



Ripplevale School and College

College Curriculum Policy

Date of issue: September 2022

Review Cycle: Annual

Next Review Date: September 2023

Ripplevale School and College is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values.

While this current policy document may be referred to elsewhere in Ripplevale School and College documentation, including particulars of employment, it is non-contractual.

The school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BusinessSafe (Health and Safety)
- Atlantic Data (DBS)
- Educare (online CPD)

Ripplevale School and College is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Ripplevale School and College.

The policy documents of Ripplevale School and College are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

Ripplevale puts young person's rights at the heart of our provision in order to improve well-being and develop every child's talents and abilities to their full potential.

This policy promotes Article 29: your education should help you to use and develop your talents and abilities.

With appropriate teaching and a caring environment, Ripplevale helps learners take responsibility for their education, develop essential skills and acquire confidence to learn on a pathway to success.

Access Statement

Ripplevale promotes a fully inclusive educational provision. Learners enter Ripplevale from a wide range of settings including: maintained secondary schools as well as maintained special schools and colleges or even independent schools and colleges.

Individual strengths and needs in terms of ability, special educational needs and personality are recognised and access to learning is facilitated by use of individualised programmes supported by Teachers, Speech and Language Therapists, Occupational Therapists, Emotional Wellbeing Advocate, Specialist Teaching Assistants, Curriculum Leaders, Key Workers and Learning Mentors and a range of support staff as appropriate.

Ripplevale's Curriculum Policy ensures that we provide a curriculum that meets individual needs, that gives scope for students to enjoy and achieve in their learning experience, to ensure the curriculum offers them opportunities, to ensure economic well-being and to make a positive contribution to society.

At Ripplevale the curriculum is designed to enable students to acquire essential skills and knowledge in order to give them a 'Pathway to Success', (college) and providing a 'Gateway to opportunities' in adulthood (gateway).

Ripplevale School & College aims to

- Provide access to a pathway to success
- Provide a gateway to opportunity.
- Prepare learners for adulthood and increase independence and confidence to learn

The curriculum at Ripplevale is based on 3 aims of intent and desired impact

Aim 1 Confidence to Learn: *The curriculum aims to provide opportunities for all students to learn and to achieve.*

Ripplevale provides an innovative and engaging curriculum

- which is enjoyed by learners, supports a confidence for learning and stimulates the best possible progress for learners;
- build on students' strengths, interests and experiences and develop their confidence in their capacity to learn and work independently and collaboratively;
- that equips learners with the essential learning skills of literacy, numeracy, and information and communication technology, and promote an enquiring mind and capacity to think rationally;
- that contributes to the development of learners' sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain's diverse society and of the local, national, European, Commonwealth and global dimensions of their lives;
- encourages learners to appreciate human aspirations and achievements in aesthetic, scientific, technological and social fields, and prompt a personal response to a range of experiences and ideas;
- providing rich and varied contexts for learners to acquire, develop and apply a broad range of knowledge, understanding and skills, the curriculum should enable students to think creatively and critically, to solve problems and to make a difference for the better;
- which provides learners with the opportunity to become creative, innovative, enterprising and capable of leadership through a range of cross dimensional and vocational learning opportunities to equip them for their future lives as fully participating citizens;
- develops learners' physical skills and encourage them to recognise the importance of pursuing a healthy lifestyle and keeping themselves and others safe;

Aim 2 Pathway to Success: *The curriculum aims to promote students' creativity and imagination through an innovative, responsive and adaptable curriculum which ensures inclusion and achievement for all.*

Ripplevale provides an innovative and engaging curriculum

- which prompts the value of creativity in enabling the young person to achieve high standards;
- develops independent thought together with adaptability and the development of key and wider key skills for life, enabling learners to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity through Art;
- that motivates and promotes inclusion for all;
- which develops learners' knowledge, understanding and appreciation of the influence of art in their own lives;
- which promotes equal opportunities and enable students to value their own achievements and the achievement of others, as well as supporting more independent thoughts;
- that inspires creativity with wall displays which promote creativity as a valuable contributor to the educational provision;
- promoting students' self-esteem and emotional wellbeing through an innovative and dynamic partnership with the pastoral and academic provision within Ripplevale ;
- which develops learners' ability to relate to others and work together on whole Art and Design projects including dance, drama and music;
- preparing learners for taking risks in progressing their learning and development with a safe learning environment;
- promotes an educational accreditation processes which meets the needs, abilities (socially and academically) of learners;
- provides therapies, emotional wellbeing and access arrangements to provide equity in assessment.

