

School Headline and Checklist/Information

(Section 5 Handbook used published by Ofsted in July 2023)



RISEDALE
SCHOOL
A family of learners

Timeline:

Initial document created:	Saturday 1 st April 2023
General School Information to be added:	SLT residential 15 th September 2023
Draft Development Plan (Key 4 priorities):	Friday 29 th September 2023
Governors to receive document for 2023/2024 by:	Governors' Meeting 3 rd October 2023

(This document is a 'live' document and undergoes regular updates on our internal online processes. The dates above represent latest printed information)

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Our Whole School Curriculum and Faculties

Teacher planning is focused on sequential pupil learning. Risedale School, having listened to staff and pupils, have a new and inspiring vision for the whole school curriculum. This is known as “The Risedale School Five Pillars of the Curriculum” which underpins our desire to strengthen the whole child for their future. This is, in fact, not a new creation for us but is the accumulation of a focused process over several academic years.



The expectation is that all planning and delivery within all subject areas and across both Key Stages 3 and 4 explicitly reflects these five pillars for our pupils.

- Cultural Capital and Knowledge for Success is intended to broaden our community’s awareness, understanding and acceptance of the world around us. In this, we support international visits to a range of international countries such as Germany and France and has renewed with vigour following the Covid Pandemic. The school is looking to expand potential international links before the two named countries as we move forward in this development. This helps our pupils to work in harmony with people just like themselves but from different backgrounds.
- Aspiration is the belief that every young person can aspire to be whatever and whoever they want to be in a multi-cultural and diverse global society. At school we strive to raise the concept of aspiration through all aspects of the curriculum and push young people to believe in themselves.
- Being Language Rich is vital for young people to have the skills they need to learn about the world around them and to access future learning opportunities that will help them succeed. They cannot learn about other subjects if they cannot understand the text to be able to read or write about them. Reading remains a school priority in all areas of our work.
- Independence and Resilience aims to develop within the individual an attitude that never gives up. We recognise pupils will, at times, fail. But failing is important as it is how we learn! Pupils who are both resilient and independent are much more capable of succeeding in their later lives.
- Kindness and Empathy, although the last of our pillars, is nonetheless a thread that runs through the heart of everything we want our young people to be and to do. We want to ensure our young people grow up to be kind to others and have respect and understanding for those less fortunate than ourselves.

Risedale School is made up of six main curriculum areas, additionally supported by the two areas of SEND and our own Internal Alternative Provision. Our internal alternative provision is tasked to support those pupils who find mainstream education challenging, causing behaviour and disruption concerns and aims to re-engage learners towards their education, reduce exclusions and support their mental well-being through a temporary curriculum and targeted counselling support.

Year Team Structure 2023 to 2024

KS3 (Years 7 to 9) Leader: Sam Wright

	Personal Tutor	House	Classroom Base
Year 7	Jamie Metcalfe	Pankhurst	Maths Corridor Room 12
	James Pugh	Seacole	Maths Corridor Room 15
	Jo Laheney	Seacole	Admin Corridor Room 6
	Jessica Rodgers	Turing	Technology Room 42
	Andrew Dean	Attenborough	Maths Corridor Room 13
Year 8	Josh Allen	Attenborough	Science Corridor Room 03
	Emma Blatch	Pankhurst	Science Corridor Room 04
	Amy Douglas	Pankhurst	English Corridor Room 30
	Michael Gunnell	Seacole	Maths Corridor Room 14
	Andrew Lawson	Turing	English Corridor Room 31
Year 9	Caroline Knight / Katie Smith	Pankhurst	English Corridor Room 27
	Dan Garvey	Seacole	Geography Corridor Room 23
	Martin Sandell	Attenborough	English Corridor Room 26
	Jacob Shephard	Attenborough	Science Corridor Room 02
	Katie-Anna Vizor	Turing	Technology Corridor Room 34

KS4 (Years 10 and 11) Leader: Andrea Benson

	Personal Tutor	House	Classroom Base:
Year 10	Laura Dunphy	Pankhurst	Maths Corridor Room 16
	Ryan Ford	Attenborough	Library 2
	Andrew Hill	Seacole	Humanities Corridor Room 24
	Michael Houlgate	Turing	Humanities Corridor Room 25
	Nick Watkinson	Turing	English Corridor Room 28
Year 11	Selina Brierley	Attenborough	Technology Corridor Room 32
	Dale Louison	Turing	Food Technology Room 39
	Dean Higham	Pankhurst	Science Corridor Room 5
	Amy Southworth-Gedye	Seacole	Music Corridor Room 18
	Jaime Westwood	Attenborough	Technology Corridor Room 38

Supported by Pupil Support Manager (Careers and Service Children's Advocate) Helen Porritt alongside PHSE and Social Studies Leader Laura Dunphy.

School Staffing and Governor Structure

Colin D Scott	Headteacher
James Yates	Deputy Headteacher (Safeguarding, Curriculum Compliance and Timetable) SLT Link to all senior teachers
Stef Blood	School Business Manager (Admin / IT support Teams)
Stacey Burke	EAL and SENCO
Sarah Cox	Behaviour, Deputy Safeguarding, Attendance and Equalities
Mark Kirkbride	STEM and Internal Alternative Provision
Jane Hailwood	Personal Development, RSE and PHSE Strategic Lead
Gill Morrissey	Facilities Manager – part time (Catering/Site Teams)
Gemma Roberts	Teaching and Learning, CPD and Performance Management
Richard Sherwood	School Outcomes, Intervention, Recovery and School Surveys

Teaching staff:

Joshua Allen	(Science)	Emma Blatch	(Science + Asst SENCO)
Selina Brierley	(PE Lead)	Stacey Burke	(English Teacher + SENCO)
Rachel Campbell	(Alternative Provision)	Mark Carter	(Mathematics Lead)
Sarah Cox	(Music + Creative Arts Lead)	Catherine Davies	(SEND Teacher)
Andrew Dean	(Maths Teacher)	Amy Douglas	(English)
Laura Dunphy	(Social Studies Lead)	Ryan Ford	(Humanities)
Dan Garvey	(History AOR)	Ron Gückel	(Modern Languages)
Michael Gunnell	(Maths)	Jane Hailwood	(Science Lead)
Dean Higham	(Science + Asst SENCO)	Andrew Hill	(Humanities)
Michael Houlgate	(History Lead)	Mark Kirkbride	(Technology Lead)
Caroline Knight	(English)	Jo Laheney	(RE Lead)
Andrew Lawson	(PE)	Dale Louison	(Food)
Jamie Metcalfe	(Maths AOR)	Richard Miller	(Modern Languages Lead)
Sheila Plews (0.5 FTE)	(Alt Provision/Creative)	James Pugh	(PE)
Gemma Roberts	(Head of Communications)	Jessica Rodgers	(Computer Science Lead)
Martin Sandell	(English)	Jacob Shephard	(Science)
Richard Sherwood	(Humanities Lead)	Katie Smith	(English cover)
Amy Southworth-Gedye	(Drama Lead)	Colin Scott	(Headteacher)
Katie-Anna Vizer	(Technology)	Nick Watkinson	(English)
Jaime Westwood	(Art Lead)	James Yates	(Maths)

Other Staff:

HLTAs; Wendy Carlisle, Yvonne Deighton, Elaine Pippet

GTAs; Tracy Brown, Carrie Lowe, Richard Meacher, Anita Piper, Paige Smith

Library; Jo Sellers

Site/Admin/Catering/IT Teams; Gillian Allan (Admin/Finance Assistant), Angelique Armstrong (Senior Office Supervisor), Jane Atkins (Head Chef), Stef Blood (School Business Manager + Head's PA), Paula Clarke (Kitchen), Jen Gardiner (Marketing/Publicity), Neil Griffith (Grounds), Rochanne Hardstaff (SEND and Behaviour Admin), Stacey Johnson (Science Technician), Jane Jones (Asst Head Chef), Michael Kay (Digital Officer), Simone Meades (Admin/Attendance), Luke Metcalfe (Digital Technician), Jack Morris (Admin/Finance Assistant), Gill Morrissey (Facilities Manager – Part Time), Gary Palmer (Caretaker), Kizzi Price (Admin/Medical), Ray Raw (Technology Technician), Noreen Ryder (Dining Room/Events Asst and Lettings), Helen Simpson (School Bursar – Part Time), Ray Simpson (Site Caretaker), Alison Swales (Kitchen)

Year Team Managers; Sam Wright (KS3), Andrea Benson (KS4)

Other Support; Gary Lamont (Pastoral Support – Part Time), Helen Porritt (Military and Careers)

Exams and Finance; Julie Tonkin (Exams/Data Manager)

Alternative Provision; Paul Cornforth (Lawrence House and Hub Manager)

School Counsellor; Lisa Smith

Governors

Colin D Scott Headteacher Gov	Amy Beveridge Parent Gov	VACANCY Co-opted Gov	John Glahome Chair of Gov	Gary Morley Co-opted Gov
CLlr Carl Les LA Gov	Terry McCann Co-opted Gov	Caroline Knight Staff Gov	Military Vacancy Co-opted Gov	Amanda Hastings Parent Gov
Lara Vinsen Co-opted Gov	Louise Flanagan Governors' Clerk	Jon Norden LA Adviser	Helen Simpson School Bursar	

Governing Body Committee Members	School Development Group (SDGroup)	John Glahome, CLlr Carl Les, Vacancy
	Pay Review Committee	John Glahome, Terry McCann, Colin D Scott (except for Headteacher pay review), CLlr Carl Les
	Staffing and Discipline Committee	Ad-hoc as required

Senior Leadership Team

Stacey Burke SENDCO	Stef Blood (SBM) Co-Op As Req'd	Sarah Cox Behaviour/Att and Safeguarding Deputy	Jane Hailwood Personal Development	Gemma Roberts Teaching & Learning, CPD, Library
Gill Morrissey Co-Op As Req'd	Richard Sherwood Curriculum Compliance and Outcomes/Exams	Colin D Scott (Headteacher) Leadership & Gov	James Yates (DHT) Curriculum, Behaviour and Safeguarding	Mark Kirkbride STEM, Chromebooks and Alternative Provision

(ALL Senior Teacher Posts – not those co-opted – Participate in “Call-In” role across school and support all lunchtimes but school must always ensure ALL staff gain required break)

Key to colours used on this page

	Full Governor
	Support to Governors and Senior Leadership Team
	Senior Leadership Team

School Senior Staff Roles

Colin D Scott	Headteacher
School Responsibilities	Leadership and Management, Governance, MAT development
Line manages in school	James Yates, Stef Blood, Gill Morrissey

James Yates	Deputy Headteacher
School Responsibilities	Safeguarding, Behaviour, Options/Curriculum and Timetabling
Line manages in school	Stacey Burke, Sarah Cox, Mark Kirkbride, Jane Hailwood, Gemma Roberts, Richard Sherwood, Lisa Smith
Curriculum Responsibilities	Maths and to oversee National Curriculum compliance in all areas
Line manages in curriculum	Mark Carter (Faculty Lead), Andrew Dean, Michael Gunnel, Jamie Metcalfe

Gemma Roberts	Senior Teacher i/c Teaching and Learning
School Responsibilities	Teaching and Learning Development, Quality Assure Classroom practice, CPD, AOR and ECT development, Performance Management Routines
Line manages in school	Ensures all curriculum leads QA classroom delivery of their areas; Jo Sellers
Curriculum Responsibilities	Communications
Line manages in curriculum	Amy Douglas, Caroline Knight, Martin Sandell, Amy Douglas, Nick Watkinson, Richard Miller, Ron Guckel, Katie Smith

Stacey Burke	Senior Teacher SENCO
School Responsibilities	SEND, EAL and support for more vulnerable children, SEND Training
Line manages in school	Dean Higham and Emma Blatch (in their Asst SENCO role), all teaching assistants: Tracy Brown, Carrie Lowe, Richard Meacher, Anita Piper, Paige Smith and Higher Level Teaching Assistants: Wendy Carlisle, Yvonne Deighton, Elaine Pippet
Curriculum Responsibilities	Ensuring SEND children receive broad and balanced curriculum for their needs and aspirations in full compliance with national standards
Line manages in curriculum	Catherine Davies as SEND teacher ensuring proper curriculum for SEND, Rochanne Hardstaff (SEN Admin)

Richard Sherwood	Senior Teacher i/c Outcomes
School Responsibilities	Measuring performance of all groups of children in all year groups and ensuring that interventions are timely and targeted to assure the robust raising of attainment in all areas. National Curriculum Compliance across school. Exams
Line manages in school	Julie Tonkin + new exams officer
Curriculum Responsibilities	Geography, RE, History
Line manages in curriculum	Laura Dunphy, Ryan Ford, Dan Garvey, Michael Houlgate, Andy Hill, Jo Laheney

Sarah Cox	Senior Teacher i/c Behaviour and Attendance
School Responsibilities	Behaviour, Attendance, Safeguarding, Pastoral
Line manages in school	Andrea Benson, Sam Wright, Gary Lamont
Curriculum Responsibilities	Music, Drama and PE
Line manages in curriculum	Selina Brierley, Andrew Lawson, James Pugh, Amy Southworth-Gedye

Jane Hailwood	Senior Teacher i/c Personal Development, Rewards and House System
School Responsibilities	Personal Development, RSE, PHSE, Military
Line manages in school	Helen Porritt
Curriculum Responsibilities	Science
Line manages in curriculum	Josh Allen, Emma Blatch, Dean Higham, Jacob Shephard, Stacey Johnson (Technician)

Mark Kirkbride	Senior Teacher i/c Internal Alternative Education Curriculum
School Responsibilities	Internal Alternative Provision, Personal Technologies
Line manages in school	Paul Cornforth
Curriculum Responsibilities	Technology (DT and Food), Computer Science, Art, Internal Alternative Provision
Line manages in curriculum	Rachel Campbell, Paul Cornforth, Dale Louison, Julie Nicholson, Ray Raw (Technician), Jessica Rodgers, Katie-Anna Vizor, Jaime Westwood, Sheila Plews

Gill Morrissey	Facilities Manager
School Responsibilities	Site, Catering, Cleaning Contract
Line manages in school	Ray Simpson (Site Caretaker): Gary Palmer, Neil Griffith, Jane Atkins (Head Cook): Jane Jones, Alison Swales, Paula Clarke, Noreen Ryder (Events/Dining Room Asst)

Stephanie Blood	School Business Manager
School Responsibilities	HR, Admin Office, IT, Marketing and Publicity
Line manages in school	Angelique Armstrong (Senior Office Supervisor): Gillian Allan, Melissa Moon, Simone Meades, Jack Morris, Kizzi Price, Jen Gardiner (Marketing/Publicity), Michael Kay (Digital Officer): Luke Metcalfe

Communications Faculty

Stacey Burke SENDCO and English Teacher	Amy Douglas English and Media Teacher	Ron Gückel Modern Languages Teacher	Caroline Knight English Teacher (Katie Smith temp cover)	Richard Miller Modern Languages Leader
Gemma Roberts English Teacher, (Comms Faculty Lead)	Martin Sandell English Teacher	Nick Watkinson English Teacher		

Mathematics Faculty

Mark Carter Mathematics Leader	Andrew Dean Maths Teacher	Michael Gunnell Maths Teacher	Jamie Metcalfe Maths Teacher (AOR)	James Yates Maths Teacher (and Deputy Headteacher)
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Sciences Faculty

Joshua Allen Science Teacher	Emma Blatch Science Teacher (+ Asst SENCO)	Jane Hailwood Science Leader	Dean Higham Science Teacher (+ Asst SENCO)	Stacey Johnson Science Technician
Jacob Shephard Science Teacher				

Humanities Faculty

Laura Dunphy PHSE Leader	Ryan Ford Geography and Humanities Teacher	Dan Garvey History Teacher (AOR)	Andrew Hill History and Humanities Teacher	Michael Houlgate History Lead and Humanities Teacher
Jo Laheney RE Leader	Richard Sherwood Humanities Leader			

Kitchen Staff

Jane Atkins Head Chef	Paula Clarke Kitchen Assistant	Jane Jones Kitchen Assistant	Noreen Ryder Kitchen and Events Support	Alison Swales Kitchen Assistant
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Other HLTA, General TA Support and Cover Supervision

Tracy Brown GTA (specialised support)	Wendy Carlisle HLTA Support	Catherine Davies SEND Teacher	Yvonne Deighton HLTA Support	Carrie Lowe GTA
Richard Meacher GTA	Anita Piper GTA	Elaine Pippet HLTA Support	Paige Smith GTA	

Creative Arts Faculty

Selina Brierley PE Leader	Sarah Cox Creative Arts Leader	Andrew Lawson PE Teacher	James Pugh PE Teacher	Amy Southworth-Gedye Drama Leader
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Technology Faculty

Rachel Campbell Internal Alt Provision Teacher	Paul Cornforth Internal Alt Provision Support	Dale Louison Food Tech Teacher	Mark Kirkbride Technology Leader	Sheila Plews Alt Prov/Ceramics Teacher (0.5FTE)
Raymond Raw Technology Technician	Jessica Rodgers Computer Science Leader	Katie-Anna Vizor D&T Teacher and LGBTQ+ Advocate	Jamie Westwood Art Leader	

School Calendar/Timetable 2023-2024 *(subject to adaptations as required)*

CDT/House/Year groups are for 1½ hours after school. All parents' evenings are in person in school for 2½ hours from 3:15pm and the Y7 Tutor Chat is in person for 2 hours from 3:15pm. Open/Option evenings to start at 6pm. Blue/Pink colours is directed time after school for all. Green is voluntary. DTD is disaggregated training day – 2 hours after school – to allow the collapse of Mon 22nd July 2024 for all teachers. Purple for SLT only (and governors where applicable).

W/B	Monday	Tuesday	Wednesday	Thursday	Friday
04/09/23	Training Day	Training Day			
11/09/23		SLT		Y6 Open Evening	SLT residential
18/09/23	CDT			DofE Y9 parents	Y10 SP1 (ATL)
25/09/23	Year Groups	TLR1/2		Y11 SLT Night	
02/10/23		Full Govs			
09/10/23	CDT	SLT	Presentation Eve		Y9 SP1
16/10/23				Y7 Tutor Chat	
22/10/23	CDT	SLT			Y11 SP1
Half Term Break					
06/11/22	Whole School	SLT			
13/11/23	DTD				
20/11/23	CDT	Faculty Leads			Y8 SP1
27/11/23	House Groups	SLT			
04/12/23	Y11PPE 1½ weeks	SLT		Y10 Consultation	
11/12/23	CDT	Full Govs			Y7 SP1
18/12/23	Whole School				
Christmas/Winter Break					
08/01/24	Training Day	SLT			Y11 SP2
15/01/24	DTD				
22/01/24		SLT		Y8 Consultation	
29/01/24	Year Groups	TLR1/TLR2			
05/02/24	CDT (options)	Full Govs		Y11 Consultation	Y10 SP2
Half Term Break					
19/02/24	CDT	SLT			Yr9 SP2
26/02/24	House Groups	Faculty Leads			
04/03/24	CDT	SLT			Y8 SP2
11/03/24	Y11PPE 1½ weeks	Full Govs		Y9 Consultation	Geog Field Trip
18/03/24		Y9 Assessments		Y9 Options Eve	Y7 SP2
Easter Holidays					
08/04/24	Training Day	SLT			
15/04/24	CDT			Careers Day	Y11 SP3
22/04/24	Year Groups	SLT			
29/04/24	DTD	TLR1/TLR2			
06/05/24		Full Gvs - Finance			
13/05/24	CDT	SLT			
20/05/24	Whole School	SLT			Y7SP3
Half Term Break					
03/06/24	Y10 work Ex	Y10 work Ex	Y10 work Ex	Y10 work Ex	Y10 work Ex
10/06/24	CDT	Faculty Leads			Y8 SP3
17/06/24	Y10 PPE	SLT		Y7 Consultation	
24/06/24	CDT				Y9SP3 – Y11Prom
01/07/24		Full Govs	Sports Day		
08/07/24	Y6 Transition Wk	SLT			Y10SP3
15/07/24	Whole School				
22/07/23	Disaggregated trg	Summer holidays for pupils begin end of Friday 19 th July 2024			

Notes for training and parents' evenings/meetings

All staff will carry out Y7 Form Tutor evening on site (only actual Y7 form tutors are to meet parents in person) with non Y7 form tutors staying in school (for equity) to meet each other and discuss planning or carry out classroom prep. This will count towards directed time for all. This night lasts 2 hours.

- Y6 Open Evening is directed time for all **and is in person on site** and lasts 2 hours from 6pm (including 'trapped' time after school this will count as 5 hours of directed time)
- Y9 Options Evening is directed time for all **and is in person on site** and lasts 2 hours from 6pm (including 'trapped' time after school this will count as 5 hours of directed time)

The School Day

The Risedale School teaching day starts promptly at 08:30 with all pupils in their form classroom to receive the daily briefing and welfare check by their form tutors. **Pupils must be lined up outside of their own form room for 08:30 each morning** where their form tutor will greet them. Pupils must not arrive in the school yard prior to 08:15 each day. Teachers **must** be in their classrooms by the time the bell rings.

The school day will end for all pupils at 15:00 unless they are attending interventions or are attending school clubs. The few pupils who may have received a detention that day will not leave school until 15:30.

Time	Detail
08:25 – 08:30	Pupils to enter school and line up outside their form rooms
08:30 – 08:50	Registration and daily welfare check / tutor support <u>starts in their form classroom</u>
08:50 – 09:40	Period 1
09:40 – 10:30	Period 2
10:30 – 10:50	BREAK
10:50 – 11:40	Period 3
11:40 – 12:30	Period 4
12:30 – 13:20	LUNCH
13:20 – 14:10	Period 5
14:10 – 15:00	Period 6
15:00	Main school day ends for all pupils
15:05	Interventions, school clubs and detentions begin

Risedale House and Rewards System

At Risedale we celebrate the success of all our pupils who strive to achieve their best in all aspects of life. The House System creates a sense of community and promotes healthy competition amongst pupils and staff. Pupils wear a tie in their house colour generating a strong sense of identity and belonging. The House System supports our pupils to develop as confident, resilient, compassionate and successful individuals as outlined in our 5 key 'Pillars of Success'.

Our House System Vision:

- To offer **new experiences** and opportunities
- To take **pride** in our school and have personal **aspirations**
- To develop **leadership, teamwork** and **communication** skills
- To participate in healthy **competition** and build **resilience**
- To generate a sense of **community**, showing **compassion** for others through **empathy** and **friendship**

The Houses

All staff and pupils are organised into 4 houses, each representing an inspiring British icon known as our 'House Heroes'. Each House Hero has made a significant and long-lasting contribution to society and reflects the attributes we strive to instil in our young people at Risedale. House Leaders' names appear underneath each house symbol below.

			
Nick Watkinson	Ryan Ford	Amy Southworth-Gedye	Jamie Metcalfe

There will be a range of House competitions throughout the year covering many aspects of the curriculum. Pupils will be encouraged to take part in academic House competitions from the 'Risedale Spelling Bee' to the 'House STEM Challenge'. In addition, pupils can also expect sporting House events such as 'Zorb Football' and 'Tug of War', where they will be able to earn points for their House.

A House Passport will be launched to inspire pupils to make positive choices, engage in new challenging activities and complete a wide range of tasks that will benefit pupils, the school and our wider community. This will give all pupils the opportunity to succeed and contribute more positively to school life.



Rewards System



ePraise is our online Rewards System. House points are awarded to individuals and logged on ePraise; from here pupils can keep track of their personal reward points, as well as seeing how they have contributed to the overall points total for their particular House. This approach will help to encourage and promote positive behaviour across the whole school, which links in with our emphasis on 'The Risedale Way'. Pupils are rewarded for exceptional work in the classroom, by taking part in inter-house and extra-curricular activities, as well as contributing to school life and the wider community.

As pupils build their points throughout the year, they can spend their points on a variety of items from low value to more exciting higher value prizes from a mystery sweet treat to a ProFlight Tracer Drone. The winning House will receive a reward trip/activity in the summer term and their House name engraved on the House cup.

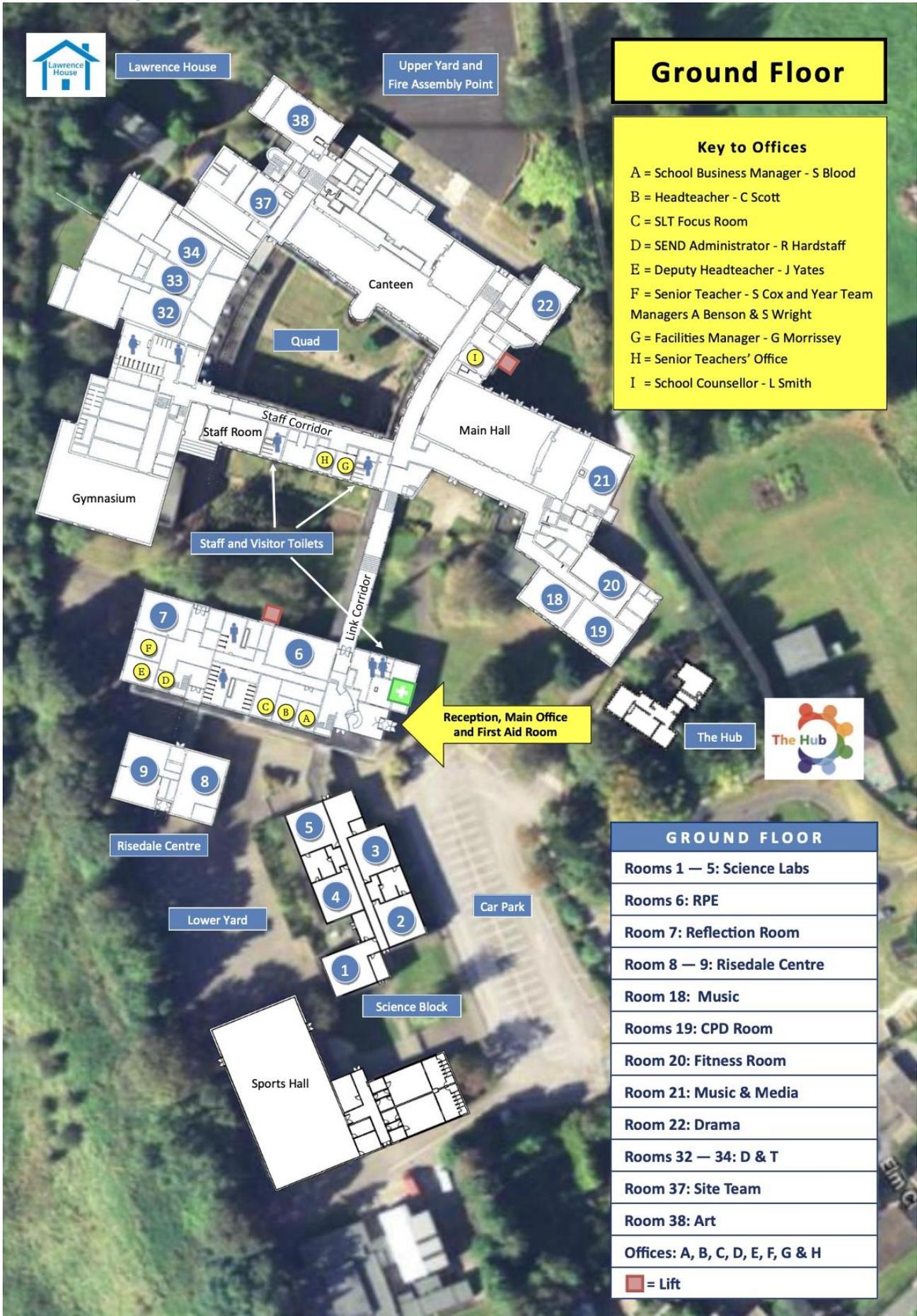
Milestone certificates are point targets for pupils to aim for, each time they hit a milestone they will receive a certificate at the end of the term. This will increase engagement and make our pupils feel more valued.

Milestone	value	Milestone	value
 BRONZE	Bronze Certificate 25 points	 EMERALD	Emerald Certificate 200 points
 SILVER	Silver Certificate 50 points	 RUBY	Ruby Certificate 250 points
 GOLD	Gold Certificate 100 points	 SAPPHIRE	Sapphire Certificate 300 points
 PLATINUM	Platinum Certificate 150 points	 DIAMOND	Diamond Certificate 350 points

We are also continuing to recognise positive behaviours in the following ways:

- Postcards sent home and thank-you cards for pupils from staff.
- Star of the Week / Star of the Month certificates.
- Tutor Group Cup: tutor group that accumulates the most positives for that week.
- Attendance Cup/ 100% attendance certificates.
- Presentation Evening: a celebration of pupil achievement over the course of the academic year; certificates, trophies and prizes.

School Map



Ground Floor

Key to Offices

- A = School Business Manager - S Blood
- B = Headteacher - C Scott
- C = SLT Focus Room
- D = SEND Administrator - R Hardstaff
- E = Deputy Headteacher - J Yates
- F = Senior Teacher - S Cox and Year Team Managers A Benson & S Wright
- G = Facilities Manager - G Morrissey
- H = Senior Teachers' Office
- I = School Counsellor - L Smith

GROUND FLOOR	
Rooms 1 — 5:	Science Labs
Rooms 6:	RPE
Room 7:	Reflection Room
Room 8 — 9:	Risedale Centre
Room 18:	Music
Rooms 19:	CPD Room
Room 20:	Fitness Room
Room 21:	Music & Media
Room 22:	Drama
Rooms 32 — 34:	D & T
Room 37:	Site Team
Room 38:	Art
Offices: A, B, C, D, E, F, G & H	
	= Lift

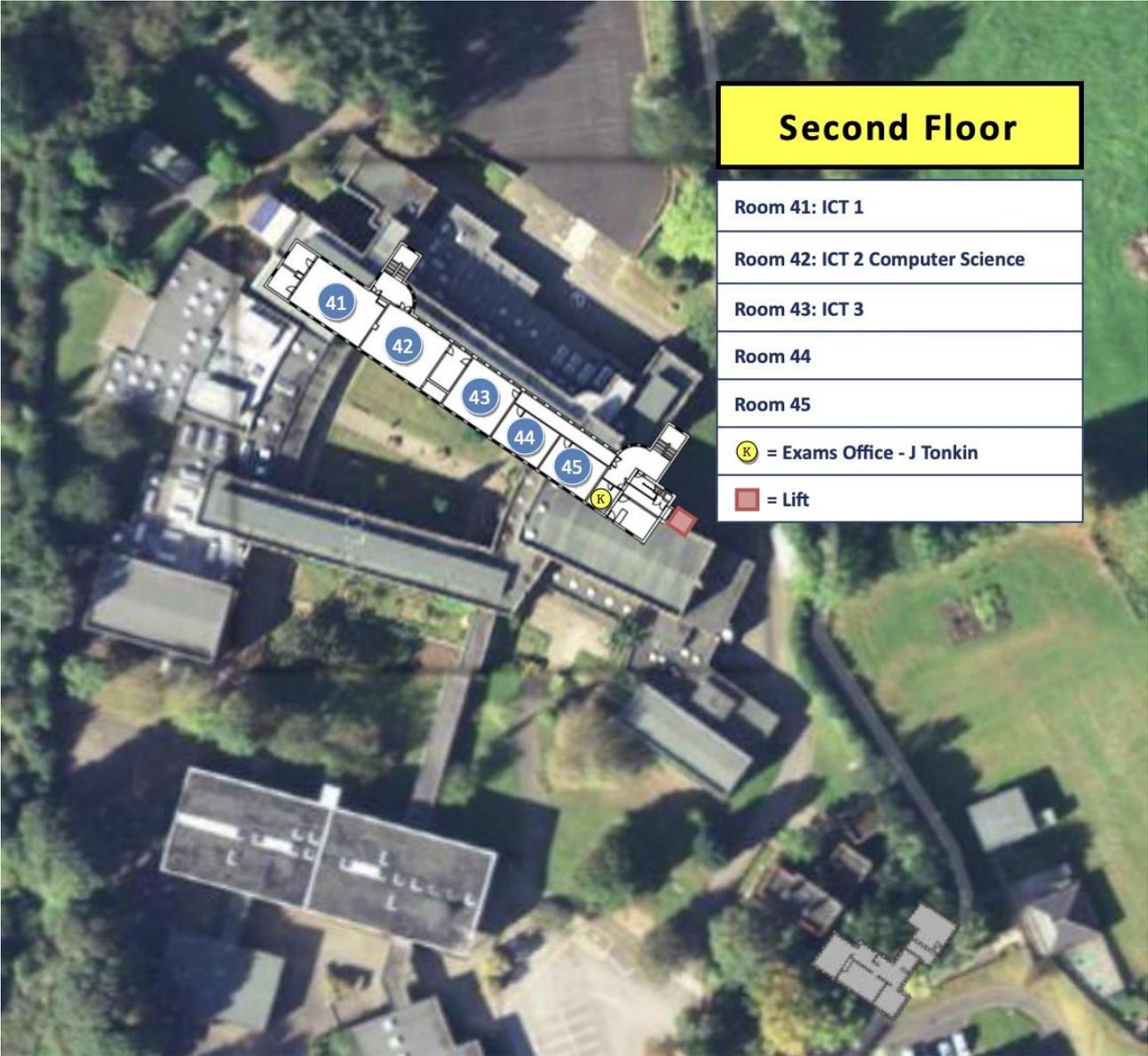


First Floor

Mezzanine between Floors 1 & 2
IT Technicians Office

Mezzanine between Floors 1 & 2

FIRST FLOOR
Rooms 10 — 11: MFL
Rooms 12 — 15: Mathematics
Room 16: Social Studies (PSHCEe)
Room 17: Mathematics
Room 23: Humanities
Room 24: Humanities
Room 25: History
Rooms 26 — 31: English
Room 39 — 40: Food Technology
Room 46: Geography
📍 = Careers Office - H Porritt
IT Support
Library
Library 2: Geography
🚪 = Lift



High Standards and Respect for Staff, Pupils and Parents

Staff:

It is expected that all staff, and always both in and out of work, model the behaviours we expect of a professional workforce. Whilst in work staff must always dress professionally and be a beacon to our young people of the standards expected of them when they enter the workplace. Staff must follow the “Code of Conduct” in the school policies. Similarly, when dealing with young people, staff will always treat them with courtesy and respect but will always expect pupils to adhere to any instructions given. Staff will also apply high standards in their home life and be conscious of any public or social media presence they may have that may undermine their professional status or bring the Risedale family into disrepute. Risedale staff will always do their best to lead by example and show our young people what it means to be a successful adult.

Pupils:

The behaviour and standards of pupils is covered in the school “behaviour (for pupils)” policy. Simply put, we expect them to follow the simple guidance contained within “The Risedale Way”. This simply asks pupils to be ‘ready for work’ by being equipped, attend well, be punctual, well-dressed, respectful to everyone and to work hard. **Defiance, disrespect, challenge to and argument towards ANY member of staff by any pupil will not be tolerated at any time and will always be dealt with swiftly.** As young people grow, a few often fall in the standards of behaviour expected as they grapple with many issues, including being a teenager. This includes their personal feelings, perhaps home backgrounds but definitely does include the stresses of knowing that they are very nearly out of school and will need success in learning if they are to succeed in the world. Nonetheless, pupils must try their very best at all times.

Parents/Carers:

Everyone within our Risedale family, be they pupils/staff/parent and carers/governors/local community, want the very best for our young people. Schools, as organisations, do not always get things right and when we as school fall short it is important that we work together to put things right. In the first instance, this is always best done by speaking to the school directly. Form tutors are parents’ first port of call for any questions they may have about a child in school, and this can be passed on to our year team managers or senior leadership team as appropriate. Most concerns arise because of misunderstandings or miscommunication. These are usually very easy to solve, and a simple and direct conversation will normally put things right. However, there may be an occasion, although rare, where issues cannot be resolved and in those instances parents/carers/community are asked to complete a formal complaint for us to investigate. How to do this is contained on the school’s website. (<https://www.risedale.org.uk/information/policies>) Parents and carers must understand that behaviours of some children often differ between home and school. Our staff will never challenge a child’s behaviour inappropriately or without good reason. When the school does challenge poor behaviour of children, it is to make sure that they learn from that mistake, reflect on it, and grow into productive adults themselves. Parents and carers are always expected to always support the school in that approach.

Sanctions, as per the school behaviour policies, are not up for negotiation and we always expect everyone to support the school. These sanctions may include isolations, detentions, suspensions and exclusions. Every pupil has a right to a safe and uninterrupted education and pupils who do disrupt will at all times be sanctioned. All schools in England have the legal right to issue a detention without the parent’s approval and do not have to give notice or reason for that detention. However, Risedale School will always inform parents of a detention and the reason for it. **Parents must always support these sanctions as trying to deny the school’s legal right do so limits our options for challenging poor behaviours and may lead to more severe sanctions being the only ones we can deploy, such as suspensions or exclusions.** On the rare occasion where the school is not supported by the child’s family it often leads to even worse behaviours as the child thinks they can do whatever they want without consequence. This is not how society works. Parents and children are always free to choose any school they wish. All schools have behaviour management systems.

All staff at Risedale and any school, as well as all of our children, have a right to come to work and do their job safely and with respect. They must be allowed to do so without any risk to their personal safety, well-being or integrity. Parents must always treat our staff with the respect they themselves expect from us. Risedale governors will not hesitate to take any action necessary against any parent/carer who threatens or abuses our staff or pupils. Respect is always given and expected. Staff will not engage with anyone who abuses them. We understand there are often differences of opinions and schools as well as parents/carers do not always have the full picture from children. Working respectfully together we can help each other to support all children to fully understand right from wrong and lead them into adulthood as caring, knowledgeable, and respectful individuals. And for your support we thank you.

The Risedale Way for Behaviours



All pupils will:

1. **Be ready and equipped to learn.**
2. **Respect themselves and all others.**
3. **Always do their best.**

Risedale is a family and has clear expectations and clear boundaries to ensure all our members are given opportunities and an environment to thrive. We focus on creating a culture of praise and positivity, explicitly noticing the good and focusing on the success of the majority, thus ensuring a shift in narrative to one where all members of the family strive to do the best they can. Consistent behaviour expectations are established, shared and understood by all to ensure the learning environment is conducive to maximising progress, and nurturing all pupils to become kind, considerate and empathetic human beings.

