the core skills and access to the full curriculum.

Subjects work together, wherever possible, to identify knowledge, concepts, themes and skill-based links between subject disciplines. Joint planning and sequencing of teaching can help pupils to make connections that will support and boost learning, helping them to understand the world around them and their place in it.

At Reddish Vale High School, we believe that education is so much more than the acquisition of academic knowledge and skills that enables pupils to achieve and excel. Personal Growth is equally important and therefore the PSHE, creative, careers led and enrichment elements of the curriculum are of vital importance.

PSHE, including Sex and Relationship Education, Health & Wellbeing, and Careers education are taught both explicitly and within each subject area, where the opportunity

allows. PSHE is of vital importance and given a key place within our curriculum. Specialist trained staff deliver our PSHE curriculum. In Year 10, we have a discrete Personal Development period and in Year 11, we have a dedicated form time curriculum for the personal development of our pupils.

Art, Music, Dance and Drama are not only academic subjects in their own right, but also regarded as vital in developing pupils' creative talents, abilities, building confidence, a sense of self, and therefore supporting overall academic achievement.
To extend the breadth of curriculum opportunities on offer, and ensure that our pupils within our context are equipped with additional life skills and knowledge they need to support success in their future lives, we have introduced additional elements to the curriculum.

Careers education is embedded throughout the whole curriculum. Opportunities for meaningful careers experiences occur across both key stages and across subject areas. Pupils are supported to make informed and appropriate choices at the end of each Key Stage. In addition, Year 10 pupils are given dedicated careers education within lessons to prepare them for their transition to the next phase of their education, training or employment.

The curriculum is viewed as everything our pupils experience in every aspect of school life. This includes form tutor time; the wider enrichment and extracurricular offer including Sports, Art, Music, Drama, Science and Computing clubs etc.; and visits off-site including residential visits. We are proud of the whole host of opportunities offered by staff for our pupils.

All staff ensure that the implementation of the curriculum allows all pupils to achieve the same outcomes, this is done through effective use of pupils OPP and various adaptive teaching strategies. Please see SEND and Inclusion Policy for further information.

4. Impact

Formative assessment is embedded into lesson time to support pupils by checking that prior learning has been consolidated and embedded, before moving on to new learning. Teachers will use many forms of assessment including the frequent use of questioning. This informs planning, the timing and sequencing of new learning.

Success in individual subjects is closely linked to pupils' retention and understanding of subject specific language and terminology, and therefore teachers will provide regular challenges that check knowledge is committed to long term memory.
At KS3 and 4, regular formative assessment ensures that pupils are aware of their strengths and development points and our responsive teaching ensures we address misconceptions and ensure pupils understand how to improve.

Regular termly summative assessments are used to check learning and retention of previous topics/years has been embedded and we use this information, alongside

continuous assessment, to report to parents/carers whether pupils are making the good progress expected of them.

At KS4 summative assessments are supported by mock examinations to check pupils are on target to meet challenging expectations at GCSE. Progress is reported as a working at grade.

5. Organisation and planning

The school day is composed of five 60-minute lessons timetabled over two weeks. Subject specialists are deployed in all areas and pupils are supported by LSAs where needed.

In all years classes are split into two or three mixed ability bands. Within these bands subject leaders sometimes have the flexibility to set in core subjects or teach in mixed ability groups. Pupils are taught in mixed ability groups for most option subjects.

The curriculum model in Appendix 1 shows details of the number of teaching periods assigned to each subject area in each year group across a five-year plan.

Core class sizes range from 16 – 30. The smaller groups for some pupils allow for more personalised support for pupils with low prior attainment or additional need.

6. Monitoring, evaluation and review

The **Governing Body** will monitor the effectiveness of this policy and hold the Head Teacher to account for its implementation and compliance in providing and teaching a "broad and balanced curriculum" through:

- Head Teacher Reports / quality assurance conducted by the Trust and / or outside agencies.
- Meetings with the Senior Leadership Team.
- Comparison with the standards reached in each subject compared with national and local benchmarks.
- The standards achieved at the end of each year or key stage, taking into account any important variations between groups of pupils, subjects, courses and trends over time, compared with national and local benchmarks.

The **Leadership Team** will monitor the curriculum through:

- Checking all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and the intent, implementation and impact of the curriculum. This will include how the subject will be taught and assessed.

- Individual needs of pupils will be met. They have an oversight of curriculum structure and delivery within each link department.
- Detailed and up-to-date schemes of learning are in place monitored and reviewed for the delivery of courses within each key stage.
- Levels of attainment and rates of progression are discussed with HoD on a regular basis and that actions and interventions are in place to improve these.