Aim 3 Gateway to Opportunities: *The curriculum aims to promote students' personal, health, spiritual, moral, social and cultural development and prepare all students for the opportunities, responsibilities and experiences of adulthood and employment.*

Ripplevale provides an innovative and engaging curriculum

- which promotes learners' personal, health, spiritual, moral, social and cultural development and, in particular, develop principles for distinguishing between right and wrong;
- encourages the development of learners' knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies;
- passes on enduring values, develop learners' integrity and autonomy and help them to be responsible and caring citizens capable of contributing to the development of a just society;
- that promotes equal opportunities and enable students to challenge discrimination and stereotyping;
- which develops learners' awareness and understanding of, and respect for, the environments in which they live, and secure their commitment to sustainable development at a personal, local, national and global level;
- that equips learners as consumers to make informed judgements and independent decisions and to understand their responsibilities and rights;
- promoting learners' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, college, work and in the community;
- that develops wider key skills for life;
- enabling learners to develop positive attitudes towards opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity;
- preparing learners for the next steps in their education, training and employment and equipping them to make informed choices at Ripplevale and throughout their lives, enabling them to appreciate the relevance of their achievements to life and society outside Ripplevale, including leisure, community engagement and employment.

Curriculum at Ripplevale

The core subjects include English, Mathematics, Science (under 16's), ICT, Employability, Sex & Relationships and Curriculum for Life.

See **Appendix 1** for a course overview

A Balanced Curriculum and its implementation

Ripplevale uses four-way intervention to attain a balance to its curriculum. The 4 sections are detailed below.

Academic Attainment: Using the guidelines of the National Curriculum in Key Stages 1, 2 and 3 to prepare for examination courses in KS4 and 5, including Entry Level Certificates, Functional Skills Entry Levels, Level 1 and 2 and GCSEs, the programme also incorporates a wider curriculum, linking it to other areas of study. As with all aspects of the education at Ripplevale, there is a flexible approach to enabling students to find the most relevant examination pathway for them. At Key Stage 4 and 5 the curriculum is extended to offer vocational learning, functional learning and a curriculum which prepares the learner for academic, social and further employment success.

Creativity and Imagination: through designated Art and Design, Design Technology, Textile Design, Drama, Dance, Music, Music production and media, through the Curriculum for Life and Arts Award programme and Physical Education. The creative curriculum enables cross dimensional learning opportunities, such as whole Art Projects, Partnership working to provide Media, Dance, Singing, Music and Creative Writing. The embedding of creativity

with the curriculum has supported a more dynamic and enabling curriculum, bringing learning to life. The cross curricular links support the transition of skills for life.

Hair & beauty, engineering and construction courses are now taught in-house in purpose-built facilities by qualified staff. 'Enterprise Friday' is a favourite with older students, who enjoy running the modern café and restaurant facility established in the college.

Language and Communication: form the core of the programmes used to support students, led by the Speech, Language & Communication therapists. These are delivered by staff as part of the whole-Ripplevale approach to learning, both in the education environment and during Learning outside the Classroom (LOtC) as part of the broader educational experience.

Personal and Social Development including Character Education (see curriculum for life policy): in conjunction with the other two areas, these are vital to the rounded development of the individual. Life skills and independent living are taught, including cooking, economic well-being and independent travel. Ripplevale has a dynamic and comprehensive programme covering Personal, Health, Spiritual, Moral, Social and Cultural Education. KS2 cover personal and social development within PSHE and R.E, whilst KS3 are taught the SPHERE programme (employability, wider worlds, relationships, health & wellbeing). KS4 are also taught SPHERE, as well as current affairs, which follow the thematic framework as set out by the PSHE association. Employment and life skills are taught in KS5 to prepare young learners for further education, training and employment and to prepare them for life after Ripplevale. Across the School and College, Students also have the opportunity to take part in focus days which looks specifically at elements from the Thematic Model as devised by the PSHE association, including working with outside agencies such as METRO to deliver sessions on Sex and healthy relationships.