Start of lesson

- Once the bell goes, pupils immediately line up quietly by their classroom
- Pupils are welcomed by their teacher and taken quietly into their classroom
- Pupils enter the classroom quietly getting all relevant equipment out of their bags

During the lesson

- Pupils remain quiet UNTIL told otherwise e.g.
 - i) asked a question
 - ii) told it is time for collaborative work
 - iii) group discussion
- Teachers are ALWAYS there to support the pupils. Pupils may ask their teacher a question at any time, but need to put their hand up to do so and wait silently until the teacher is free to support
- Teachers will move constantly and consistently around the classroom, providing support to all pupils

End of lesson

- Pack away
- Stand in silence behind chairs
- Teacher then checks the environment, and room is left in a good condition
- Once the bell goes, the teacher releases pupils, who go directly to their next classroom or yard if it's break/lunch

Reinforcement of expectations

- All staff will model expected behaviours throughout the day and challenge uniform and poor behaviours consistently
- Pupils will be reminded explicitly of expectations in every lesson by every teacher
- Positive behaviours will be recognised and noticed at all times, rewarded and celebrated

Form tutors will

- Plan form time effectively, with pupils engaged in activities at all times
- Perform an equipment check
 - i) reading book
 - ii) pencil case and ruler
 - iii) uniform
 - iv) Chromebook
- Reinforce expectations daily
- Discuss behaviour events (positive and negative) with pupils
- Respond to additional programme of pastoral teaching as determined by the evolving nature of the local community and its needs (e.g. support for themes emerging from local issues).

Consequences for poor behaviour

It is essential for all pupils to act in a selfless manner to ensure an environment where everyone can learn. Clear sanctions are place, proportionate fair, to help guide the pupils towards our high expectations.

In lesson time

If a pupil appears to be losing focus, a swift action is taken to pre-empt behaviour worsening. In the first instance, this may just be a positive assertive comment such as, "Jack, we are all listening now" or waiting in silence until everyone is focused. We expect pupils to always apply themselves to their work with maximum effort. There should NEVER be off-task chatter distracting pupils from the learning and such instances will be dealt with by their teacher. If a pupil then makes a clearly wrong choice then there will be clear warnings and sanctions. These are done immediately and consistently by all staff. Examples include:

- 1) talking unless explicitly told they can by the teacher
- 2) off task talk during a collaborative activity to the detriment of the learning activity
- 3) disobeying a teacher and defiance
- 4) using a mobile phone in the lesson
- 5) calling out
- 6) chewing gum
- 7) disrupting the learning
- 8) explicit off-task behaviour

RS1 →

For the first specific instance of poor behaviour a clear, verbal warning is given to the pupil. This is their **ONE** warning. They are told they are not following the Risedale Way, and a positive affirmative statement is given such as "We are all here to work hard, have respect for each other, and do our best all of the time."

RS2 →

A specific negative behaviour event is recorded on BROMCOM. This means that parents WILL be notified by MCAS and WILL trigger further sanctions if repeated. Pupil is moved within the classroom.

RS3 →

A 30-minute lunchtime key stage detention with SLT/Key stage manager at first available lunchtime. There will also be a restorative conversation held with the member of staff at the end of the day. There is no need to use the call-in at this point. Pupil may be moved internally at this point, using faculty support mechanisms.

A call-in may also be required if:

- a) a pupil acts in an unsafe manner
- b) there is defiance to a member of staff
- c) there is further poor behaviour after an RS3 is issued

A call-in will result in an automatic 30-minute detention after school from 3:00-3:30pm **in addition to the lunchtime** sanction. A restorative conversation with the affected member of staff will happen on same evening. This MAY result in a removal or a room swap, but this is dependent upon the circumstance.

Isolation (duration at discretion of SLT):

Isolation follows an extended school day (from 8.30-4pm) and is with the form tutor or SLT depending upon severity of behaviour. The following will then happen:

- pupils wait in SSD area (Miss Cox/Mrs Wright/Mrs Benson office) until picked up
- the pupil's phone will be taken off them (**this is not negotiable**)
- work will be provided, including packs for each core subject, for them to work through
- pupils will also undertake restorative, reflective activities
- the pupils will be with their tutors with the final hour in the detention room
- reintegration meeting with parent for more serious behaviour events

Reasons for isolation include, but are not limited to:

- failure to attend detentions
- failure to attend a restorative conversations
- serious misconduct
- defiance to a member of staff
- abusive language/swearing (verbal or in writing)
- play-fighting
- multiple call-ins
- repeatedly coming into school with incorrect uniform
- two or more detentions in one day
- possession of forbidden items
- damaging the school's good reputation in any form, including on social media at any time or their behaviour to and from school
- major corridor misbehaviour

Additional reasons to record RS2 events, and their sanctions, includes:

- poor behaviour around school (e.g. excessive loudness in corridors, not being safe in corridors)
- repeated failure to hand in homework
- lateness (key stage lunch-time detentions proportionate to lateness)
- phone confiscated if used without permission (**this is not negotiable**)
- repeatedly failing to bring in equipment

Support options for pupils exhibiting poor behaviours

- restorative conversations
- reflection activities during isolation and detentions
- support on self-control
- counselling with our fully-qualified and full-time school counsellor
- positioning within EVERY classroom
- compulsory homework clubs
- SEND pupils who may struggle are given coping mechanisms, which allow a proactive avenue including a venue to go to where required (e.g. Risedale Centre or SSD area)
- Bespoke behavioural support plans for pupils deemed necessary, shared with parents during preliminary meeting, with clear outcomes and exit strategies

Lawrence House

For pupils who continue to struggle to adhere to the expectations, a period of time at Lawrence house will be arranged. Their curriculum will be bespoke (including potentially a mixed economy of actual lessons where relevant) and tailored to their need. This will combine curriculum teaching and behavioural support. There will be a clear exit strategy. Lawrence House is a support mechanism to support young people to transition back into the mainstream setting, not a holding area for pupils who are not mainstream ready.

Behaviour Support Cards

A clear system of behaviour support cards is used. These provide targeted foci on specific behaviours which need addressing, not generalised targets, and are meant to provide a clear focus to the pupil to help improve their behaviours. The clear target should be explicit and reference directly the reason for being put on in the first place (it is not a generalised catch-all, but a focusing mechanism for the pupil). The report cards in themselves do not necessarily trigger normal sanctions (the RS1-RS3 system still applies) BUT there will be 'sanctions' and 'support mechanisms' attached to these alongside the standard RS1-RS3 system. Behaviour support cards are handed back to the relevant member of staff at the END OF THE DAY.

Tutor report for 5 days:

If a pupil receives two or more RS2s or one RS3 on the previous day then they must check-in with their form tutor AT LEAST at the start and end of every day, plus other times at the teacher's discretion.

Year Team Manager report for 5 days:

If there is continued misbehaviour whilst on tutor report OR return to poor behaviour after completing a tutor report, or multiple RS3s in one day OR a pattern of repeated misbehaviour then the pupil must check-in AT LEAST at the start and end of every day, plus other times at the discretion of the head of year. There will also be a Key stage lunchtime detention each day for the duration of the report PLUS after school IF there are any negatives on the report card.

SLT for 5 days:

If a pupil has two or more days with negatives on the Year Team Manager's report or if there is serious misconduct then then parents/carers will meet with school staff at start to agree terms, with an exit meeting held to evaluate behaviour. Parents understand the pupil is now at the point where Lawrence House/managed move is under consideration unless we see significant improvements in behaviour. There will also be a Key Stage lunchtime detention each day for the duration of the report PLUS after school SLT detention until 4pm in a separate venue.

Behaviour reset

Occasionally, as with all schools, pupils can be overly high-spirited. This has a negative impact on the learning of the majority of the class. On these occasions, and at the discretion of SLT, a behaviour reset may be applied. This can occur at any given time with an entire (or multiple) year group(s) or class(es). This is for a limited period of time, usually two weeks, although it is extendable if required. Risedale is fully committed to allowing all pupils every opportunity to work collaboratively and to discuss their learning with peers. However, it is recognised that this is only effective if pupils are able to maintain focus and concentration. It is sometimes helpful to provide this 'reset' to reinforce these expectations.

A reset may occur when:

- a) behaviour in a class or year group is not meeting our high expectations and it is affecting learning
- b) the start of a new term needs to ensure pupils return in a focused manner

During the behaviour reset the following simple rules apply

- a) pupils will line up in silence
- b) they will move to lessons in silence
- c) they will remain in silence during lesson time

During a behaviour reset, The Risedale Way is adapted so that a simplified RS1-RS3 is used. This simplified system will still allow pupils to make mistakes and learn from them, but the sanctions will start sooner:

- a) RS1: clear warning
- b) RS2: Key stage detention at lunchtime
- c) RS3: Isolation PLUS after school detention

Additional support will be offered to those pupils for whom this may prove challenging due to their additional needs to maximise every pupil's chance of success and parents will be clearly notified when the behaviour reset is to take place.

The online school – Google school – inclusive online technologies for all

Working in partnership with hardware and software suppliers, along with our teaching staff we have developed a technology device package that is used in school and at home to complement, not replace, traditional learning approaches. It is a fully inclusive technology which is available, **completely free**, to all of our pupils. We decided on a whole school approach to increase the range of high-quality learning opportunities for all our pupils, to support learning and secure rapid progress. To ensure full accessibility we also had to improve the school WiFi to fully embrace Cloud Technologies. Using the latest WiFi-6 (updated in summer 2023) and upgrading network switching to 10Gb we have ensured that the whole school site is “fully clouded”. This ensures smooth access wherever children roam with their kit and takes advantage of the latest connectivity technologies. Similarly, all classrooms have ‘Clevertouch’ screen technologies as opposed to old-specification projectors with staff becoming more and more capable in exploiting their understanding of the power of these displays.

The Chromebook was selected by the school due to its robust design. Our school IT network is protected by “Securely”, a state-of-the-art piece of safeguarding software that helps our school to fulfil its legal duty of care around internet safety and safeguarding. “Securely” software is active on all Chromebooks. Additionally, we use the Google Suite of apps, along with Google Drive to store all information safely and securely. Pupils have access to school resources and online learning packages at home and at school using their Chromebook. Although it looks like a laptop in appearance it operates in a very different way, with pupils accessing services and apps online. The Chromebook operating system is produced by Google who provide apps and services which are specifically designed to support pupils in education.

Chromebook devices are managed centrally by our IT team to ensure that access is safe and secure. Internet content is filtered for inappropriate content to ensure pupils can access everything they need for their schoolwork. Pupils need to be prepared for an increasingly digital world. Research has confirmed that good home access to technology has a positive impact on a child’s educational achievements; it often motivates them to do schoolwork by providing more interesting and engaging ways to learn.

Pupils’ work is often better presented so their self-esteem grows, and they can explore subjects that interest them in their own time. This project is only possible through the full support of the staff, senior leadership team and governors. The financial impact to the school has been projected over the coming years to ensure it is sustainable for the foreseeable future. There has been a range of training opportunities for staff, including Google Education level 1 and level 2, and internal training in the use of Pear Deck. The additional subscription to Pear Deck has allowed the curriculum for Social Studies to be easily accessible to all, with evidence-based assessment used on a lesson-by-lesson basis, helping with preconceptions and misinterpretations.

In the most recent pupil voice questionnaire, there were a total of 141 responses. Of these pupils, 48% use their Chromebooks in lessons on average once per day that is 5% higher than last year, 34% using them more than that on average. 86% of pupils who responded said that they use their Chromebooks for homework, 4% higher than last year, which is only possible because of the unique way Risedale gives this learning opportunity to all pupils. The only hindrance to this is accessibility of the internet for some pupils outside of school, although areas are available for pupils to complete their homework at school, during lunch and after school. The school has also introduced charging areas, both at lunchtime and after school to help families who are struggling financially with energy bills.

Pupils use their Chromebooks across the school, with all subject areas having some response on the questionnaire. Science and social studies has the largest use. 92% of pupils said they enjoyed using their Chromebook all the time or sometimes. The impact is evident across the school with all subjects embracing the Chromebooks when it is relevant to learning. It has never been our vision to make the use of Chromebooks compulsory; they are used as a tool to help the pupils to learn. This evidence will further grow as the post-Covid era works its way through school and Chromebooks have become a staple fact of learning life in Risedale for their full five years of being with us.

Through our commitment to support a young person’s educational development, and to tackle the issue of old technologies over time, pupils in Year 7 receive a brand new free Chromebook that will last them throughout their time in KS3. At the start of Year 10 these Chromebooks will be taken from them and the pupils re-issued, again at no cost, with a brand new personal Chromebook of a higher specification that they can keep with them into college or other further education. The older Chromebooks from KS3 upon becoming 3 years old are donated to local primary schools with the aim of ensuring Y6 pupils are “Chromebook ready” for starting with Risedale and supporting higher challenge as pupils are more used to the technologies when they arrive.

National Curriculum Compliance 2023 to 2024

Risedale School's own curriculum is underpinned by ensuring full compliance with the English National Curriculum for Key Stages 3 and 4. The following pages show how each subject area is ensuring both the compliance to legal obligations in each Key Stage but also how its delivery support the over-arching sense of community through Risedale's own curriculum pillars. It also shows how within each area of work deepens the knowledge through sequencing as well as evidencing examples of how that knowledge may be applied. This is adapted throughout the year as progress is measured.

The Risedale pillars:

- 1) Cultural Capital and Knowledge
- 2) Aspiration
- 3) Language Rich
- 4) Independence and Resilience
- 5) Nurturing Kindness and Empathy

Our aim is to ensure we do our best to equip our young people for the next stages in their lives into further education and the workplace. We do this by ensuring that the five Risedale Pillars cover all the aspects of allowing the young person to grow and have direction; academically, socially and in their aspirations.

Risedale School is fully compliant with the GATSBY Principles for careers, and this is monitored annually to ensure that the compliance is maintained. Over half of our pupils come from military backgrounds who experience high mobility challenges and emotional distress, alongside a quarter of some children who come from the most deprived ward in the country. It is essential that we stay on top of breaking the cycle of apathy of many of our young people who often see no light at the end of their tunnel.

Our careers programme looks beyond the standard and is strategically led from a senior level. We seek to engage with multiple employers and further/higher education providers and have fully reintroduced Year 10 work experience for all since returning from Covid lockdowns. In fact, our 'work experience' starts in Year 8 and 9 with pupils engaging in reception and admin duties in school as a brief start to what to expect in the world of work.

Our pupils need to know there is a big world beyond the 'walls' of Catterick and opportunities abound if they seek them. We aim to give them the tools to do just that.

The following pages give an insight into evidencing how our Curriculum Pillars fully incorporate the challenges of the English National Curriculum. Similarly, every subject links their materials to potential future careers, as seen on the front pages of their exercise books, to ensure pupils are always reminded of the opportunities such learning may give them.

Communications – English Language and English Literature

	Autumn Term	Spring Term	Summer Term
	<p>Whilst GCSE English Language and English Literature are classed as two separate subjects – the assessment objectives and courses of study lead themselves to being taught simultaneously. As such we utilise an interleaving curriculum which allows us to explore (in depth) both English Language and English Literature side-by-side. For more details, please see our curriculum journeys, which fully map out the programme of study. SEMINAL TEXTS AND ORACY ARE EMBEDDED ACROSS THE COURSE.</p>		
Y7	<p><u>19th Century:</u> Core Text: <i>Fiction and Non-Fiction Extracts leading up to and including the 19th century.</i></p> <p>Other Elements of Study: Creative Writing, Poetry, Historical Source Work</p> <p>In this unit, pupils study pre-19th and 19th century literature and discover why the 19th century was a turning point for the Western literary canon. Pupils are taught to infer and analyse through a range of texts.</p>	<p><u>Shakespeare</u> Core Text: <i>Much Ado About Nothing, Othello, Hamlet,</i></p> <p>Other Elements of Study: Creative Writing, Media, Poems (Sonnets)</p> <p>In this unit pupils are introduced to Shakespeare’s England and the different genres Shakespeare wrote and understand their relevance to their own world. Pupil’s ability to infer and analyse is strengthened in this unit by adding in contextual inference.</p>	<p><u>20th & 21st Century</u> Core Text: <i>The Wordsmith</i></p> <p>Other elements of study: Transactional Writing, Non Fiction</p> <p>In this unit pupils study the impact of Global Warming, freedom and independence on society through a whole text study. Alongside this they use non-fiction to evaluate as well as identify biblical and literary allusions to deepen their understanding.</p>
Y8	<p><u>19th Century</u> Core Text: <i>19th Century Extracts</i></p> <p>Other Elements of Study: Creative Writing, Non-Fiction, Poetry</p> <p>In this unit pupils explore the power of voice- particularly through the study of literature from/ about those with a hidden voice. Pupils are encouraged to connect this with their own lives and experiences.</p>	<p><u>Shakespeare</u> Core Text: <i>The Tempest</i></p> <p>Other Elements of Study: Creative Writing, <i>Treasure Island, Lord of the Flies, Non-Fiction</i></p> <p>This forms the first of the 2 required texts pupils must study at KS3. Pupils explore the theme of power and how this changes us. Pupils use other seminal texts to help contextualise and understand the plot of the play.</p>	<p><u>20th and 21st Century</u> Core Text: <i>Of Mice and Men</i> The core text is changing 2023-2024 to ‘The Bone Sparrow’.</p> <p>Other Elements of Study: Transactional Writing, Poetry</p> <p>In this unit pupils learn about individuality and identity. They explore this through a range of textual analysis and evaluation of writer’s craft. Alongside the core text- pupils will also study a range of other literary mediums and compare these to the core text.</p>
Y9	<p><u>19th Century</u> Core Text: <i>Hound of the Baskervilles, Dracula, Frankenstein</i></p> <p>Other Elements of Study: Creative Writing, Media, Poetry, Local Folklore</p> <p>In this unit, pupils explore Gothic or detective literature and how writers use gothic literature to shape and explore very real concerns and fears that are present in society. They compare</p>	<p><u>Shakespeare (Seminal Text)</u> Core Text: <i>Romeo and Juliet</i></p> <p>Other Elements of Study: Creative Writing, Media, Sonnet</p> <p>This forms the second of the 2 required texts pupils must study at KS3. In this unit we explore relationships and hierarchical structures in society (both present and historical). We also</p>	<p><u>20th and 21st Century</u> Core Text: <i>Non-Fiction Extracts</i> The core text is changing 2023-2024 to ‘Clap When You Land.’</p> <p>Other Elements of Study: Poetry, Transactional Writing; Non-Fiction</p> <p>This is a new module designed to study cultural diversity, justice and equality. Whilst focusing on current world events, it does also look at where these events are situated historically. The unit will</p>

	both 19th century and modern day variations of both texts and discuss how time has changed these two genres.	encourage them to consider how their own experiences of both power and love have shaped who they are today.	be heavily focused around promoting and discussing British Values.
Y10	<p><u>19th Century</u> <i>Core Text: A Christmas Carol/ Jekyll and Hyde</i></p> <p><i>Other Elements of Study: Anthology Poetry, Creative Writing</i></p> <p>In this unit pupils study a 19th century text- focusing on character and plot presentation. They also develop their analytical prowess and use this to enhance their own creative writing skills. Alongside this study, pupils also learn some of the anthology poetry that have thematic links to their chosen text. Texts are decided based on the class ability and teacher specialism.</p>	<p><u>Shakespeare</u> <i>Core Text: Merchant of Venice/ Macbeth</i></p> <p><i>Other Elements of Study: Transactional Writing, Unseen Poetry</i></p> <p>In this unit pupils study a Shakespeare text- focusing on character, plot and thematic presentation. They continue with analytical development but also introduce their ability to evaluate and analyse using contextual influences. Texts are chosen based on class ability and teacher specialism. They are encouraged to use prior knowledge learned in history and KS3 study.</p>	<p><u>20th and 21st Century</u> <i>Core Text: Anita and Me, Lord of the Flies, Animal Farm, Inspector Calls</i></p> <p><i>Other Elements of Study: Anthology Poetry, Non Fiction</i></p> <p>In this unit pupils study a modern text- focusing on character presentation, plot, theme and setting presentation. They continue to develop their evaluative capabilities and analyse using contextual influences. Influences will be new as they are more modern and pupils will be encouraged to reflect on their own lives and experiences and compare them to historical exemplars throughout their study.</p>
Y11	<p>In this term, teachers finish any unfinished programmes of study. This is usually poetry oriented with occasional re-readings of the texts studied in year 10. Teachers are also expected to identify any gaps or weaknesses in textual knowledge and ensure that these are covered.</p> <p>Teachers also work with their groups to prepare pupils for their Spoken Language Endorsement.</p>	<p>PPEs in December help determine where teachers should target revision, which takes place across this term.</p> <p>Teachers also begin to create bespoke revision with their classes to better support their learning and needs.</p> <p>Pupils complete their Spoken Language Endorsement during this term.</p>	<p>PPEs in March/ April help further home in on areas of revision for individual groups.</p> <p>Where appropriate and necessary, in-class interventions and revision sessions take place.</p>

Communications – Media Studies (GCSE Option)			
	Autumn Term	Spring Term	Summer Term
<p>In Media we follow the Eduqas examination board. We utilise an interleaving curriculum approach which allows for deeper study of key industries being studied each term. After the first term, media theory, language and audience representation are recapped and revisited but narrowed in focus to be specific for the industry being studied.</p>			
Y10	<p>Industry Studied: Gaming and Film</p> <p><i>Set Texts: Fortnite (Website) and James Bond: No Time to Die, Man with the Golden Gun (Posters and Website)</i></p> <p><i>Interleaved Texts: James Bond, Turning Red, Unseen Film Posters</i></p> <p>Pupils are introduced to key theories and language required for media analysis linked to the set texts. They are also introduced to audience representation and develop this in half term 2 to look at changes in audience representation over time.</p>	<p>Industry Studied: Print Media</p> <p><i>Set Texts: The Sun, Pride, GQ, Guardian, Quality Street, This Girl Can</i></p> <p><i>Interleaved Texts: Social Media, Unseen Newspapers and Magazines</i></p> <p>On top of Media Language, Audience Representation and Theory pupils explore political influences on print media.</p>	<p>This term is dedicated to the completion of the Media Studies NEA.</p> <p>We offer the Print Media options, which are either a Magazine or an Online Magazine.</p>
Y11	<p>Industry Studied: TV and Radio</p> <p><i>Set Texts: Archers, Luther and The Sweeney</i></p> <p><i>Interleaved Texts: Crime Drama, Soap Operas</i></p> <p>On top of Media Language, Audience Representation and Theory pupils are introduced to more nuanced theories to help develop their analysis of key media.</p>	<p>Industry Studied: Music</p> <p><i>Set Texts: Taylor Swift, Justin Bieber and Duran/TLC (video and websites)</i></p> <p><i>Interleaved Texts: Other music videos, Unseen Texts, Social Media</i></p> <p>Towards the second part of this term, revision starts and pupils are encouraged to respond and analyse media more independently with a focus on set texts but also unseen texts.</p>	<p>This term is dedicated to revision of the set texts and application in exams ready for the GCSEs.</p>

Communications – Modern Foreign Languages (French)

	Autumn Term	Spring Term	Summer Term
	<p>French is taught to all pupils in Year 7 and 8 (and German is started as a second language in Year 8). There is currently one lesson per week of each subject in Years 7 and 8. Towards the end of Year 8 pupils choose which language to study in Year 9 (2 lessons per week).</p> <p>We use the professionally produced course 'Dynamo' (Pearson) as a framework for learning at KS3, enriched by a raft of teaching/learning resources and strategies. Although topic-based, pupils also learn about aspects of French grammar, including syntax, verb formation and conjugation, spelling rules, phonetics and pronunciation and cultural similarities (and cultural differences).</p> <p>At KS4, we build on previous progress and follow 'Studio' (Pearson) as a framework for learning, again supported by additional resources. Our exam board is AQA.</p> <p>Broadly, the GCSE French course is split between 3 overarching themes:</p> <p><u>Theme 1</u>: Identity and culture <u>Theme 2</u>: Local, national, international and global areas of interests <u>Theme 3</u>: Current and future study and employment</p> <p>All 4 skills (Listening, Speaking, Reading and Writing) are practised during a typical French lesson, enriched by use of technology (e.g. Active Learn, Vocab Express etc.) to build engagement and to offer further opportunities for formative and summative assessment.</p>		
Y7	<p>La rentrée Year 6/7 transition module – culture quiz and KS2 revision/basics. Culturally significant events. French phonics. Pupils learn a range of basic but essential language – days/months/alphabet/numbers Family – how to describe brothers and sisters, their ages etc. Describing classrooms, articles. Likes and dislikes, '<i>aimer</i>' + articles.</p>	<p>La rentrée (continued) Pupils learn how to describe yourself and other people. Adjectival agreement. Hobbies and sports – understanding regular verbs. Giving extended personal information in French (conversations of 7+ exchanges).</p> <p>En classe Cultural differences in French schools. Telling the time (24hr). Expressing personal likes and dislikes for school subjects.</p>	<p>En classe (continued) Justifications for opinions and connectives. School uniform and adjectival agreement – pupils learn how to describe what people wear. Extended descriptions about a typical school day, including your own day at Risedale. Research into a typical school day in France – reading for gist. What there is and isn't and offering opinions.</p>
Y8	<p>Mon temps libre Pupils learn to describe a range of hobbies in detail. The weather and seasons. Talking about what sports you play (and the verb '<i>jouer</i>'). Talking about what hobbies you do (and the verb '<i>faire</i>'). Cultural research – discovering sports in French-speaking countries. Further work on extended, justified opinions – what you like to do etc. and why. Forming and answering questions.</p>	<p>Ma vie de famille Pupils create detailed descriptions of their family and aspects of daily family life. Talking about pets and animals. Using higher numbers Describing your family – possessive adjectives. Hair, eyes, size etc. Personality. ('<i>avoir</i>' and '<i>être</i>' – to have/be). Describing where you live – revision of regular verbs. Food and drink – breakfast Aspects of French culture – e.g. Bastille Day.</p>	<p>En ville Pupils describe aspects of their local area. Talking about places in a town or village. Understanding prices in French. The verb '<i>aller</i>' and describing plans. Invitations and the verb '<i>vouloir</i>' (to want) – more complex questions. Ordering food and drink in a café + manners / social conventions. Using the near future tense with '<i>aller</i>' (to go). Combining tenses – describing future events.</p>

<p>Y9</p>	<p>Vive les vacances! Pupils learn about holidays in different tenses. Revising 'avoir' and 'être' Saying what you did during the holidays The perfect tense with regular and irregular verbs. Imaginary trip to a theme park. Saying where you went and how you travelled. Past opinions Extended descriptions of past events.</p>	<p>J'adore les fêtes In this unit, pupils learn about a range of French festivals and celebrations. Revision of extended opinions. The present tense of a variety of regular and irregular verbs. Transactional language – buying food at a market, shop etc. Food and drink. Talking about a future trip and combining tenses.</p>	<p>À loisir Pupils describe aspects of their free time. Celebrities and types of TV programmes. Technology and use of it. More transactional language (e.g. a trip to the cinema) Talking about leisure activities (negatives). Combining 3 tenses when describing hobbies and free time.</p>
<p>Y10</p>	<p>Qui suis-je? Theme 1 (Identity and culture) Pupils revise how to create extended descriptions of themselves and others. What a good friend is (and isn't) – personality and personality traits. Role models. Relationships and disputes. Arranging to go out. Describing a day out using the perfect and imperfect tenses.</p>	<p>Le temps des loisirs Theme 1 (Identity and culture) Revision of leisure activities. Talking about sports using 'depuis' and the present tense. Extended descriptions. Use of technology (frequency) – pros/cons of the Internet etc. TV, music and reading – vocabulary, habits and comparative descriptions.</p> <p>Jours ordinaires, jours de fête Theme 1 (Identity and culture) Describing your daily life 'devoir' (to have to) and 'pouvoir' (to be able to). Shopping for clothes Festivals, traditions and celebrations – vocabulary and cultural differences.</p>	<p>Jours ordinaires, jours de fête Theme 1 (Identity and culture) - continued Festivals, traditions and family celebrations – 3 tenses. Shopping for [special] meals.</p> <p>De la ville à la campagne Theme 2 (Local, national, international and global areas of interest). Pupils describe where they live and aspects of their region – 3 time frames. What you can do in your area. Finding out tourist information. Discussing plans and the weather. The superlative. Pros/cons of where you live (e.g. local environmental issues).</p>
<p>Y11</p>	<p>Le grand large Theme 2 (Local, national, international and global areas of interest) In this unit, pupils talk about holidays (all tenses) and aspects of travel. Talking about holiday habits (present tense). Dealing with a hotel stay (including possible issues) and other holiday problems. Travel and transactional language. Extended descriptions of past holidays (perfect/imperfect/conditional tenses). Ordering meals at a restaurant.</p>	<p>Au collège Theme 3 (Current and future study and employment) Theme 2 (Local, national, international and global areas of interest) Pupils describe aspects of school. Opinions on subjects & teachers. Elements of daily school life – descriptions and opinions of uniform, school rules, extra-curricular activities (trips etc.). Discussing healthy and unhealthy lifestyles.</p> <p>Bon travail! Theme 3 (Current and future study and employment) Discussing work preferences Plans, hopes and wishes for future employment. Part-time jobs/work experience Using perfect/imperfect tenses</p>	<p>Un oeil sur le monde Theme 2 (Local, national, international and global areas of interest) In this unit, pupils learn about global problems and issues. My priorities in life. Discussing the weather and natural disasters. Protecting the environment. Ethical shopping (extended reading) Volunteering and its importance. Combining 3 time frames.</p> <p>Revision of all themes Preparation for GCSE exams in all four key skills (Listening, Speaking, Reading and Writing). Thorough revision of vocabulary and grammar for all themes and exam technique practice (e.g. past papers, Exampro).</p>

Communications – Modern Foreign Languages (German)			
	Autumn Term	Spring Term	Summer Term
	<p>German is the second foreign language pupils that will learn. We start with German in Year 8 (one lesson a week). After Year 8 pupils will choose their preferred language and continue learning it two lessons a week in Year 9.</p> <p>We use the professionally produced course 'Stimmt!' (Pearson) as a framework for learning at KS3, enriched by a raft of teaching/learning resources and strategies. Although topic-based, pupils also learn about aspects of German grammar, including syntax, verb formation and conjugation, spelling rules, phonetics and pronunciation and cultural similarities (and cultural differences).</p> <p>At KS4, we build on previous progress and follow 'Studio' (Pearson) as a framework for learning, again supported by additional resources. Our exam board is AQA.</p> <p>Broadly, the GCSE German course is split between 3 overarching themes:</p> <p><u>Theme 1:</u> Identity and culture.</p> <p><u>Theme 2:</u> Local, national, international and global areas of interests.</p> <p><u>Theme 3:</u> Current and future study and employment.</p> <p>All 4 skills (Listening, Speaking, Reading and Writing) are practised during a typical German lesson, enriched by use of technology (e.g. Active Learn, Vocab Express etc.) to build engagement and to offer further opportunities for formative and summative assessment.</p>		
Y8	<p>Meine Welt und ich Introduce yourself. Learn to pronounce German vowel & consonant sounds Verb conjugation haben, sein + indefinite articles. Introduction of numbers up to 100. Pupils stating their names, age and where they live; pupils talk about favourite belongings Introductions of adjectives (personal characteristics).</p>	<p>Familie und Tiere Pupils are introduced to vocabulary for pets and family members. Giving dates in relation to birthdays. Introduction of modal verbs (<i>können</i>) + infinitives.</p>	<p>Retrieval and grammar studies Practising spelling with self-quizzing and dictation. Narrow reading practice and learning to understand new vocabulary through context. Introduction of some sport and hobby vocabulary.</p>
Y9	<p>Freizeit Pupils learn about sports and hobbies they like / don't like; Using time phrases and Talking about their use of modern technology. expressions of frequencies understanding longer listening texts.</p>	<p>In der Schule Pupils learn about school subjects; give opinions about it and describe their teachers. They learn to describe their school and learn about and compare their school with schools in Germany. Introduction of vocabulary for clothes (school uniform). Introduction of German dative case: prepositions + indef. & definite articles.</p>	<p>In der Stadt Essen und Trinken/Urlaub Pupils learn to talk about holiday plans, using 'werden' to form the future tense. Pupils start using longer texts , learning new vocabulary from context. Pupils learn to express opinions about food and learn how to order food in a restaurant.</p>
Y10	<p>In der Schule / Freizeit Theme 3 (Current and future study & employment) Theme 1 (Identity & culture) Learning to use different tenses for familiar topics (school, free time). Learn to use modal verbs in texts More practise for text writing (90 words). Using separable verbs.</p>	<p>Menschliche Beziehungen Willkommen bei mir Theme 1 (Identity & culture) Theme 2 (Local, national, international and global areas of interest). Describing relationships. Photo-card practice. Using reflexive verbs. Expanding the range of adjectives, quantifiers and qualifiers.</p>	<p>Ich liebe Wien Im Urlaub und zu Hause Theme 1 (Identity and culture) Theme 2 (Local, national, international and global areas of interest). Describing your home, using prepositions with dative and accusative. Explaining how you stay healthy. Discussing advantages and disadvantages of social media and technology. Discussing ways of travelling.</p>

			Using comparative and superlative adjectives.
Y11	<p>Rund um die Arbeit</p> <p>Theme 3 (Current and future study and employment)</p> <p>Describing jobs and places of work.</p> <p>Talking about dream jobs and future aspirations.</p> <p>Part-time work and work experience.</p>	<p>Eine wunderbare Welt</p> <p>Theme 2 (Local, national, international and global areas of interest).</p> <p>Pupils debate the advantages and disadvantages of a global political and environmental event and explain how social problems affect young people.</p> <p>Discussing what a country can do to be environmentally friendly.</p>	<p>Revision of all themes</p> <p>Preparation for GCSE exams in all four key skills (Listening, Speaking, Reading and Writing). Thorough revision of vocabulary and grammar for all themes and exam technique practice (e.g. past papers, Exampro).</p>

Mathematics (Stage 6 / Foundation Entry)

	Autumn Term	Spring Term	Summer Term
Y7	<p>Stage 6 Entry (Below expected standard at the end of KS2)</p> <p>Key BAM Indicators (Essential Knowledge, skills and focus of assessments)</p> <ul style="list-style-type: none"> ● <u>Multiply and divide numbers with up to three decimal places by 10, 100, and 1000</u> ● <u>Use long division to divide numbers up to four digits by a two-digit number</u> <p>Knowledge and Skills: Numbers and the number system. Checking, approximating and estimating. Calculating. Calculating: division. Visualising and constructing.</p>	<p>Stage 6 Entry (Below expected standard at the end of KS2)</p> <p>Key BAM Indicators (Essential Knowledge, skills and focus of assessments)</p> <ul style="list-style-type: none"> ● <u>Use simple formulae expressed in words</u> ● <u>Write a fraction in its lowest terms by cancelling common factors</u> ● <u>Use simple ratio to compare quantities</u> ● <u>Generate and describe linear number sequences</u> <p>Knowledge and Skills: Investigating properties of shapes. Algebraic proficiency: using formulae. Exploring fractions, decimals and percentages. Proportional reasoning. Pattern sniffing. Measuring space.</p>	<p>Stage 6 Entry (Below expected standard at the end of KS2)</p> <p>Key BAM Indicators (Essential Knowledge, skills and focus of assessments)</p> <ul style="list-style-type: none"> ● <u>Solve missing angle problems involving triangles, quadrilaterals, angles at a point and angles on a straight line</u> ● <u>Add and subtract fractions and mixed numbers with different denominators</u> ● <u>Multiply pairs of fractions in simple cases</u> ● <u>Find percentages of quantities</u> ● <u>Calculate the volume of cubes and cuboids</u> ● <u>Use coordinates in all four quadrants</u> ● <u>Calculate and interpret the mean as an average of a set of discrete data</u> <p>Knowledge and Skills: Investigating angles. Calculating fractions, decimals and percentages. Solving equations and inequalities. Calculating space. Mathematical movement. Presentation of data. Measuring data.</p>
Y8	<p>Stage 7 (Below expected standard at the end of KS2)</p> <p>Key BAM Indicators (Essential Knowledge and Focus of Assessments)</p> <ul style="list-style-type: none"> ● <u>Use positive integer powers and associated real roots</u> ● <u>Apply the four operations with decimal numbers</u> ● <u>Check calculations using approximation, estimation or inverse operations</u> ● <u>Understand and use geometric notation for labelling angles, lengths, equal lengths and parallel lines</u> <p>Knowledge and Skills: Numbers and the number system. Calculating. Checking, approximating and estimating. Counting and comparing. Visualising and constructing.</p>	<p>Stage 7 (Below expected standard at the end of KS2)</p> <p>Key BAM Indicators (Essential Knowledge and Focus of Assessments)</p> <ul style="list-style-type: none"> ● <u>Simplify and manipulate expressions by collecting like terms</u> ● <u>Simplify and manipulate expressions by multiplying a single term over a bracket</u> ● <u>Substitute numbers into formulae</u> ● <u>Write a quantity as a fraction or percentage of another</u> <p>Knowledge and Skills: Investigating properties of shapes. Algebraic proficiency: tinkering. Exploring fractions, decimals and percentages. Proportional reasoning. Pattern sniffing. Measuring space. Investigating angles. Calculating fractions, decimals and percentages.</p>	<p>Stage 7 (Below expected standard at the end of KS2)</p> <p>Key BAM Indicators (Essential Knowledge and Focus of Assessments)</p> <ul style="list-style-type: none"> ● <u>Use multiplicative reasoning to interpret percentage change</u> ● <u>Add, subtract, multiply and divide with fractions and mixed numbers</u> ● <u>Understand and use lines parallel to the axes, $y = x$ and $y = -x$</u> ● <u>Understand and use geometric notation for labelling angles, lengths, equal lengths and parallel lines</u> ● <u>Calculate surface area of cubes and cuboids</u> <p>Knowledge and Skills: Calculating fractions, decimals and percentages. Solving equations and inequalities. Calculating space. Mathematical movement. Presentation of data. Measuring data.</p>
Y9	<p>Stage 8 (Below expected standard at the end of KS2)</p>	<p>Stage 8 (Below expected standard at the end of KS2)</p>	<p>Stage 8 (Below expected standard at the end of KS2)</p>