Curriculum Leaders

Monitor the way their subject is taught through:

- Reviewing long term planning and schemes of work.
- Setting a clear rationale regarding Intent, Implementation and Impact of curriculum
- Learning walks.
- Scrutiny of pupil work.
- Appropriate selection of awarding bodies and courses so that they best meet the learning needs of our pupils.
- Consistency of approach towards, appropriateness, rigour and standardisation of assessment.
- Regular review of pupil performance data to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- Sharing best practice with other colleagues in terms of curriculum design and delivery.
- Identifying and overseeing CPD needs with regard to curriculum planning and delivery within their area of responsibility.
- Curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.

Teaching staff and learning support staff

- Ensure that the school curriculum is implemented in accordance with this policy.
- Deliver a curriculum that is fit for purpose, equipping pupils with the skills and knowledge they need for a successful future and for working life in modern society.
- Put pupils at the centre of curriculum decisions, putting their needs first.
- Help pupils understand the world in which they live, embedding in pupils key Fundamental British Values and a Social, Moral, Spiritual and Cultural purpose.
- Provide educational experiences and qualifications to meet the needs of our pupils and our local area.
- Support personal growth to equip pupils for all aspects of their adult life.
- Enable those not achieving curriculum related expectations to close the gap.
- Be committed to promoting local safeguarding concerns and issues.
- Provide equal opportunities for all pupils regardless of gender, aptitude or cultural, ethnic or religious background or sexual orientation, ensuring equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support and meeting the needs of young people of all abilities.
- Keep up to date with developments in their subjects.
- Have access to, and be able to interpret, data on each pupil to inform the design of the

curriculum in order that it best meets the needs of each cohort of pupils. Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.

- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their pupils and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

7. Parental Right to Withdraw Children from RE

The right of parents to withdraw their children from religious education (RE) lessons is set out in section 71(1) of the School Standards and Framework Act 1998.

A parent of a student at an academy can request that their child is wholly or partly excused from receiving RE given in the school in accordance with the school's basic curriculum. Parents who withdraw their child from all or part of the school's RE curriculum do not have to provide a reason. The school must comply with their request, although a school should ensure parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus.

If students are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Students will usually remain on school premises. Parents are not permitted to supervise their child during these lessons.
The rules that apply to withdrawing students from RE lessons **do not apply** to other lessons that look at religion. Therefore, a student cannot be withdrawn from any National Curriculum subject, even if they teach about religion, other than RE or some aspects of sex and relationship education (RSE).

If you think you would like to discuss withdrawing your child from RE lessons, please contact the school at admin@reddish.stockport.sch.uk for the attention of the Head Teacher.

8. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- Teaching and learning policy
- Non-examination assessment policy
- SEND Policy and Information Report
- Sex and Relationships Policy
- Equality information and objectives
- CEIAG policy

9. Legislation and guidance

This policy reflects the requirements of:

- National Curriculum programmes of study
- Special Educational Needs and Disability Code of Practice 2014 Equality Act 2010
- Governance Handbook Academies Act 2010

Appendix 1

Key Stage 3 Curriculum Model (2026-27)

Year 7, 8 & 9 Curriculum Overview

	Year 7	Year 8	Year 9	Year 10	Year 11
English	7	7	8	9	9
Mathematics	7	7	8	9	9
Science	7	7	7	9	9
Modern Languages (Spa/Gm)	4	4	4	Options	Options
Geography	4	4	4	Options	Options
History	4	4	4	Options	Options
Computer Science	2	2	2	Options	Options
Technology	1	1	1	Options	Options
Citizenship & PSHE	2	2		1	1
RE (Religion, Ethics, Moral Ed)	2	2		Options	Options
Social Studies			3	Options	Options
Art	2	2	2	Options	Options
Music	2	2	2	Options	Options
Drama	2	2	1	Options	Options
Dance	1	1	Option in PE	Options	Options
Physical Education	3	3	4	2	2
Option Subjects				4 x 5 lessons	4 x 5 lessons

At RVHS, tutor groups and teaching groups are different. In Year 7 pupils are taught in ability groups for English & Mathematics using data from their primary school SATS to create initial teaching groups. For other subjects they are taught in a mixed ability teaching group and in slightly smaller classes for PE, Dance and Technology.

In Year 8, pupils are taught in ability groups for English, Mathematics and Science. As with Year 7, their remaining subjects are taught in a mixed teaching group with smaller classes for Dance, Technology and PE.

Year 9 pupils are grouped in the same way as Year 8, however, they study dance as an option in PE and have drama in smaller classes. Pupils in Year 9 study a combined 'social studies' course which comprises Religious Education, Moral Education, philosophy, citizenship and PSHE.

In Years 10 and Y11 (Key Stage 4), pupils are supported in selecting their option subjects, enabling students of all abilities, aptitudes and interests to achieve and be highly successful. A wide range of subjects are available. All pupils select History or Geography plus 3 further options. A handful of pupils may, by common agreement, study two additional option subjects instead of three, and benefit from additional learning support as well as extra lessons in English and Mathematics.