An Integrated Approach

An integrated, whole-provision approach to learning ensures that speech, language and communication intervention, literacy and numeracy support, and motor-coordination input are part of the day-to-day curriculum.

Such an approach is seen to be more effective, as key skills are taught and practised where they are needed most, making them relevant to everyday situations and helping to build transferable skills.

The school's curriculum is fit for purpose. It caters well for the ever-changing cohorts of pupils attending the school. No year group is the same. All pupils have very specific and complex needs. This means that staff have to constantly tailor their teaching to meet the needs of individual pupils of different abilities. This is made more difficult by the turbulence, instability or gaps that some pupils have suffered in their past education. [Ofsted 2020]

Teaching Methodology

- Small groups of approximately 10 students with 1 Teacher and additional levels of support that is appropriate to needs of the students across the school and college.
- Emphasis on core subjects, literacy, numeracy and ICT (additionally Science at KS1 – 4).
- Key Stage Frameworks (schemes of work) for Specifications provide planning structure based on the length of the course.
- Assessment for Learning Policy (this should be read in conjunction with this policy)
- Progress tracked in the Autumn, Spring and Summer term, with progress commented on by subject teachers on each student's individualised learner target sheet which are then presented and discussed with parents during interim reviews throughout the year.

- Internal Quality Assurance processes are well embedded and reported as good practice. Direct claims status has been awarded for some courses as a result of external quality assurance reports.
- Collaborative working with Speech, Language and Communication, Occupational therapy, Dyslexia intervention and Emotional Wellbeing team.

Approaches to Teaching

The key focus is on a person centred provision whilst considering a structured and appropriately challenging learning experience for each young person.

All educational staff are supported by Speech, Language and Communication Therapists, Dyslexia therapist and Occupational Therapists in developing the most appropriate methods to support the individual needs for each learner across Ripplevale . A number of staff are trained within ELKLAN Speech and Language Training at Levels 2 and 3.

Learning Outside the Classroom (LOtC) opportunities enrich the classroom based curriculum. Activity days promote the Ripplevale Curriculum for Life programmes and provide opportunities for Community Studies, whilst also promoting the sense of community within Ripplevale . Residential and Day Trips in the UK and abroad provide learning experiences for MFL, Life Skills, Travel training and Personal and Social Education. LOtC is an essential part of the learning process for all learners, and all curriculum planning should look for opportunities to include a range of different LOtC experiences at all levels and across all subject areas. LOtC must be fully inclusive, frequent, continuous and progressive, with specific learning outcomes. Learners should be involved in planning and follow up work in lessons. Links should be made between different curriculum areas to achieve cross-curriculum learning outcomes.

Ripplevale has adopted the ASDAN programmes of study which incorporates communication, numeracy and the use of ICT, with additional skills of research, discussion, presentation, improving own learning and performance, working with others and problem solving. Within every Key Stage, students are able to work towards improving their cognitive and academic abilities which are recognised within the programme as well as through pre entry and entry level unit awards which are more suited to those learners who benefit from a more practical based learning approach and are working towards Entry Level qualifications.

Communication

The use of Social Stories, which are individualised to meet the needs of young people, with clear simple words and visual aids, provide step by step instructions that promote our ability to support comprehension within communication. This is facilitated and supported by the SLCT and Emotional Wellbeing team. The use of comic strip conversations in the school are also used where appropriate to assist the young person with autism to develop greater social and emotional understanding.

Both of these form part of an individualised intervention strategy.

Ripplevale , through the ASDAN programme, provides opportunities and scenarios to develop language and social communication into real life situations. This is evidenced in the following modules of work

- Communication
- Use of leisure time
- Personal management
- Use of number in the community
- The environment
- Personal health and survival
- Science and technology in our World

- Expressive arts
- Beliefs and Values

These are also covered through ASDAN life skills challenges which cover a range of topic areas including citizenship, expressive arts and PSHE, as well as additional units under the heading “Preparing for Adulthood pathway” including community inclusion and employment.