	<p>Key BAM Indicators (Essential Knowledge and Focus of Assessments)</p> <ul style="list-style-type: none"> • <u>Convert numbers into standard form and vice versa</u> • <u>Apply the four operations with negative numbers</u> • <u>Calculate theoretical probabilities for single events</u> • <u>Apply the multiplication, division and power laws of indices</u> • <u>Factorise an expression by taking out common factors</u> • <u>Change the subject of a formula when two steps are required</u> <p>Knowledge and Skills: Numbers and the number system. Calculating. Visualising and constructing. Understanding risk I. Algebraic proficiency: tinkering.</p>	<p>Key BAM Indicators (Essential Knowledge and Focus of Assessments)</p> <ul style="list-style-type: none"> • <u>Convert between terminating decimals and fractions</u> • <u>Find a relevant multiplier when solving problems involving proportion</u> • <u>Find and use the nth term for a linear sequence</u> • <u>Solve problems involving percentage change, including original value problems</u> • <u>Solve linear equations with unknowns on both sides</u> <p>Knowledge and Skills: Exploring fractions, decimals and percentages. Proportional reasoning. Pattern sniffing. Investigating angles. Calculating fractions, decimals and percentages. Solving equations and inequalities.</p>	<p>Key BAM Indicators (Essential Knowledge and Focus of Assessments)</p> <ul style="list-style-type: none"> • <u>Apply the formulae for circumference and area of a circle</u> • <u>Plot and interpret graphs of linear functions</u> <p>Knowledge and Skills: Exploring fractions, decimals and percentages. Proportional reasoning. Pattern sniffing. Investigating angles. Calculating fractions, decimals and percentages. Solving equations and inequalities.</p>
Y10	<p>Stage 9 (Below expected standard at the end of KS2)</p> <p>Key BAM Indicators (Essential Knowledge and Focus of Assessments)</p> <ul style="list-style-type: none"> • <u>Calculate with roots and integer indices</u> • <u>Use ruler and compass methods to construct the perpendicular bisector of a line segment and to bisect an angle</u> • <u>Manipulate algebraic expressions by expanding the product of two binomials</u> • <u>Manipulate algebraic expressions by factorising a quadratic expression of the form $x^2 + bx + c$</u> • <u>Change freely between compound units</u> <p>Knowledge and Skills: Calculating. Visualising and constructing. Algebraic proficiency: tinkering. Proportional reasoning.</p>	<p>Stage 9 (Below expected standard at the end of KS2)</p> <p>Key BAM Indicators (Essential Knowledge and Focus of Assessments)</p> <ul style="list-style-type: none"> • <u>Calculate exactly with multiples of π</u> • <u>Apply Pythagoras' theorem in two dimensions</u> • <u>Solve problems involving similar shapes</u> • <u>Use geometrical reasoning to construct simple proofs</u> <p>Knowledge and Skills: Pattern sniffing. Solving equations and inequalities I. Calculating space. Conjecturing. Algebraic proficiency: visualising.</p>	<p>Stage 9 (Below expected standard at the end of KS2)</p> <p>Key BAM Indicators (Essential Knowledge and Focus of Assessments)</p> <ul style="list-style-type: none"> • <u>Understand and use the gradient of a straight line to solve problems</u> • <u>Plot and interpret graphs of quadratic functions</u> • <u>Solve two linear simultaneous equations algebraically and graphically</u> • <u>Use tree diagrams to list outcomes</u> <p>Knowledge and Skills: Algebraic proficiency: visualising. Solving equations and inequalities II. Understanding risk. Presentation of data.</p>
Y11	<p>Stage 10 'Lite' (Below expected standard at the end of KS2) – Completion of Foundation Level Content</p> <p>Key BAM Indicators (Essential Knowledge and Focus of Assessments)</p> <ul style="list-style-type: none"> • <u>Apply trigonometry in two dimensions</u> • <u>Calculate volumes of spheres, cones and pyramids</u> 	<p>Stage 10 'Lite' (Below expected standard at the end of KS2) – Completion of Foundation Level Content</p> <p>Key BAM Indicators (Essential Knowledge and Focus of Assessments)</p> <ul style="list-style-type: none"> • <u>Solve quadratic equations by factorising</u> • <u>Understand and use vectors</u> 	<p>Revision Period and Exams</p>

<ul style="list-style-type: none"> ● <u>Solve problems involving direct and inverse proportion</u> <p>Knowledge and Skills: Investigating properties of shapes. Calculating. Solving equations and inequalities I. Mathematical movement I. Algebraic proficiency: tinkering. Proportional reasoning. Pattern sniffing. Calculating space. Exploring fractions, decimals and percentages.</p>	<p>Knowledge and Skills: Algebraic proficiency: visualising. Solving equations and inequalities II. Analysing statistics. Mathematical movement II.</p> <p>Start of Revision Period</p>	
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Mathematics (Stage 7/Higher Entry)			
	Autumn Term	Spring Term	Summer Term
Y7	<p>Stage 7 Entry (Expected standard at the end of KS2)</p> <p>Key BAM Indicators (Essential Knowledge and Focus of Assessments)</p> <ul style="list-style-type: none"> ● <u>Use positive integer powers and associated real roots</u> ● <u>Apply the four operations with decimal numbers</u> ● <u>Check calculations using approximation, estimation or inverse operations</u> ● <u>Understand and use geometric notation for labelling angles, lengths, equal lengths and parallel lines</u> <p>Knowledge and Skills: Numbers and the number system. Calculating. Checking, approximating and estimating. Counting and comparing. Visualising and constructing.</p>	<p>Stage 7 Entry (Expected standard at the end of KS2)</p> <p>Key BAM Indicators (Essential Knowledge and Focus of Assessments)</p> <ul style="list-style-type: none"> ● <u>Simplify and manipulate expressions by collecting like terms</u> ● <u>Simplify and manipulate expressions by multiplying a single term over a bracket</u> ● <u>Substitute numbers into formulae</u> ● <u>Write a quantity as a fraction or percentage of another</u> <p>Knowledge and Skills: Investigating properties of shapes. Algebraic proficiency: tinkering. Exploring fractions, decimals and percentages. Proportional reasoning. Pattern sniffing. Measuring space. Investigating angles. Calculating fractions, decimals and percentages.</p>	<p>Stage 7 Entry (Expected standard at the end of KS2)</p> <p>Key BAM Indicators (Essential Knowledge and Focus of Assessments)</p> <ul style="list-style-type: none"> ● <u>Use multiplicative reasoning to interpret percentage change</u> ● <u>Add, subtract, multiply and divide with fractions and mixed numbers</u> ● <u>Understand and use lines parallel to the axes, $y = x$ and $y = -x$</u> ● <u>Understand and use geometric notation for labelling angles, lengths, equal lengths and parallel lines</u> ● <u>Calculate surface area of cubes and cuboids</u> <p>Knowledge and Skills: Calculating fractions, decimals and percentages. Solving equations and inequalities. Calculating space. Mathematical movement. Presentation of data. Measuring data.</p>
Y8	<p>Stage 8 (Expected standard at the end of KS2)</p> <p>Key BAM Indicators (Essential Knowledge and Focus of Assessments)</p> <ul style="list-style-type: none"> ● <u>Convert numbers into standard form and vice versa</u> ● <u>Apply the four operations with negative numbers</u> ● <u>Calculate theoretical probabilities for single events</u> ● <u>Apply the multiplication, division and power laws of indices</u> ● <u>Factorise an expression by taking out common factors</u> ● <u>Change the subject of a formula when two steps are required</u> <p>Knowledge and Skills: Numbers and the number system. Calculating.</p>	<p>Stage 8 (Expected standard at the end of KS2)</p> <p>Key BAM Indicators (Essential Knowledge and Focus of Assessments)</p> <ul style="list-style-type: none"> ● <u>Convert between terminating decimals and fractions</u> ● <u>Find a relevant multiplier when solving problems involving proportion</u> ● <u>Find and use the nth term for a linear sequence</u> ● <u>Solve problems involving percentage change, including original value problems</u> ● <u>Solve linear equations with unknowns on both sides</u> <p>Knowledge and Skills: Exploring fractions, decimals and percentages.</p>	<p>Stage 8 (Expected standard at the end of KS2)</p> <p>Key BAM Indicators (Essential Knowledge and Focus of Assessments)</p> <ul style="list-style-type: none"> ● <u>Apply the formulae for circumference and area of a circle</u> ● <u>Plot and interpret graphs of linear functions</u> <p>Knowledge and Skills: Exploring fractions, decimals and percentages. Proportional reasoning. Pattern sniffing. Investigating angles. Calculating fractions, decimals and percentages. Solving equations and inequalities.</p>

	Visualising and constructing. Understanding risk I. Algebraic proficiency: tinkering.	Proportional reasoning. Pattern sniffing. Investigating angles. Calculating fractions, decimals and percentages. Solving equations and inequalities.	
Y9	<p>Stage 9 (Expected standard at the end of KS2)</p> <p>Key BAM Indicators (Essential Knowledge and Focus of Assessments)</p> <ul style="list-style-type: none"> • <u>Calculate with roots and integer indices</u> • <u>Use ruler and compass methods to construct the perpendicular bisector of a line segment and to bisect an angle</u> • <u>Manipulate algebraic expressions by expanding the product of two binomials</u> • <u>Manipulate algebraic expressions by factorising a quadratic expression of the form $x^2 + bx + c$</u> • <u>Change freely between compound units</u> <p>Knowledge and Skills: Calculating. Visualising and constructing. Algebraic proficiency: tinkering. Proportional reasoning.</p>	<p>Stage 9 (Expected standard at the end of KS2)</p> <p>Key BAM Indicators (Essential Knowledge and Focus of Assessments)</p> <ul style="list-style-type: none"> • <u>Calculate exactly with multiples of π</u> • <u>Apply Pythagoras' theorem in two dimensions</u> • <u>Solve problems involving similar shapes</u> • <u>Use geometrical reasoning to construct simple proofs</u> <p>Knowledge and Skills: Pattern sniffing. Solving equations and inequalities I. Calculating space. Conjecturing. Algebraic proficiency: visualising.</p>	<p>Stage 9 (Expected standard at the end of KS2)</p> <p>Key BAM Indicators (Essential Knowledge and Focus of Assessments)</p> <ul style="list-style-type: none"> • <u>Understand and use the gradient of a straight line to solve problems</u> • <u>Plot and interpret graphs of quadratic functions</u> • <u>Solve two linear simultaneous equations algebraically and graphically</u> • <u>Use tree diagrams to list outcomes</u> <p>Knowledge and Skills: Algebraic proficiency: visualising. Solving equations and inequalities II. Understanding risk. Presentation of data.</p>
Y10	<p>Stage 10 (Expected standard at the end of KS2)</p> <p>Key BAM Indicators (Essential Knowledge and Focus of Assessments)</p> <ul style="list-style-type: none"> • <u>Apply trigonometry in two dimensions</u> • <u>Manipulate fractional indices</u> • <u>Solve equations using iterative methods</u> • <u>Manipulate algebraic expressions by factorising a quadratic expression of the form $ax^2 + bx + c$</u> • <u>Solve problems involving direct and inverse proportion</u> <p>Knowledge and Skills: Investigating properties of shapes. Calculating. Solving equations and inequalities I. Mathematical movement I. Algebraic proficiency: tinkering. Proportional reasoning.</p>	<p>Stage 10 (Expected standard at the end of KS2)</p> <p>Key BAM Indicators (Essential Knowledge and Focus of Assessments)</p> <ul style="list-style-type: none"> • <u>Calculate volumes of spheres, cones and pyramids</u> • <u>Interpret a gradient as a rate of change</u> <p>Knowledge and Skills: Pattern sniffing. Solving equations and inequalities II. Calculating space. Conjecturing. Algebraic proficiency: visualising I.</p>	<p>Stage 10 (Expected standard at the end of KS2)</p> <p>Key BAM Indicators (Essential Knowledge and Focus of Assessments)</p> <ul style="list-style-type: none"> • <u>Convert between recurring decimals and fractions</u> • <u>Solve quadratic equations by factorising</u> • <u>Link graphs of quadratic functions to related equations</u> • <u>Analyse data through measures of central tendency, including quartiles</u> • <u>Recognise and use the equation of a circle with centre at the origin</u> • <u>Understand and use vectors</u> <p>Knowledge and Skills: Exploring fractions, decimals and percentages. Solving equations and inequalities III. Understanding risk. Analysing statistics. Algebraic proficiency: visualising II. Mathematical movement II.</p>
Y11	Stage 11 (Expected standard at the end of KS2) – Completion of Higher Level Content	Stage 11 (Expected standard at the end of KS2) – Completion of Higher Level Content	Revision Period and Exams

<p>Key BAM Indicators (Essential Knowledge and Focus of Assessments)</p> <ul style="list-style-type: none"> ● <u>Use the sine and cosine rules to solve problems</u> ● <u>Simplify surds, including rationalising the denominator of a surd expression</u> ● <u>Manipulate quadratic expressions by completing the square</u> ● <u>Deduce roots and turning points of quadratic functions</u> <p>Knowledge and Skills: Investigating properties of shapes. Calculating. Solving equations and inequalities I. Mathematical movement I. Algebraic proficiency: tinkering. Proportional reasoning. Pattern sniffing.</p>	<p>Key BAM Indicators (Essential Knowledge and Focus of Assessments)</p> <ul style="list-style-type: none"> ● <u>Solve quadratic inequalities in one variable</u> ● <u>Sketch translations and reflections of given functions</u> ● <u>Understand the concept of an instantaneous rate of change</u> <p>Knowledge and Skills: Solving equations and inequalities II. Algebraic proficiency: visualising I. Analysing statistics. Algebraic proficiency: visualising II. Mathematical movement II.</p> <p>Start of Revision Period</p>	
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Sciences: PHYSICS

	Autumn Term	Spring Term	Summer Term
Y7	<p>Energy Stores Describing energy stores. Investigating energy in food. Describing fuels Comparing renewable and non-renewable energy Calculating efficiency</p> <p>Skill: Lab safety, using a Bunsen burner</p>	<p>Forces Describing forces. Investigating the forces in a spring Describing balanced forces Investigating friction and drag Investigating pressure in solids, liquids and gases Skill: Using SI units</p>	<p>Electricity Describing current, potential difference and resistance in series circuits. Using models for circuits Describing how to use electricity safely. Describing how electricity is generated. Skill: Drawing circuit diagrams, constructing circuits and using models.</p>
Y8	<p>Energy Transfers Investigating temperature changes Describing and investigating energy transfers by conduction, convection and radiation. Controlling energy transfers. Calculating power. Skill: Carrying out an investigation</p> <p>Magnetism Describing a magnetic field around a permanent magnet. Describing the electric field around a wire carrying a current. Describing magnetic Earth Skill: Making an electromagnet</p>	<p>Waves: Sound Describing sounds, how they move, and how to make them louder. Labelling a sound wave. Explaining the link between frequency and pitch. Describing the ear and how we hear sound. Describing the uses of ultrasound Skill: Calculating the speed of sound</p> <p>Waves: Light Comparing longitudinal and transverse waves. Describe how light travels. Investigate reflection and refraction. Describe the eye and how we see. Explain how we see different colours. Skill: Drawing ray diagrams.</p>	<p>Space Describing how ideas have changed. Describing the movement of the Earth around the Sun and the Moon around the Earth. Describing the Solar System and researching space exploration. Investigating the link between mass and weight and the effect of gravity. Describing stars, galaxies, constellations and the birth of the universe</p> <p>Skill: interpreting data</p>
Y9	<p>Energy Describing and explaining energy stores and changes in a system. Calculating kinetic energy, gravitational potential energy and elastic potential energy. Calculating power and efficiency. Explaining conservation and dissipation of energy and applying these concepts. Explaining and analysing national and global energy sources. RPA: investigation to determine the specific heat capacity of one or more materials. The investigation will involve linking the decrease of one energy store (or work done) to the increase in temperature and subsequent increase in thermal energy stored.</p>	<p>The Particle Model Describing and explaining the particle model and changes of state. Explaining internal energy. Analysing energy changes in a system and calculating specific heat capacity and latent heat. Describing and explain particle motion in gases. RPA: Use appropriate apparatus to make and record the measurements needed to determine the densities of regular and irregular solid objects and liquids.</p>	

Y10	<p>Atomic Structure Recap on the structure and development of the atom and isotopes. Describing radioactive decay and nuclear radiation. Analysing information and determining equations and half-lives Describing radioactive contamination.</p> <p>In addition, for Triple Science Describing hazards and uses of radioactive emissions and of background radiation Describing and explaining nuclear fission and fusion. Describing and explaining pressure in gases (P3) RPA: Investigate the effectiveness of different materials as thermal insulators and the factors that may affect the thermal insulation properties of a material. (P1)</p>	<p>Electricity Explaining and calculating current, potential difference and resistance. Investigating and analysing series and parallel circuits Explaining domestic uses of electricity and safety. Explaining mains electricity. Explaining and calculating energy transfers and power in appliances. Describing and explain the national grid. RPA: Use circuit diagrams to set up and check appropriate circuits to investigate the factors affecting the resistance of electrical circuits. RPA: Use circuit diagrams to construct appropriate circuits to investigate the I–V characteristics of a variety of circuit elements, including a filament lamp, a diode and a resistor at constant temperature.</p> <p>In addition, for Triple Science Describing and explaining static electricity, dangers and uses.</p>	<p>Electromagnetism Explaining magnetism, permanent magnets, induced magnetism, magnetic forces and fields. Describing and explaining the motor effect.</p> <p>In addition, for Triple Science Explaining how loudspeakers and microphones work. Explaining induced potential, the generator effect, transformers and the national grid.</p>
<p>In addition, for Triple Science Space Science Recap: describing our solar system. Describing the life-cycle of a star. Describing and explaining orbital motion, natural and artificial satellites Explaining the concept of red shift as evidence of the Big Bang and the expanding universe.</p>			
Y11	<p>Forces calar and vector properties Recapping contact and non-contact forces. Completing calculations using weight, gravity and mass. Calculating and explaining resultant forces. Calculating speed, velocity and acceleration. Interpreting velocity/time and distance/time graphs. Describing and applying Newton’s laws of motion. Forces linked to braking. Explaining momentum. RPA: investigate the relationship between force and extension for a spring. RPA: Investigate the effect of varying the force on the acceleration of an object of constant mass, and the effect of</p>	<p>Waves Describing the properties of longitudinal and transverse waves in solids, liquids and gases. Describing the electromagnetic spectrum and properties and uses of waves of different wavelengths. RPA: Make observations to identify the suitability of apparatus to measure the frequency, wavelength and speed of waves in a ripple tank and waves in a solid and take appropriate measurements.</p> <p>In addition, for Triple Science Explaining sound waves and waves used for detection and exploration.</p>	

	<p>varying the mass of an object on the acceleration produced by a constant force.</p> <p>In addition, for Triple Science Describing and applying concepts of levers and moments. Describing and analysing pressure and pressure differences in fluids, including atmospheric pressure</p>	<p>Investigating lenses, visible light and explaining black body radiation. RPA: Investigate the reflection of light by different types of surface and the refraction of light by different substances.</p>	
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Sciences: Chemistry			
	Autumn Term	Spring Term	Summer Term
Y7	<p>Acids and Alkalis Describing acids and alkalis Making and using indicators. Describing the pH scale Describing and using neutralisation Recognising hazards and controlling risk Writing a method</p>	<p>The Particle Model Describing solids, liquids and gases. Describing the particle arrangement in S, L & G. Describing Brownian motion, diffusion and air pressure. Calculating density Hypotheses and theories</p>	<p>Mixtures and Separation Describing different mixtures. Investigating solutions. Separating by evaporation, chromatography and distillation Writing a method</p>
Y8	<p>Atoms, elements and compounds Describing atoms, molecules, elements and compounds. Describing what happens in reactions. Investigating combustion and thermal decomposition Writing word equations and using models. Recognising anomalous results</p>	<p>The Periodic Table Describing Dalton's atom. Using chemical formulae Using Mendeleev's periodic table and describing patterns. Investigating physical and chemical trends Comparing metals and non-metals Investigating corrosion Investigating metals and acids Comparing metals and alloys</p>	<p>Rocks Describing rocks and their uses. Describing and comparing sedimentary, igneous and metamorphic rocks. Describing the rock cycle, weathering and erosion. Describing the effects of burning fuels on the environment.</p>
Y9	<p>The structure of the atom and the periodic table Recap on how to separate mixtures. Recap and deeper learning on atoms, formulae and equations Describing the structure of the atom and how ideas have changed. Explaining ions and isotopes. Describing the periodic table and its history. Describing and explaining patterns in group 0, 1 and 7 and predicting reactions. Comparing metals and non-metals Using standard form</p>	<p>Structure and Bonding Describing ionic bonds and explaining the properties of ionic compounds Describing covalent bonds and explaining the properties of small molecules, giant structures and polymers. Describing metallic bonding and explaining the properties of metals and alloys Drawing dot and cross diagrams</p>	
Y10	<p>Chemical Changes Describing and explaining oxidation and reduction. Exploring the reactivity series.</p>	<p>Energy Changes Describing and identifying exothermic and endothermic reactions</p>	<p>Organic Chemistry Describing crude oil, hydrocarbons and alkanes.</p>

	<p>Linking this to extraction of metals by reduction and electrolysis. Describing the process of electrolysis and predicting the products. Describing the reactions of metals with acids, neutralisation of acids and salt production. Describing pH and neutralisation. Comparing strong and weak acids. RPA: Prepare a pure dry sample of salt from an insoluble carbonate or oxide RPA: Investigate what happens when aqueous solutions are electrolysed using inert electrodes.</p> <p>In addition, for Triple Science Finding reacting volumes by titration. (C3) Describing transition metals and their uses.(C1) Nanoparticles, their properties and uses (C2)</p> <p>Quantitative Chemistry Describing conservation of mass and balancing equations. Calculating relative formula mass Working with moles. Calculating concentration.</p> <p>In addition, for Triple Science Calculating atom economy and yield. Further work on concentration and gas volumes</p>	<p>Interpreting and drawing reaction profiles</p> <p>RPA: Investigating the variables that affect temperature change in reacting solutions In addition, for Triple Science Explaining cells and batteries and fuel cells. Evaluate their uses.</p> <p>Rates of Reaction Measuring rates of reaction. Investigating the effect of temperature, concentration, surface area and catalysts on rates of reaction. Using the collision theory in explanations. Investigating reversible reactions and the effect of changes in concentration, temperature and pressure using Le Chatelier's principle. RPA: Investigating how changes in concentration affect the rates of reactions using different methods.</p>	<p>Describing and explaining fractional distillation. Describing and explaining the properties of combustion. Describing and explaining cracking and alkenes. In addition, for Triple Science Describing and explaining reactions of alkenes, alcohols, carboxylic acids, addition polymerisation, amino acids, DNA and other naturally occurring polymers.</p>
Y11	<p>Chemical Analysis Describing pure substances and formulations. Testing for gases RPA: Applying chromatography techniques.</p> <p>In addition, for Triple Science Flame tests and testing for ions. Using instrumental methods and flame emission spectroscopy RPA: Using chemical tests to identify unknown ions.</p> <p>Chemistry of the Atmosphere Describing the atmosphere past and present and explaining changes. Explaining how human activities affect the atmosphere.</p>	<p>Sustainable Development Describing potable water and wastewater treatment. Analysing Life Cycle Assessments and recycling. Exploring ways of reducing the use of resources. RPA: Analysis and purification of water</p> <p>In addition, for Triple Science Explaining corrosion and its prevention Analysing alloys as useful metals Describing the uses of ceramics, polymers and composites. Explaining the Haber Process and the production and use of NPK fertilisers.</p>	

Sciences: BIOLOGY

	Autumn Term	Spring Term	Summer Term
Y7	<p>Cells, Tissues and Organs Describing the 7 life processes An introduction to the structure of animal and plant cells. Describing some specialised cells. Describing organisation in living things.</p> <p>Movement Learning about muscles and bones as an example of a system Using a microscope, preparing a slide.</p>	<p>Reproduction Describing the male and female sex cells, sex organs, fertilisation, gestation and birth. Describing the changes that take place at puberty. Describing variation in living things. Drawing bar charts and interpreting data</p>	<p>Ecology Interpreting food chains and food webs. Describing predator-prey relationships. Describing adaptations and competition for resources. Using keys to identify organisms, introduction to sampling techniques.</p>
Y8	<p>Food and Digestion Interpreting food labels, describing food groups and a balanced diet. Describing the role of the digestive system and the process of digestion and absorption. Carrying out food tests and investigating enzymes.</p>	<p>Breathing and respiration Describing aerobic respiration. Describing the gas exchange system. Comparing gas exchange systems. Describing the effects of exercise and anaerobic respiration Calculate means and ranges</p> <p>Heart and Circulation: Describing the structure and function of the heart, blood and blood vessels.</p>	<p>Plant Biology Revising plant cells. Describing photosynthesis and looking at specialised cells in plants. Describing the products of photosynthesis. Describing plant reproduction, seed dispersal and germination. Describing different farming methods. Testing a leaf for starch</p>
Y9	<p>Cell Biology Comparing eukaryotic and prokaryotic cells. Explaining cell division and differentiation. Evaluating the use of stem cells. Explaining diffusion, osmosis and active transport.</p> <p>RPA: Using a microscope to observe and record different cells and calculating magnification RPA: Investigating the effect of a range of concentrations of salt solution on the mass of plant tissue.</p>	<p>Organisation Explaining the role of the human digestive system, including the role of enzymes and absorption. Describe the circulatory system and explain how the structures relate to function. Describe the structure of the lungs and explain how they are adapted for efficient gas exchange. Describing non-communicative diseases, including cancer, interpreting data and exploring risk factors. Describing plant tissues and organ systems. Describing and explaining the processes of transpiration and translocation.</p> <p>RPA: Use qualitative reagents to test for a range of carbohydrates, lipids and proteins RPA: Investigate the effect of pH on the rate of reaction of amylase.</p>	
Y10	<p>Infection and Response Describing pathogens, communicable diseases and the immune system. Explaining the use of antibiotics and painkillers. Describing the process of drug development.</p> <p>In addition, for Triple Science Culturing microorganisms Investigating monoclonal antibodies. Studying plant diseases and plant defences.</p>	<p>Bioenergetics Describing the process of photosynthesis as an endothermic reaction. Explaining how different factors affect the rate of photosynthesis. Explaining the uses of glucose. Explaining the process of aerobic respiration. Explaining anaerobic respiration in muscles, plant cells and yeast. Explaining the body's response to exercise. Describing metabolism.</p>	<p>Homeostasis and Response Describing homeostasis. Exploring the structure and function of the nervous system. Describing the human endocrine system. Explaining how blood glucose is controlled. Explaining how hormones control human reproduction. Explaining the role of hormones in contraception and fertility treatment. Explaining negative feedback RPA: Investigating reaction times</p>

	<p>RPA: Growing and investigating microbes using aseptic techniques. Investigating the effect of disinfectants on the growth of microbes.</p>	<p>RPA: Investigating the effect of light intensity on the rate of photosynthesis in pondweed.</p>	<p>In addition, for Triple Science Describing the brain. Describing the structure of the eye and explaining how we focus. Describing and explaining temperature control. Explaining how water levels are controlled and the role of the kidneys. Explaining the role of auxins RPA: investigate the effect of light or gravity on newly germinated seedlings</p>
Y11	<p>Inheritance Variation and Evolution Comparing sexual and asexual reproduction Describing DNA, chromosomes and meiosis. Explaining genetic inheritance, sex determination and inherited disorders. Explaining variation and evidence for evolution and extinction. Explaining selective breeding, genetic engineering and cloning. Explaining bacterial resistance to antibiotics. Describing classification.</p> <p>In addition, for Triple Science Explaining the theory of evolution and the work of Charles Darwin. Explaining speciation. Explaining the work of Gregor Mendel.</p>	<p>Ecology Explaining adaptations, interdependence and competition. Explaining organisation in an ecosystem. Explaining how materials are recycled. Describing biodiversity, waste management, land use, deforestation and global warming RPA: Measure the population size of a common species in a habitat. Use sampling techniques to investigate the effect of a factor on the distribution of a species.</p> <p>In addition, for Triple Science Explaining decomposition. Describe the impact of environmental change Compare trophic levels Investigate food production, farming techniques, sustainable fisheries and the role of biotechnology RPA: Investigate the effect of temperature on the rate of decay of fresh milk by measuring pH.</p>	<p>Revision</p>

Humanities - Geography			
	Autumn Term	Spring Term	Summer Term
Y7	<p>Half Term 1 - Where am I in the world?</p> <p>Knowledge – Continents, oceans, countries, Commonwealth, EU UK, regions, counties</p> <p>Skills – Atlas Maps and associated skills, OS Maps and associated skills</p> <p>Half Term 2 - What happens when the ground moves?</p> <p>Knowledge – Structure of earth, volcanoes, earthquakes, effects, responses, reducing the risk</p> <p>Longitude and latitude</p>	<p>Half Term 3 - Why, for the first time ever, do more people live in cities?</p> <p>Knowledge – Urbanisation, structure of cities, megacities, sustainable cities</p> <p>Skills – Decision making</p> <p>Half Term 4 - What are we doing to our planet?</p> <p>Knowledge – climate change, deforestation, intensive farming, water pollution, waste, desertification</p> <p>Decision making</p>	<p>Half Term 5 - Why do we need to manage the use of our resources?</p> <p>Knowledge – Resource management, food, energy and water</p> <p>Skills – Average and totals, Maps.</p> <p>Half Term 6 - How and why does a river change as it travels towards the sea?</p> <p>Knowledge – Water cycle, river system, river profiles, River processes, River landforms, flooding.</p> <p>Line graphs</p>
Y8	<p>Half Term 1 - How does the Geography of the UK influence me? <i>(builds on year 7 HT1)</i></p> <p>Knowledge – Sectors of industry, location of industry, globalisation, transport in the UK, rural areas, north south divide</p> <p>Decision making</p> <p>Half Term 2 - What natural hazards are people at risk of? <i>(builds on year 7 HT2)</i></p> <p>Knowledge – Plate tectonics, primary and secondary effects, immediate and long term responses, Case studies of tectonic hazards in LIC and HIC, Tropical storms, UK weather hazards</p> <p>Maps</p>	<p>Half Term 3 - How and why is Mumbai different to London? <i>(builds on year 7 HT3)</i></p> <p>Knowledge – HIC, LIC and NEE. Case study of a city in a LIC/NEE. Case study of the city in the UK.</p> <p>Half Term 4 - Why are there different ecosystems in the world?</p> <p>Knowledge – small scale ecosystem, large scale global ecosystems, Hot desert, tropical rainforest</p> <p>Maps</p>	<p>Half Term 5 - Why are some countries rich and some poor? <i>(builds on year 7 HT5)</i></p> <p>Knowledge – HIC, LIC and NEE. Development, development indicators, migration, development gap including causes and reducing.</p> <p>Maps</p> <p>Half Term 6 - What does the sea do to the land? <i>(links to year 7 HT6)</i></p> <p>Knowledge – Weathering and mass movement, waves, processes, landforms, engineering, example of a stretch of coastline</p>
Y9	<p>Half Term 1 – How are people affected by tectonic hazards? <i>(builds on year 7 HT2 and Year 8 HT2)</i></p> <p>Knowledge – Types of natural hazard, factors affecting hazard risk, plate tectonics, distribution of earthquakes and volcanoes, plate margins, primary and</p>	<p>Half Term 3 – How are people affected by climate change? <i>(builds on year 7 HT4)</i></p> <p>Knowledge – Evidence for climate change, causes of climate change. Effects of climate change on people and the environment. Managing climate change</p>	<p>Half Term 5 – What is life like in a tropical rainforest? <i>(builds on year 8 HT4)</i></p> <p>Knowledge – physical characteristics, interdependence, adaptations, biodiversity, deforestation, case study of a rainforest, value of a rainforest,</p>

	<p>secondary effects, immediate and long term responses, named examples, why people still live in areas at risk from tectonic hazards and how we can reduce the risk.</p> <p>Longitude and latitude</p> <p>Half Term 2 – How are people affected by weather hazards? (builds on Year 8 HT2)</p> <p>Knowledge – Global atmospheric circulation model, distribution of tropical storms, causes of tropical storms, structure and features of tropical storms. Weather hazards UK</p> <p>Bar charts, longitude and latitude.</p>	<p>Half Term 4 – What is life like in a small scale UK ecosystem? (builds on year 8 HT4)</p> <p>Knowledge – Producers, consumers, decomposers, nutrient cycle, food chain, food web, nutrient cycling. Impact of changing one component, distribution and characteristics of large scale ecosystems.</p>	<p>strategies used to manage the rainforest sustainably.</p> <p>Deforestation rates</p> <p>Half Term 6 - What is life like in a hot desert? (builds on year 8 HT4)</p> <p>Knowledge – physical characteristics, interdependence, adaptations, biodiversity, case study of a hot desert, causes of desertification, strategies used to reduce the risk of desertification.</p>
Y10	<p>Half Term 1 – How does the sea shape the land? (builds on year 8 HT6)</p> <p>Knowledge – upland and lowland areas and river systems, waves, coastal processes, coastal landforms, coastal management. Example of coastal landforms and an example of coastal management.</p> <p>OS Maps</p> <p>Half Term 2 – How do rivers shape the land? (builds on year 7 HT6)</p> <p>Knowledge – Long and cross profiles, processes, landforms, an example of a river valley. Flood risk, hydrographs, flood management strategies, flood management scheme</p> <p>OS Maps</p>	<p>Half Term 3 – What is lifelike in a city in a LIC or NEE? (builds on year 7 HT3 and Year 8 HT3)</p> <p>Knowledge – Urban change, urbanisation, megacities, case study of a city. Example of how urban planning is improving the quality of life for the urban poor.</p> <p>Half Term 4 – What is lifelike in a city in the UK? (builds on year 7 HT3 and Year 8 HT3)</p> <p>Knowledge – Distribution of population and major cities in the UK. Case study of a major UK city. Example of an urban regeneration project.</p>	<p>Half Term 5 – Why is it important that we manage resources? (builds on year 7 HT5)</p> <p>Knowledge – Significance of food, water and energy to wellbeing, global inequalities in the supply and consumption of resources. UK Food, water and energy.</p> <p>Half Term 6 – Why do we need to manage our food supply? (builds on year 7 HT5)</p> <p>Knowledge – Global patterns of calorie intake and food supply. Reasons for increasing food consumption, factors affecting food supply. Impacts of food insecurity. Strategies to increase food supply. Sustainable food supply.</p>
Y11	<p>Half Term 1 – What is life like in a LIC/NEE? (builds on year 8 HT5)</p> <p>Knowledge – Development, Development indicators, Demographical transition model, uneven development – causes and consequences. Reducing the development gap. Nigeria’s development</p>	<p>Half Term 3 - What skills do we need to become an effective geographer? (Further develops skills that have been used throughout Key stages)</p> <p>Skills – Atlas maps, Ordnance Survey maps, maps in association with photographs, graphical skills, numerical skills, statistical skills.</p>	<p>Revision</p>

	<p>Graphs</p> <p>Half Term 2 – What is life like in the UK? <i>(builds on year 8 HT5)</i></p> <p>Knowledge – Causes of economic change, moving towards a post-industrial economy, impacts of industry on the physical environment, Rural areas, transport in the UK, North/South Divide and place of the UK in the wider world</p>	<p>Use of qualitative and quantitative data.</p> <p>Half Term 4 – How to justify geographical decisions? <i>(Further develops skills that have been used throughout Key stages e.g. year 8 HT1)</i></p> <p>Decision making</p>	
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Humanities - RPE / RS			
	Autumn Term	Spring Term	Summer Term
Y7	<p>Half Term 1: How Religion Developed / What makes a religion?</p> <p>Knowledge: Animism, World Views, Connections, 7 Dimensions of Religion and Symbolism Skills: Identify, Interpret, Analyse, Compare, Predict and Judge</p> <p>Half Term 2: Comparing Religions / Does Religion Matter?</p> <p>Knowledge: Worship, Morality, Shared Practices, Celebrations / Festivals, Importance of religions today Skills: As half term 1 + Value / Rate</p>	<p>Half Term 3: Sources of Authority - (Founders 1 Sikhi, Buddhism, Judaism)</p> <p>Knowledge: Influences, Origins and Founders - Guru Nanak, Guru Gobind Singh + Khalsa Sikhs, Siddhartha Gautama, Abraham and Moses Skills: Recognise, Arrange, Examine, Contrast, Compare</p> <p>Half Term 4: Sources of Authority - (Founders 2 Jesus)</p> <p>Knowledge: The Gospels, Birth, Life, Death, Resurrection and Ascension Skills: Interpret, Arrange, Choose, Illustrate</p>	<p>Half Term 5: Sources of Authority (Founders 3 Muhammad)</p> <p>Knowledge: Early life of Muhammad, The Last Prophet, The 5 Pillars, Challenges of Being a British Muslim Skills: Empathy, Compose, Decide, Discuss, Interpret</p> <p>Half Term 6 - Places of Worship (+ enrichment visit)</p> <p>Knowledge: Churches, Mosques, Gurwaras Skills: Examine, Judge, Defend, Examine, Decide</p>
Y8	<p>Half Term 1 - Sources of Authority 2 Holy Books (builds on year 7 HT3,4,5)</p> <p>Knowledge: The Bible, 10 Commandments, Two Great Commandments, The Guru Granth Sahib, Sewa (Moral Codes), Challenges of Living as a Sikhi Skills: Recognise, Express, Interpret, Examine, Compare</p> <p>Half Term 2 - Key Beliefs (The Afterlife) (builds on year 7 HT4)</p> <p>Knowledge: Beliefs about Death and the Afterlife, Judgement/Heaven and Hell, God and the Messiah, Tawhid, Risalah/Akhira, Karma/Samsara/Rebirth/Humanism - is death the end? Skills: Discuss, Apply, Compare, Analyse, Judge, Defend, Predict</p>	<p>Half Term 3 - Creation - Christian fundamentalism vs Liberalism and Science</p> <p>Knowledge: Creation Stories, Stewardship / Dominion, Design Theory, Big Bang, Evolution, Awe and Wonder in Nature Skills: Argue, Judge, Defend, Assess, Define</p> <p>Half Term 4 - Symbolism (builds on year 7 HT2)</p> <p>Knowledge: Christian Symbols, Expressions of Faith, Depictions of Christ in Art, Islamic Artwork, Symbolism in Buddhism Skills: Imagery analysis, explore, interpret, distinguish</p>	<p>Half Term 5 - WorldViews and the A-Z of Religion (builds on year 7 HT1,2)</p> <p>Knowledge: Atheism, Humanism, Extremism, Forgiveness, Rituals, Virtue, Wealth (+ Poverty), Skills: Develop, identify, Explain, Demonstrate, Plan, Assess, Choose</p> <p>Half Term 6 - Moral Codes (links to year 7 HT3,4,5 and 8 HT1)</p> <p>Knowledge: The Golden Rule, 6 Major Religions - Moral codes Skills: Recognise, Describe, Illustrate, Examine, compare</p>

