



Curriculum Policy

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1. Curriculum aims

Our curriculum intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Enjoyment, interest, motivation and 'achievement for all' is embedded across our curriculum
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Promote the learning and development of our pupils and ensure they are ready for progression to the next stage of their learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Provide opportunities that support pupils' learning and progression, and enable them to work towards achieving their goals thus enhancing opportunities beyond Ridge Hill School
- Develop pupils' independent learning skills and resilience, to equip them for continuing education, supported internships, voluntary work and paid employment

2. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework

3. Roles and responsibilities

3.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

A robust framework is in place for setting curriculum priorities and aspirational targets

Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements

Proper provision is made for pupils with different abilities and needs. All pupils who attend this school have an EHC plan

The school implements the relevant statutory assessment arrangements

It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

All required 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 indicate how the needs of individual pupils will be met

The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board

The individual needs of pupils are met through a creative approach to the delivery of the National Curriculum

The school's procedures for assessment meet all legal requirements

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 whole-school targets in order to make informed decisions

Proper provision is in place for pupils with different abilities and needs. All pupils have an EHC plan

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

- The Headteacher is responsible for leading on the Quality of Education and ensuring that pupils have access to an outstanding broad and balanced curriculum.
- The Deputy and/or Assistant Headteachers will support this as required.

4. Organisation and planning

Our school curriculum includes:-

- Targeted interventions such as Individual Speech & Language programmes carried out by trained Speech & Language therapy assistants, as required.
- Additional targeted interventions in core and wider curriculum subjects, as required.
- Physiotherapy, Occupational Therapy and sensory programmes for pupils where needed.
- 'Talk about' groups.
- Forest School.

The wider curriculum at Ridge Hill also includes additional focused maths and English tuition, music tuition, educational visits, library visits, residential visits, sensory centre visits, food technology, Inclusive Sports, art exhibitions and enrichment weeks.

Leaders plan a coherent curriculum for their subject which is adapted by class teachers to meet the differing needs of pupils at Ridge Hill School. Planning considers the intent, implementation and impact of teaching and learning on pupil's knowledge and skills, and supports pupils in gaining a deeper understanding over time.

EYFS

Pupils in the Foundation Stage follow a curriculum that is based on the Early Years Curriculum and are currently assessed using a holistic summary of each child's progress, strengths, needs, interests, how the child learns and how the child is supported.

Pupils work on topics or themes on a 3-year cycle. They access learning in small groups, individually and through continuous provision activities. Emphasis is placed on recording progress through adult directed and child-initiated activities, this is recorded using Evidence for Learning.

Pupils engage in daily English and maths activities. Synthetic phonics is taught using Essential Letters and Sounds. Pupils have daily access to outdoor provision which is planned for as part of the EYFS continuous curriculum.

We currently use the SIMS data platform to capture pupil progress, assist with our assessments and moderation, and communicate with families.

Key Stage 1

At Key Stage 1 (KS1) there are 12 subjects (English, Mathematics, Science, Computing, PSHE – including Citizenship, Physical Health & Mental Wellbeing and Relationships Education, History, Geography, Art and Design, Design and Food Technology, Music, PE and Religious Education.)

Pupils in Key Stage 1 work on topics or themes over a 2 year cycle. They access role play, imaginative/small world play, construction play, sand/water play and physical play relative to their overall development with links to curriculum areas where appropriate.

Pupils have a daily literacy and numeracy lesson and synthetic phonics is taught using POPAT. Pupils are provided with lots of opportunities to develop reading skills and encouraged to read for pleasure as appropriate to their level of skill. Classes follow a progressive reading path; modelling, encouraging and supporting reading throughout every school day. This includes sharing books at home with families. Reading is celebrated across school and is valued within all

curriculum areas. Pupils are assessed in English, maths, PSHE, Science and Computing using the BSquared summative assessment tool. Foundation subjects are assessed using internal formats.

We currently use the SIMS data platform to capture pupil progress, assist with our assessments and moderation, and communicate with families.

Key Stage 2

At Key Stage 2 (KS2) there are 13 subjects (English, Mathematics, Science, Computing, PSHE - including Citizenship, Physical Health & Mental Wellbeing and Relationships Education, History, Geography, Art and Design, Design and Food Technology, Music, PE, Religious Education and Modern Foreign Languages.)

Pupils in Key Stage 2 work on topics or themes over a 4 year cycle. Pupils begin learning a Modern Foreign Language in Oak class and access swimming lessons at an appropriate stage in their development.

Pupils have a daily English and maths lesson and synthetic phonics is taught using POPAT. Pupils are provided with lots of opportunities to develop reading skills including shared reading, 1:1 reading and reading for pleasure. Classes follow a progressive reading path; modelling, encouraging and supporting reading throughout every school day. This includes sharing books at home with families. Reading is celebrated across school and is valued within all curriculum areas.

Pupils are assessed in English, maths, PSHE, Science and Computing using Bsquared summative assessment tool. Foundation subjects are assessed using internal formats. End of key stage assessments are made through teacher assessments.

We currently use the SIMS data platform to capture pupil progress, assist with our assessments and moderation, and communicate with families.

Autism Specialism

In addition to the relevant key stage curriculum described above, pupils in our classes follow the SCERTS curriculum. SCERTS is an evidence-based framework that provides guidelines for helping an individual become a competent social communicator and an active learner. Guidelines are also provided to help an individual to be most available for learning and to prevent problem behaviours.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our equality and diversity policy, and in our SEND policy and information report.

6. Monitoring arrangements

Governors monitor curriculum coverage and compliance with relevant statutory requirements through:

- Theme-specific link Governors
- School visits
- Accessing the school website (class news, school news, school council updates, calendar of upcoming events)
- Invitations to leader's internal monitoring feedback
- Leader's presentations to Governors
- Presentations at Governor Meetings regarding the quality of education, significant curriculum changes and data analysis.

Leaders monitor the way the subjects are taught throughout the school by:

- Learning walks
- Work scrutiny
- Formal internal moderation
- Informal internal moderation
- External moderation as part of a local network
- Staff meetings
- Data analysis
- Pupil progress meetings

School leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the Quality of Education lead, Assistant Headteacher. At every review, the policy will be shared with the Headteacher who will approve the policy and full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

EYFS policy

Assessment policy

SEND policy

Equality and Diversity policy