Ripplevale also provides UK based residentials, as well as overseas trips, extracurricular activities and learning in the community opportunities in order to practice learnt skills in the use of language and social communication and help build transferable skills.

Physical, Sensory and Medical

Ripplevale addresses significant motor control difficulty in order for it to not have a negative effect on education, development and self-esteem. Ripplevale provides a range of appropriate and effective strategies to support sensory processing difficulties so that our students do not experience a barrier to their progression, engagement, anxiety and self-esteem.

Ripplevale has a qualified Occupational Therapist and an assistant as part of the team. The programmes developed for all learners are personalised and address the needs of the individual. The Physical Integration Programme led by the Therapist is integrated throughout. Ripplevale will complete an initial assessment during Taster Days or on entry.

Ripplevale has an ongoing investment in communication and ICT increasing the access to computers. Any student with the need for a PC identified on his or her Educational, Health and Care Plan, is provided with a personal laptop.

Social and Emotional

Within Ripplevale, there is a House System which involves both staff and students. Learners are identified by teachers, teaching assistants and other Ripplevale staff, and promote learners for Headteacher commendation awards. These are valued by learners as they contribute to the House System and to the Awards Ceremony at the end of the Academic year.

The House System, promotes the ‘family atmosphere’ and the range of reward and recognition systems within Ripplevale have impacted positively on the raising of self-esteem and confidence for all attending young people. The work undertaken by the educational community as a whole, together with close communication with parents, have enabled Ripplevale to engage young people who have found themselves unable to attend school or college previously, take risks with their learning and engage in greater level of community activities including assemblies, drama productions, media projects, radio interviews etc. The emotional wellbeing provision within college also provides in-house Mentoring, Coaching and Counselling. Ripplevale has a developing peer mentoring and tutoring programme through the short course programme, as young people work towards the achievement of the ASDAN peer mentoring award.

Ripplevale engages with the community to fund raise for Charities and to provide networking support for parents and carers. These events support the development of social interaction skills. This work is recognised through the ASDAN programme.

Self-Help and Independence

In Year 11 students are expected to prepare for college and complete the Careers Short Course, Roadwise and Personal and Social Education course. As students move on to the college provision, further emphasis is placed upon developing students’ independence. A transition programme is also in place to allow students to experience the college provision for a year.

This provision encourages the development of age appropriate self-help, independence and organisational skills from a base of nurtured support. All young people progress at their own pace, however the structure of the transition from one Key Stage to the next provides opportunities to set clear expectations and support to enable the development of skills for life.

How does Ripplevale identify / monitor anxiety in young person who mask their anxiety?

Ripplevale are aware that learners often display high levels of anxiety and concern at home, whilst masking this in Ripplevale. This is a common situation with young people identified on the autistic spectrum. The anxiety is often linked to the young person's perception of their inability to engage with the community and learning which is presented at school/college. They therefore withdraw and seem compliant and then at home release this tension.

Leaders and staff constantly consider the delicate balance between providing academic challenge and nurturing pupils' emotional well-being. Developing pupils' confidence and resilience are both seen as equally important. One pupil told the lead inspector, 'This school is my hope.' Other pupils who were present smiled and agreed. [Ofsted 2020]

Ripplevale is able to ensure that the community is one in which learners will feel a full participant with 'like' young learners.

Ripplevale provides

- Structure where the environment is predictable, accessible and the community is understood and everyone within it is known.
- Measured and appropriately challenging educational targets for achievement which are monitored and regulated according to need.
- Positive approaches and expectations to support the development of self-confidence and self-esteem building on the natural strengths, interests and abilities of the young learner.
- Empathy and understanding which underpins the approach to communication and reducing anxiety for the young learner and for the parents/carers.
- A calm and ordered environment which reduces anxiety and supports engagement, focus and concentration.
- A close working relationship between the Speech, Language and Communication Therapy and the Occupational Therapy, Pastoral Care, Emotional Wellbeing Team and team (Learning Mentors and Youth Workers) promotes a sustained and consistent approach to supporting the learner.