Y9	<p>Half Term 1 – Ethics: Moral Decision, Law and Sanctity of Life <i>(builds on year 7 HT2 and Year 8 HT6)</i></p> <p>Knowledge: Ethics, Moral Decision Making, Utilitarianism, The Law, Sanctity of Life, Animal rights, Drugs+ Religion Skills: Define, Discuss, Apply, Categorise, Value, Defend</p> <p>Half Term 2 – Ethics: Social Issues <i>(builds on Year 8 HT2,5)</i></p> <p>Knowledge: Medical Ethics, Dualism, AI, Equality, Environment, Poverty, Natural Evil Skills: Define, Recognise, Explore, Decide, Evaluate, Discuss, Judge, Defend</p>	<p>Half Term 3 – Philosophy: Existence of God? <i>(builds on year 7 HT/5 year 8 HT2/6)</i></p> <p>Knowledge: Intelligent Design, First Cause / Fallacy of Composition, Morality, Miracles, Revelation, Science, Marx, Freud, New Atheists, Immortality Skills: Assess, Choose, Consider, Describe, Explain, Evaluate</p> <p>Half Term 4 – Problem of Evil and Suffering <i>(builds on year 8 HT2, 6)</i></p> <p>Knowledge: Sources of Evil, Moral and Natural Evil, Problem of Evil - Inconsistent Triad, Theodicies Skills: Recognise, Differentiate, Solve, Predict, Question, Decide</p>	<p>Half Term 5 – Prejudice and discrimination: Anti-Semitism <i>(builds on year 7 HT2 and year 8 HT6)</i></p> <p>Knowledge: The Banality of Evil, Persecution / Prejudice, The Holocaust, Causes of Anti-Semitism, Anne Frank, Concentration Camps Skills: Consider, Empathise, Recognise, Problem Solve, Judge, Select, Criticise</p> <p>Half Term 6 - Peace & Conflict <i>(builds on year 8 HT5, 6)</i></p> <p>Knowledge: Causes and Consequences of War, Just War Theory, Pacifism, Sanatan Dharma, Ahimsa, lesser jihad, Victims of War Skills: Identify, Explain, Discuss, Interpret, Question, Criticise, Evaluate</p>
<p>End of KS3 Outcomes</p> <p>Y10</p>	<p>Substantive Knowledge Know about and understand a range of religions and worldviews</p> <p>Half Term 1 – Christian Beliefs 1</p> <p>Knowledge: Sources of authority, Nature of God, The Trinity, Creation, Incarnation, Crucifixion, Resurrection, Ascension. Skills: Influences, Compare and Contrast, Analysis and Evaluation, Significance / Impact</p> <p>Half Term 2 – Christian Beliefs 2</p> <p>Knowledge: Afterlife, Judgement, Heaven and Hell, Sin and Salvation, Atonement Skills: Influences, Compare and Contrast, Analysis and Evaluation, Significance / Impact</p>	<p>Disciplinary Knowledge Express ideas and insights about the nature, significance and impact of religions and worldviews</p> <p>Half Term 3 –Thematic A: Family / Christian Practices 1</p> <p>Knowledge: Human Sexuality, Relationships (before and outside of marriage), Contraception & Family Planning, Marriage, Divorce, Re-marriage, Nature and Purpose of Families, Gender Equality Skills: Consider Contemporary British attitudes to Ethical Choices / Make Judgments</p> <p>Half Term 4 – Christian Practices 2</p> <p>Knowledge: Worship, Sacraments, Pilgrimage, festivals, Foodbanks, Street Pastors, Mission, Evangelism, Church Growth, Persecution, Response to poverty Skills: Influences, Compare and Contrast, Analysis and Evaluation, Significance / Impact</p>	<p>Personal Knowledge Gain and deploy the skills needed to engage seriously with religions and worldviews</p> <p>Half Term 5 – Thematic B: Religion & Life</p> <p>Knowledge: Origins of the Universe, Value of the World, Use and Abuse of the Environment, Pollution, Use / Abuse of Animals, Origins of Human Life - Creation vs Evolution, Abortion, Euthanasia, Death and the Afterlife Skills: Consider Contemporary British attitudes to Ethical Choices / Make Judgments</p> <p>Half Term 6 – Thematic C: God and Revelation</p> <p>Knowledge: Design Argument, First Cause, Miracles, Existence of God, Revelation / Enlightenment, The Divine Skills: Consider Contemporary British attitudes to Ethical Choices / Make Judgments</p>
Y11	<p>Half Term 1 – Buddhist Beliefs</p> <p>Knowledge: Birth / Early Life, 4 sights and Ascetic Life, Enlightenment, Dhamma, Dependent Arising, 3 marks of existence, 4 Noble Truths, Theravada, Mahayana, Pure Land Skills: Influences, Compare and Contrast, Analysis and Evaluation, Significance / Impact</p>	<p>Half Term 3 - Thematic F Human Rights ctd / Buddhist Practices</p> <p>Knowledge: Disability and Race, Wealth, Poverty, Exploitation, Helping the Poor Skills: Influences, Compare and Contrast, Analysis and Evaluation, Significance / Impact</p> <p>Half Term 4 – Buddhist Practices</p>	<p>Revision/Reflection/Review</p>

	<p>Half Term 2 – Buddhist Beliefs ctd / Thematic F Human Rights (subject to change based on Y10 choices)</p> <p>Knowledge: Social Justice / Human Rights, Prejudice / Discrimination, Religious Freedom</p> <p>Skills: Influences, Compare and Contrast, Analysis and Evaluation, Significance / Impact</p>	<p>Knowledge: Worship, Meditation, Visualisation, Death and Mourning, Festivals, Karma and Rebirth, Karuan, Metta, 5 Moral Precepts, 6 Perfections</p> <p>Skills: Influences, Compare and Contrast, Analysis and Evaluation, Significance / Impact</p>	
Y10 ASDAN	<p>Term 1 - M4 Peace and Conflict</p> <p>Knowledge: Promoting Peace, Pacifism / Ahimsa, Remembrance Day, The Armed Forces / Charities PTSD, WMDs</p> <p>Skills: Social perceptiveness, Empathy, Decision Making, Integrity, Ethical Decision making, Tolerance, Diversity, Problem Solving, Ability to Learn, Teamwork</p>	<p>Term 2 - M3 Crime & Punishment</p> <p>Knowledge: Rules and Laws, Bullying, Causes of Crime, Persecution</p> <p>Skills: Social perceptiveness, Empathy, Decision Making, Integrity, Ethical Decision making, Tolerance, Diversity, Problem Solving, Ability to Learn, Teamwork</p>	<p>Term 3 - M1 Beliefs, Values and Decision Making</p> <p>Knowledge: Personal Quals/Curriculum Vitae, SWOT analysis, Peer pressure, Role Models, Consequences Influences on Moral Decision Making</p> <p>Skills: Social perceptiveness, Empathy, Decision Making, Integrity, Ethical Decision making, Tolerance, Diversity, Problem Solving, Ability to Learn, Teams</p>
Y11 ASDAN	<p>Term 1 - M6 Inspiration</p> <p>Knowledge: Sources of Inspiration, Influences, Awe and Wonder, Significant Events in History,</p> <p>Skills: Social perceptiveness, Empathy, Decision Making, Integrity, Ethical Decision making, Tolerance, Diversity, Problem Solving, Ability to Learn, Teamwork</p>	<p>Term 2 - M2 Environment</p> <p>Knowledge: Human Impact on the Environment, Global Warming, Natural Energy Sources, Animal Rights</p> <p>Skills: Social perceptiveness, Empathy, Decision Making, Integrity, Ethical Decision making, Tolerance, Diversity, Problem Solving, Ability to Learn, Teamwork</p>	<p>Term 3 - M5 Beliefs and Practices</p> <p>Knowledge: Gatherings / social Events, Places of Worship / Sacred & Holy, Pilgrimage, Ceremonies & Rites of Passage</p> <p>Skills: Social perceptiveness, Empathy, Decision Making, Integrity, Ethical Decision making, Tolerance, Diversity, Problem Solving, Ability to Learn, Teamwork</p> <p>Verification, Internal Moderation and Final Submissions</p>

Humanities – PHSE / RSE			
	Autumn Term	Spring Term	Summer Term
Y7	<p>How can we increase our resilience?</p> <p>Why do we need self-esteem and how do we build it up?</p> <p>What is the difference between a need and a want?</p> <p>How can we maintain genuine friendships and avoid toxic ones?</p> <p>What are the different types of family and does it matter what kind I have?</p> <p>What does it feel like when you fall in love?</p> <p>How can we keep safe and have positive relationships?</p> <p>Bullying or banter - What is and isn't acceptable?</p> <p>What does it mean to be British?</p> <p>What is online radicalisation and why is it a problem?</p>	<p>What is the big deal about energy drinks?</p> <p>Why is smoking so bad for you?</p> <p>How dangerous are drugs?</p> <p>How can I commit to a healthy lifestyle?</p> <p>Why must we be so careful with social media?</p> <p>How can we keep good mental health?</p>	<p>How can we be ethical consumers?</p> <p>How do meat eaters impact their health and the environment and can we live more sustainably?</p> <p>What steps can be taken to reduce racial prejudice and stereotyping?</p> <p>What can I expect during puberty and why does it happen? What do I need to know about periods?</p> <p>FGM - What is it, why is it so serious and what can we do to help?</p> <p>What is consent and why is it so important we learn about it?</p> <p>What is sexting and why is it risky?</p> <p>What is budgeting and how can we do it?</p>

	<p>What do we mean by a healthy lifestyle?</p> <p>How can I have a balanced diet?</p> <p>How do I know if I am eating healthily?</p> <p>What are the consequences of not living healthily?</p>		<p>How can I use the right financial product to manage my money?</p> <p>What are savings, loans and interest rates?</p> <p>How is plastic damaging our environment and what can be done about it?</p>
Y8	<p>How can boosting our self-confidence boost our achievement?</p> <p>What is peer pressure and how can we stand up to it?</p> <p>How can I improve my skills and behaviour?</p> <p>How can I manage my behaviour to achieve my targets?</p> <p>How can we avoid conflict at home and is anything solved by running away?</p> <p>What is relationship abuse?</p> <p>What can different religions teach us about tolerance?</p> <p>Antibullying week - theme changes each year</p> <p>Careers - KLQ have been asked for</p> <p>What makes me who I am?</p>	<p>Why are xenophobia, racism and extreme nationalism so dangerous in Britain?</p> <p>Who are the extremist groups and why are they dangerous?</p> <p>How can we prevent radicalisation and extremism?</p> <p>How can we maintain good mental health and a positive body image?</p> <p>Why do some males have issues with their body image?</p> <p>How can we recognise and prevent eating disorders?</p> <p>Why is self-awareness important?</p> <p>What do we need to know about personal safety and first aid?</p> <p>What is online grooming and how can we recognise the signs?</p> <p>What are LGBTQ rights like across the world?</p> <p>Fairtrade - theme changes each year</p> <p>What is mindfulness and how can it help us with our mental health?</p>	<p>How much screen time is too much and why does it matter?</p> <p>How are disabled people portrayed in the media?</p> <p>How are young people portrayed in the media?</p> <p>What is religious discrimination and does it still happen?</p> <p>What are the different STIs and how can we keep good sexual health?</p> <p>What are the issues that teenage parents face?</p> <p>What are the different types of contraception and how do we use them?</p> <p>How do we recognise Child Sexual Exploitation and how easily can it happen?</p> <p>What is the difference between debit and credit?</p> <p>What are income tax and national insurance and why do we pay them?</p> <p>How are public taxes raised and spent by the government?</p> <p>How is the environment changing and should we worry about it?</p>
Y9	<p>What are vaccinations and why do we have them?</p> <p>How can we maintain our physical health?</p> <p>Why can't some children gain an education?</p> <p>What is self-harm and why do some people do it?</p> <p>Why are acid attacks increasing and what can we do if we see one?</p> <p>What are interpersonal skills and why do we need them?</p> <p>How are we protected from discrimination?</p> <p>What is a "Growth Mindset" and how can having one help us achieve and be successful?</p> <p>How much do you know about alcohol?</p> <p>What should I know about drugs, risks and the law?</p>	<p>Why do we need to be careful about sharing images online?</p> <p>What does LGBTQAI+ stand for and what do we need to know about it?</p> <p>Fairtrade - theme changes each year</p> <p>How are human trafficking and modern slavery still happening?</p> <p>Who are UNICEF and how do they help around the world?</p> <p>How and why does the UK help other countries?</p> <p>What is social anxiety and how can it be managed?</p>	<p>How can social media affect our self-esteem?</p> <p>What is pornography and why can it be dangerous?</p> <p>How can we protect ourselves from fraudsters and scams?</p> <p>How can we manage tough times like change, grief and bereavement?</p> <p>Suicide - Why do people do this and what are the warning signs?</p> <p>How can we keep financially savvy?</p> <p>How can I successfully manage my money?</p> <p>Consumers and the Law - What are my rights?</p> <p>How does the Law deal with young offenders?</p> <p>Why do teens get involved with knife crime?</p>

	<p>How do I cope successfully with stress?</p> <p>How can we keep good mental health and cope successfully with anxiety?</p> <p>What is enterprise and what are enterprising skills and qualities?</p>		<p>What is sustainability and how can we personally live in a more sustainable way?</p> <p>What is globalisation and how does it impact our lives?</p> <p>What matters to you?</p>
Y10	<p>What is fake news, why does it exist and how can we spot it?</p> <p>How can we manage and resolve conflict safely?</p> <p>Do we need to worry about body piercings and tattoos?</p> <p>What leads to homelessness and why is it on the increase?</p> <p>What is hate crime and why does it happen?</p> <p>How does our criminal justice system work?</p> <p>What is antisocial behaviour, why do people do it and what are the consequences?</p> <p>What are "county lines" and how are young people being exploited?</p>	<p>What is binge drinking and is it really that bad for you?</p> <p>What is money laundering and why is it in issue?</p> <p>Why do some people become religious extremists?</p> <p>What should I know about forced and arranged marriages?</p> <p>What is community cohesion and why is it important?</p> <p>What is privilege and how does it affect our lives?</p> <p>Is body positivity a good thing or does it promote health issues?</p>	<p>How and why do role models influence us and is this always a good thing?</p> <p>What is CPR and how do we do it?</p> <p>What is revenge porn and what do I need to know about it?</p> <p>Why do some people have same sex relationships and what is it like to be in one?</p> <p>Why is it important we learn about Sex, Gender and Trans identity?</p> <p>Consent, rape and sexual harassment - How can we establish boundaries?</p> <p>How can we celebrate our unique identities and diversity?</p>
Y11	<p>Why is social studies so important?</p> <p>What are sexism and gender prejudice and are they still an issue today?</p> <p>What is stalking and harassment and how does the law protect us?</p> <p>What do we need to know about fertility and reproductive health?</p> <p>What is it like being a new parent and why can it be so challenging?</p> <p>What are the benefits of resting and getting a good night's sleep?</p> <p>Why is the ability to persevere and essential life skill?</p> <p>What are the different types of relationships and sexualities?</p>	<p>How do citizenship issues affect the workplace?</p> <p>What are positive and negative 'risks' and how can we make better decisions?</p> <p>What is body shaming, is it bullying and why do people do this?</p> <p>How can we prepare for adult life and independent living?</p> <p>What is right wing extremism and why is it on the increase?</p> <p>Why is our digital footprint important?</p> <p>What should I know about "The Dark Web"?</p>	<p>REVISION for GCSEs</p> <p>Please note that careers is part of the tutor programme in year 10/11</p>

Humanities - History			
	Autumn Term	Spring Term	Summer Term
Y7	<p>Half Term 1 - Who were the first English people?</p> <p>Knowledge – early settlers to Britain, features of Celtic and Roman Britain, Anglo Saxon migration, Anglo Saxon society, Viking invasions and the Danelaw.</p> <p>Skills – Chronology, Vocabulary, introduction to using evidence.</p>	<p>Half Term 3 - Why was the Church so important in people's lives?</p> <p>Knowledge – Medieval view of heaven, purgatory and hell, priests and nuns, influence of religion on medieval life, murder of Thomas Becket, limitations of the power of the Church.</p>	<p>Half Term 5 - Why was the reformation so important?</p> <p>Knowledge – Criticism of the catholic church, Martin Luther and the 95 theses, Henry's great matter, the break from Rome, Elizabeth and the Spanish Armada, the Gunpowder plot.</p>

	<p>Half Term 2 - Why was England a battlefield in 1066?</p> <p>Knowledge – Claimants to the English Throne, Battle of Stamford Bridge, Battle of Hastings, harrying of the north, Norman castles, Feudal system, Domesday survey.</p> <p>Skills – Cause and consequences, change and continuity, evidence - inference.</p>	<p>Skills – Evidence-inference, chronology, vocabulary, causation and consequences.</p> <p>Half Term 4 - What was life like in medieval England?</p> <p>Knowledge – Origins and spread of the Black Death, prevention and treatments, impact of the Black Death, peasants revolt, medieval housing, law and order.</p> <p>Skills – Cause and consequences, change and continuity, evidence-inference, analytical narrative, key features.</p>	<p>Skills – Evidence, vocabulary, interpretation, change and continuity, cause and consequences.</p> <p>Half Term 6 - What were the problems of medieval monarchs?</p> <p>Knowledge – Importance of medieval queens, Matilda and Eleanor of Aquitaine, King John's unpopularity, and Magna Carta, Edward I and Wales, Edward II and Robert the Bruce.</p> <p>Skills – Evidence, interpretation, change and continuity, cause and consequence.</p>
Y8	<p>Half Term 1 - Why did people believe in witchcraft?</p> <p>Knowledge – Beliefs about witchcraft, causes of witch craze , identifying witches, Matthew Hopkins, Pendle witch trials, decline in beliefs.</p> <p>Skills –Evidence-inference and reliability, cause and consequence, change and continuity.</p> <p>Half Term 2 -What was the slave trade like?</p> <p>Knowledge – Britain’s role in the slave trade, African Kingdoms, trade triangle, abolition movement, slave rebellions.</p> <p>Skills – Cause and consequences, evidence inference, utility, reliability, interpretation.</p>	<p>Half Term 3 - Why did the British Empire develop?</p> <p>Knowledge – Origins of the British Empire, British Empire in the Caribbean, trade and the Empire, changes to the Empire, British Empire in India.</p> <p>Skills – Chronology, key features, evidence-inference-utility, interpretations.</p> <p>Half Term 4 - What was the industrial revolution?</p> <p>Knowledge – Population growth, changes to agriculture, transport revolution, working conditions, living conditions, development of the coal and iron industry, steam power.</p> <p>Skills – Evidence-utility and inference, change and continuity, chronology, cause and consequence.</p>	<p>Half Term 5 -How was the American west settled?</p> <p>Knowledge – Native American life and beliefs, reasons for migration , cattle industry, changes for plains indians conflict and tension, a way of life ends.</p> <p>Skills – Chronology, key features, change and continuity, cause and consequence, evidence.</p> <p>Half Term 6 -Why did the first world war start? What were the consequences of war?</p> <p>Knowledge – Franco-Prussian war, Schlieffen plan, economic and imperial rivalry, militarism and nationalism, alliance system, assassination of Franz Ferdinand, recruitment, trench warfare, the end of WW1.</p> <p>Skills – Cause and consequence, analytical narrative, chronology, evidence, inference-utility, interpretation.</p>
Y9	<p>Half Term 1 – How did the USA change between the wars?</p> <p>Knowledge – USA at the start of the twentieth century, economic boom, roaring twenties, cultural change, prohibition, migration, Jim Crow laws, the great depression, the new deal.</p>	<p>Half Term 3 – Why did the Grand Alliance win WW2?</p> <p>Knowledge – Blitzkrieg, Dunkirk, battle of Britain, blitz, evacuation, Homefront, eastern front, Pearl Harbour, propaganda, D-Day, defeat of Germany.</p> <p>Skills – Chronology, analytical narrative, evidence-utility,</p>	<p>Half Term 5 – How did a cold war develop?</p> <p>Knowledge – The nuclear age begins, Potsdam, collapse of the Grand Alliance, crisis over Berlin, Korean war, arms race, construction of the wall, Cuban revolution, Cuban missile crisis, Vietnam war, end of the cold war.</p>

	<p>Skills – Evidence inference, chronology, cause and consequence, change and continuity.</p> <p>Half Term 2 – Why did the world go to war again?</p> <p>Knowledge – Russian revolution, Treaty of Versailles, League of nations, rise of fascism, Japanese invasion of Manchuria, Italian invasion of Abyssinia, rise of Hitler, Hitler’s control of Germany, steps to war, appeasement.</p> <p>Skills – Chronology, vocabulary, evidence-inference and utility, cause and consequence, interpretation.</p>	<p>interpretations, cause and consequences.</p> <p>Half Term 4 How were Jews persecuted before the Holocaust? How were the Nazis able to implement the 'Final Solution' "</p> <p>Knowledge – Persecution at Clifford’s Tower, European persecution of Jewish people, antisemitism and conspiracy theories, contributions of Jewish people to European society, antisemitism in Germany, Leon Greenman, Warsaw Ghetto uprising</p> <p>Skills – Chronology, vocabulary, evidence-utility, interpretation, cause and consequence, interpretation.</p>	<p>Skills – Analytical narrative, evidence, key features, chronology, vocabulary, cause and consequence, change and continuity.</p> <p>Half Term 6 - How has the local area changed?</p> <p>Knowledge – early settlement of the area, Roman and Anglo Saxon, Norman conquest and Richmond castle , development of the Stockton to Darlington railway, development of Catterick Garrison, development and decline of Catterick local railway.</p> <p>Skills – Chronology, evidence - inference, change and continuity, cause and consequence.</p>
Y10	<p>Half Term 1 – How did crime, enforcement and punishment change between 1000 -1700?</p> <p>Knowledge – Impact of Norman Conquest, William I’s Forest Laws. Local communities and law enforcement in Anglo-Saxon and Norman England, tithings, the hue and cry, and the parish constable. Deterrence and retribution, the use of fines, corporal and capital punishment. Saxon Wergild, the influence of the Church on crime and punishment, sanctuary and benefit of clergy; the use of trial by ordeal and reasons for its ending. Heresy and treason., vagabondage, town watchmen, bloody code, the gunpowder plotters.</p> <p>Skills Change and continuity, vocabulary, cause and consequence</p> <p>Half Term 2 – How did crime, enforcement and punishment change between 1700-1900?</p> <p>Knowledge – Highway robbery, smuggling, witchcraft prosecutions, Tolpuddle Martyrs, development of a police force,</p>	<p>Half Term 3 – How did crime, enforcement and punishment change between 1900 Present day?</p> <p>Knowledge – Cybercrime, terrorism, modern smuggling, new crimes, race, drug and hate crime, driving offences. Modernised policing, crime prevention, neighbourhood watch, special police units, changes to prisons, rehabilitation, death penalty, conscientious objectors, Derek Bentley. Environmental study - Whitechapel policing and local context.</p> <p>Skills – Change and continuity, vocabulary, cause and consequence, evidence-inference and utility, follow up enquiries.</p> <p>Half Term 4 – How did Elizabeth solve the problems she inherited at the start of her reign?</p> <p>Knowledge – Government and society in 1558, challenges to Elizabeth's rule, the religious settlement, puritan and catholic challenges, Mary Queen of Scots.</p>	<p>Half Term 5 – What threats did Elizabeth face during her reign?</p> <p>Knowledge – Revolt of the northern earls, Ridolfi plot, Throckmorton plot, Babington plot, Walsingham's spy network, the execution of Mary Queen of Scots, war with Spain, defeat of the Spanish Armada.</p> <p>Skills – Vocabulary, key features, cause and consequences, change and continuity, evidence-inference.</p> <p>Half Term 6 –How did society change during Elizabeth's reign?</p> <p>Knowledge – Elizabethan education and leisure, attitudes towards the poor, poverty, new poor laws, exploration and discovery, colonisation of Virginia.</p> <p>Skills – Vocabulary, key features, cause and consequences, change and continuity, evidence-inference.</p>

	<p>prisons, transportation, Robert Peel's reforms.</p> <p>Skills – Change and continuity, vocabulary, cause and consequence, evidence-inference and utility, follow up enquiries.</p>	<p>Skills – Vocabulary, key features, cause and consequences, change and continuity, evidence-inference.</p>	
Y11	<p>Half Term 1 – How did developments in Germany assist Hitler in coming to power in 1933?</p> <p>Knowledge – Legacy of WW1, Weimar constitution, Treaty of Versailles, occupation of the Ruhr, hyperinflation, recovery under Stresemann, changes for workers, cultural revival. Hitler and the birth of the DAP, growth of the NSDAP, Munich putsch, growth in support for nazis after 1929, Hitler becomes Chancellor.</p> <p>Skills – Evidence - inference utility, cause and consequences, change and continuity, interpretation, vocabulary.</p> <p>Half Term 2 – How did the Nazis change German society?</p> <p>Knowledge – Reichstag Fire and enabling act, police state, night of the long knives, policies towards the Church, propaganda and censorship, youth opposition, women & family, Nazi education, the economy, standard of living, persecution of Jews and minorities</p> <p>Skills – Evidence - inference utility, cause and consequences, change and continuity, interpretation, vocabulary</p>	<p>Half Term 3 - How did the cold war develop after World War 2?</p> <p>Knowledge - The three conferences, collapse of the Grand Alliance, Truman Doctrine, The Marshall Plan, Berlin blockade, military alliances, cold war crisis- Hungary/Berlin/Cuba/Czechoslovakia, detente.</p> <p>Skills – Cause and consequences, change and continuity, analytical narrative, vocabulary, chronology, evidence-inference.</p> <p>Half Term 4 – How did the cold war come to an end?</p> <p>Knowledge - Soviet invasion of Afghanistan, second cold war, SDI, changing attitudes, Reagan and Gorbachev, INF treaty, glasnost, perestroika, break up of eastern Bloc, breakup of the USSR.</p> <p>Skills – Cause and consequences, change and continuity, analytical narrative, vocabulary, chronology, evidence-inference.</p>	Revision

**Creative Arts – Performing Arts of music and drama
(Incorporating growth to ultimately match the National Plan for Music)**

	Autumn Term	Spring Term	Summer Term
Y7	<p><u>Half Term 1 - DRAMA</u></p> <p><u>Half Term 2 - What is Rhythm?</u></p> <p>Knowledge Understanding pulse, notation, how rhythm is used in Music, staff and graphic notation, time signatures, polyrhythms and note values.</p> <p>Skills Practical composing skills using rhythm and melody. Group performing skills. Keyboard Skills.</p>	<p><u>Half Term 3 - DRAMA</u></p> <p><u>Half term 4 - The Orchestra</u></p> <p>Knowledge Understanding the 4 sections of the orchestra, Strings, Woodwind, Brass and Percussion. Identifying different sonorities. Listening activities based on the orchestra.</p> <p>Skills Listening and being able to identify different instruments based on sound</p>	<p><u>Half Term 5 - DRAMA</u></p> <p><u>Half Term 6 -Musical Elements</u></p> <p>Knowledge Understanding and being able to apply the different musical elements - Pitch, Duration, Texture, Silence, Tempo, Dynamics, Structure and Timbre</p> <p>Skills Listening skills in identifying the different elements. Practical composition skills using the musical elements.</p>
Y8	<p><u>Half Term 1 - Night and Day Music</u></p> <p>Knowledge Understanding how music is composed to reflect different times of the day. Using the musical elements to compose own piece. Learning about Mozart, Chopin and Brahms</p> <p>Skills Practical composing skills and keyboard skills</p> <p><u>Half Term 2 - DRAMA</u></p>	<p><u>Half Term 3 - Film Music</u></p> <p>Knowledge Understanding how music is used in films and how this has developed. Focussing on Leitmotifs, orchestration, timbre, characters and melody. Learning about famous film composers and their styles of writing.</p> <p>Skills Practical composing skills and keyboard skills. Listening skills around different types of films</p> <p><u>Half Term 4 - DRAMA</u></p>	<p><u>Half Term 5 - All that Jazz</u></p> <p>Knowledge Understanding chord progressions, walking bass, improvisation, blues scale, ostinato, textures and layers, rhythm sections, swing rhythms, ragtime and Jazz.</p> <p>Skills Practical composing skills and keyboard skills</p> <p><u>Half Term 6 - DRAMA</u></p>
Y9	<p><u>Half Term 1 and 2 - Music for Special Events</u></p> <p>Knowledge Understanding how music is written for special occasions to include; fanfares, funerals, weddings, sporting occasions, new year and topical events.</p> <p>Skills Practical skills developing the different special events as compositions.</p>	<p><u>Half term 3 and 4 - Chords and Chromaticism</u></p> <p>Knowledge To be able to identify different chords and be able to distinguish between major and minor chords. To understand how chromaticism and dissonance are used in music focusing on Fur Elise, The Pink Panther and The Entertainer</p> <p>Skills Practical skills learning how chords are used in music and the effect different chord patterns have in melody writing. Practical keyboard skills.</p>	<p><u>Half Term 5 and 6 - The Popular Song and Musical Theatre</u></p> <p>Knowledge To understand how the Pop Song has developed over the decades. Learning about hooks and riffs, structures, instruments, melodies, textures, chords and notation.</p> <p>Skills Practical skills learning how to play different songs using YouTube as a resource. Developing these skills for the GCSE standard. Composing your own song using skills learnt in the unit.</p>

Creative Arts – Music GCSE

	Autumn Term	Spring Term	Summer Term
Y10	<p><u>Half Term 1</u></p> <p>Introduction to the GCSE course: Build on knowledge and experience at KS3 Consolidate basic musical vocabulary and knowledge Study exemplar performances and compositions Look at the assessment criteria for the coursework tasks.</p> <p>Instrumental Music 1700–1820 set works: J.S. Bach: 3rd Movement from Brandenburg Concerto no.5 in D major L. van Beethoven: 1st Movement from Piano Sonata no.8 in C minor ‘Pathétique’ Explore these pieces by using the pupils’ knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the music. Once each piece has been studied, comparative and evaluative skills can be practised between the two. The set works show the link between Baroque instrumental music and dance genres. They also, and introduce fugue, and also the 19th-century Romantic sensibility in music and its application to sonata form.</p> <p>Preparation for the performance component is ongoing.</p> <p><u>Half Term 2</u></p> <p>Instrumental Music 1700–1820 wider listening (5 weeks): Explore pieces in genres related to the two set works, which may include: -concerti by Vivaldi -concerto grosso by Handel -piano sonata movements by Haydn and Mozart.</p> <p>In each case relating the music to the set works studied through their use of musical elements,</p>	<p><u>Half Term 3</u></p> <p>Vocal Music set work: Queen: ‘Killer Queen’ (from the album <i>Sheer Heart Attack</i>) Explore this piece by using the pupils’ knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the music. Now both pieces have been studied comparative and evaluative skills can be practised between the two. This area of study is diverse but coverage at this stage should reflect 20th-century popular approaches to songwriting, including ground bass and verse and chorus structures.</p> <p>Vocal Music wider listening: Explore other settings of words to music for soloist and accompaniment, which may include: -arias by G.F. Handel and J.S. Bach -songs by Beach Boys and Alicia Keys -if time, songs by Schubert, Faure and/or Britten In each case looking at the relationship of the words and music, and the use of musical elements, musical contexts and musical language. There should be coverage of the full chronological period from 1600s to 1900s, including a range of structures (strophic, through-composed, verse and chorus, da capo aria, etc.) and styles.</p> <p>● Preparation for the performance component is ongoing.</p> <p><u>Half term 4</u></p> <p>Free composition inspirations and task setting: Discuss possible routes into free composition, based on KS3 experiences, and providing</p>	<p><u>Half Term 5</u></p> <p>Music for Stage and Screen set work: J. Williams: ‘Main title/rebel blockade runner’ (from the soundtrack to <i>Star Wars Episode IV: A New Hope</i>) Explore this piece by using the pupils’ knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the music. Now that each piece has been studied, comparative and evaluative skills can be practised between the two. The study of this set work should examine composing sound to match pictures.</p> <p>Music for Stage and Screen wider listening: Explore pieces in genres related to the first set work, which may include: songs from musicals like <i>Matilda</i> and <i>Hairspray</i>. In each case relating the music to the set work studied through their use of musical elements, musical contexts and musical language. The wider listening should enhance the study of contemporary musical theatre.</p> <p>Free composition is ongoing.</p> <p>● Preparation for the performance component is ongoing</p> <p><u>Half term 6</u></p> <p>Music for Stage and Screen wider listening: Explore pieces in genres related to the second set work, which may include: excerpts from other film scores by Deborah Lurie and composers like Howard Shore. In each case relating the music to the set works studied through</p>

	<p>musical contexts and musical language. The works studied here give a background to the set works already studied. The concerto movements give a context for the Bach set work and the piano sonata movements should show a progression in the writing for piano and in the development of sonata form.</p> <p>Vocal Music set work : H. Purcell: ‘Music for a While’ Explore this piece by using the pupils’ knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the music. This area of study is diverse but coverage at this stage should reflect Baroque approaches to songwriting, including ground bass structures.</p> <p>Preparation for the performance component is ongoing.</p>	<p>examples and guidance towards inspirations.</p> <p>Thereafter free composition is ongoing.</p> <p>Music for Stage and Screen set work: S. Schwartz: ‘Defying Gravity’ (from the album of the cast recording of <i>Wicked</i>) Explore this piece by using the pupils’ knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the music. The study of this set works should examine popular contemporary musical theatre styles.</p> <p>Preparation for the performance component is ongoing</p>	<p>their use of musical elements, musical contexts and musical language. The wider listening should enhance the study of matching music with images undertaken in the set work.</p> <p>Work on free composition. Preparation for the performance component is ongoing.</p> <p>End-of-year examination</p>
Y11	<p>Half term 1</p> <p>Revision of Year One areas of study.</p> <p>Fusions set works: Afro Celt Sound System: ‘Release’ (from the album <i>Volume 2: Release</i>) Esperanza Spalding: ‘Samba em Preludio’ (from the album <i>Esperanza</i>) Explore these pieces by using the pupils’ knowledge and understanding of musical elements musical contexts and musical language to make critical judgements about the music. Once each piece has been studied comparative and evaluative skills can be practised between the two. The individual cultures that have been ‘fused’ should be isolated and the resulting fusion evaluated as a work of popular culture.</p> <p>Preparation for the performance component is ongoing.</p>	<p>Half term 3</p> <p>Revision of all set works and consolidation of wider listening).</p> <p>Complete composition to a brief. Record performances).</p> <p>Half term 4</p> <p>Revision of all set works and consolidation of wider listening.</p> <p>Complete free composition</p> <p>Performing and Composing submitted for moderation by 15 May.</p> <p>Written examination.</p>	

<p><u>Half term 2</u></p> <p>Fusions wider listening: Explore pieces in which two or more styles are combined to create a fusion, which should include music from African, Turkish, Afro-Cuban Jazz and Latin traditions. In each case relating the music to the set works studied through their use of musical elements, musical contexts and musical language. The stylistic characteristics of each individual style must be isolated and then the fusion of the styles evaluated for its effectiveness.</p> <p>Discussion of composition briefs): Use the guidelines in the specification as a basis for discussion as to how briefs might be tackled.</p> <p>Thereafter composing to a brief is ongoing.</p> <p>Preparation for the performance component is ongoing.</p> <p>Examinations to take place in December to determine deficits in learning</p> <p>As a result of December examinations – this time now to be used to reinforce knowledge, correct any deficiencies in learning apparent from the examinations and to allow for further embedding and practice prior to GCSE examinations</p> <p>Composing to a brief is ongoing.</p> <p>Preparation for the performance component is ongoing.</p>		
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Drama			
	Autumn Term	Spring Term	Summer Term
Y7	Half Term 1 - Intro Scheme Half Term 2 - Music scheme	Half Term 3 - Mime and Movement Half Term 4 - Music scheme	Half Term 5 - Tempest Half Term 6 - music scheme

Y8	<p>Half Term 1 -Music Scheme</p> <p>Half Term 2 - Superheroes</p>	<p>Half Term 3 - Music Scheme</p> <p>Half Term 4 - Foley Artists ks3 sound effects 3rd in scheme.pptx</p>	<p>Half Term 5 - Music Scheme</p> <p>Half Term 6 - Crossover scheme tbc</p>
Y9	<p>Half Term 1 – Mugged Text vs Devising - both skills covered using script extracts. Mugged</p> <p>Half Term 2 – Live evaluation / production appreciation- Cookies interweaving storylines OR Girls like that. Both about sexting</p>	<p>Half Term 3 – DNA text -read/ analysis/ context/ explore/ perform (Component 1 practice) ASG DNA SOW .pptx</p> <p>Costume/ set/ acting</p> <p>Half Term 4 – Scripted choice SOW ASG</p>	<p>Half Term 5 – Slow motion - Daydreaming</p> <p>Half Term 6 - Noughts and Crosses Play analysis Epic Theatre - Noughts and crosses Noughts and Crosses from home pack 2.docx Copy of N&C Quotes activity</p>
Y10	<p>Half Term 1 – Introduction to set text Noughts and Crosses (Component 1)</p> <p>Character understanding and exploration How to understand and stage the performance</p> <p>Writing skills linked to Exam criteria</p> <p>Half Term 2 – Introduction to Devising (Component 2)</p> <p>How to explore and extract creativity from a stimulus. Use Greek myths (Links to Comp1 section C for Medea exploration) Mock performance</p>	<p>Half Term 3 – Noughts and crosses continued (Comp 1)</p> <p>Exam writing technique</p> <p>Half Term 4 –NEA Component 2 - Set the actual stimulus and in groups create exam performance. (Performance w/c 13th May)</p> <p>Log 1 draft to be completed</p>	<p>Half Term 5 – Component 2 continued: Exam performance w/c 13th May Log 2 and 3 drafts completed</p> <p>Half Term 6 –</p> <p>Component 2 completed Log’s handed in</p> <p>Component 3 Scripted NEA groupings and texts allocated ready for line learning over the summer holiday.</p>
Y11 *Not usual plan, this is following my surgery catch up*	<p>Half Term 1 – NEA Component 2 - Set the actual stimulus and in groups create exam performance.</p> <p>Log 1 draft to be completed</p> <p>Live Evaluation theatre performance trip Wed 27th Sept’</p> <p>Half Term 2 – Component 2 continued: Exam performance w/c 27th Nov Log 2 and 3 drafts completed</p>	<p>Half Term 3 - Component 3 Scripted NEA groupings and texts allocated Noughts and Crosses (Component 1) continued. Character understanding and exploration How to understand and stage the performance Writing skills linked to Exam criteria</p> <p>Half Term 4 – Component 1 Full PPE paper Component 3 Performance exam w/c 4th March</p>	<p>Half Term 5 – Revision and written skills Component 1 written Exam 9th May</p>