Establishing Autism Friendly Classrooms

- Balanced differentiated curriculum
- Flexible teaching arrangements
- Topics changed frequently to support skills in dealing with change
- Autism specific teaching using written step by step instructions with colour coding
- Visual timetable
- Calling by name
- Only essential visual aids at front of class
- Windows frosted to allow in light but minimise distractions
- Frequent breaks
- Sensory fiddlers
- Move and sit cushions
- Back cushions for comfort
- OT checks for seating heights of chairs and tables
- Calm environment

- Sensory arousal exercises
- Clever fingers programme for fine motor skills
- Individual pastoral care plans (e.g. personal management issues)
- Pencil grips
- Help with communication skills through a variety of teaching and therapy approaches
- Contact books for daily communication with parents
- Time out for calming down
- Mentoring
- Desks facing front of classroom
- Students own learning styles considered in planning
- Concrete apparatus
- Instant feedback with marking
- Scribes when needed
- Routine
- Personalised learning programmes
- Desk alphabet, name and number line to promote independence
- Understood and discussed personal target

Promoting Independence

The curriculum addresses the learning needs of post-16 students and supports some development of their independent living skills as well as their communication, literacy and numeracy skills.

Students take part in a good range of physical education activities which are available through a partnership with a specialist provider. Students enjoy activities such as tennis, swimming and the using the trampoline and these activities have a good impact on improving their health and fitness.

Regular outings, such as to museums and local places of interest, extend students' knowledge of their locality and of aspects of the wider world. [Ofsted]

Sixth-form students receive good preparation for their future as a result of an individually tailored programme of study and support. [Ofsted 2017]

Approaches to Learning

With careful, well-prepared support from teachers and assistants, students take part actively in lessons and enjoy learning. They take pride in their work, much of which is attractively displayed in classrooms and around the school. [Ofsted 2013]

Ripplevale develops students' learning through:

- A structured, cumulative and multi-sensory approach to learning
- Providing students, the opportunity to learn through their individual learning style, whether auditory, visual or kinaesthetic
- Accessing areas of strength in each individual student and providing help and support in areas of weakness
- Developing motivation in students who may lack enthusiasm.
- Dynamic, interesting and relevant learning opportunities which are appropriate to the students' age and level of comprehension.
- Organised and structured learning, for example a predictable, visual timetable, with preparation for change, that supports student learning
- Encourage and develop confidence to tackle new learning
- Overcoming barriers to learning enabling students to become more independent learners.
- Enrichment learning opportunities through the College Student Voice, Eco Committee, Art and Design Group, Out of School, Community Partnership Projects, ASDAN Scheme of Work, Community Studies, Duke of Edinburgh awards, Work

Experience within the school and the community, Homework and School based clubs, Games, trips and residential.

- Involving students in own learning; reviewing own targets and learning during lessons.
- Cross dimensional learning opportunities
- Celebrating success; merits, certificates, awards, six weekly celebration assembly.

Students are encouraged to develop organisational skills and independence through:

- Appropriate tasks
- Building of self-esteem and confidence
- Development of positive 'I can' attitudes
- Cooperative working situations
- The provision of suitable opportunities
- Encouraging responsibility and responsible attitudes

Making the curriculum fully accessible

Professionals from occupational, speech and language therapy services provide expert, helpful interventions for students as well as valuable advice to teachers and assistants.

Students use information and communication technology effectively to extend their learning, especially in literacy and numeracy. [Ofsted]

The addition of the 'college' building has brought a new dimension to the culture and ethos of the school. Directors and school leaders have identified that the curriculum can now evolve to provide more breadth and depth of study. This is particularly the case for the growing number of pupils capable of achieving GCSE qualifications, and in further developing the school's vocational education offer. [Ofsted 2020]

- Specialist support from SLCT and Occupational Therapy
- ICT specialist teaching and support for Curriculum delivery
- Emotional Wellbeing support
- Personalised Learning Programmes and Plans
- Differentiated learning
- Curriculum which covers all learning styles
- Adaptations for students unable to write effectively; for example, pen grips
- Whole school learning environment
- Use of personalised timetables
- Intensive interaction
- Intervention and Support Programmes
- Specialist programmes for ICT on laptops
- Peer and self-assessment improving own learning and performance
- Repetition and reinforcement of new concepts or previously learnt skills
- Multi-sensory techniques are used to promote learning
- Fully inclusive learning environment
- Development of self-esteem and confidence to learn
- Appropriate levels of challenge to engage and progress identified through personalised learning programmes

The Learning Environment

Learning from Key Stage 1 to 4 is organised in a way that is appropriate to age, maturity, ability and aptitude. Post 16 learners are taught within the College and Gateway, dependent on the progressive pathways they are on.

Students have the opportunity to learn:

- Individually, in groups and as a class
- Making appropriate decisions

- Cooperatively developing working with others skills
- Solving real-life problems
- Developing ideas and creative skills
- Developing social and communication skills
- Developing independent skills for life and study
- Collaboratively in groups such as Art and Design Group, School Council and Bullying Intervention Focus Group
- Using own initiative
- With support when necessary
- Achieving recognisable awards, certificates and qualifications

Learning takes place in an environment which:

- Challenges expectations
- Develops each individual
- Is peaceful and calm
- Is happy and caring
- Works within organised learning frameworks
- Is appropriately resourced
- Makes learning accessible to all
- Encourages and is appreciative of all levels of achievement
- Encourages positive attitudes in the school community
- Does not discriminate but celebrates diversity
- Provides equal opportunities
- Provides a positive work ethic

The school provides a safe and nurturing learning environment for its students and ensures that they are safe. classrooms that are light and airy and are generally well resourced [Ofsted]

Working in Partnership to ensure access to a broad and balanced curriculum

These include:

- Squirrels Horse Riding School
- Huguenots Museum for Art and History Projects
- Anne Frank Trust – Ambassador Programme and supporting History, Citizenship
- British Legion – Rochester and Stroud supporting History, Curriculum for Life
- AcSEED – Supporting Emotional Wellbeing
- ASDAN – Supporting Projects within the School and College, including the new Ripplevale Ambassador programme.
- Therapy Garden - Supporting Land-based and Emotional Intelligence
- John Nike Leisuresport – Chatham Ski & Snowboard Centre Alpine Park supporting work experience
- Bridgewood Manor Hotel supporting work experience and shadowing
- Topps2Toe Hair and Beauty – Supporting work experience and shadowing
- QHOTELS – Supporting work experience
- Rochester Cathedral – Supporting the Curriculum for Life, PSE, Art and Design, History and Religious Education.
- Medway Park Leisure Centre – Supporting Physical Education and Expressive Arts
- Little Fish Theatre – theatre which supports the development of skills for life
- Designed by Esther – supporting Art, Design and Presentation.
- Dynamics, a company outsourced via the Medway Music Hub to support our Music provision.
- SB Hair & Beauty Academy – supporting the development of the Level 2 hairdressing course for Mirror Image, Ripplevale .

Health and Safety

- Ripplevale Welfare, Health and Safety policy.
- Each student has an individual risk assessment.
- Risk assessments are also completed by the appropriate staff for rooms and activities onsite and LOtC and are held centrally at School Reception.

Independent Study and Homework

Ripplevale School identifies that homework is one of the principal ways in which student achievement can be raised and therefore promotes homework for those students in Year 9 and above.

The aim is to:-

- enable students to understand that independent learning is vital to achieving success;
- give every student the opportunity to fulfil their potential;
- instil in all students the importance of life-long learning;
- provide training for students in planning & organising time;
- promote a responsibility for learning within each student.

For homework to be effective it has to be stimulating and challenging; supported by the quality of the teaching and learning occurring in the classroom. Parents are encouraged to give us feedback on the impact of homework on the wellbeing of our learners.

[Homework Policy]

Community Projects and LOtC Policy

Ripplevale School and College arranges community projects and out of school educational learning opportunities as part of a practical, creative and multi-sensory approach to its school curriculum.

[LOtC Policy]

The Curriculum for Life

We want everyone in Ripplevale to appreciate and celebrate how unique and special every person is. As a learning and caring community, we are dedicated to establishing high aspirations, a love of learning which will enable all of our young people to be confident, caring and to develop independent life skills.