Creative Arts – Physical Education (including core PE at KS4)

	Autumn Term	Spring Term	Summer Term
Y7	<p>Football - To build on the fundamental skills required to perform at maximum levels in small-sided games. Development of the basic principles of attack and defence in football. To develop the ability to use simple tactics and strategies to outwit the opposition.</p> <p>Rugby - To build on the fundamental skills required to perform at maximum levels in small-sided games. To develop the use of basic principles relating to attack and defence. To offer the opportunities to explore simple tactics and strategies in order to outwit the opposition. To develop physical literacy/body movement competence throughout.</p> <p>Badminton - To build on the basic principles of attack and defence for badminton. To develop the replication of the core skills necessary to outwit opponents with increasing pressure. To develop components of fitness which are transferable to other activities. Pupils begin to accurately score and officiate mini badminton games.</p> <p>Concept Curriculum - Exploring Physical Literacy; Motivation, Confidence, Knowledge and Understanding</p>	<p>Gymnastics - To explore core gymnastics skills individually and in combination. To develop stability when holding their own body position and when supporting a partner. To incorporate control, precision and aesthetics into sequences showing creativity. Pupils will learn to evaluate and assess movements to improve the quality of performance</p> <p>Basketball - To build on the fundamental skills required to perform at maximum levels in small-sided games. Development of the basic principles of attack and defence in basketball. To develop the ability to use simple tactics and strategies to outwit the opposition.</p> <p>Health and Fitness - To learn and accurately replicate specific techniques in a range of fitness-based activities. To investigate the bodies' ability to exercise and the reasoning behind such principles. To gain an understanding of warmups, cool downs and health related exercise through physical tasks.</p> <p>Concept Curriculum - Exploring Physical Literacy; Competence</p>	<p>Cricket - To replicate and improve core skills in batting, bowling and fielding with the intention of outwitting opponents. To develop an ability to strike the ball using deception in a competitive context. To develop confidence and a competence in body movements relating to striking and fielding games.</p> <p>Rounders - To demonstrate consistency, timing and fluency in the execution of core skills for batting, bowling and fielding. To improve the skill of outwitting an opponent as a batting and fielding team and develop decision making skills through game play. Pupils to work independently and demonstrate an ability to score and officiate small-sided games.</p> <p>Athletics - To accurately replicate running, jumping and throwing skills for athletic events showing an improvement in performances. To explore variations in core techniques and use knowledge to become more technically proficient. To record and improve upon personal bests in relation to speed, height and distance.</p> <p>Concept Curriculum - Revisit and Consolidate Physical Literacy</p>
Y8	<p>Football - To focus on developing team attacking and defending strategies and associated core techniques required to support this. To encourage pupils to select and apply the appropriate core football skills, using them tactically with the intention of outwitting their opponents. To develop an improved knowledge of small sided competitive games and rules than underpin the game.</p> <p>Rugby - To encourage pupils to select and apply the appropriate core skills, use them tactically</p>	<p>Basketball - To focus on developing team attacking and defending strategies and associated core techniques required to support this. To encourage pupils to select and apply the appropriate core basketball skills, using them tactically with the intention of outwitting their opponents. To develop an improved knowledge of small sided competitive games and rules than underpin the game.</p> <p>Health and Fitness - To experience specific fitness-based</p>	<p>Cricket - To provide opportunities to accurately replicate and further develop/refine techniques for batting, bowling and fielding. To develop the ability to place the ball in a target area and improve game strategies with the intention of outwitting an opponent. To build pupil confidence in movement and test mental capacity through scoring and officiating games.</p> <p>Rounders - To provide opportunities to accurately replicate and further develop/refine techniques for</p>

	<p>with the intention of outwitting their opponents. To develop team attacking and defending strategies in a competitive context. To develop an improved knowledge of small sided competitive games and rules than underpin them.</p> <p>Badminton - To develop consistency in replicating core skills through conditioned situations. To develop the ability to land the shuttle in a target area and refine game strategies with the intention of outwitting an opponent. Pupils will develop confidence in movement and demonstrate the ability to score and officiate games.</p>	<p>skills in a range of different contexts. To further develop an ability to evaluate and assess core techniques to produce refined outcomes. To investigate ways of warming up and understand the importance of health through completion of physical tasks.</p> <p>Table Tennis - To develop consistency in replication of core skills through conditioned situations. To further develop the ability to land the ball in a target area with control and refine game tactics with the intention of outwitting an opponent. To develop confidence in movement and demonstrate the ability to score and officiate games.</p>	<p>batting, bowling and fielding. To develop the ability to place the ball in a target area and improve game tactics with the intention of outwitting an opponent. To build pupil confidence in movement and understand scoring and officiating systems.</p> <p>Athletics - To use knowledge of athletics events, strategies and core techniques to develop skill replication and performance. To develop an understanding of fitness and its relationship to performance. To improve core skills and personal bests in relation to speed, height, distance and accuracy. Develop confidence in movement and challenge mental capacity.</p>
Y9	<p>Football - To focus on developing, implementing and refining team and individual game plans to outwit opponents. Pupils will be expected to use core skills, implement them in different competitive situations and refine unsuccessful attempts. To understand game rules, play a number of roles and physically exert themselves throughout.</p> <p>Rugby - To use core skills and implement them in different competitive situations to achieve an outcome. To focus on developing, implementing and refining team and individual game plans to outwit opponents. To understand game rules, play a number of roles and physically exert themselves throughout.</p> <p>Badminton - To develop more advanced techniques and implement and refine strategic play to outwit opponents. Pupils will demonstrate the essential elements of attack and defence in competitive situations. To develop confidence in directing the shuttle to land in a target area so that the opponent cannot return it. Pupils will independently score and officiate badminton games unassisted</p>	<p>Basketball - To focus on developing, implementing and refining team and individual game plans to outwit opponents. Pupils will be expected to use core skills, implement them in different competitive situations and refine unsuccessful attempts. To understand game rules, play a number of roles and physically exert themselves throughout.</p> <p>Health and Fitness - To further develop specific fitness-based skills in a range of different contexts. To evaluate and refine movements to produce a more effective performance. To understand the broad range of training methods and different outcomes. To develop knowledge of the immediate effects of exercise and reasoning for these bodily responses.</p> <p>Table Tennis - To develop more advanced techniques and implement and refine game tactics to outwit opponents. Confidently demonstrate the essential elements of attack and defence in competitive situations. To understand the game's rules and accurately score/officiate unassisted. To replicate skills consistently and physically exert themselves throughout</p>	<p>Cricket - To demonstrate consistency, timing and fluency in the execution of core skills for batting, bowling and fielding. To improve the skill of outwitting an opponent as a batting and fielding team and develop decision making skills through game play. Pupils to work independently and demonstrate an ability to score and officiate small-sided games.</p> <p>Rounders - To demonstrate consistency, timing and fluency in the execution of core skills for batting, bowling and fielding. To improve the skill of outwitting an opponent as a batting and fielding team and develop decision making skills through game play. Pupils to work independently and demonstrate an ability to score and officiate small-sided games.</p> <p>Athletics - To allow pupils to accurately replicate techniques across a range of disciplines. To develop a detailed understanding of fitness and its effect on performance. To allow planning and preparation prior to competing in a range of athletic events. To develop an understanding of the immediate effects of exercise and fatigue factors</p>

Y10	To undertake a range of roles and responsibilities to help each other improve and independently officiate and coach small-sided games. To develop a deeper understanding of the importance of teamwork, communication and healthy active lifestyles through: Football Rugby Badminton Fitness Basketball Volleyball	To undertake different roles and responsibilities relating to leading and performance. To develop the ability to evaluate and assess own and others' technique towards personal targets. To develop a deeper understanding about healthy lifestyles & fitness through: Dodgeball Handball Just Dance Fitness Trampolining Table Tennis	To develop the use of more advanced techniques and apply them in a competitive game to outwit opponents. To develop decision making skills and the use of batting and bowling/fielding tactics. To undertake a range of roles and responsibilities to help each other improve and independently run games and compete in them. To develop a deeper understanding about healthy lifestyles and fitness through: Cricket Rounders Short Tennis Ultimate Frisbee
Y11	To undertake a range of roles and responsibilities to help each other improve and independently officiate and coach small-sided games. To develop a deeper understanding of the importance of teamwork, communication and healthy active lifestyles through: Football Rugby Badminton Fitness Basketball Volleyball	To undertake different roles and responsibilities relating to leading and performance. To develop the ability to evaluate and assess own and others' technique towards personal targets. To develop a deeper understanding about healthy lifestyles & fitness through: Dodgeball Handball Just Dance Fitness Trampolining Table Tennis	GCSE exam revision or sport of their choice to relieve stress.

Creative Arts – GCSE Physical Education			
	Autumn Term	Spring Term	Summer Term
Y10	Physical training – Paper 1: The human body and movement in physical activity and sport. <i>Practical assessment</i>	Applied anatomy and physiology – Paper 1: The human body and movement in physical activity and sport. <i>Practical assessment</i>	Sports psychology – Paper 2: Socio-cultural influences and well-being in physical activity and sport. <i>Analysis and Evaluation NEA Coursework</i>
Y11	Health, fitness and well-being – Paper 2: Socio-cultural influences and well-being in physical activity and sport. <i>Practical assessment</i>	Movement analysis – Paper 1: The human body and movement in physical activity and sport. <i>Practical moderation</i>	Socio-cultural influences – Paper 2: Socio-cultural influences and well-being in physical activity and sport. <i>Exam preparation</i>

Creative Arts – Cambridge National Physical Education			
	Autumn Term	Spring Term	Summer Term
Y10	<p>R185 - Task 2 – Apply practice methods to support improvement in a sporting activity</p> <p>R185 - Task 1 continuously edited throughout the year.</p>	<p>R185 - Task 1 Key components of performance continuously edit throughout the year.</p> <p>R185 - Task 3 Organising and planning a sports activity session (some pupils will need to be taken out of lessons to coach Y7 during their PE slots)</p> <p>R185 Task 4 Leading a sports activity session</p> <p>Teacher observation records</p>	<p>R185 Task 5 Reviewing your own performance in planning and leading a sports activity session</p> <p>R185 - Task 1 continuously edited throughout the year. - Gain evidence of practical assessment!!</p> <p>Teacher observation records</p> <p>R187 Introduction to Increasing awareness of outdoor adventurous activities - Topic area 2</p>
Y11	<p>R187 Increasing awareness of outdoor adventurous activities</p> <p>R187 - Equipment, clothing and safety aspects</p> <p>R187 - Task 3 - Plan for and participate</p> <p>R187 Task 4 - Evaluate</p>	<p>R187 Task 1 - Provision</p> <p>R184 Contemporary issues in sport</p>	<p>R184 Contemporary issues in sport</p> <p>Exam</p>

Technology – Food, Textiles, Design and Tech

	Autumn Term	Spring Term	Summer Term
Y7	<p>D&T Half Term 1 – Drawing to design Knowledge – This unit introduces pupils’ awareness to the importance of 3D graphical representation in Design and Technology. Through a series of tasks pupils will build up the skills required to be able to communicate designed products and components.</p> <p>Develop skills to add render to drawings representing material texture.</p> <p>D&T Half Term 2 – Being safe in the workshop Knowledge – This unit introduces pupils’ awareness to the importance of Health and Safety in Design and Technology. Through a series of tasks pupils will build up the skills required to be able to communicate health and safety signage and understand a risk assessment</p> <p>Understanding risk assessment for an everyday task, to understand the hazards, risk and control measures</p> <p>Food Half Term 1 – Cooking with confidence/bridging the gap Knowledge Introducing the eat well guide, equipment and health and safety Technical skills, using the cooker, knife skills</p> <p>Food Half Term 2 – Cooking with confidence/bridging the gap Knowledge – Introducing food preparation skills Accurately weighing and measuring, adjusting cooking times, judge and modify senses.</p>	<p>D&T Half Term 3 – Working with materials - Timber Knowledge – This unit introduces pupils to their first material, timber. They will be aware of the differing types of timber and manufactured board.</p> <p>Skills will be developed in CAD/CAM, supporting the building blocks required throughout design and technology.</p> <p>D&T Half Term 4 – Continued from above</p> <p>Food Half Term 3 – Cooking with confidence/bridging the gap Knowledge - Technical skills and healthy eating</p> <p>Knife skills (Bridge hold, claw grip, peel, slice, dice, batons and julienne). Other skills (Crush, de-skin, de-seed, blanch, pipe, blend, shred, bake, boil and fry)</p> <p>Food Half Term 4 – Continue from above</p>	<p>D&T Half Term 5 – Working with materials – Timber continued from half term 3/4</p> <p>D&T Half Term 6 – Working with materials - Metal Knowledge – This unit introduces pupils to their second material; Metal. They will be aware of the differing types of metals and alloys. Skills will be developed through research and isometric drawing, supporting the building blocks required throughout design and technology</p> <p>Skills will be developed in CAD/CAM, supporting the building blocks required throughout design and technology.</p> <p>Food Half Term 5 – Cooking with confidence/bridging the gap Knowledge - Understanding and interpret recipes, being aware of the sequence of recipes, following a logical order, researching family meals</p> <p>Developing the skills to follow a sequence in a recipe</p> <p>Food Half Term 6 – Continue from above</p>
Y8	<p>D&T Half Term 1 – Drawing to design Knowledge – This unit develops the pupils’ skills to the importance of 2D and 3D graphical representation in Design</p>	<p>D&T Half Term 3 – Working with materials – Timber, plastic and electronics Knowledge – This unit introduces pupils to basic electronics.</p>	<p>D&T Half Term 5 – Working with materials – Timber, plastic, electronics continued from half term 3/4</p>

	<p>and Technology. Through a series of tasks pupils will build up the skills required to be able to communicate designed products and components.</p> <p>Develop skills to produce orthographic projections, render complex objects and draw using crating.</p> <p>D&T Half Term 2 – Being safe in the workshop</p> <p>Knowledge – This unit builds on pupils’ awareness to the importance of Health and Safety in Design and Technology. Through a series of tasks pupils will build on the skills required to be able to communicate health and safety signage and understand a risk assessment Risk assessment for more complex tasks, to understand the hazards, risk and control measures</p> <p>Food Half Term 1 – Where food comes from</p> <p>Knowledge – Food across the UK. Origins of food in the UK and recipes Building on technical skills</p> <p>Food Half Term 2 – Where food comes from</p> <p>Knowledge – Food from around the world, researching and assessing foods and recipes from around the world. Addressing cultural and religious views which impact food choices</p>	<p>They will be aware of electronic symbols, circuit diagrams and the practical skills in soldering.</p> <p>Skills will be developed from year7 in CAD/CAM, supporting the building blocks required throughout design and technology. Additional skills will be introduced in basic electronic</p> <p>D&T Half Term 4 – Continued from above</p> <p>Food Half Term 3 – Where food comes from – translating recipes</p> <p>Knowledge – Looking at recipes and translating certain words and phrases from French and German</p> <p>Food Half Term 4 – Healthy eating</p> <p>Knowledge – Identifying food groups in each recipe from around the world. Explore food to assess the nutritional value and does it fit government guidance.</p> <p>Adjusting recipes to fit government healthy eating guidance</p>	<p>D&T Half Term 6 – Working with CAD/CAM</p> <p>Knowledge – Understanding different design styles, and using them to influence the design of a clock.</p> <p>skills will be developed in CAD/CAM</p> <p>Food Half Term 5 – Food provenance</p> <p>Knowledge – Where food comes from and how this impacts the choices we make ie seasonality.</p> <p>Food Half Term 6 –Eco-gardens</p> <p>Knowledge –Designing an eco-garden, looking at what foods can be grown in the UK and how</p> <p>Researching</p>
Y9	<p>D&T Half Term 1 – Drawing to design</p> <p>Knowledge – Increase pupils’ awareness to 3D representation through isometric drawing. Increase pupils’ awareness to the forms of 2D drawing using orthographic projection Allow pupils to develop skills to add render to drawings representing material texture.</p> <p>Use crating in isometric drawing to produce more complicated products and components.</p>	<p>D&T Half Term 3 – Continue from term 2</p> <p>D&T Half Term 4 – Continue from term 2</p> <p>Food Half Term 3 – Budgeting, adapting recipes and mastering technical skills – Adapting and changing recipes</p> <p>Knowledge – Using recipes from across KS3 and adapt to meet different case studies</p>	<p>D&T Half Term 5 – Choose from additional projects to cover materials, electronics and textiles</p> <p>D&T Half Term 6 – Choose from additional projects to cover materials, electronics and textiles – Recap and evaluate KS3 folder</p> <p>Food Half Term 5 – Technical skills</p> <p>Knowledge – Re-cap and master technical abilities</p>

<p>Use both drawing boards and CAD software to produce working drawings in both 2D and 3D</p> <p>D&T Half Term 2 – Developing an understanding of NEA through either a graphic products or textiles project</p> <p>Knowledge – This unit introduces pupils to an understanding of what is required in the NEA section of Design and Technology They will be aware of the iterative process in design and technology.</p> <p>Skills – Skills will be developed from year8 in all aspects of the Non-Exam Assessment, supporting the building blocks required throughout design and technology.</p> <p>Additional skills will be introduced in the theory side of design and technology</p> <p>Food Half Term 1 – Budgeting, adapting recipes and mastering technical skills – Dietary requirements</p> <p>Knowledge – Assess individuals needs that may influence recipes</p> <p>Food Half Term 2 – Budgeting, adapting recipes and mastering technical skills – Social factors which influence food choice</p> <p>Knowledge – Assess individuals needs that influence food choice, such as cost and availability</p>	<p>Planning and budgeting</p> <p>Food Half Term 4 – Budgeting, adapting recipes and mastering technical skills – Assess nutritional values</p> <p>Knowledge – Understanding nutritional analysis.</p> <p>Adjusting recipes to fit government healthy eating guidance</p>	<p>Skills – Technical skills</p> <p>Food Half Term 6 –Reflect and evaluate KS3 portfolio</p> <p>Knowledge –Use sensory words to reflect and evaluate on strengths and weaknesses. Master previous recipes</p>
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Technology – Computer Science			
	Autumn Term	Spring Term	Summer Term
Y7	<p>Half Term 1 – All about me</p> <p>Knowledge – Introduction to Google slides and the Google suite of apps, looking at e-safety Skills – Looking at transferable skills across the apps</p> <p>Half Term 2 – The younger generation Knowledge – Begin programming using Gamemaker 8. Learning about the use of sprites, constrains to programming and setting up rooms. Skills – Programming gamemaker 8 at a basic level</p>	<p>Half Term 3 – The Hipswell toy company</p> <p>Knowledge – Introduction Draw plus for images to use in other programs Producing websites Using Publisher, learning the basics</p> <p>Skills – Draw plus and publisher</p> <p>Half Term 4 – Space Invaders Knowledge – Developing more complex programming to produce the space invaders game Skills – Programming gamemaker 8 at a more complex level</p>	<p>Half Term 5 – Continue from half term 4</p> <p>Half Term 6 – An introduction to Scratch programming</p> <p>Knowledge – Understanding different types of programming. Use Scratch to produce a basic Pong/Breakout game Skills – Programming Scratch</p>
Y8	<p>Half Term 1 – Richmond Travel Company</p> <p>Knowledge Using Draw Plus to produce Logo’s, developing more complex, programming through gamemaker 8, looking at e-safety</p> <p>Half Term 2 – Pacman Knowledge – Developing knowledge of Draw Plus, web banners, Gamemaker 8 and introducing Python Skills – More complex drawing on Draw Plus, more complex programming through Gamemaker 8 and begin programming using Python (used in GCSE Computer Science)</p>	<p>Half Term 3 – Continue from half term 2</p> <p>Half Term 4 – Interweb designs</p> <p>Knowledge –Being able to produce websites using Google sites, developing logo design, producing posters and calculating costs. Skills – Using Google sites, sheets and Python</p>	<p>Half Term 5 – Frogger</p> <p>Knowledge - Developing sprites and programming using Gamemaker 8 Skills – Improving programming skills and independent learning through Gamemaker 8</p> <p>Half Term 6 – Continue from half term 5</p>
Y9	<p>Half Term 1 – Richmond Travel</p> <p>Knowledge - Using Draw Plus to produce Logo’s, developing more complex programming through gamemaker 8</p> <p>Half Term 2 – Magazines Knowledge – Developing the use of publisher, using real life to inspire creativity Improving the skills used in Publisher, master photo editing</p>	<p>Half Term 3 – Continue from half term 2</p> <p>Half Term 4 – Software solutions</p> <p>Knowledge –Being able to produce websites using Google sites, developing logo design, producing posters and calculating costs. Using Google sites and sheets</p>	<p>Half Term 5 – Breakout</p> <p>Knowledge - Developing sprites and programming using Gamemaker 8 Improving programming skills and independent learning through Gamemaker 8</p> <p>Half Term 6 – Programming with Python Knowledge - Developing the knowledge gained to understand the more complex Python programming required for GCSE computer science Adding to the programming skills for Python</p>

Technology – Art and Design KS3

	Autumn Term	Spring Term	Summer Term
Y7	<p>Half Term 1 – The Age of Stone (40000-1400bc) Knowledge – Before we had a written language, we had pictures. Stone age artists made pigments (colours) with crushed rocks, plants and even blood, to draw pictures onto stone with sticks. Their pictures were a record of important animals, successful hunting methods and of themselves. How did this era of art reflect the context of the day and go on to inspire and influence future artists? Skills – Textured surfaces, dry-brushing, typography, mark-making, accuracy in cutting and stencilling, research and analysis</p> <p>Half Term 2 – Dawn of Civilisation (3000-650bc) Knowledge – At a point when most of the world were still living very primitively, some cultures had developed sophisticated and civilised communities. The Egyptians and Sumerians were the first to have a written language which they used artistically to share news, stories and to create music. Their crafts were thousands of years ahead of other cultures. How did this era of art reflect the context of the day? How did they influence future artists? Skills – Surface effects (etched paper), typography, clay techniques, 3D figurative model making, storyboarding, research and analysis</p>	<p>Half Term 3 – The Romans are Here (500bc-100ad) Knowledge – The Romans used art to show the world just how powerful and superior they were. They were famous for great statues, architecture, paintings and mosaics. They were also master metalworkers, carvers and engravers. When they created the empire, roman art went global! How did this era of art reflect the context of the day? Who inspired them and how did they influence future artists? Skills – Marble effects (mixed media), chisel typography, accuracy in perspective drawing, mosaic making, research and analysis</p> <p>Half Term 4 – continued from above</p>	<p>Half Term 5 – Medieval Makers (500-1400ad) Knowledge – After the Romans fell and the Vikings invaded, the western world became more culturally diverse. People travelled to new lands and art evolved with these new influences and ideas. Embroidery, illuminated manuscripts, woodcraft, metalwork, mosaics, stained glass and pottery became important forms of art and they became the voice of religious and heraldic identity. How did this era of art reflect the context of the day? Who inspired them and how did they influence future artists? Skills – Wood effects (resist), typography, 3D model making, accuracy in illuminated transcripts, research and analysis</p> <p>Half Term 6 – The Renaissance (1300-1600) part 1 Knowledge – As science and mathematics advanced in society, inventiveness grew. The creation of printing presses meant that art, science, philosophy and literature were shared worldwide, providing new inspiration. New, cheap and easy ‘oil’ paint also meant that artists could create bigger work with more smoothly blended effects. Art became big, dramatic and as lifelike as it gets! How did this era of art reflect the context of the day? Who inspired them and how did they influence future artists? Skills – Chiaroscuro, calligraphy, studio photography, oil pastel drawing, acrylic blending, accuracy in pastel, research and analysis</p>
Y8	<p>Half Term 1 – The Renaissance (1300-1600) Part 2 Continued from Year 7 Term 6</p> <p>Half Term 2 – Eastern Influence (1400-1850) Knowledge Few civilisations of the Middle Ages were as advanced as China or Japan in the</p>	<p>Half Term 3 – Industrial Escape (1870-1910) Knowledge – During the Industrial Revolution, people who had once lived surrounded by nature were suddenly surrounded by brickwork, chimneys and smoke. People craved beauty; those who could afford it would fill their</p>	<p>Half Term 5 – The Ism’s Begin (1870-1930) Knowledge – The invention of the camera and a new exhibition of Japanese art in Paris, led to the period of art history with the most famous names! Inspired by Japanese art, the isms were the first western movements in</p>

	<p>decorative arts. They were masters of illustration and invented techniques still used today; in ink drawing, silk painting and hand painted ceramics. Art from the Ming Dynasty (China) and the Edo Period (Japan) would later go on to have a huge influence on the arts and fashions of the western world. How did this era of art reflect the context of the day? Who inspired them and how did they influence future artists?</p> <p>Skills – Watercolour painting and illustration, brush-script, oxide illustration on clay, accuracy in watercolour, research and analysis</p>	<p>homes with plants, flowers and scenic landscape paintings. The arts and crafts movement aimed to change that, so that beautiful art and nature could be seen in homes everywhere. How did this era of art reflect the context of the day? Who inspired them and how did they influence future artists?</p> <p>Skills – Brick effects, typography, pen illustration, printmaking, accuracy in pen drawing, research and analysis</p> <p>Half Term 4 - continued</p>	<p>experimental painting methods. To remain relevant after photography, more stylised and less realistic methods were explored, celebrating colour and the nature of paint! How did this era of art reflect the context of the day? Who inspired them and how did they influence future artists?</p> <p>Skills – colour theory, brush techniques, typography, charcoal drawing, methods of abstraction, accuracy in painting, research and analysis.</p> <p>Half Term 6 – The Wars (1914-1945)</p> <p>Knowledge – World Wars I and II marked a huge period of change in art. Artists on all sides were required to fight and record the wars using their art. During WW1 this was mostly painting and drawing, during WW2 they relied on photography. Artists recorded the landscape, the conflict, the horror and the aftermath of this most devastating period in history. How did this era of art reflect the context of the day? Who inspired them and how did they influence future artists?</p> <p>Skills – Creating ‘mood’ in art. Mixed media paint effects, collage, typography, mono-printing, accuracy, research and analysis.</p>
Y9	<p>Half Term 1 – A Big Release (1919-1960)</p> <p>Knowledge – The post-war world was drained of energy and money. Financial crashes followed along with ‘The Great Depression’ as millions struggled to rebuild their lives. Artists responded to this in different ways, some used their art as a release of emotions, a pure expression of mood, others used it to find positivity and some used it to bring silliness into a serious world! How did this era of art reflect the context of the day? Who inspired them and how did they influence future artists?</p>	<p>Half Term 3 – Street Art (1970+)</p> <p>Knowledge –Street art began as part of a movement of young black artists in New York. It gave a voice to those who felt ignored during a time of extreme poverty, despair, prejudice and inequality. That voice is still an important feature of street art today. It is a criminal act, but the value of some artists work exceeds the value of the property it has been created on. How did this era of art reflect the context of the day? Who inspired them and how did they influence future artists?</p> <p>Skills – Photoshop (levels and layers), textured painting with sand, typography, dry brushing,</p>	<p>Half Term 5 – Conceptual Art (1970+)</p> <p>Knowledge –Conceptual art challenges our preconceptions about what art is. Conceptual artists believe that the only purpose of art is to communicate a message. They do not focus on skills or techniques at all. They then encourage the audience to come up with their own meanings, by planting clues and creating intrigue. This is where art can be absolutely anything - or even nothing at all! How did this era of art reflect the context of the day? Who were they inspired by? What will happen in art next?</p>

<p>Skills – Painting with sound and movement, expressive methods, layering detail in abstraction, typography, spontaneity in collage making, accuracy, research and analysis</p> <p>Half Term 2 – The Pop Stars (1950-1970)</p> <p>Knowledge – towards the end of the 1950s, art became much more youthful and fun. younger artists were getting attention from galleries and collectors and these artists created work based on the popular icons of their own lives: celebrities, products, brands, comic books and tv . the artists themselves became celebrities and pop stars of their generation. How did this era of art reflect the context of the day? Who inspired them and how did they influence future artists?</p> <p>Skills – making graduated effects using benday dots, typography, accuracy in acrylic painting, textured clay tile making, dry-brushing.</p>	<p>accuracy in painting, research and analysis</p> <p>Half Term 4 – Continued</p>	<p>Skills – Using your inner voice, studio photography, typography, making paintings from words, sgraffito, photocollage, research and analysis</p> <p>Half Term 6 - continued</p>
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Technology – Art (GCSE Option)			
	Autumn Term	Spring Term	Summer Term
Y10	<p>Half Term 1 – SUPPORTING PROJECT</p> <p>Knowledge – Art play: How do different materials react to different techniques, tools and methods of application? How do they combine? What happens when you don't follow the rules? What effects are created by different colour combinations? Build a collection of mark-making and colour experiments, which can be reflected upon and referred to in future.</p> <p>Skills – conventional and unconventional mark-making using various media and tools, personal expression, the formal elements of art, colour theory,</p> <p>Half Term 2 – SUPPORTING PROJECT</p>	<p>Half Term 3 – SUPPORTING PROJECT</p> <p>Knowledge – How to improve and refine artworks in stages, how to present final pieces and projects for assessment.</p> <p>Skills – Self critique, analysis, refinement of skills and personal style, sketchbook and FP presentation.</p> <p>Half Term 4 – PORTFOLIO PROJECT: Artists Analysis</p> <p>Knowledge – Developing projects in response to a given brief. Gain in-depth knowledge and inspiration from relevant artists. Visually research themes of the brief in the real world.</p> <p>Skills – Research, analysis, visual research and photography</p>	<p>Half Term 5 – PORTFOLIO PROJECT: Responding to Artists</p> <p>Knowledge – How did the artist work? Experience using the methods and materials of the artists to connect more deeply to the artworks you have chosen. Reflect and analyse your creations and begin to form ideas about your personal styles and strengths.</p> <p>Skills – varies – depending on which artists pupils have selected but all will be at a stage of refining these particular skills rather than experiencing them anew (e.g. acrylic painting/clay/photography)</p> <p>Half Term 6 – PORTFOLIO PROJECT Recording Observations</p> <p>Knowledge – Representing tone and texture using mark-making</p>

	<p>Knowledge – How to use first hand thumbnail observations and photography studies as a basis for more formal abstract artworks. Understand how to select from and reflect on prior experiments to create specific desired effects in artworks. Research and analyse abstract, mark-making artists to inspire your own ideas. Understand the importance of composition in abstract works and how the rules of composition influence the way an audience experiences it.</p> <p>Skills – personal idea development, research and analysis, observational drawing directly from sources, photography, abstraction and visual accuracy</p>		<p>effects on plastic, how to use etching tools and operate a printmakers press. Creative mark-making using monoprint, refining techniques of accuracy in painting and drawing.</p> <p>Skills – printmaking (mono-printing/etching), pencil drawing, acrylic painting, clay mould making</p>
Y11	<p>Half Term 1 – PORTFOLIO PROJECT</p> <p>Developing Ideas Knowledge – How to make selections from and use your own experiments and recordings to develop a more personalised style of outcome. Skills – recognition of success criteria, being able to self-critique artwork, combining different ideas and methods into one piece. Further refinement of a range of art-based skills.</p> <p>Half Term 2 – PORTFOLIO PROJECT Refining and producing the outcome Knowledge – How to use personal analysis to refine the stages of development to a successful outcome Skills – self critique, refining a wide range of art-based skills based on pupils independent approaches. Narrowing down approaches to one outcome.</p>	<p>Half Term 3 – EXTERNAL EXAMINATION PROJECT BEGINS</p> <p>Knowledge – Independent design of a project based on the assessment criteria. Skills – Independently led skill-based activities.</p> <p>Half Term 4 – Examination Project Concludes Knowledge – Independently led development of Ideas and refinement of outcome Skills – Independently led idea development activities</p>	

Technology – Computer Science (GCSE Option) – new head of subject – fundamental rewrite			
	Autumn Term	Spring Term	Summer Term
Y10	<p>Half Term 1 and 2 – Understanding Computer Science</p> <p>Knowledge – Understanding coding, algorithms, programming, working with Python Skills – Programming skills through the use of Python</p>	<p>Half Term 3 and 4 – Understanding Computer Science</p> <p>Knowledge – Understanding data representation, computer systems, computer networks, working with Python Skills – Programming skills through the use of Python</p>	<p>Half Term 5 and 6 – Understanding Computer Science</p> <p>Knowledge – Understanding cyber security, database, society, logic, working with Python Skills – Programming skills through the use of Python</p>
Y11	<p>Half Term 1 and 2 – Coding and revising</p>	<p>Half Term 3 and 4 – Coding and revising</p>	<p>Half Term 5 – Coding and revising</p>

Technology – Design Technology (GCSE Option)			
	Autumn Term	Spring Term	Summer Term
Y10	<p>Half Term 1 – Understanding D&T</p> <p>Knowledge – Looking at new and emerging technologies, energy generation and storage, developments in new materials. Producing inclusive design Skills – Thinking about the greater picture before being able to design. Using isometric drawing and CAD to produce design ideas,</p> <p>Half Term 2 – Developing inclusive design. Knowledge – Following the NEA process to allow for inclusive design of a park bench/seating. Understanding the iterative design process requiring additional research throughout the process Skills – Isometric and CAD drawing, modelling through the use of a variety of materials</p>	<p>Half Term 3 – Understanding D&T NEA</p> <p>Knowledge – Looking at a systems approach to design, mechanical devices, materials and working properties. Producing a practice NEA to produce either a lamp or textiles project to give the knowledge needed ready for the actual NEA next year. Skills – Being able to follow the iterative design process to produce a desired outcome</p> <p>Half Term 4 – Continuing from half term 3</p>	<p>Half Term 5 – Continuing from half term 3/4</p> <p>Knowledge – Specialist technical principals, specialist techniques and the work of others</p> <p>Half Term 6 – Begin the NEA</p> <p>Knowledge – Use the knowledge gained through the practice NEA to begin to work independently on the NEA</p>
Y11	<p>Half Term 1 – Continue working on the NEA</p> <p>Knowledge – Use the knowledge gained through the practice NEA to begin to work independently on the NEA</p> <p>Half Term 2 – Prepare for PPE</p>	<p>Half Term 3 – Continue working on the NEA</p> <p>Knowledge – Use the knowledge gained through the practice NEA to begin to work independently on the NEA</p> <p>Half Term 4 – Continue working on the NEA</p>	<p>Half Term 5 – Prepare for Exams</p> <p>Knowledge – Re-address the knowledge gained throughout year 10, looking at a gap analysis of areas to be tested. Continue with the NEA Skills – Key exam skills, looking at both multiple choice and high mark questions</p>

	<p>Knowledge – Re-address the knowledge gained throughout year 10, looking at a gap analysis of areas to be tested. Continue with the NEA</p> <p>Skills – Key exam skills, looking at both multiple choice and high mark questions</p>	<p>Knowledge – Use the knowledge gained through the practice NEA to begin to work independently on the NEA</p>	
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Technology – Engineering (NCFE Technical level)			
	Autumn Term	Spring Term	Summer Term
Y10	<p>Half Term 1 and 2 – Understanding Engineering</p> <p>Knowledge – Engineering disciplines, Science/Maths, Engineering drawings, Properties and characteristics of materials, working with timber – practical project producing a box, and introducing various wood joints. Practical work every 1 out of 3 lessons per week</p> <p>Skills – understanding key areas which will be assessed both in the exam and through the NEA</p>	<p>Half Term 3 and 4 – Understanding Engineering</p> <p>Knowledge – Understanding tools, equipment and machines, hand drawn engineering drawings, CAD engineering drawings Working with metal – practical project producing a toolbox Practical work every 1 out of 3 lessons per week</p> <p>Skills – understanding key areas which will be assessed both in the exam and through the NEA</p>	<p>Half Term 5 – Continue from half term 4</p> <p>Half Term 6 – Understanding the NEA</p> <p>Knowledge – Production planning techniques, processing materials techniques, material testing for NEA</p> <p>Skills – understanding key areas which will be assessed both in the exam and through the NEA</p>
Y11	<p>Half Term 1 – Continue working on the NEA</p> <p>Knowledge – Use the knowledge gained through year 10 to begin to work independently on the NEA Planning, sketching and Engineering drawings for NEA</p> <p>Half Term 2 – Prepare for PPE</p> <p>Knowledge – Re-address the knowledge gained throughout year 10, looking at a gap analysis of areas to be tested. Continue with the NEA</p> <p>Skills – Key exam skills, looking at both multiple choice and high mark questions</p>	<p>Half Term 3 – Continue working on the NEA</p> <p>Knowledge – Use the knowledge gained through year 10 to work independently on the NEA</p> <p>Half Term 4 – Continue working on the NEA</p> <p>Knowledge – Use the knowledge gained through year 10 to work independently on the NEA</p>	<p>Half Term 5 – Prepare for Exams</p> <p>Knowledge – Re-address the knowledge gained throughout year 10, looking at a gap analysis of areas to be tested. Continue with the NEA</p> <p>Skills – Key exam skills, looking at both multiple choice and high mark questions</p>

Technology – Food Preparation and Nutrition (GCSE Option)

	Autumn Term	Spring Term	Summer Term
Y10	<p>Half Term 1 – Understanding Food and Nutrition</p> <p>Knowledge – Understanding micronutrients and macronutrients, making informed choices on health, energy needs, nutritional analysis</p> <p>Skills – Practical skills constantly improved throughout the year</p> <p>Half Term 2 – Understanding Food and Nutrition</p> <p>Knowledge – Understanding micronutrients and macronutrients, making informed choices on health, energy needs, nutritional analysis</p>	<p>Half Term 3 – Understanding Food and Nutrition</p> <p>Knowledge – Understanding cooking food and heat transfer, selecting appropriate cooking methods, functional and chemical properties of food, food safety</p> <p>Skills – Practical skills constantly improved throughout the year</p> <p>Half Term 4 – Understanding Food and Nutrition</p> <p>Knowledge – Understanding cooking food and heat transfer, selecting appropriate cooking methods, functional and chemical properties of food, food safety</p>	<p>Half Term 4 – Understanding Food and Nutrition</p> <p>Knowledge – Understanding factors affecting food choice, food labelling and marketing, British and international cuisines, environmental impact and sustainability, food processing and production</p> <p>Skills – Practical skills constantly improved throughout the year</p> <p>Half Term 5 – Understanding Food and Nutrition</p> <p>Knowledge – Understanding factors affecting food choice, food labelling and marketing, British and international cuisines, environmental impact and sustainability, food processing and production</p>
Y11	<p>Half Term 1 – Continue working on the NEA – Science investigation</p> <p>Knowledge – Use the knowledge gained through year 10 to begin to work independently on the NEA Produce the science investigation for the NEA</p> <p>Half Term 2 – Prepare for PPE and practical exam</p> <p>Knowledge – Re-address the knowledge gained throughout year 10, looking at a gap analysis of areas to be tested. Introduction to NEA 2</p> <p>Skills – Key exam skills, looking at both multiple choice and high mark questions</p>	<p>Half Term 3 – Continue working on the NEA 2</p> <p>Knowledge – Use the knowledge gained through year 10 continue to work independently on the NEA Prepare for the practical exam</p> <p>Half Term 4 – Continue working on the NEA 2</p> <p>Knowledge – Re-address the knowledge gained throughout year 10, looking at a gap analysis of areas to be tested. Introduction to NEA 2</p>	<p>Half Term 5 – Prepare for Exams</p> <p>Knowledge – Re-address the knowledge gained throughout year 10, looking at a gap analysis of areas to be tested. Continue with the NEA</p>

Internal Alternative Provision			
	Autumn Term	Spring Term	Summer Term
Y7	<p>Y7 upon entry to Risedale Year 7 pupils will undergo a breadth of identification activities over the year to determine their needs. For those very few who may benefit from a relevant alternative curriculum a programme will be developed alongside them and their parents begin in Y8 with the aim of building skills and confidence for re-entry into mainstream education. Any alternative education will incorporate numeracy, literacy, sciences and all other subjects which may not be overtly evident to the child as to the title. For example, 'gardening' will include an understanding of chemistry, trigonometry and measuring. Across the next years, individual pathways must be produced for each pupil entering the internal alternative provision. The aim is for pupils to have a parallel curriculum to allow them to re-integrate with the mainstream school with a knowledge consistent with their peers. Areas covered are highlighted below.</p>		
Y8	<ul style="list-style-type: none"> ● English ● Maths ● Science ● Additional help in core subjects ● Re-integrating pupils back into the classroom ● Emotional and behavioural support 		
Y9	<ul style="list-style-type: none"> ● English ● Maths ● Science ● Additional help in core subjects ● Re-integrating pupils back into the classroom ● Emotional and behavioural support 		
Y10	<ul style="list-style-type: none"> ● Introduction to college courses and future careers ● Core subject support ● Additional help in core subjects ● Re-integrating pupils back into the classroom ● Emotional and behavioural support 		
Y11	<ul style="list-style-type: none"> ● Additional help in core subjects ● Re-integrating pupils back into the classroom ● Emotional and behavioural support ● Careers and aspiration support 		

STEM provision across school	
Communications Faculty	<ul style="list-style-type: none"> ● Informational reading ● Comprehension ● Questioning
Mathematics Faculty	<ul style="list-style-type: none"> ● Critical thinking and Logic ● Trigonometry ● Areas and volumes
Creative Arts Faculty	<ul style="list-style-type: none"> ● Sound waves ● Problem solving – improvisation ● PE – motion / angles / energy transfer / team working
Humanities Faculty	<ul style="list-style-type: none"> ● Numerical analysis ● Graphs ● Scale
Sciences Faculty	<ul style="list-style-type: none"> ● Numerical analysis ● Exploring equations and analysing graphs ● Motion / gravity / resistance
Technology Faculty	<ul style="list-style-type: none"> ● Technical knowledge / Structures ● Logic and Programming ● Equations / Volumes / Areas

GCSE et al Results Summary 2023

Formal national Progress figures have not yet been released (as of 12th September) however early indications suggest results across the Northeast have fallen. Our analysis at this stage suggests a progress value of in the region of -0.3. This is calculated by looking at estimates both on SISRA and on FFT Aspire. Please bear in mind this figure could rise or fall as more results come in over the next month but would expect to broadly lie between the values of -0.3 and -0.4.