Inspiring and engaging young people in learning about the world, we are constantly reviewing our Curriculum for Life which includes a combination of taught lessons which are recognised through the accreditation supported by

- NCFE Personal and Social Development,
- ASDAN Certificate of Personal Effectiveness,
- ASDAN Wider Key Skills,
- ASDAN Bronze and Silver Award;
- OCR Psychology
- Drop down days where students learn about specific topics such as British Values, Radicalisation and Extremism.

Ripplevale Student Voice, College and Gateway Parliamentary Voice sessions provide further opportunities for learners to explore their own knowledge and understanding of the world.

Annually there are a range of activity days or focus themes, which look at areas of study within the Curriculum for Life:

- Personal, Social and Health
- Spiritual and Moral
- Cultural diversity
- Prejudice and Discrimination
- Safeguarding

We nurture and guide our young adults in their individual learning journeys so that they are happy, confident and knowledgeable about the world they live in.

The Curriculum for Life together with the rest of our curriculum is designed to be engaging and be a purposeful learning experience that is relevant to our young adults.

[Equal Opportunities and Diversity Policy]

Drugs and Alcohol Education

Ripplevale delivers effective drugs and alcohol education through the Curriculum for Life and PSD programme. The work completed by students is recognised through awards and certificates within Personal Social Development, Certificate of Personal Effectiveness, Wider Key Skills and Science Curriculum.

The content of this curriculum is highlighted in the qualification specifications, Ripplevale School Schemes of Work and in the Personalised Learning Plans of students.

[Drugs and Substance Misuse Education Policy]

Sex and Relationships Education

Sex and Relationship Education is delivered as set out in the National Curriculum. We recognise that we are only one component of our student's education and that family, community and social groups all have a contribution to make on Sex Education.

[Sex and Relationships Policy]

Online Safety

The Online Safety is part of the ICT and Curriculum for Life Frameworks (CoPE/ ASDAN).

[Online Safety Policy]

Employability, Careers Guidance Course and Work Experience

The Careers & Experiencing Work Short Course is delivered in Year 10 and above. This programme is run by a fully qualified CIAG trained professional.

'to secure independent and impartial careers guidance for young people' (Education Act 2011)

by securing access to independent careers guidance for students aged 13-16 and providing information on options for Post-16 education, training and Apprenticeships. Students research, present and discuss within the modules of study and present their knowledge and understanding in a portfolio.

The school uses a range of visitors, profession advisers and speakers to enrich the course and links the ICT based programmes to access information on Careers Guidance and future training, education or employment opportunities.

The Careers & Experiencing Work Short Course comprises seven modules:

- Self-Development
- Career Exploration
- Career Management
- Considering Higher Education
- Considering Apprenticeships
- Preparing for the Workplace
- Being at Work

[Employability, Careers Guidance and Work Experience Policy]

Assessment and Reporting

The progress of students at Ripplevale is monitored throughout the year. Functional Skills testing through BKSB (elearning platform for assessment and learning) and WRAT5 assessment provides evidence of progress and achievement as well as the use of past papers.

Reports for Year 11 students and those learners who are preparing for their next steps in education are written in December to support transition to further education opportunities,

All educational reports are issued in July and are reviewed with parents during the interim and annual reviews, with target sheets being sent home in December and at Easter. An end of year report is sent home at the end of each academic year.

Equal opportunities

All students will have equal access to the curriculum and organised activities. The school will take into account: disability, gender, SEN, ethnic group, race, sexual orientation and culture. [Equal Opportunities and Diversity Policy].

Examination and Awarding Bodies

The curriculum is supported by the following examination and awarding bodies

- OCR
- WJEC
- NCFE
- ASDAN
- NOCN
- City & Guilds
- Arts Award Ripplevale College, London
- VCTC
- AQA
- NOCN
- Edexcel, Pearson