Results across key curriculum areas was relatively consistent. Attainment (pupils achieving BOTH English and mathematics) was also lower than expected and is due, in part, to staffing issues of 2022 to 2023 which we believe have now been corrected. This will be a real focused key intervention target for the new academic year, plus a continued focus on high quality first teach interventions.

FFT Aspire Initial Progress Values:

Risedale School (8154004)				
GCSE Pupils	109			
With KS2	88			
	School Attainment	FFT Nat. 2023	FFT Nat. 2022	School Value Added
GCSE Grade	3.4	4.6	4.9	-0.3
English (best)	3.9	5.1	5.4	-0.4
Maths	3.2	4.7	4.9	-0.3
Ebacc APS	3.1	4.2	4.4	-0.1
Other GCSEs	3.7	4.8	5.2	-0.2
Grade 4+ En & Ma	34%	67%	71%	-14%
Grade 5+ En & Ma	16%	47%	51%	-9%

This slight drop in progress this year is not yet evidence of a decreasing trend, as it is a 1-year drop. However, this does not detract from our understanding that further work needs doing to ensure going forward that those pupils still impacted by previous COVID lockdowns have the right challenge and support from staff. Faculty Leads have already started the forensic analysis of specific areas that can improve to reverse any identified decline.

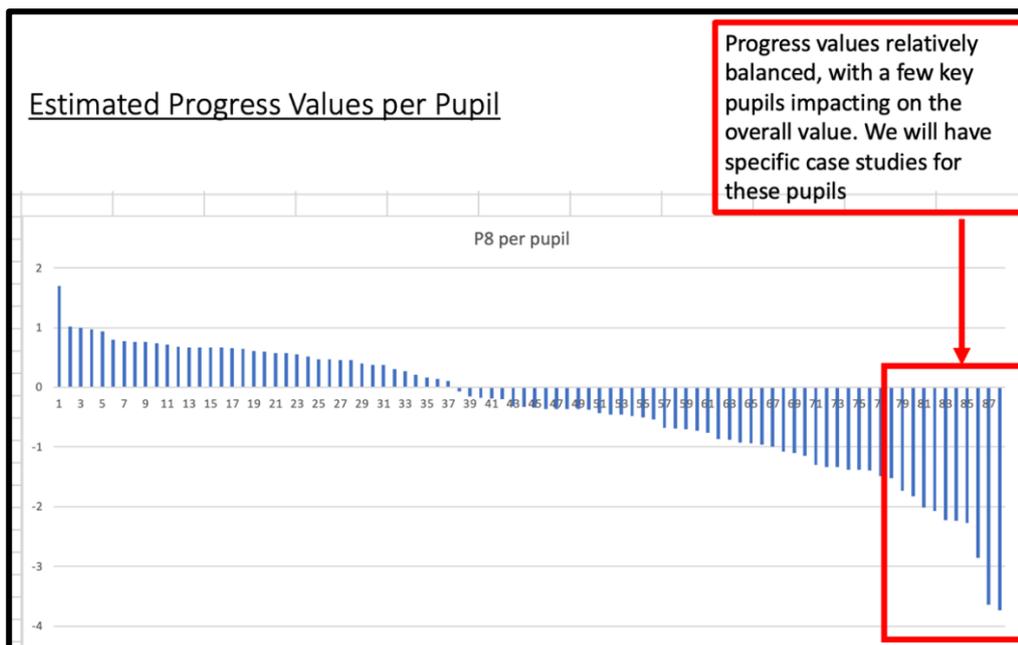
There was a range of pupils who achieved top grades in a variety of subjects, but not to the extent of recent years. The fact many pupils achieved top grades evidence that the syllabus coverage was comprehensive, and the targeted interventions were effective for those who attended. Interventions will be starting much earlier this year, and forensically targeted.

Broadly speaking, whilst there is a disadvantaged gap, it is not significant, and it is disproportionately affected by a few pupils. Service pupils have done generally better than non-service pupils and male pupils have outperformed female pupils, which bucks the national trend. Many SEND pupils also performed relatively well; however, this too was disproportionately impacted upon by a small number of pupils, some of whom we do not expect to count in the final progress figures.

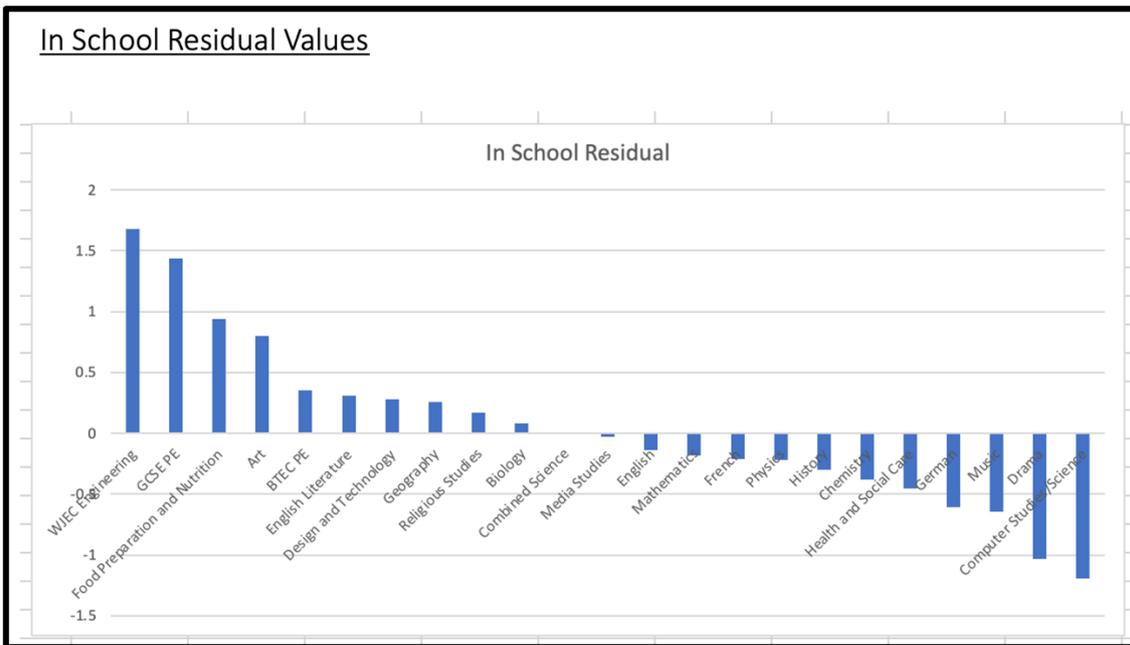
FFT Aspire: Estimated attainment and progress values for key sub-groups:

Pupil groups								
	Pupils	Average GCSE Grade	Average GCSE Value Added	English (best) Grade	English Value Added	Maths Grade	Maths VA	Attendance
All Pupils	109	3.4	-0.3	3.9	-0.4	3.2	-0.3	89%
Female	56	3.5	-0.5	4.1	-0.7	3.0	-0.5	88%
Male	53	3.3	-0.1	3.7	-0.2	3.4	-0.1	90%
Higher	3	5.8	0.0	6.7	+0.2	6.0	+0.1	94%
Middle	53	3.7	-0.4	4.2	-0.6	3.7	-0.3	90%
Lower	32	2.5	-0.1	3.0	-0.2	2.1	-0.2	90%
FSM6	22	2.9	-0.6	3.5	-0.6	2.4	-0.7	84%
Not FSM6	87	3.5	-0.2	4.0	-0.4	3.4	-0.2	90%
Support	17	2.4	-0.6	2.9	-0.7	1.7	-1.0	83%
Not SEN	92	3.6	-0.2	4.1	-0.4	3.5	-0.1	90%
Autumn	44	3.4	0.0	4.0	-0.2	3.1	-0.2	90%
Spring	31	3.5	-0.4	4.0	-0.5	3.4	-0.4	87%
Summer	34	3.3	-0.4	3.8	-0.6	3.3	-0.3	90%

The results of a small cohort of pupils have severely affected the overall progress values. We had three pupils following an alternative (yet appropriate) alternative curriculum at Darlington College. There were some very late starters, with some pupils beginning in Yr11 with two of them not having attended school for some time. There were also group of pupils with severe attendance issues. One of these parents was successfully prosecuted, which is rare for a Yr11 parent. This cohort also suffered significantly by the lack of KS2 data for pupils from a local primary school, who had their year 6 results annulled due to malpractice by that school. This affected nearly 30 pupils. We estimate a progress value of around -0.15 without these pupils.



Whilst progress across key curriculum areas was broadly consistent, there was variation within subject areas. The in-school residual values are an indication of how well particular subjects do relative to each other JUST WITHIN our school. If we look at Food Preparation (for example) it has a residual of +1. This means that pupils who sat Food Preparation at Risedale did one whole grade better (on average) than in their other subjects within school. In Computer Science, (for example) they did one whole grade worse. Smoothing this inconsistency, through more effective collaboration and sharing of best practice is key to improving the overall progress values within the school.



Initial Next Steps include:

- Targeted Intervention commencing September.
- Focused Intervention to bolster English/mathematics attainment figure.
- More regular parent focused support/evenings.
- Focused support for pupils impacted on by circumstance last year.
- More consistent home-learning focus/expectation.
- More pro-active focus/parental involvement for pupils in danger of becoming “next years’ case studies”.
- More rapid/targeted support from SLT with pupils not fulfilling assessment/exam expectations.
- Please be aware, isolation will be used as a last resort for Yr11 pupils, with alternative sanctions used where appropriate. The aim is to keep Yr11s in learning wherever possible.

GCSE Results 2023 – 5-9 by Subject

Subject	2019 Actual (%)	2020 CAGs (%)	2021 TAGs (%)	2022 Actual (%)	2023 Forecast (%)	2023 Actual (%)
Art	22.0	41.67	40.0	50.0	27.8	27.8
Biology	66.7			46.9	53.8	19.2
BTEC in Sport	38.5		33.3	18.2	18.9	28.9
Chemistry	33.3			50.0	46.2	15.4
Combined Science	9.3	31.6	37.1	20.9	28.0	20.5
Computer Science	38.9	41.2	47.1	11.1	50.0	22.2
Design and Technology	22.5	29.2	37.9	38.9	38.5	30.8
Drama		31.3	28.6	26.1	0.0	9.5
Engineering				45.5	44.4	44.4
English Language	42.9	42.5	43.3	39.5	36.9	17.9
English Literature	40.5	42.5	42.3	40.5	44.9	34.3
Food Preparation	5.6	23.7	33.3	35.0	15.0	37.5
French	0.0	40.0	42.1	40.0	29.6	25.9
GCSE PE		25.0	71.4	80.0	100.0	100.0
Geography	33.3	23.8	40.0	49.1	18.0	38.0
German	20.7	30.5	28.6	75.0	32.0	24.0
Health and Social Care					27.3	18.2
History	20.8	30.5	36.6	29.8	32.3	27.7
Mathematics	36.9	37.9	38.1	36.8	27.0	22.3
Media Studies		38.1	38.5	53.8	33.3	0.0
Music	18.8	56.3	30.8	30.0	37.5	0.0
Physics	37.5			43.8	46.2	15.4
Religious Studies	36.4	33.3	50.0	30.4	27.3	18.2

GCSE Results 2023 – 4-9 by Subject

Subject	2019 Actual (%)	2020 CAGs (%)	2021 TAGs (%)	2022 Actual (%)	2023 Forecast (%)	2023 Actual (%)
Art	52.0	66.67	65.0	60.0	55.6	50.0
Biology	83.3			78.1	88.5	65.4
BTEC in Sport	88.5		89.7	81.8	75.7	68.4
Chemistry	79.2			71.9	65.4	38.5
Combined Science	31.4	64.4	58.2	41.8	56.7	43.4
Computer Science	50.0	58.8	47.1	38.9	72.2	33.3
Design and Technology	35.0	45.8	72.4	61.1	53.8	53.8
Drama		62.5	57.1	47.8	35.0	33.3
Engineering				90.9	94.4	94.4
English Language	61.9	67.8	68.0	57.9	72.1	35.7
English Literature	66.7	65.5	68.0	64.9	75.7	57.4
Food Preparation	33.3	53.3	59.3	67.5	42.5	55.0
French	18.2	60.0	78.9	51.1	48.1	37.0
GCSE PE		46.4	92.9	90.0	100.0	100.0
Geography	48.1	33.3	54.5	66.7	56.0	58.0
German	51.7	50.0	54.3	100.0	52.0	44.0
Health and Social Care					54.5	40.9
History	30.2	50.8	59.6	52.6	47.7	38.5
Mathematics	57.1	62.1	61.9	64.0	55.9	41.1
Media Studies		61.9	57.7	76.9	44.4	12.5
Music	28.0	68.8	53.8	50.0	56.3	25.0
Physics	79.2			71.9	69.2	46.2
Religious Studies	51.5	44.4	80.8	47.8	63.6	27.3

Attendance Summary 2022-2023

As with many schools, particularly in Northeast England, Risedale has suffered dramatically with the post-Pandemic issue relating to attendance. Despite efforts last year, we were really challenged, particularly with Y11 and particularly with mental health issues. As a school with a higher-than-average proportion of SEND children, whose attendance is nationally worse than those without, as well as significant military mobility, the school figures suffered further. We were further hit by a prolonged outbreak of Norovirus in the Autumn of 2022. The figures below show data for a FULL academic year as opposed to government records which negate the final half term of an academic year.

In 2016, the school's overall attendance was 92%... a full 3% below national averages. Yet, within three years, by 2019 this had increased to 95.6%. Given the context of the school, and due to military children moving out with the fact that they automatically cause four weeks' absence figures until they move and are registered with their new school, this 2019 figure demonstrated contextually that Risedale went above average. The same leadership is currently in charge of the school as existed in 2016-2019 and this is a full priority for the school in 2023 to 2024. Leadership has demonstrated improvement in the past and will show this to be true again going forward with our agreed actions, some of which worked last time.

Evidence of track record in raising attendance pre-Covid:

	Attend	Absence	Pers Abs	Auth	Unauth	Lates	M	F	PP	FSM	SEND	EAL
2016/17	93.8%	6.2%	19.4%	4.4%	1.8%	1.0%	93.8%	93.5%	93.7%	91.3%	92.7%	96.6%
2017/18	93.8%	6.2%	16.1%	4.8%	1.6%	1.1%	94.4%	93.1%	93.4%	91.3%	92.0%	97.1%
2018/19	94.6%	5.4%	12.9%	4.1%	1.3%	0.9%	95.2%	94.0%	94.3%	93.1%	92.2%	97.0%
2019/20	94.9%	5.1%	12.7%	4.1%	1.0%	0.9%	95.5%	94.2%	94.6%	93.8%	93.3%	96.5%
↓ COVID AFFECTED YEARS AND LOCKDOWNS ↓												
2020/21	92.5%	7.4%	22.2%	5.3%	2.1%	0.9%	93.3%	91.8%	92.4%	90.8%	90.2%	95.6%
2021/22	89.1%	10.8%	36.0%	6.8%	4.0%	2.7%	90.4%	87.8%	89.2%	87.0%	87.1%	92.8%
↓ FIRST FULL YEAR POST LOCKDOWN ERA ↓												
2022/23	87.2%	12.8%	41.8%	8.3%	4.5%	4.8%	87.3%	87.0%	87.5%	83.3%	82.3%	93.3%

Overall for the full academic year 2022-2023:

Attendance	Absence	Persistent Absence	Authorised	Unauthorised	Lates		
87.2%	12.8%	41.8%	8.3%	4.5%	4.8%		
Y7	Y8	Y9	Y10	Y11			
90.1%	87.6%	87.9%	88.4%	81.2%			
M	F	PP	FSM	SEN	EAL	SERV	NON SER
87.3%	87.0%	87.5%	83.3%	82.3%	93.3%	90.5%	84.5%

For comparison data 2021-2022:

Attendance	Absence	Persistent Absence	Authorised	Unauthorised	Lates		
89.1%	10.8%	36.0%	6.8%	4.0%	2.7%		
Y7	Y8	Y9	Y10	Y11			
91.1%	91.1%	88.8%	87.3%	87.2%			
M	F	PP	FSM	SEN	EAL	SERV	NON SER
90.4%	87.8%	89.2%	86.9%	87.0%	92.8%	91.0%	87.5%

Causes identified for fall:

- Decrease in attendance percentage impacted by very high absence this last week due to norovirus
- Increase in persistent absence, although some very long-term absentees have returned to school. Case studies are available
- One pupil has not been in school all term awaiting the outcome of the Fair Access Panel meeting next week
- Concerns around Y11 persistent absent pupils are being addressed by emails, requiring some parents to come to school for meetings or home visits
- Letters about all pupil attendance below 90% are automatically sent (except for known severe medical issues)
- Legal processes are in place for 11 families and are being closely monitored
- 4 families now being prosecuted under the PACE process, legal proceedings have begun. 1 parent has been fined £1074 under the PACE legal process

Priorities 2023-2024:

- Weekly attendance meetings are held to discuss pupils who go below 95% attendance
- Sharper focus on groups' attendance now at weekly meeting to ensure early identification of potential concerns
- Explore the links between FSM/SEND and absence - Jon Norden Advisor
- Produce case studies for persistent absent pupils with timelines of actions and legal routes where appropriate.
- There are many more pupils presenting with high anxiety, especially following COVID with some referred to in-school counselling support
- Strategies to support in school are varied and individualised to circumstances
- There are a core group of pupils who have not returned to school fully after lockdown, and are having a high impact on the school attendance figures
- There are limited resources to support pupils externally (e.g., long waiting list at CAHMS)
- We have a very high persistent absence, although this is reducing, with a few pupils having a massive impact on school attendance data
- Year 11 has the worst attendance of the year groups so a bespoke approach linked to the Prom as a reward has begun with any pupil achieving 95%+ attendance AND fewer than 20 negative Bromcom points has their Prom ticket paid for by school
- Case Studies are available on specific pupils causing the greatest concern
- A new attendance team is in place so establishing new practices continues and is evolving
- Action Plans for persistent absent pupils clearly detailing strategies used for each pupil
- Developing an initial step into school to support pupils with poor attendance as a bridging gap to support reintegration into full time education

Pupil Premium (including Service Premium) Statement 2021-2024 – as updated 2023

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview 2023

Detail (as of 11 th Sept 2023)	Data
School name	Risedale School
Number of pupils in school (October census estimate)	566
Proportion (%) of pupil premium eligible pupils (FSM/Ev6)	26.5% (150 pupils)
Proportion (%) of service pupil premium eligible (incl Ev3)	59.5% (337 pupils)
LAC pupils	0.2% (1 pupil)
*number of pupils who are BOTH Service and Pupil Premium	23
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published / updated	September 2023
Date on which it will be reviewed	June 2024
Statement authorised by	
Pupil premium lead	Colin Scott
Governor / Trustee lead	John Glahome (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 160,682
Service Premium funding allocation this academic year	£ 116,771
Recovery premium funding allocation this academic year	£ 28,359
LAC funding	£ 1900
Total budget for this academic year	£ 307,710

Part A: Pupil premium strategy plan

Statement of intent

Risedale School is unique amongst mainstream secondary schools due to its location in the centre of a military garrison and the large number of military children, well over half, who attend. Additionally, the school also has many pupil premium pupils, almost a quarter of the school population. When combined these two significant groups ensure greater challenge than most secondary schools would ever envisage but does add to the cultural mix of the demographics within the school. Some of the challenges met by both groups are similar, such as behavioural, academic, and social/emotional complexities given their backgrounds.

As a school no pupil, regardless of background, is disadvantaged in their access to an education suitable for their needs and futures. We aim to reduce any progress gaps and increase their aspiration to never give up. Backed up by our five curriculum pillars the school's intent is for every child to have the skills needed to access a successful pathway post-16, be that through college, apprenticeships or the world of work. We acknowledge the need to ensure that as many pupils as possible can access EBACC pathways into GCSE and we ensure the KS3 curriculum offers the support to move onto that academic route. We are also aware that EBACC is not the pathway suitable for all. Our intent remains to ensure that all pupils can access the academic pathway (and our options in Y9 for GCSE starting in Y10 ensures it is available for ALL pupils) and that any child belonging to any group, be they LAC, Service, Pupil Premium or SEND, are not disadvantaged on that route to success. It is also our intent to make sure that other options are available to those pupils and parents who choose a route other than academic, whilst ensuring our obligations to the National Curriculum are still met.

In order to ensure equity for all, governors and senior leaders have our curriculum at its heart sitting alongside high-quality

teaching. But given the significant disadvantage that many of our population endure, spending of these funds needs to ensure that no child is left behind, the right support is in place to guide young people into meaningful engagement with their learning and that background does not disadvantage their journey through the school years. Key to our intent is true equity. And in 'true' equity we mean ensuring that every child can receive the right support for them, the right resources to aid their learning and right access to a wider world through cultural exposures, regardless of family social and/or financial circumstances. Even if this means different children receiving different tools and support if it matches their needs to give them equal access to learning.

Given the recent challenges of a world pandemic, the school is further challenged ensuring that recovery plays a key part in bridging the loss to learning suffered by most, particularly disadvantaged, SEND, pupils premium and LAC children. This has not been easy and the school is ready for this to be a long-term needs as opposed to a short-term fix, not just academically but also in the behavioural and emotional aspects of some key groups of learners who have lost earlier learning and knowledge in self-regulation, expected behaviours and relationships to others. Our experience of the National tutoring Programme has not been positive with variable support being given through a centralised system of online after-school tutoring. Despite sharing the needs of individual pupils, we were met with tutors who mostly did not know the children or, simply, never turned up! We have decided to increase our own already-existing intervention programmes to further target these pupils from September 2023. Having experienced mixed results from the initial National Tutoring programme, the school has developed its own, more targeted approach to tackle underachievement whilst at the same time developing the skills and knowledge of staff to rebuild confidence and resilience of young people back into valuing education.

Attached to this need is one where parents themselves are proactively contacted to ensure that they fully support the school in its efforts with their children, made more difficult given their own backgrounds where we are dealing with a few parents, particularly disadvantaged, who may not value education due to their own experiences or being part of multi-generational unemployed and whose own undervalue of the system affects their children's belief in the system.

Our approach, which needs to be adaptive and responsive, is routed in:

- ensuring children who belong to any identified group are always challenged in the classroom to do more than the minimum and are given opportunities to excel.
- ensuring all teachers' planning for progress includes specific action to support those in greater need through disadvantage, be they from free school meal or service or LAC or SEND.
- using available funding to target inequity alongside staffing areas with skilled support via training and relevant outside agencies.
- developing the curriculum to match the needs of all, not simply responding to any government ideology.
- true partnership working with parents.
- being robust in ensuring a proactive approach before a need necessarily becomes identified whilst also responding to any identified needs through close and frequent monitoring of an individual's progress in all areas.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

	Detail of challenge
1	Progress gap significant between their peers (FSM/LAC/SEND)
2	Attainment 8 low for all groups compared to national (FSM/Service/LAC/SEND)
3	Higher ability pupils do not always make progress they should (FSM)
4	Social emotional health often low due to local context and army moves (FSM/Service/SEND)
5	Limited vocational options due to access to specialist staffing (FSM/Service/LAC/SEND)
6	Attendance remains an issue to maintaining recent improvements (FSM/Service/SEND)
7	Exclusions causing stall in progress (FSM)
8	Low prior attainment from local primary school (FSM/LAC)
9	Mid-year entries to and from school - out of area and out of country (Service/LAC)
10	Low cultural awareness of wider world and community inc. careers (FSM/Service/LAC/SEND)

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved (tied to numbered challenges above).

	Intended outcome	Success criteria
1/2	Narrow gap in progress and attainment between groups	Gaps negligible due to planning in lessons and expanded bespoke curriculum provision resulting in greater progress with Progress 8 ultimately sustaining positive levels reaching +0.0
3	Further increase achievement in higher ability pupils	High ability pupils identified in all lessons and specific challenges added leading to higher achievement in line with national progress levels for the group
4/9	Support Emotional Well-being and mental health	Reduction in anxiety across target groups as identified by trained counsellor, including trained THRIVE practitioners, leading to improved outcomes and attendance
5/7	Expand vocational curriculum	More options added to curriculum and more pupils accessing more appropriate courses leading to improved resilience, attendance, reduced suspensions and outcomes at Key Stage 4
6	Increase attendance (post-Covid detrimental)	Attendance of all groups rises further above national averages and to be at least 93% by 2024 with further growth to pre-pandemic levels by 2025 – (national levels currently 90% in 2023)
8	Support transition activities at all year levels	Pupils able to re-engage more quickly with learning and their peers after a move across country and from other countries as well as increased understanding of those in local primary schools about to transfer into Y7 as well as into post-16
10	Increase cultural awareness	Pupils from the garrison access more opportunities to explore world cultures, the arts and understand opportunities available to them post-16

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £62,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
THRIVE training (£10,000)	EEF Evidence Review Social and Emotional Well-being Teaching and Learning Toolkit. Social and Emotional Learning	1,2,4
Purchase of CAT and standardised testing (£1,600)	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2,8
CPD across school targeting staff awareness and implementation of planning for progress, SEND, disadvantaged groups (£15,000)	SEND in mainstream schools Ongoing training exploring various pedagogies (not just Bloomes) to best effect to support different groups.	1,2,3,8
Curriculum development and training across all subject areas including development of subject knowledge (£20,000)	Attendance at curriculum masterclasses and training of all staff in curriculum models and approaches. Membership of subject associations Impact MCCT Core subjects increasingly used 'contextualised' learning to support greater understanding in pupils	1,2,3, 6,7,10
Embedding disciplinary literacy through tutorial programme in line with the recommendations in	Improving Literacy Disciplinary Literacy Quigley Increased rates of literary fluency has	1,2,8,9

the EEF secondary school guidance (£6,000)	enabled more rapid catch-up of lost learning, particularly disadvantaged	
Development of faculty leaders to lead and manage teams and to upskill in challenge to those underperforming (£10,000)	Leadership Evidence Report - School Improvement	1,2,3,6,7,10

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring (£10,000)	Small group and 1 to 1 tuition has positive impact on pupil progress	1,2

Wider strategies (for example, related to attendance, behaviour, wellbeing, resourcing)

Budgeted cost: ongoing £315,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring ALL pupils have access to remote online learning - initial whole school cost to keep ICT systems up to date and to renew older technologies for Y10 pupils to flood ALL year groups £60,000	No child unable to continue learning during lockdowns or when otherwise off school ensures no child is left behind. All pupils benefit due to the equitable nature of the project regardless of background. Staff develop online and other skills to engage and excite pupils in their learning through competitive gaming, quizzing, independence, teaching and collaboration. EEF remote learning - access to technology review	1,2,3,8,9
Reduce anxiety to enable learning via fully-qualified school counsellor (£45,000) and also reduction in suspensions caused by poor behaviour when linked to mental well-being	Evidence demonstrates that anxiety amongst target groups (and in our school the data shows anxiety causes lost learning amongst pupil premium, service children and SEND children) that pupils are less nervous about assessments, in-class learning challenges and social tensions (although rare in class, much of the low-level disruption and therefore lower progress is caused through a minority affected by friendship fallouts or social media bullying amongst a few). However, this appears to be the tip of the iceberg with mental well-being being a major factor in the progress children make - particularly post-covid where routines and good behaviours have, in part, been forgotten.	4,6,7,9
Increase attendance for those less-willing to return post lockdowns (£15,000)	In the first Autumn term 2022, the school's attendance figures have been much higher than national secondary attendance levels (in mid-October national figures were just under 87%) but since has dropped significantly to below 90%. This is mainly because of last year's Y11 who had significant challenges as well as being 'hit' by army moves where we have to keep children on roll for 4 weeks minimum as they move to new schools and are registered. This has a massive impact on our overall figures. Those challenged by coming to school are also supported with our in-school counsellor. This is having some positive impact - albeit slow - and is expected to be an ongoing concern for the next year or two as the country exits the pandemic and routines are re-established.	6
Expansion of curriculum to include some more vocational	An increase in staffing to enable an increase in practical subject offering - which will sit alongside more wider apprenticeship	2,5,6,7

aspects of learning for a few pupils who may benefit from this curricular approach (£60,000)	approaches - has already opened the curriculum to a few disengaged pupils. It is envisaged that a further increase, now pupils are back to school and recognise the extra opportunities, will positively impact on attendance, behaviour and achievement.	
Increase in General Teaching Assistant numbers (£107,000)	Adding to the current 'pool' of general teaching assistants available to staff will enable more targeted support for disadvantaged and service pupils.	1,2
Morning, lunchtime and after-school academic interventions with senior leaders and other teachers (£28,000)	Mentoring via senior leader interventions daily during form time for specific pupils to offer guidance in learning - evidence demonstrates pupils have greater awareness of need and has increased their participation in after-school classes in core and humanities subjects	1,2,3,5,6

Total budgeted cost: £387,600

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Year 11: In 2022 pupils sat a range of fully moderated assessments and in 2023 pupils were able to sit 'normal' pre-Covid type GCSE examinations. This took no account of the ongoing legacy of 'The Covid Generation'. However, from this we were able to do a GAP analysis (based on estimates in September 2023):

Service Gap: Service pupils outperformed non-service pupils by +0.1, so very slightly better than non-service. Attainment of service pupils was also slightly better at 0.23 of a grade.

SEND Gap: was -0.75, however this gap was skewed by a few pupils who were either taught in an alternative, but relevant, placement at Darlington College or the two pupils who were not able to physically sit exams one of whom is severely disabled and one who was medically precluded – both in our P8 figures and with a cohort of only 88 pupils. This meant that these five pupils impacted by 5.7%. We are still appealing the process so that the two medical pupils should not be counted in our headline figures.

FSM Ever 6: Whilst there was a gap of -0.2 this again was skewed for the reasons mentioned above.

Key Stage 3 Analysis:

In our pupils at KS3 sat a range of consistent, formal assessments. This is our analysis of these gaps in that Key Stage in 2022/23:

	Service Gap*	SEND Gap	FSM Ever6 Gap
Year 7	+0.02	+0.25	+0.02
Year 8	-0.08	-0.09	+0.02
Year 9	+0.07	-0.40	-0.16

*Service Gap; this mirrors the KS4 picture, with the gap closing and becoming positive by the end of KS3

Headlines of GCSE Year 11 leavers in 2023:

- Service children out-performed others
- Boys out-performed girls (bucking the national trend)
- No discernable gap present in disadvantaged/others

Externally provided programmes:

As already stated, the school has been let down and severely disappointed by the National Tutoring Programme both for the quality of what was provided alongside the need to add school budget to it. It has therefore been stopped within the school.

Destination Data September 2023

(Total in cohort 115 pupils)

- Darlington College (64 pupils) – 56%
- QE Sixth Form College (27pupils) – 23.5%
- Askham Bryan (2 pupils) -1.7%
- York College (1 pupil) – 0.9%
- Bishop Burton College (1pupil) – 0.9%
- Moved out of area (in college – 5 pupils) – 4%
- Army (2 pupils)- 1.7%
- Full time work (2 pupils) – 1.7%
- Apprenticeship (2 pupils) – 1.7%
- NEET – (9 pupils) – 7.8%
- No Parental response/ applications made for 9 pupils, one of which has moved to Scotland

Financial Summary - initial October 2023

Please note: This page is for information and is 'volatile' in nature. Figures stated should not be assumed to be final as throughout any year variations (staffing/savings) are made and can make a significant difference to future forecasts.

	<u>2023/24</u>	<u>2024/25</u>	<u>2025/26</u>	<u>2026/27</u>	<u>2027/28</u>
	<u>Financial Year</u>				
	<u>£'000</u>	<u>£'000</u>	<u>£'000</u>	<u>£'000</u>	<u>£'000</u>
a) Income					
Funds Delegated by The LEA	4,340.6	4,138.1	4,198.1	4,307.6	4,368.8
Funding for 6th Form Students	0.0	0.0	0.0	0.0	0.0
SEN Funding	153.8	137.7	115.5	115.5	115.5
Pupil Premium	284.2	267.8	270.2	277.0	279.0
Other Income	164.1	138.1	119.2	119.2	119.2
Community Focused Extended School Income	0.0	0.0	0.0	0.0	0.0
Total Income	4,942.7	4,681.7	4,702.9	4,819.3	4,882.5
b) Expenditure					
Teaching Staff	2,357.1	2,390.9	2,457.3	2,534.7	2,591.1
Supply Teachers	113.3	92.8	92.8	92.8	92.8
Techs/Teaching Staff Support	629.6	654.7	676.4	697.4	718.6
Admin and Clerical Staff	334.3	350.6	365.0	379.0	391.8
Other Employees Costs/Expense	309.9	318.6	325.8	333.1	340.6
Premises Costs	571.5	563.4	569.1	569.1	569.1
Learning Resources	167.4	108.8	96.8	96.8	96.8
Supplies and Services	230.7	231.7	233.4	234.0	234.2
Capital Financing From Revenue	104.1	94.4	94.3	94.1	94.0
Community Focused Extended School Costs	0.0	0.0	0.0	0.0	0.0
Total Expenditure	4,818.0	4,806.0	4,910.9	5,031.0	5,129.0
c) Summary Position					
In Year Position	124.7	-124.3	-207.9	-211.7	-246.5
Balance Brought Forward	204.2	326.9	204.3	33.9	-215.2
Balance carried forward	328.9	204.5	-3.4	-215.2	-461.7
2. BALANCE INFORMATION					
General School Revenue Balance	328.9	204.5	-3.4	-215.2	-461.7
Extended School Balance(Community Focused)	0.0	0.0	0.0	0.0	0.0
School Revenue Balance Percentage(%)	7.63	5.01	-0.08	-5.10	-10.78
3. PUPIL NUMBER ASSUMPTIONS					
	<u>2022 Census.</u>	<u>2023 Census.</u>	<u>2024 Census.</u>	<u>2025 Census.</u>	<u>2026 Census.</u>
	<u>2023/24</u>	<u>2024/25</u>	<u>2025/26</u>	<u>2026/27</u>	<u>2027/28</u>
	<u>Funding</u>	<u>Funding</u>	<u>Funding</u>	<u>Funding</u>	<u>Funding</u>
Year 7	139.00	110.00	120.00	120.00	120.00
Year 8	116.00	120.00	110.00	120.00	120.00
Year 9	118.00	114.00	120.00	110.00	120.00
Year 10	111.00	107.00	114.00	120.00	110.00
Year 11	116.00	114.00	107.00	114.00	120.00
Totals	600.00	565.00	571.00	584.00	590.00
Total Main School	600.0	565.0	571.0	584.0	590.0
Total Sixth Form	0.0	0.0	0.0	0.0	0.0
Number of classes	30.0	30.0	30.0	30.0	30.0

Self-evaluation Summary end 2022-2023

Quality of Education

- All subject areas have in place new schemes of work which demonstrate clear building and sequencing of/from prior learning, including from KS2.
- Curriculum has strong strategic direction and underpins decision-making. The 5 pillars encapsulate all that happens in and out of the class for the Risedale family
- School now has a SEND trained specialist teacher and a large team of teaching assistants, alongside a specialised resource base that includes sensory equipment
- More resources and facilities for children to learn including green-screen, virtual reality headsets and the latest (WiFi6) cloud technologies
- Vast majority of teachers have strong subject knowledge and set high challenges in the classroom. CPD is in place to support the three teachers who require further subject specialism training or are in training to QTS
- Curriculum is fluid, bespoke and adaptive for some pupils who require alternative pathways but ALL pupils are able to access the EBACC
- All pupils in all year groups now have their own free personal issue laptop device for online learning with teachers increasing use of online technology to support
- Assessment is used to support future and new methodologies given post-Covid experiences
- School focus on vocab and literacy is ensuring any gaps from lockdown are addressed swiftly
- Service children outperforming all others overall
- Boys do better than girls, bucking the national trend
- Disadvantaged gap decreased in 2023
- Staff encouraged to take risks in the classroom to spark interest in pupils and increase engagement

Development Opportunities:

- 2023 results dipped in 2023
- Staffing issues over 2022/23 in many areas caused instability and are on the mend with more staff brought in for 2023 and now corrected
- Initial tentative P8 indicates school is above floor and below average
- Instability remains caused by Covid-19 affecting schooling between 2020/22 (legacy) so is a priority for intervention
- The improved assessment practice to be monitored more closely for impact
- Further focus on Middle Ability, SEND and girls

Leadership and Management

- Strong shared values re challenge, curriculum, and personal development from all
- All teachers able to access CPD with all subject leads are members of professional bodies. National qualifications encouraged with higher numbers
- School INSET support subject development as well as pedagogical improvement
- Assessment routines meaningful and inform practice (planning for progress)
- Risedale now a "THRIVE" accredited school with more staff being trained
- Strong participation in, and connections with, the army welfare SEND programme ("GAP" project)
- Large number of staff trained in mental health well-being and in process of achieving the national mental health award
- Workload has been reduced considerably, for example school reports equally by form tutors who report on progress prior to parents' evening where specialists are available to elaborate
- School has Quality in Careers award demonstrating full compliance with GATSBY principles
- Governing body has clear purpose and structure with frequent school improvement activity (monthly SDG)
- Governors ensure full legal compliance
- New curriculum development in place
- Safeguarding fully compliant and regularly reviewed
- School has invested in its own full-time counsellor to lead mental health for all and support current wellbeing staff
- Referrals to other agencies immediate where necessary and effective
- Parent comments (Through 2020 and 2022) on return from lockdown show overwhelming gratitude for school leaders' efforts and support for the school
- School policies help staff (and pupils) understand issues such as e-safety and 'county-lines' and how to refer with ALL staff trained in Safeguarding (Sep 23)
- Governors and senior leaders have invested heavily in online learning technologies - ALL pupils have personal laptop devices to take home and bring to school every day
- The most senior leaders and key governors are trained in safer recruitment processes with the intent to ensure all senior leaders receive that training in 2023 to add capacity (there is always a trained person in interviews)

Development Opportunities:

- Equality Award to be sought confirming strength in recognition of diversity
- Further training for governors to ensure new governors are equipped
- Financial viability for future – increase pupil numbers
- Impact of the new curriculum development is yet to be proven
- Should Qual of Ed outcomes 2023 become a trend then this indicates L&M would require improvement

Behaviours and attitudes

- Established "Risedale Way" has successfully encouraged consistency and routines
- Consistent behaviour policy backed by a simple to understand approach by pupils and parents
- Clear and immediate sanctions (no use of 'isolation booths') to encourage rapid restorative practice
- Lawrence House established as part of provision continuation with challenging behaviours
- FT Suspensions reducing once again due to use of new internal solutions and greater parental support
- Permanent exclusions low
- Bespoke and personalised approaches to behaviour used for hi-needs pupils (e.g. Lawrence House)
- Vast majority of pupils following expectations and those few challenging the expectations is reducing over time (behaviour records)
- Most SEND pupils, including those with SEMH, behave well due to the support from the SEND base
- Pupils' mental well-being supported via a qualified full time counsellor and a well-being referral team
- House/ePraise systems fully established and pupils participate well with more positives being recorded
- Stronger parental engagement with most families is resulting in better behaviours
- Form tutors now fully established as "the parent" of the tutor group family
- Pupils are more resilient to setbacks in learning as shown by reducing removals and lost learning time
- Pupils are safe and say they feel safe (pupil surveys)

Development Opportunities:

- Remaining legacy post-covid and behaviour routines of a very few with Hi-Needs who continue to find school challenging, particularly in Y9
- Attendance 2022/2023 was 87% – school constantly 'suffers' due to army mobility and the need to keep pupils on roll until new school placement – usually around 4 weeks lost attendance as a result per pupil
- SEND pupil attendance, though not helped by a few who have serious medical conditions, is still below national average
- Some parents remain cautious about sending pupils to school or are too quick to keep them home for minor ailments as a result of Covid experience
- A few staff still inconsistent in "The Risedale Way" and use of restorative practice

Personal Development

- Wide opportunities outside of school hours for variety of diverse activities (not just sport)
- SMSC/PSHE and extra-curricular opportunities ensure pupils can understand the moral purpose (see assembly programme)
- Curriculum (both in and out of school) supports pupils' understanding of British Values (e.g. LGBTQ+ week/Positive Allies/Stonewall) and understanding of faiths and cultures from around the world
- International visits re-established (Berlin, Paris)
- All curriculum areas ensure opportunities for pupils to explore concepts and understanding of democracy and law (including police visits)
- Full careers programme in all year groups with actual work experience beginning internally in Year 8 and ALL Year 10 pupils now receiving a full experience externally in the workplace
- Pupil ambassadors in a variety of leadership roles including LGBTQ+, environment and well-being (and all trained)
- PSHE now fully-timetabled and inclusive across ALL year groups (as recommended by the LA) as opposed to delivery in tutor time for KS4 (as it was)
- All tutor time programmed to deliver elements of the "Risedale Curriculum Pillars" to develop the individual
- Duke of Edinburgh Award helps to cement confidence with consistent numbers who participate.
- Quality in Careers award 2019 demonstrates full compliance with GATSBY (currently (2023) being renewed)
- Annual enrichment trips for all year groups broaden exposure to culture and art
- Pupils carry out local charity fundraising frequently

Development Opportunities:

- More opportunities need to be identified to support pupils' experiences of the wider world
- Pupils still need more resilience/confidence/belief

Causes of dip in 2022 to 2023 believed to be:

- A small but significant number of pupils who joined us late in Y11 (army moves)
- A significant minority of highly challenging pupils with alternative curriculum off-site
- 2 pupils who were, through disability, unable to sit examinations
- 30 pupils from one primary school whose results did not count due to their SATs in Y6 in 2018 being disqualified
- Staffing issues in a few subjects occurred but is now addressed for 2023
- A significant number of Year 11 pupils in 2022/23 who suffered extreme school-based anxieties

Despite the challenges of 2022 to 2023, the resulting 'dip' caused a P8 score of -0.40 (according to SISRA Oct 23) or -0.30 (according to FFT Sep 23) which is still above floor and approximately 0.2 less than 2019. Despite the challenges of inconsistent staffing (now corrected) this is less than anticipated due to the hard work of curriculum leaders to fill gaps and carry out interventions.

Quality of Education

<p>Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils (including pupils with SEND), the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.</p>	<p>Whole School:</p> <ul style="list-style-type: none">● The whole-school curriculum was developed with five over-arching pillars in 2019 as a result of consultation with staff, leaders, governors and pupils.● The ‘five pillars’ of cultural capital and knowledge for success, aspiration, being language-rich, independence and resilience as well as kindness and empathy are over-arching of, but include delivery of, the national curriculum.● The school’s pillars have been designed to respond to the complex and inherent needs of the local population and its contents reviewed by governors, senior leaders and subject leaders annually.● Substantial annual investment in personal technologies for all to ensure all pupils, including SEND, Service, disadvantaged and non-attendees can continue to learn. <p>Communications:</p> <ul style="list-style-type: none">● The English curriculum has adopted an interleaving curriculum. There are three overarching modules taught each year which are focused around a ‘Big Picture Question.’ This question typically gets pupils thinking beyond the curriculum and builds ambition and confidence whilst encouraging discussion on wider aspects of knowledge and cultural capital. All pupils get the opportunity to study a wide range of seminal world literature within each module which aims to challenge, diversify and broaden pupil’s experiences and knowledge.● Currently, in Modern Foreign Languages (MFL) we offer German and French at both Key Stage 3 and Key Stage 4. The MFL curriculum establishes core language-learning principles from Year 8 and aims to develop fluency and linguistic competence exponentially. The curriculum is designed to allow pupils to become increasingly ambitious, confident and creative in their understanding of applying language. The MFL curriculum is structured enough to drive learning yet flexible enough to allow for diverse and culturally current themes to be included when possible (e.g. Pride Month, Football, film projects).● Media is now an established curriculum within the faculty. It has recently undergone a redesign and has also adopted an interleaving approach with a media form acting as the overarching module focus and then exploring a range of both set examination board determined texts with other unseen texts. It raises ambition through developing pupil’s theoretical knowledge and their ability to apply this knowledge to the full range of media texts pupils are exposed to.● In all subjects. schemes are increasingly ambitious and demanding. All staff within the faculty use P4P (planning for progress) sheets to help monitor pupils in their learning, those with SEND and disadvantaged status to ensure strategies are put in place for them to be successful within the subject.
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Mathematics:

- The curriculum is based around our vision that 'through the understanding of the ways in which mathematics can be applied and used in the real world, pupils can unlock an understanding and love of the subject in its 'purest' form and will recognise the importance and value of the subject'.
- The mathematics curriculum follows a cyclical structure, allowing pupils to make connections in their learning at different points in the term, year and key stage.
- The curriculum allows pupils to follow two different 'journeys' based on their understanding of the curriculum at the end of KS2. Ultimately, each journey will lead to a different tier of entry at GCSE, but we allow for flexibility in the route that pupils take when progress is not always linear.
- The curriculum is centred around a 'problem solving first' model, ensuring that 'real-life' maths is central to the pupils' understanding, rather than an afterthought to the content. This can be seen in the 'challenging questions' element of each topic and the style of assessment used throughout.
- We ensure that the curriculum is accessible to all in a variety of ways. This includes different starting points in the curriculum and the checking of prerequisite learning (going back to KS2). We make use of personal technologies, using specific websites to ensure that appropriate learning continues at home. Chromebooks are used to enhance access for pupils with specific SEN needs, allowing for easier recording where appropriate and additional 'scaffolding' material shared on Google Classroom.

Science:

- We strive to develop confident, resilient learners who believe in themselves and can find their place in the world; learners who are constantly curious about the world around them and are able to analyse information and draw reasoned conclusions.
- SEND pupils are given extra support by way of scaffolding and the lessons are broken down into smaller chunks. Practical work has been impacted by the pandemic, but is now being carefully entwined into the schemes of learning to re-engage the pupils and encourage curiosity and also to teach them about the disciplinary knowledge of science, which includes 'working scientifically' as well as how to carry out practical procedures.
- Disciplinary knowledge is focused around pupils acquiring the knowledge scientists use to answer questions, knowledge of apparatus and techniques, knowledge of data analysis and knowledge of how science uses evidence to develop explanations.
- Every opportunity is taken to make sure that science relates to topics that are relevant and significant to the pupils. Embedded in the bedrock of our curriculum is to teach the need for sustainability, respect and care for our planet, and develop effective communication and scientific enquiry skills.
- Included in the schemes of work are also phenomena that pupils have not encountered before, and opportunities are taken to get pupils out into the field and explore science in other locations so that they are aware that science is not just done in laboratories.
- The science curriculum is based around pupils learning about the products of science so that they are able to explain the material world and the practices of science to enable pupils to learn how scientific knowledge becomes established through scientific enquiry.

Humanities:

- The curriculum in Humanities is designed to inspire in pupils a curiosity and fascination about the world and its people so that when they leave Risedale they value the difference in the world around them. All pupils are supported to achieve this vision.
- All four humanities subjects follow curriculum learning journeys that are inclusive, build on prior learning and provide the building blocks for further education and industry.
- The five curriculum pillars are embedded within curriculum planning and lesson delivery. The sequenced curriculum is built upon an enquiry focus with, for example, the use of key learning questions in all lessons. Retrieval activities are used to check for gaps, address misconceptions and to give intervention focus.
- Challenges are built into the curriculum to stretch and develop knowledge, skills and understanding. Chromebooks are used to support SEND where appropriate and intervention is targeted through resources shared on google classroom.

Creative Arts:

- The Faculty aims to inspire and engage pupils through our love of the Arts. Our aim is to immerse the pupils with a curriculum they ordinarily wouldn't be exposed to.
- Music Curriculum is under review and development to incorporate the new Model Music Curriculum and suggested curriculum plan. Practical skills have been impacted from the pandemic and greater focus on closing those skill gaps will be needed in the short term. Cultural capital is a major feature of the curriculum as Music from different parts of the world are covered.
- PE curriculum has been rewritten to follow a new Concept Curriculum and was launched in September 2022. Focus is to be on developing skills through different sports not sports led. Impact to be monitored during Autumn 2023 following guidance from the school Advisor (it was Jon Norden from the LA now we have James Durran for 2023 onwards).
- New Drama curriculum has been written and is being taught currently. Monitoring to take place Autumn 2023.
- SEND have the lessons scaffolded and further support given as required. TA support is present in some lessons.

Technology:

- Across the faculty D&T, Food, Art and Computers strive to push all areas of the curriculum, embedding the 'five pillars' in all aspects. The diversity of both the faculty, and the individual subjects within the faculty try to give a broad and balanced knowledge both academically and practically.
- The use of technologies in D&T, Engineering, Art and Computers help to give pupils the requirements to develop in life. The number of jobs requiring a digital background in the future is increasing massively. We are trying to equip our young learners with the foundation to progress.
- The inclusive subjects help with aspiration for disadvantaged pupils, and pupils with SEND. The structured scaffolding and practical aspects to the subjects quite often give pupils their best outcomes across the school.
- Additional time is given to pupils in year 7 to help them to understand chromebooks and their uses. Designated lessons, especially at the beginning of the year have a priority to assist other subjects in the smooth transition from KS2.

SEND:

- Department provides opportunities outside the classroom to develop pupil's life skills knowledge.
- Interventions outside the classroom provide opportunities for pupils to explore and support local community projects as well as links with the army community too.

Internal Alt Provision:

- Internal alternative provision pupils must continue to learn in parallel to pupils in mainstream. This ensures that there is minimal catch up required when they begin to access lessons again.
- The overarching pillars are embedded throughout each subject's curriculum which is being mirrored.

<p>The curriculum may undergo necessary changes (for example, following a review by leaders or to take account of COVID-19) and certain aspects may be more developed than others. Where this is the case, these changes do not prevent all pupils having access to an appropriately broad and ambitious curriculum. Where adaptations to curriculum breadth are made for particular pupils, there is a clear rationale for why this is in those pupils' interests, and, where appropriate, there is a clear plan for returning all pupils to studying the full curriculum.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● Post-Covid, and since Ofsted new framework of 2021, the whole curriculum re-designed to exemplify more explicitly how learning is scaffolded and builds on prior learning. ● The curriculum has expanded as the school has grown – now offering 2 languages, media studies, drama and an expanded vocational spread. ● A very few pupils need, and are given, bespoke curriculum that allows them to succeed and this is done with parental and child discussion.
	<p>Communications:</p> <ul style="list-style-type: none"> ● In the faculty, the curriculum is constantly being reviewed and updated to ensure pupils cover a broad range of relevant texts and topics. We ensure that the curriculum being taught is appropriate to the needs of the pupils in front of us. ● The faculty uses Google Classroom to help support learners absent from the classroom to be able to access the materials remotely.
	<p>Mathematics:</p> <ul style="list-style-type: none"> ● Although there have been no adaptations to the curriculum during and post-Covid, we feel that the department has grown in its understanding of remote learning. ● This has allowed us to ensure that pupils who are absent from lessons for any length of time or are not able to access standard classroom learning are given an opportunity to engage in the curriculum.
	<p>Science:</p> <ul style="list-style-type: none"> ● There is regular low stakes pre-testing, often using Peardeck, to ascertain gaps in knowledge at the start of each topic and the usual prior learning is revisited to plug these gaps. ● The National Curriculum is covered for all pupils. ● Practical work and access to scientific enquiry and working scientifically suffered during lock-down and so teaching these aspects of the curriculum effectively have a high priority moving forward.
	<p>Humanities:</p> <ul style="list-style-type: none"> ● The curriculums in the humanities are broad, balanced, ambitious and are continually under review to see if any improvements can be made. We cover the National Curriculum and SACRE for RPE.
	<p>Creative Arts:</p> <ul style="list-style-type: none"> ● The curriculum is broad, balanced and follows a skill-based sequencing of lessons across the faculty. ● Changes to the PE curriculum from September 2022. ● New Drama curriculum currently being taught. ● Music - move to a termly project rather than half termly, to ensure depth and breadth of knowledge and to ensure time is given to fully develop practical skills following the launch of the new Model Music Curriculum.
	<p>Technology:</p> <ul style="list-style-type: none"> ● The curriculum across the Technology Faculty is broadly similar, although changes in staffing has led to developments to ensure pupils are not disadvantaged and have a broad and ambitious curriculum. ● There have been recent changes to the specification for Engineering which has led to changes to the curriculum plan. These will be re-addressed at regular intervals to ensure they are fit for purpose. ● The appointment of a new Head of Computer Science has led to a dramatic change in the curriculum plan, to allow for a more cohesive and ambitious course of study preparing pupils for the digital world ahead. This will be developed and improved across the year.
	<p>SEND:</p> <ul style="list-style-type: none"> ● SEN interventions are sequenced and evaluated both by pupils and the individual's delivering the interventions. This evaluation monitors success academically, emotionally and socially. Baselines are taken for every intervention and evaluated either quantitatively or qualitatively at midpoint and at exit. ● Pupils with high SEN needs are provided opportunities to undergo temporary alternative on-site provision to support their mainstream learning, this is monitored closely and takes into consideration a bespoke approach that takes into account the pupils' interests and needs.

	<p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● As each curriculum is unique to an individual pupil, they must show a bespoke pathway to ensure they are not disadvantaged before returning to mainstream education. Changes to the curriculum will have to be immediate to respond to the individual's needs.
<p>The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● Following a post-Covid review, all curricular areas have restructured their plans to ensure that it builds on prior knowledge and links to the school's own pillars. ● All subjects required to publish and emphasise careers pathways opened by their subject area (e.g. front of exercise books). ● School is fully-compliant with GATSBY benchmarks.
	<p>Communications:</p> <ul style="list-style-type: none"> ● In English we have KS3 and KS4 curriculum journeys which map and sequence pupil's knowledge and application of knowledge [skills] progress. The knowledge covered in each module contains a range of disciplinary knowledge and contextual knowledge [historical, societal, cultural and personal] which allows for pupils to talk about "real world" concepts they may face later on in life. The journeys allow for a clear progression of knowledge and skills both across the year but also across the key stages. ● The Media curriculum, in its redesign, now adopts the same approach as the English curriculum although it is only taught in Key Stage Four. ● In MFL, we benefit from using professionally produced schemes of learning that structure and sequence language meaningfully. Learning is topic based and underpinned by linguistic competencies, and with deliberate pacing that increases challenge and reliance on prior learning. As such, the MFL curriculum provides a platform to deliver 'languages for life' whether for professional or leisure use. ● All areas of the faculty use their schemes as frameworks to develop a more personalised curriculum for our pupils and to introduce a range of more engaging, collaborative activities on a range of meaningful themes.
	<p>Mathematics:</p> <ul style="list-style-type: none"> ● Our 'problem solving centred' approach to the curriculum allows pupils to understand how mathematics can be used in future learning and employment. Outside of our subject, the skill of 'problem solving' itself is key to many jobs and crucial for developing pupils into independent learners. ● The cyclical structure is built up from KS2, ensuring that pupils have the prerequisite understanding, going back to full in 'gaps' where required. As well as covering the content up to GCSE, the curriculum is designed to ensure that pupils have the skills to access higher learning. ● Improvements can be made in recognising gaps in pupils' knowledge, particularly at KS4. Greater consistency in the use of the assessment model is required, as well plans for early intervention when required.
	<p>Science:</p> <ul style="list-style-type: none"> ● Each scheme of learning references expected learning at KS2 and this knowledge is consolidated initially then used as a springboard for further learning. ● There is a focus on developing skills for life alongside understanding. ● Wherever possible teachers provide everyday and personal examples that allow pupils to see the relevance of their learning.
	<p>Humanities:</p> <ul style="list-style-type: none"> ● All four humanities subjects work to a fully sequenced learning journey that pupils go on. This learning journey not only covers their time here at Risedale but their education before and after. We build on prior skills, knowledge and understanding from primary school to get pupils ready for their education and careers beyond Risedale.
<p>Creative Arts:</p> <ul style="list-style-type: none"> ● The Creative faculty curriculum is planned with the knowledge that not all primary schools teach or give the same importance to the Arts as others., therefore in Year 7 there is an introduction to the subjects based on the key practical skills needed across the Key Stages. 	

	<p>Technology:</p> <ul style="list-style-type: none"> ● The Technology curriculum is planned in such a way as to allow pupils to build on previous learning and skills. Although, in many cases pupils have limited interaction with some of our subjects at KS2 the flight path of their expectations should take this into account. ● Once at Risedale the skills and knowledge follow a learning journey which is accessible and builds year on year. ● KS4 subjects consider career pathways for pupils moving on to KS5 practical subjects. Skills are addressed which will benefit pupils with a smooth transition. <p>SEND:</p> <ul style="list-style-type: none"> ● Pupils with high SEN needs are provided additional opportunities to attend further education providers. Links with providers are made early if necessary. Additional or adapted careers meetings arranged for pupils with SEND. ● Pupils with EHCPs will explore future pathways at reviews in Year 9, 10 and 11. ● Additional transition work is adapted for pupils with SEN at KS3-KS4 and KS4-KS5. <p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● The knowledge and understanding must be run concurrently with the curriculum of the core subjects to ensure pupils are not disadvantaged for future education or employment. ● Foundation vocational qualifications can be addressed to build skills prior to employment or education.
<p>Pupils study the full curriculum; it is not narrowed: In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition where this applies, and good progress has been made towards this ambition.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● A fully compliant and scaffolded English National Curriculum is delivered supporting the school's own curriculum narrative applicable to local/global context. ● A few pupils receive a relevant bespoke curriculum where necessary. ● All pupils can access the EBACC but the choices at GCSE made are theirs alone. <p>Communications:</p> <ul style="list-style-type: none"> ● In English, pupils cover all aspects of the National Curriculum across the key stages through the interleaving curriculum. At KS3, the curriculum is designed to allow pupils to access a broad variety of diverse and challenging texts linked thematically. Seminal world literature and two full Shakespeare plays are studied as part of this. At KS4, it is an expectation that all pupils are entered for GCSE English Literature and GCSE English Language and follow the Edexcel Pearson specifications. ● The Media qualification has also been developed and this year has had an increase of pupils opting to take the subject so that we now have 2 classes. ● In MFL, pupils can study two languages at KS3 (French and German) and are encouraged to continue their language-learning into Years 10 and 11. Take up for is strong- currently there are 2 classes for each language entered into year 10. <p>Mathematics:</p> <ul style="list-style-type: none"> ● We have made links with other EBacc subjects, ensuring that our delivery of cross-curricular content is consistent. <p>Science:</p> <ul style="list-style-type: none"> ● At KS4 all pupils take GCSE exams in science at either foundation or higher tier of entry and most take Combined Science. Some pupils with a particular interest in science will opt to take the triple award and will gain 3 GCSEs in Biology, Chemistry and Physics. This option is available to all pupils. ● Pupils who struggle in science are to be taught entry level science alongside the GCSE to provide a step up to the required level of understanding and allow them to build on any pre-existing knowledge. <p>Humanities:</p> <ul style="list-style-type: none"> ● All pupils study History, Geography, Religion, Philosophy and Ethics and Social Studies throughout years 7 to 9. Pupils at the end of year 9 choose whether they would like to continue studying History, Geography, Religion, Philosophy and Ethics at GCSE or a combination of them. All pupils continue to study Religion, Philosophy and Ethics as well as Social Studies (PSHCE) at KS4.

	<p>Creative Arts:</p> <ul style="list-style-type: none"> ● Option choices show high number of pupils choosing PE and Music. ● The music department is developing to ensure that it is able to fully support the new National Music Plan’s ambition in the years ahead. ● Carousel in Year 7 this year (Music/Drama) due to the high number of pupils joining the school. PE given two lessons a week. <p>Technology:</p> <ul style="list-style-type: none"> ● Within the faculty we have an extremely diverse curriculum, including GCSEs in Design and Technology, Food and Nutrition, Computer Science, Art and a vocational qualification in Engineering. We are looking at additional vocational qualifications in IT and Textile. ● We have 5 individual subjects covering both academic and vocational qualifications and are now looking to increase to 7 to expand options for our community. <p>SEND:</p> <ul style="list-style-type: none"> ● Pupils with SEND are offered additional interventions in maths and literacy in order to help support their ability to access the curriculum. ● Alternative pathways are offered to a few pupils to ensure that every pupil can progress – this includes ASDAN courses or additional support with GCSE subjects. <p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● Additional opportunities are being developed to ensure that every pupil can progress. The pathways available to the pupils are based on their needs and requirements rather than fitting into a box.
<p>The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● Senior teachers (faculty leaders) all now have fully sequenced curriculum in their subjects flowing through Years 7 to 9 in order to prepare pupils for GCSE studies. ● Investment in new SEND hub (Sept 2022) to ensure no pupil left behind and all pupils can be supported in a variety of methodologies from withdrawal to in-class. ● Specialist SEN teacher employed supported by a strong team of High Level Teaching Assistants and General Teaching Assistants – some with additional qualification such as ELSA. ● Some staff trained in THRIVE assessments to further support SEND. ● Leadership emphasis to all subjects that, whilst requiring a curriculum that adds facts and knowledge to pupils’ retention, as much importance needs to be placed on the application of that knowledge. This is resulting in greater contextual learning and an improvement in “can do” of “know and can do”. ● School leaders work closely with all local primary schools in order to learn from primary colleagues and support younger learners in their curriculum and learning before pupils join in Year 7 (for example the chromebook project with Le Cateau expanding through Risedale’s support in giving older chromebooks to other primary schools). ● An expansion of the school’s curriculum to offer ‘trades’ insights is supporting both the Baker Principles and Gatsby benchmarks for a small number of pupils finding ‘mainstream’ curriculum – including from Year 7. <p>Communications:</p> <ul style="list-style-type: none"> ● We ensure the curriculum is accessible to all pupils, including Disadvantaged and SEND pupils through a range of methods. We ensure all class teachers across the faculty support pupils through live modelling, comparative judgement and stepped processes to help scaffold so access to learning becomes increasingly more independent. High ability challenges are embedded into tasks to allow all pupils to be stretched and challenged. ● Staff utilise plans and strategies provided by the SEND team to help individuals with SEND access their learning- these are reviewed regularly when updates to the plans are made to ensure that strategies remain relevant and appropriate to the needs of the pupils. ● Pupils are taught in mixed ability groups in the faculty until KS4 where English becomes set via ability.

Mathematics:

- Different starting points and routes allow all pupils to access the curriculum. Further support and scaffolding are used when required. This is often accessed through Google Classroom, or additional learning aids (times-table squares etc.). We expect an increasing number of pupils to access the 'flightpath' that leads to the higher tier entry at GCSE.
- Although we have taught mathematics in mixed ability classes in Y7, results from our own independent investigation concluded that most pupils were more successful when taught in 'ability sets'. Although teachers are still responsible for ensuring that they meet the demands of individuals in their classes, setting the pupils based on their confidence in the subject helps teachers meet the requirements of all of their pupils.

Science:

- The science curriculum is designed to identify prior learning and then focus on exploring important key concepts. There is an emphasis on depth of understanding and the need to develop confidence in our learners before moving on to the next stage.
- New knowledge is broken down into meaningful components and introduced sequentially to support pupils to learn concepts including those with SEND.

Humanities:

- The Humanities curriculum is designed to be inclusive for all learners' needs through, for example, scaffolding of tasks in lessons and planning for individual needs. The KS3 curriculum is ambitious and provides the opportunity for all learners to access the subjects at KS3. Pupils are taught in mixed ability groups in Humanities throughout their time at Risedale.

Creative Arts:

- SEND pupils are fully able to access the curriculum within the faculty. Often SEND pupils can access the practical nature of our subjects well.
- Some pupils (Y7) have presented with sensory issues which has meant that curriculums have had to be appropriately adapted for the current cohort.
- Using 'Leaders' in the curriculum to support pupils as and when required to ensure that all can achieve in the lessons.

Technology:

- Many pupils with SEND can access the practical subjects more than mainstream classrooms, this can build confidence and interaction between peers.
- The high expectations required in places such as workshops and food rooms have a very explicit list of requirements. These set requirements help pupils to understand boundaries, enabling pupils who require consistent environments to progress.

SEND:

- The department utilises the support of external sources such as the LA SEND hub to help support individual pupils with specialised intervention support.
- Specialist SEN teacher is now in the role. Future plans to develop this role further to respond to the high need of an increasing number of SEMH pupils within school.
- Additional teaching assistants deployed into classrooms for mainstream school support this academic year to support the increasing number of EHCP and SEN pupils on role within the main setting.
- SEN plans are reviewed regularly as per statutory requirements but also in response to clear need as and when necessary – often before reviews are due.
- Tutors are to also take a main role in the reviewing of SEN plans to help build knowledge of SEN and support individual pupils more frequently and allow for a quicker response to need.

Internal Alt Provision:

- Any alternative pathway is designed to allow pupils to progress. This can be in the form of additional skills subjects.
- These additional skills are there to work alongside core subjects to ensure a varied curriculum.

<p>The work given enables pupils to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● All subject areas are required to constantly monitor the delivery of their curriculum area and for its impact to be reviewed annually. ● The school's stated aim to support the individual to be able to access whatever it is they want to do when they leave school. Whilst delivering the full requirement of the English National Curriculum the over-arching thrust is derived from the school's own curriculum pillars designed to support an individual to grow into a rounded young person – not just academically but socially too.
	<p>Communications:</p> <ul style="list-style-type: none"> ● Across the faculty, a 'teach to the top' approach is integral to the teaching and learning that occurs in each classroom. Teachers ensure that careful scaffolding exists alongside these ambitious and demanding curriculums to ensure all pupils can access the learning. ● In English and media curriculum and lesson aims are provided for each scheme of learning. Meetings are regularly held to discuss the collaborative planning of lessons and how we can reach these aims. Aims are sequential and built in complexity across the key stages. These are introduced to the pupils through key learning questions. ● In MFL, one of the main beliefs is that it is often as easy to teach and learn a complex item or structure as it is to learn the more basic one. Therefore, we aim to always give pupils access to more ambitious language for key vocabulary. ● In all subjects in the faculty we encourage pupils to be metacognitive, reflective and resilient when approaching their learning. All curriculums are planned to be sequential and build upon the knowledge gained in prior learning cycles to allow for repeated exposure and deepening of knowledge of key concepts.
	<p>Mathematics:</p> <ul style="list-style-type: none"> ● The curriculum is sequenced as a spiral, revisiting key concepts as knowledge is broadened and deepened. ● The choice of starting point on the curriculum is based on previous learning at primary school. Pupils are also given access to A-level bridging material through MyMaths to help them assess whether A-level maths is the correct next step for them in their learning journeys. ● Although the curriculum model is fit for purpose, leadership needs to ensure that links to previous learning are consistently made (often through starter activities) and that pupils are aware of the 'bigger picture' at all times.
	<p>Science:</p> <ul style="list-style-type: none"> ● From Y7 onwards pupils are given opportunities in each topic to apply their understanding, draw conclusions and evaluate, with varying degrees of support according to need, and increasing levels of challenge. ● The science curriculum has grown around a series of 'Big Ideas' that are constantly revisited and developed with clear links between topics, building on the primary curriculum and preparing pupils for higher education. ● When pupils are introduced to new knowledge, every effort is made to integrate this into what they already must ensure that learning is meaningful. ● Knowledge is well structured to allow pupils to access this more easily so that over time they can solve complex, and interesting scientific problems without overloading the working memory. ● Diagnostic questions based on research carried out by B.E.S.T. (Best Evidence Science Teaching) are used to identify and address misconceptions and teachers are aware what these are likely to be. The order of topics is carefully selected so as not to reinforce these misconceptions. ● Disciplinary knowledge is not taught in standalone units but is paired with substantive knowledge in the most appropriate and relevant contexts. ● Pupils will experience repeated exposure to a concept spaced out over years to enable them to develop a deeper understanding.

	<p>Humanities:</p> <ul style="list-style-type: none"> ● All four humanities subjects work to a fully sequenced learning journey that pupils go on. This learning journey not only covers their time here at Risedale but their education before and after. We build on prior skills, knowledge and understanding from primary school to get pupils ready for their education and careers beyond Risedale. <p>Creative Arts:</p> <ul style="list-style-type: none"> ● The faculty adopts the ‘teach to the top’ approach with skill-based activities that are more challenging for all pupils. All pupils can access the curriculum and are challenged appropriately. ● Clear sequencing and progression in lesson planning building on skills learnt in previous years, building on prior learning and knowledge. <p>Technology:</p> <ul style="list-style-type: none"> ● The curriculum in all areas of the faculty follow a cyclical approach of building on skills and knowledge. These plans are project based including a regular use of retrieval methods within them. ● The curriculum in each area follows the process from somewhat limited exposure at KS2, through KS3 and KS4, preparing pupils for specific subjects at KS5. <p>SEND:</p> <ul style="list-style-type: none"> ● Intervention curriculum outside the classroom for literacy, numeracy and social skills is monitored for its effectiveness and additional training opportunities offered to HLTAs offering the interventions. ● SEND provision in the mainstream classroom across the subjects in the curriculum will be monitored more closely this academic year through the support of the teaching and learning lead and the Assistant SENCo for Teaching and Learning. <p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● The sequenced curriculums of core subjects are followed to ensure pupils are able to access lessons once they have returned to the classroom. ● Knowledge and skills are built upon both for academic achievement and social/emotional progression.
<p>Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● Subject CPD is offered annually to all staff – particularly those new to teaching in their ECT programme (which itself does not satisfy the needs of a subject but is more generic in its make up). ● All staff can access the school’s CPD budget to be able to grow their skills and knowledge in all areas of pedagogy as well as personal development. ● Staff are encouraged to access professional qualification from the National College. ● The very few staff who also teach outside their specialism are given more structure and guidance from the subject leader. ● All teachers have personal development targets in their performance management programme annually. <p>Communications:</p> <ul style="list-style-type: none"> ● Subject knowledge is strong within the faculty. Regular pedagogical internal and external CPD is attended by all staff. Staff are encouraged to reflect upon training and use this to update and develop their own classroom teaching as well as the wider curriculum. ● Collaborative planning is an expectation across all subjects in the department which helps support the development of teacher’s subject knowledge. ● Whilst most classes are taught by subject specialists within the faculty, there are occasions where some members of the faculty teach outside their specialism. In these cases, staff are supported with regular meetings with a subject specialist. ● This year some classes across the faculty will be taught by a non-specialist. Robust schemes of learning are provided, regular meetings with the Head of Faculty and Department Heads will also be an expectation to help support. ● We have had 3 ECTS in the English department across the last two years who have been mentored by the Head of Faculty. We currently have one second year ECT this year who will be continuing their mentoring program with the Head of Faculty with our other 2 ECTs having passed the two-year induction process. ● Media is now taught by a specialist.