Appendix 1

| Key Stage | KS2 | | | KS3 | | | KS4 | | KS5 | |
|-------------------|---|------------|------------|------------|------------|------------|---|----------|-----------------------------|----------|
| Year group | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 |
| <i>Su</i> subject | Maths | Maths | Maths | Maths | Maths | Maths | Maths | Maths | Maths | Maths |
| <i>Exam board</i> | NCFE | | | | | | City & Guilds, Pearsons, NCFE | | | |
| <i>Su</i> subject | English | English | English | English | English | English | English | English | English | English |
| <i>Exam board</i> | NCFE, ASDAN | | | | | | City & Guilds, WJEC, NCFE | | | |
| <i>Su</i> subject | Science | Science | Science | Science | Science | Science | Science | Science | | |
| <i>Exam board</i> | NCFE, ASDAN | | | | | | City & Guilds, WJEC, NCFE | | | |
| <i>Su</i> subject | ICT | ICT | ICT | ICT | ICT | ICT | ICT | ICT | ICT | ICT |
| <i>Exam board</i> | NCFE, ASDAN | | | | | | NCFE | | | |
| <i>Su</i> subject | DT | DT | DT | DT | DT | DT | | | | |
| <i>Exam board</i> | NCFE | | | | | | | | | |
| <i>Su</i> subject | Art | Art | Art | Art | Art | Art | Art | Art | Art | Art |
| <i>Exam board</i> | Trinity College London Arts Award (Explore) | | | | | | Ripplevale College London Arts Award (Bronze, Silver) | | | |
| <i>Su</i> subject | | | | | | | | | LSS | LSS |
| <i>Exam board</i> | | | | | | | | | ASDAN | |
| <i>Su</i> subject | LSS | LSS | LSS | LSS | LSS | LSS | LSS | LSS | LSS | LSS |
| <i>Exam board</i> | ASDAN | | | | | | ASDAN | | | |
| <i>Su</i> subject | Humanities | Humanities | Humanities | Humanities | Humanities | Humanities | History | History | History (& R.E in Academy) | |
| <i>Exam board</i> | ASDAN | | | | | | OCR ELC | | WJEC GCSE | |
| <i>Su</i> subject | Food Tech | Food Tech | Food Tech | Food Tech | Food Tech | Food Tech | Catering | Catering | Catering | Catering |
| <i>Exam board</i> | ASDAN | | | | | | VTCT | | | |
| <i>Su</i> subject | P.E | P.E | P.E | P.E | P.E | P.E | P.E | P.E | Duke of Edinbrugh | |
| <i>Exam board</i> | Practical sessions | | | | | | | | DofE Bronze/Silver award | |

| | | | | | | | | | |
|-------------------|---|--------------------|--------------------|--------------------|--------------------|--------------------|---------------------------|--------------------------|--|
| Suubject | SPHERE | SPHERE | SPHERE | SPHERE | SPHERE | SPHERE | SPHERE | SPHERE | |
| Exam board | ASDAN | | | | | | | | |
| Suubject | Wider World | Wider World | Wider World | Wider World | Wider World | Wider World | Wider World | Wider World | |
| Exam board | ASDAN | | | | | | | | |
| Suubject | Music | Music | Music | Music | Music | Music | Music | Music | Music , Music Production |
| Exam board | Trinty College London Arts Award (Explore) | | | | | | NCFE | | Ripplevale Collge London Arts Award, NCFE |
| Suubject | | | | | | | Forrest School | | |
| Exam board | | | | | | | John Muir Award | | |
| Suubject | | | | | | | Construction | Construction | |
| Exam board | | | | | | | NCFE O.S | City & Guilds | |
| Suubject | | | | | | | Engineering | Engineering | |
| Exam board | | | | | | | NCFE O.S | City & Guilds | |
| Suubject | | | | | | | Hair & Beauty | Hair & Beauty | |
| Exam board | | | | | | | VTCT | VTCT | |
| Suubject | | | | | | | Pony Care | Equine Studies | |
| Exam board | | | | | | | Riding Award BHS | Riding Award BHS | |
| Suubject | | | | | | | Land Based Studies | | |
| Exam board | | | | | | | NCFE O.S | | |
| Suubject | | | | | | | | Psychology | |
| Exam board | | | | | | | | OCR GCSE | |
| Suubject | | | | | | | Forrest School | | |
| Exam board | | | | | | | ASDAN | | |
| Suubject | | | | | | | Animal Care | | |
| Exam board | | | | | | | ASDAN | | |
| Suubject | | | | | | | Performing Arts | | |
| Exam board | | | | | | | NCFE Lv2 | | |
| Suubject | | | | | | | Music Production | | |