	<ul style="list-style-type: none"> ● Both MFL teachers have a language they specialise in. However; they both have experience teaching both German and French. At KS4 they tend to teach their own specialist language. In MFL there is a native German speaker, adding an authentic cultural experience for pupils.
	<p>Mathematics:</p> <ul style="list-style-type: none"> ● Starting the term, the department is taught exclusively by maths specialists or experienced teachers of the subject. Looking ahead in the year, it is likely that the department will be joined by a teacher who is teaching outside of their current expertise. This member of staff will be given a thorough transition with an experienced member of staff before starting and time with the head of department will be timetabled into both of their curricula to ensure that the new teacher is supported and standards are met. ● Teaching and learning are a permanent fixture on all agendas at departmental meetings. Alongside this, the subject leader, along with other members of staff, are constantly sharing resources and pedagogical ideas on an informal basis throughout the year. Often, staff will be encouraged to try new ideas and report back on how it worked with their classes. ● Leadership in the department needs to improve the support that is given to non-specialists and other staff in the department. This will be easier to manage with greater stability in staffing, but it is essential that supportive walkthroughs are used consistently and effectively in future.
	<p>Science:</p> <ul style="list-style-type: none"> ● All teachers are specialists in a science subject with a range of different experiences. Regular planning meetings ensure consistency and sharing of good practice. Three new staff joined the existing team for a residential curriculum planning session to prepare for the coming term. ● All staff are given opportunities to improve their subject knowledge, in particular accessing the STEM Learning Centre CPD.
	<p>Humanities:</p> <ul style="list-style-type: none"> ● Most lessons in Humanities are taught by subject specialists. Where this isn't the case non specialist staff are supported with a "buddy" system and curriculum is a set item on the agenda of faculty and department meetings. All staff are encouraged to attend subject specific CPD e.g. courses run by exam boards. ● Staff collaborate when planning to broaden expertise and support curriculum development.
	<p>Creative Arts:</p> <ul style="list-style-type: none"> ● All staff in the faculty are subject specialists. Majority are experienced reflective staff. All support the less experienced staff. ● Lesson observations support strong subject knowledge. ● Regular meetings and time to plan given to those non specialist teachers. ● Professional Qualifications to further support subject expertise. ● Specialist professional bodies encouraged to join.
	<p>Technology:</p> <ul style="list-style-type: none"> ● There is a wealth of knowledge across the faculty in all subjects, from staff who have just completed their ECT process to staff who have been teaching longer. ● Training is a continual process across the faculty with staff who moderate for exam boards with all staff encouraged to complete exam board standardisation. ● We have a new specialist head of Computer Science, bringing a wealth of knowledge not only through education but also from industry. ● We currently do not have a specialist in Food and Nutrition, but we have two non-specialists using their knowledge of the pupils, a specialist working part time to support them, and a number of training courses booked throughout the year.
	<p>SEND:</p> <ul style="list-style-type: none"> ● SEND support staff have individual specialisms in the past. These interests have widened within the team and therefore more staff will be able to deliver different interventions to pupils. ● SEND support staff access CPD regularly. A focus this academic year on SEN training through the use of Garrison Assist Project and working closely with the educational psychologist on delivering knowledge to staff.
	<p>Internal Alt Provision:</p>

	<ul style="list-style-type: none"> • Additional vocational subjects will be taught by members of staff using their expertise and knowledge. Links with external providers, such as Martin Gray could be used to further boost the internal provision.
<p>Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> • School leader informal 'walk-throughs' take place weekly ensuring teachers are using technologies appropriately, look at exercise books and ask questions. • Formal observations are carried out in line with school and union agreements for performance management objectives where quality of delivery and assessment is considered. • School governors (school development group) AND the local authority adviser visit classrooms every term to ask searching questions of pupils understanding of their learning as well as asking staff relevant questions about their curriculum content and delivery.
	<p>Communications:</p> <ul style="list-style-type: none"> • Across the faculty there is an emphasis on live modelling and metacognitive talk when presenting subject knowledge. We encourage a hands down approach to discussions so that everyone's understanding can be assessed throughout the lesson. • Feedback takes a variety of forms: verbal and written as well, as well as targeted both at the individual and the whole class depending on the nature of the assessment. Feedback is always purposeful and relevant to the needs of the pupil. • In English and Media, assessment and checking of understanding is embedded within lessons. The nature of the interleaving model allows for staff to identify and address misconceptions. Schemes are completely adaptable to the needs of the class and staff are encouraged to take the time to ensure knowledge is understood fully before moving onto a new concept. After formal assessments, there is a designated Feedback Reflection lesson attached which allows pupils to review their work and make improvements in line with teachers' feedback. • In MFL, key vocabulary and grammatical structures are introduced and practised, and there is clear progression across themes. Regular 'informal' vocabulary testing is in place and end-of-unit summative 'formal' tests measure progress across all skills. Feedback- particularly after extended pieces of work- is often via 'PIN', whereby pupils are given Praise, Improvements to make and Next Steps.
	<p>Mathematics:</p> <ul style="list-style-type: none"> • Pupils complete at least one piece of fully assessed work every other week. This is fully assessed by teachers and will include prompts on how the work can be improved. pupils are given sufficient time to independently complete the improvements. • Formal assessments are completed 13 times a year at KS3. These assessments (known as BAM assessments – Build a Mathematician) are designed to assess fluency, reasoning, problem solving, application and misconceptions. They are designed to develop and assess a higher level of understanding than short term knowledge of content. BAM assessments are still used at KS4, but this form of assessment is combined with past GCSE papers. • While the format for assessment is sound, leadership needs to ensure that assessment is carried out properly in the department. This is to ensure that staff are aware of gaps in pupil's learning and that all pupils are given the opportunity to reflect on their learning.
<p>Science:</p> <ul style="list-style-type: none"> • The team meets regularly to discuss the best way to engage the pupils in a new topic and deliver new concepts, sharing ideas and working closely with our technician to develop resources to create the all-important hook. • We recognise that our teachers are the most important resource in any classroom and in the learning processes and teacher effectiveness is especially important in science given the abstract and counterintuitive nature of many of the ideas being learned. Clear teacher explanations are discussed at faculty meetings alongside a range of questioning and carefully planned activities. Teachers discuss how to adapt science lessons in response to pupil difficulties. Pupils have reported that 'explaining things well' is the most important thing science teachers do to help them learn, so we aim to develop this skill in all of our teachers and support staff. 	

	<ul style="list-style-type: none"> ● Schemes of work incorporate numerous opportunities to check pupil's understanding, outlining a variety of assessments for learning opportunities. We use chromebooks as well as more traditional methods to gain a snapshot of where all pupils are in their learning regularly providing fast feedback. <p>Humanities:</p> <ul style="list-style-type: none"> ● Within the faculty we use progress trackers to track progress/understanding between lessons, use recap at the start of lessons and questioning within lessons to ascertain progress/understanding. ● We assess, more formally, three times a year in the form of a progress exam. Where these forms of assessment identify misconceptions/misunderstanding teachers within the faculty adapt their approaches as necessary. <p>Creative Arts:</p> <ul style="list-style-type: none"> ● Questioning used appropriately and regularly through lessons to ensure understanding. ● Lesson observations show that teachers have strong subject knowledge and are clear about chunking learning and tasks. <p>Technology:</p> <ul style="list-style-type: none"> ● The subjects within the faculty follow a project-based curriculum, which uses both verbal feedback throughout the project and more formative assessment towards the end. ● Any knowledge gaps or misunderstandings are addressed immediately to ensure all pupils make progress and where not individual interventions are started. ● Retrieval techniques are used to ensure knowledge is built on, and not just archived. <p>SEND:</p> <ul style="list-style-type: none"> ● Pupils that are undergoing interventions within the SEND department are assessed regularly to monitor progress. This involves entry and exit baselines as well as regular qualitative assessments (particularly for social intervention). Pupils on long term interventions are also assessed termly to track progress alongside whole school tracking. ● The department also highlight to subject teaching staff pupils who may require alternative approaches to questioning and feedback in their lessons through support plans. ● Increased monitoring of classroom provision to allow the SEND team to quality assure SEN provision in the classrooms. <p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● The pupils' needs and requirements are addressed throughout their studies. If it is deemed that another pathway would be of more benefit for the pupil that can be looked at.
<p>Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● School leaders encourage breadth and depth of learning but are explicit in the need for teachers to check understanding regularly and, where necessary, adjust the timeframes attached to topics to ensure more depth is achieved. ● School leaders have overseen all subject reviews and schemes of learning to ensure that pupils have opportunities to incorporate prior learning into broader concepts and activities. <p>Communications:</p> <ul style="list-style-type: none"> ● Across the faculty there is a huge emphasis on applying previously learnt knowledge into new contexts to help encourage pupils to remember long term and deepen their understanding of complex topics of study. ● The interleaving curriculum in English and Media means that pupils can explicitly link different texts by theme and context which helps deepen understanding and increase knowledge retention. It also encourages revisiting key knowledge which is taught through a range of retrieval strategies. We encourage pupils to retrieve information not just from across the current point of study but all study they have undertaken – including that at KS2. ● In MFL we not only teach the language but also develop strategies to learn. We are aware that all pupils learn differently and we share a range of ideas to help, such as learning grids, mind maps, flashcards and collaborative work. We focus on memory techniques with regular spot checks of language retention using mini whiteboards.

Mathematics:

- The cyclical nature of the curriculum allows pupils to revisit and build upon previous learning. For example, they may come across how to simplify and find equivalent fractions in Y7. In Y8, they will revisit these ideas, but learn how to apply them to add and subtract fractions, alongside how to order them.
- Starters are often used to make connections to previous learning. Sometimes this over a short time scale (e.g. the previous few lessons), but it can also refer back to when they last looked at this topic in previous years. We may also use starters to make a quick assessment of how much understanding a pupil has of a particular topic, before we decide to deliver it in class.
- The structure of 'BAM Assessments' requires pupils to revisit their assessment and think independently on how to improve their work. This means that assessments become more than just a way of measuring the pupils progress and are, in fact, part of the learning process and help pupils remember ideas over a longer period.
- Leadership needs to ensure that the assessment model is used consistently throughout the year and that pupils are given the opportunity to benefit from the reflective aspect of the format.

Science:

- At the start of every new topic, retrieval activities are built into the schemes of learning. The necessary prior knowledge linked to each new topic is also revisited and the links are made very clear to pupils.
- Throughout the schemes of learning links between topics are clearly identified.
- The point at which new knowledge is introduced is carefully considered. Sufficient time is given to practise knowledge so that it can be remembered more securely.
- Pupils regularly retrieve knowledge from memory to help them remember and organise knowledge. This must be coupled with feedback.

Humanities:

- Within in humanities lessons and before starting a new topic pupils fill in a progress tracker that they update after each lesson. This tracker shows what learning they're building on and where they are going to go next.
- Pupils have a copy of the learning journey that shows an overview of their journey as a humanities pupils including where they have come from (e.g. KS1/KS2) and where they go to next (e.g. KS5, university, industry).
- Within the faculty recap is used at the start of every lesson. At the start of the topic/half term this recap will include ascertaining what prior knowledge they have to start the new topic at the appropriate level. The recap used at the start of the lesson doesn't just include recap from the previous lesson but also includes recap from previous topics (and not just in that year group).

Creative Arts:

- Skills based learning with key vocabulary at the heart of the lesson planning. At GCSE level metacognition tasks are used to ensure knowledge is retained.
- Building on key skills learnt at KS3 is key to success at KS4.

Technology:

- The faculty has a range of project-based learning which builds on prior knowledge and skills. It is assumed when pupils enter year 7 they have little, or no knowledge of the individual subjects, and begin from nothing. Pupils can progress at their own speed to ensure individual progress is not hampered.
- Each project is linked year on year moving up the skill levels to KS4.

SEND:

- Interventions within the SEND department are designed to have a long-term impact on the pupils' ability to access mainstream teaching. Numeracy and literacy interventions are conducted in line with discussions with both class teachers and heads of departments.
- Support from any external agencies is often time limited and therefore additional work is done in school following the frameworks set by these outside sources. For example, work completed through the SEND hub takes place alongside a member of staff in school and is continued after the specialist teacher intervention.

Internal Alt Provision:

	<ul style="list-style-type: none"> An initial assessment is made through a baseline assessment. This is backed up with THRIVE assessment to highlight exactly where the pupil is academically and emotionally.
<p>Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> All classroom-based staff are trained in Google Classroom with a few qualifying as "Google Educators". All pupils at home ill have continue to have remote support and access to all learning alongside their peers. All curriculum areas now embrace the relevant use of online learning through Google Classroom and collaboration is encouraged. Technology use in school is NOT intended to replace traditional forms of learning but instead is used as an additional resource to learning.
	<p>Communications:</p> <ul style="list-style-type: none"> All staff make use of Google Classroom to upload learning materials that can be accessed from outside of the classroom. Lessons uploaded run alongside the classroom curriculum to ensure that no pupil is left behind. Due to the pandemic, all staff have begun to explore new ways of using technology to help support learning. MFL introduced a new method of low stakes, high impact retrieval practice using technology which is now used prolifically across the school. Within English, audio readings of books are used to help support pupils without access to a copy of the text. Staff have designed their slides to be able to use audiobooks for remote learning. Peardeck has also been used to help create an integrated approach, allowing pupils to study from home whilst continuing to get feedback from staff. MFL have access to online resources that enrich the language provision in school such as Active Learn and Vocab Express and Duolingo. One member of the faculty has helped to trial a hybrid approach to teaching where pupils can remotely access a live lesson whilst the teacher is teaching in the classroom, which has been mostly positively received.
	<p>Mathematics:</p> <ul style="list-style-type: none"> We make use of the subscription website 'MyMaths', when setting the majority of our remote learning. This is supported by videos, often from 'CorbettMaths'. The majority of homework tasks are set online and therefore can be completed remotely. One benefit of the lockdown periods was becoming more skilled at delivering remote education. Staff are proficient in setting work on Google Classroom. Much of this work can be completed remotely due to every pupil having a Chromebook.
	<p>Science:</p> <ul style="list-style-type: none"> The science department continues to make use of Google classroom to organise resources for pupils to use in the future but also to help pupils organise their time and become more successful independent learners. We used an add-on called Peardeck to allow pupils to successfully access the resources from home during lock-down and we have continued to use this to get a snapshot of the exact point each pupil is in their learning journey very quickly. It also allows less confident pupils to share their ideas fully with the teacher without having to speak out. All pupils can respond to a question at the same time and the teacher can see every response in one place. It also allows for fast access to extension work and differentiation. Practical work and access to scientific enquiry and working scientifically suffered during lock-down and so teaching these aspects of the curriculum effectively must have a high priority moving forward.
	<p>Humanities:</p> <ul style="list-style-type: none"> With all pupils having chromebooks this makes remote learning easier. We use packages such as Oak Academy, Seneca, Educake, Kahoot and Blooket. One benefit of the lockdown periods was becoming more skilled at delivering remote education. In Geography KS3 homework tasks are using chromebooks to research case studies/examples that are used in GCSE Geography.

	<p>Creative Arts:</p> <ul style="list-style-type: none"> ● The faculty uses Chromebooks where appropriate and in Music the extension of online instruments has been incorporated into the classroom lessons. ● Google Classroom used effectively by all members of the team. ● Specific Music software is available. <p>Technology:</p> <ul style="list-style-type: none"> ● The ability of being able to use chromebooks with pupils is constantly analysed and developed. New software, Apps and websites are added to the curriculum plans when and if they are needed, ensuring that chromebooks are only used when it aids learning, and helps with progress of all pupils. ● Some areas of the faculty require standalone machines with subject specific software, these are available and of an excellent standard. <p>SEND:</p> <ul style="list-style-type: none"> ● The ability to use chromebooks has massively increased the department’s ability to support pupils who require access arrangements. This therefore has led to pupils practising use of laptops as their normal way of working. ● The department continues to explore how we can use chromebooks to support the learning of pupils with SEND (for example read aloud, colour screens etc.) ● Pupils who require remote education at home for any number of reasons are offered support from the SEND team and an alternative access to work explore where needed. <p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● The use of chromebooks is used when remote learning is required. This could extend to online providers such as Academy 21 or for temporary “FlexiSchool” as advocated and supported by the local authority as part of its ‘ladder of intervention’.
<p>Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the COVID-19 pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● School leaders encourage a responsible and practical approach to assessment so that it is meaningful, relevantly frequent and clear enough to support a pupil to understand how to improve, as well as identify any areas that need re-taught. Leaders consistently remind staff of their workload and well-being as a result. ● Assessment routines vary across school, and this is deliberate in order to make them relevant and appropriate. They include a mix of daily verbal support alongside more formal marking with assessments timed for different times throughout the year, according to need. ● This year, all staff will have access to NGRT reading data, with explicit training on how to read and understand the data in order to implement reading support within lessons. ● P4P (planning for progress) sheets monitored by faculty leaders for their quality of assurance and impact in the classroom and that assessments allow teachers to adapt these as necessary. <p>Communications:</p> <ul style="list-style-type: none"> ● Across the faculty different forms of formative and summative assessment are in place which are designed to allow for flexible and adaptive teaching. Schemes are designed in such a way that revisiting knowledge or skills can be achieved naturally without placing burden on staff and pupils. ● In MFL, this ranges from simple vocab tests to the end of unit exams, which involve Listening, Speaking, Writing and Translation practice. ● In English, regular knowledge and comprehension quizzes test understanding regularly. We then have formal assessments completed 6 times a year across KS3, with one writing and reading assessment being undertaken per module. In year 7, there is a writing baseline which helps contextualise SATs data we receive upon entry to the school. ● In all subjects formative and summative assessments in KS3 continue in KS4 but pupils also undertake Pre-Public Examinations (PPEs) which are taken across both GCSE years. ● Regular moderation, standardisation and data meetings are held to discuss the current progress of pupils and what the data trend is suggesting. This then impacts the teaching and support provided in lesson times. <p>Mathematics:</p>

	<ul style="list-style-type: none"> ● Staff make use of KS2 data and internal baseline assessments to determine the correct starting point in Y7. ● The whole concept behind the ‘BAM Assessments’ in this subject is to ensure that they are more than just a way of measuring understanding. They are used to develop thinking skills, particularly problem solving. They are also used to develop independent reflection. ● The department can improve the understanding of pupils' progress by ensuring that informal assessments such as plenary quizzes are used in conjunction with more formal assessments. This will allow for a more immediate response to pupil's who are struggling with an aspect of the curriculum.
	<p>Science:</p> <ul style="list-style-type: none"> ● The science curriculum outlines assessment opportunities in every topic. Teachers and pupils are clear on the purpose of assessment and on what is being assessed. ● Assessment is used to identify gaps and misconceptions and is coupled with subject specific feedback. This requires teachers to have the necessary subject knowledge across all 3 disciplines of science. ● Formative assessments are embedded into each sequence of lessons so that it blends in with the new knowledge being taught. ● Distractor driven assessor tools are incorporated at the start and end of some lessons, e.g. multiple choice questions that present pupils with the correct answer and the misconception. ● Assessment is also used to prevent pupils forgetting what they have learned (the testing effect) and to check that they have reached specific curricular goals (summative assessment). ● Assessment needs to be carefully designed so as not to take up too much the teachers time marking and away from planning and delivery of high quality lessons. ● Some use is made of exam materials but not so much that it narrows the curriculum, leading to superficial progress that does not prepare pupils for further study. ● All forms of assessment are taken into consideration, not just an end of topic test when making judgements about the learning and feeding into tracking data.
	<p>Humanities:</p> <ul style="list-style-type: none"> ● Formative assessment is used throughout the humanities faculty, within lessons e.g. questioning, recap and between lessons e.g. progress trackers. ● Pupils are summatively assessed in humanities three times a year to meet with the schools reporting cycle. These assessments and the formative assessments highlighted above are used by the teachers to check understanding and to adapt their teaching practice as a result.
	<p>Creative Arts:</p> <ul style="list-style-type: none"> ● Verbal feedback given regularly during each lesson as part of the practical process. Formative and Summative assessment used through individual projects as required. ● Pupils can contribute towards assessment confidently in lessons as part of the practical tasks. ● Performances across all areas of the Faculty are used every lesson to showcase skills and next steps.
	<p>Technology:</p> <ul style="list-style-type: none"> ● Pupils are assessed by visual assessment with verbal feedback, with formative and summative assessment throughout individual projects. ● During practical lessons subjects rely on rapid verbal feedback to ensure misconceptions are addressed and every pupil progresses. ● Regular analysis for Planning for Progress sheets helps to address pupils' requirements if they are falling behind.
	<p>SEND:</p> <ul style="list-style-type: none"> ● Pupils that are undergoing interventions within the SEND department are assessed regularly to monitor progress. This involves entry and exit baselines as well as regular qualitative assessments (particularly for social intervention). Pupils on long term interventions are also assessed termly to track progress alongside whole school tracking.

	<ul style="list-style-type: none"> ● This academic year the whole school SP will be used to target pupils within the classroom and progress will be regularly monitored by the SEN team through regular walkthroughs, pupil work snapshots and pupil voice.
<p>Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>	<p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● An initial baseline assessment is used when entering the alternative provision pathway. This can be regularly checked through assessment to ensure progress and inform further teaching.
	<p>Whole School:</p> <ul style="list-style-type: none"> ● In order to reduce workload, a common textbook approach is used whereby materials (i.e. covers) are centrally created and distributed. These datil careers and course outlines for the subject. ● Faculty leaders check that the materials used properly build on prior learning and quality assurance is carried out by SLT annually. ● Opportunities are exploited to collaborate across departments using the integral IT system so that all staff can share and support each other in their planning. <p>Communications:</p> <ul style="list-style-type: none"> ● In MFL we use professionally produced resources (Pearson) as a framework for our teaching of both French and German at KS3/4, enriched by a range of engaging resources and activities. Both “Dynamo” and “Stimmt!” provide challenging, sequenced and structured learning journeys. ● English and Media texts are constantly being updated and reviewed to provide a relevant and engaging curriculum of study. All pupils have access to the text they are studying. Lessons and resources are constantly evaluated in department meetings to ensure they are purposeful and continue to be ambitious. In cases where resources need updating, a collaborative approach is applied. ● At KS3 end of unit assessments are consistent across the department and are designed to test knowledge being taught during the module. ‘Must Cover’ lessons are provided to all staff to ensure that all pupils have the relevant knowledge to access these assessments. At KS4 end of unit assessments reflect those covered in the GCSE exams. ● Classroom displays are relevant to the program of study and either help pupils with their learning or demonstrate high quality work produced by pupils.
	<p>Mathematics:</p> <ul style="list-style-type: none"> ● Although all staff are provided with resources as part of the scheme of work, staff are encouraged to make use of alternative resources to make their teaching more engaging. The departmental lead subscribes to resource websites (such as ‘GoTeachMaths’) that fit the ideology of the department. In other words, they are engaging, relevant and problem solving focused. ● Assessments are consistent across the department and are an important part of the learning process.
	<p>Science:</p> <ul style="list-style-type: none"> ● Use of the add-on Peardeck provides the opportunity for high challenge, low stakes questioning, where the teacher can see all responses at once, give immediate verbal feedback and plan the next step in the learning journey. This has improved the confidence of some pupils and avoids the quieter ones getting overlooked. ● Textbooks are carefully selected for their readability and particular sections are highlighted in our schemes of learning. ● While our curriculum is not in any way textbook led, staff are encouraged to incorporate the use of textbooks periodically, as one method of addressing low levels of literacy.
	<p>Humanities:</p> <ul style="list-style-type: none"> ● Within the faculty we have textbooks to support learning where needed, these are primarily at KS4. ● Subject leads, with the help from staff in their departments, resource the curriculum. All staff in the faculty are then expected to adapt these resources to meet the needs of the pupils in front of them.
<p>Creative Arts:</p> <ul style="list-style-type: none"> ● Textbooks are used in KS4 to support learning in all subjects. ● Provision of equipment and resources available is under constant improvement... more whole class instruments, lighting in drama, new fitness room for PE 	

	<ul style="list-style-type: none"> ● Staff are always looking for ways to improve and develop resources and equipment in the faculty in order to support the pupils. <p>Technology:</p> <ul style="list-style-type: none"> ● The faculty uses a variety of materials to clearly support the progress of all pupils. This is in the form of textbooks, websites, apps, workshops and classroom facilities. ● The learning environment is clearly linked to subject specific outcomes, with links to both higher education and employers. <p>SEND:</p> <ul style="list-style-type: none"> ● New materials are regularly sourced for numeracy, literacy and social skills interventions to meet individual needs each academic year. ● Many of the resources within the department are designed for pupils to enjoy whilst they learn. The emphasis being on high quality resources that also engage our pupils. ● The Risedale Centre and The Hub environment have been updated and continue to be adapted to promote discussion about how interventions can support the pupils now and in the future. <p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● Pupils use a variety of media for learning, including chromebooks, textbooks and practical projects.
<p>Reading is prioritised to allow pupils to access the full curriculum offer.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● We have developed a bespoke reading programme called Reading and Reflection (R'n'R). As part of this programme, there is designated daily reading time identified on the timetable. ● There is a member on the SLT team who has a responsibility and focus on reading within the curriculum. ● As part of the Literacy Framework, there is specific guidance on reading within all lessons including: having access to high challenge texts, opportunity to discuss reading within subjects and also being able to trial different reading strategies. ● We have a well-stocked library with a full-time librarian who works with subjects to ensure there is access to relevant texts and books linked to all subjects for pupils to access at various times of the day. <p>Communications:</p> <ul style="list-style-type: none"> ● Reading is an integral part of this faculty and staff are trained on different strategies to help support reading within lessons. Regular training is attended by staff linked to reading, to ensure pedagogy is up to date and relevant. ● In English reading skills make up 50% of the English Language GCSE and 95% of the English Literature GCSE. At Key Stage 3 and 4, all pupils are expected to read full texts in English. Those with lower reading ages will have alternative textual support in addition to this to help support understanding (for example, audiobooks, and graphic novels). These alternative texts do not replace the original full text. ● In English all pupils also have access to a library lesson once every two weeks. Reading is a priority in these lessons. Reading for research and developing library skills, and reading for pleasure are part of the library lesson programme. ● At the start of every lesson in English, pupils are expected to read for 10-15 minutes independently as an extension of the school RnR programme. MFL also follows the RnR programme at KS3. ● In MFL, reading skills represent 25% of all GCSE grades. In the classroom, we encourage pupils to develop their reading in a foreign language, whether via topic-based texts on familiar language or authentic web-based articles. For example, as part of the KS4 programme, pupils learn how to book hotel rooms and review their stay using www.tripadvisor.fr for a reading for pleasure exercise. We also teach reading skills, such as reading for gist, deducing opinions or feelings and analysing texts for linguistic clues. <p>Mathematics:</p> <ul style="list-style-type: none"> ● 'Classic' mathematics puzzles and texts are used to stimulate learning and encourage reading for meaning. By making connections to real life texts, teachers hope to promote further reading in the subject. ● Worded problems, using subject specific language and real-world contexts, are an important part of the learning and assessment process. <p>Science:</p>

	<ul style="list-style-type: none"> ● There is a strong correlation to show that reading achievement is associated with science achievement generally and so any school approach to improving reading will help pupils in science. ● Whilst our curriculum is not based around a particular text book, we make regular use of these to encourage pupils to read scientific information. A class discussion and Q&A session ensures all pupils have a firm grasp of what they have just read. Textbooks are selected carefully and help pupils to familiarise themselves with key vocabulary and the conceptual relations between these words. ● Where relevant we encourage pupils to read about science in the news and this is used to stimulate discussion. ● We strive to achieve the correct balance between hands-on practical learning and the use of a suitable textbook as one strategy for developing scientific literacy. <p>Humanities:</p> <ul style="list-style-type: none"> ● Within humanities lessons opportunities are given for pupils to read, be it for the whole school initiative of R&R or reading within lessons themselves e.g. popcorn reading. <p>Creative Arts:</p> <ul style="list-style-type: none"> ● Reading is part of the daily lesson with the R'n'R programme. ● Pupils are encouraged to read in lessons as part of the tasks set. ● Reading is integral to show pupil understanding of the work set <p>Technology:</p> <ul style="list-style-type: none"> ● The curriculum within each of the areas in the faculty have a reliance on analysis and research. This is one of the skills built upon through each of the projects both at KS3 and KS4. ● The use of subject specific terminology is integrated into the learning, including descriptive evaluations. <p>SEND:</p> <ul style="list-style-type: none"> ● Literacy interventions are a key focus of support offered by the department. New resources following a phonics programme have been invested into and embedded in to this support. ● HLTA within the department is part of a working party with the Literacy Coordinator in school to ensure that support offered in and out of the classroom is high quality and coordinated with whole school policy <p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● Regular reading sessions are built into the timetable to ensure pupils can access text.
<p>A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge that pupils are taught when they are learning to read.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● We use the NGRT programme to assess all Key Stage 3 pupils twice a year. This data is available to all staff. The Literacy Co-Ordinator works closely with the SEND team to analyse this data and put in place appropriate Literacy Interventions. ● The R'n'R programme now also has an intervention element to the programme, designed to not only support those with lower reading ages but also to stretch the reading capabilities of those with high reading ages which will be rolled out in library lessons this year. <p>Communications:</p> <ul style="list-style-type: none"> ● Books chosen for study are chosen based on their complexity (both in terms of thematic exploration and vocabulary) and these build year on year. Comprehension quizzes and assessments take place regularly throughout the study of full texts to ensure understanding. End of unit assessments also help to clarify the depth of understanding linked to the text being studied. ● Conversations are regularly held with pupils within library lessons linked to books being read independently and staff are trained to recommend books that are within a pupil's reading age (gained from NGRT testing). ● In MFL, reading is a core assessed skill in formal end-of-unit tests and pupils are encouraged to read independently in a foreign language as much as possible. We also have several bilingual reading books and are working alongside the library to broaden this range even further. <p>Mathematics:</p> <ul style="list-style-type: none"> ● Pupils are actively taught methods of dealing with 'wordy questions' in the subject. This includes looking for subject specific vocabulary, checking that they are

	<p>answering the question correctly based on the wording of the question itself. Pupils are exposed to these types of questions from the moment they arrive and are therefore not surprised by the nature of problem solving questions at GCSE level.</p> <p>Science:</p> <ul style="list-style-type: none"> ● Pupils are supported with reading where necessary and visualisers are used to help model a walking talking exam paper to give pupils more confidence to tackle more lengthy questions by themselves. ● Scientific vocabulary is identified every lesson and explicitly taught to the class. Pupils are then encouraged to read information including this vocabulary and use it in their written work. <p>Humanities:</p> <ul style="list-style-type: none"> ● Within humanities we recognise that reading is not just a priority for ourselves but for the whole school. For example pupils need to be able to read and interpret GCSE exam questions. As a result the opportunity for reading is built into the curriculum for all year groups. We also follow and support the whole school RnR approach at KS3. <p>Creative Arts:</p> <ul style="list-style-type: none"> ● Support with reading and understanding questions at KS4 is integral to GCSE success. Understanding key vocabulary is very important to accessing questions. ● Working across the school to support the R&R programme. <p>Technology:</p> <ul style="list-style-type: none"> ● Understanding what is required within an exam question is built on from an early point. Exam questions are used within the projects, along with written work to assess pupils ability and understanding. ● Pupils struggle to link subjects together, such as maths questions with a D&T exam paper. These links are made explicitly to build on learning, rather than re-learning. <p>SEND:</p> <ul style="list-style-type: none"> ● As well as current interventions the department now has a full time SEN / Primary specialist who will work closely with pupils in KS3 to support literacy interventions where needed. This will include work on basics of language acquisition such as phonics and decoding. ● HLTA who deliver literacy interventions works closely with the literacy lead to ensure interventions delivered are at appropriate levels. ● Literacy interventions explore phonics and decoding where needed. ● Pupils who require additional specialist support are referred to the SEND cognition and learning team. <p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● Pupils are encouraged to read text which they are passionate about, as well as curriculum-based text. This helps to enthuse the pupils.
<p>The sharp focus on ensuring that younger children and those at the early stages of reading gain the phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● Primary transition is used effectively to identify early those who may need extra support before entering secondary school. ● Targeted primary pupils are brought into school early as part of an 'extended' transition in order to support further understanding of their needs and to allay their fears. <p>Communications:</p> <ul style="list-style-type: none"> ● Developing communication is vital to all subjects in our faculty and as such we all have a focus on developing reading through phonics knowledge and/or language comprehension. ● The English team facilitates biannual reading age testing. We are in the second year of using the NGRT test to attain this information which looks at language comprehension, vocabulary, inference and phonics knowledge. ● English has also included a spelling test element as part of the end of unit assessment to help strengthen and revise pupil's knowledge of phonics. There is also explicit teaching of root words and meanings to help develop and extend this knowledge. ● In MFL, explicit teaching of phonics linked to the French and German language helps develop accuracy in reading and pronunciation, paying particular attention to silent letters. This starts at KS3 but is revised regularly. <p>Mathematics:</p>

	<ul style="list-style-type: none"> ● The faculty supports the whole school focus on reading, for example, the 'RnR' approach and key terms are used in the majority of lessons. <p>Science:</p> <ul style="list-style-type: none"> ● Pupils are given opportunities to recap and orally rehearse their thoughts using scientific language. ● The most important scientific vocabulary is taught systematically and this is practised using textbooks. <p>Humanities:</p> <ul style="list-style-type: none"> ● The faculty supports the whole school focus on reading for example the R'n'R approach and key terms are used in the majority of lessons. <p>Creative Arts:</p> <ul style="list-style-type: none"> ● The faculty supports the whole school approach to reading. Supports weaker pupils where necessary. This is particularly the case in GCSE and vocational PE. <p>Technology:</p> <ul style="list-style-type: none"> ● Keywords are used across the faculty to further develop pupils in the early stages of reading. ● Pupils are given access to multiple choice and extended questioning helping the foundations for future learning. <p>SEND:</p> <ul style="list-style-type: none"> ● As well as current interventions the department now has a full time SEN / Primary specialist who will work closely with pupils in KS3 to support literacy interventions where needed. This will include work on basics of language acquisition such as phonics and decoding. ● HLTA who deliver literacy interventions works closely with the literacy lead to ensure interventions delivered are at appropriate levels. ● Literacy interventions explore phonics and decoding where needed. ● Pupils who require additional specialist support are referred to the SEND cognition and learning team. <p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● Skills are worked on through the reading of a variety of txt.
<p>Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● There is a Literacy Framework in place which covers reading, writing, oracy and vocabulary and sets out guidance of what all subjects should be offering. There is a focus in the framework on teachers modelling these literacy elements whilst opening opportunities for pupils to also practise them. <p>Communications:</p> <ul style="list-style-type: none"> ● Within the Communications faculty, literacy is integral to our subjects. It is an expectation that all staff within the faculty model strong levels of English with a particular focus on speaking, listening, writing and reading and use this to teach pupils how to communicate effectively. ● As part of our scheme development, we identify Tier 2 Vocabulary and ensure that these are explicitly taught and revisited. In English, spelling tests of these Tier 2 words make up part of the end of the unit assessment process. <p>Mathematics:</p> <ul style="list-style-type: none"> ● Teachers within the humanities faculty model good English and correct any mistakes made by the pupils in their classes. ● Key vocabulary for each topic is given as part of the scheme of work. The head of department is experienced in the teaching of English and places a high value of literacy in this subject. <p>Science:</p> <ul style="list-style-type: none"> ● All pupils, but especially those less able are encouraged to orally rehearse and structure their thoughts, using scientific knowledge. ● Through structured writing and speaking, pupils retrieve their knowledge as they communicate their mental representation of an idea. This is then immediately followed with specific feedback and opportunities for reorganisation and development of these ideas. ● Pupils need to learn to read and write in the passive voice and also that many words have multiple meanings depending on their context. <p>Humanities:</p>

	<ul style="list-style-type: none"> ● Teachers within the humanities faculty model good English and correct any mistakes made by the pupils in their classes. <p>Creative Arts:</p> <ul style="list-style-type: none"> ● Modelling of more difficult words through technical language is encouraged. Pupils are encouraged to respond with the correct terminology and descriptions. ● Written work is corrected if spelt incorrectly. <p>Technology:</p> <ul style="list-style-type: none"> ● High standards of key vocabulary are evident across the faculty ● Monitoring of all staff by the faculty lead are regular, using walkthrough and coaching methods <p>SEND:</p> <ul style="list-style-type: none"> ● Monitoring and conversations with the team delivering interventions occur regularly. ● Staff delivering interventions regularly maintain their professional development and therefore explore various ways in which to deliver concepts of teaching English skills. ● Staff in the department model a high standard in and outside the classroom. <p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● High standards of staff delivering subjects through alternative pathways are evident in their own knowledge and understanding.
<p>Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work that pupils produce.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● School leaders review the curriculum annually looking both for compliance as well as supporting the school's overall aims. Additionally, the review is to determine opportunities for potential expansion (or deletion) of subjects given the interests of the local community. ● All leaders check exercise books at appropriate junctures to ensure that pupils take a pride in what they do. <p>Communications:</p> <ul style="list-style-type: none"> ● In English and MFL, reading, writing and oracy skills are developed and assessed across all years within the curriculum. The skills tested within each area of literacy are revisited to ensure that acquisition of the skill is consistent and increasingly independent. ● Schemes are sequentially built to ensure that pupils can develop knowledge and skills across the curriculum. Retrieval is encouraged to help activate prior knowledge to be built upon and this is used across all subjects within the faculty. ● All staff within the faculty have high expectations and standards of the work pupils are producing. <p>Mathematics:</p> <ul style="list-style-type: none"> ● Pupils develop detailed knowledge and relevant skills in this subject. This is seen through a combination of work in their books, assessments and outcomes. ● Until this year, outcomes have remained strong over recent years despite the effects of Covid 19 and some instability in staffing. Progress made by pupils in their GCSE in 2022/23 was disappointing. This is to be addressed by further stability in staffing and a drive from leadership on consistency and monitoring in the department. <p>Science:</p> <ul style="list-style-type: none"> ● Substantive knowledge is organised into 3 disciplines in science - Biology, chemistry and physics. Each scientific discipline gives pupils a unique perspective to explain the world around them, and they should develop knowledge about the similarities and differences between them. ● Each discipline draws extensively on common concepts and so careful consideration is taken as to where in the curriculum these are first introduced. ● Pupils are encouraged to take pride in the work that they produce and retrieval opportunities and formative assessments with positive and constructive feedback encourages this. <p>Humanities:</p> <ul style="list-style-type: none"> ● The humanities faculty develops in pupils detailed knowledge and skills across the curriculum. This is evidenced in learning journeys that are followed across the faculty and therefore in pupils exercise books. ● Progress is improving across the faculty.

	<p>Creative Arts:</p> <ul style="list-style-type: none"> ● Evidence through observations and walkthroughs show how pupils are learning and developments made. ● Work scrutinies and evidence recorded by staff support the development of skills and knowledge. <p>Technology:</p> <ul style="list-style-type: none"> ● Standards of work are improving across the faculty as evidenced by reviews of SLT. ● The high standards of the faculty lead are beginning to be mirrored across the faculty producing quality work from pupils. This is evidenced through book scrutinies at the end of projects. <p>SEND:</p> <ul style="list-style-type: none"> ● Pupils are referred across the curriculum to the SEND department for support if they are not making progress. ● Most pupils who access support interventions make progress. This is evidenced through qualitative and quantitative data. However, there are still a very few who are finding mainstream difficult. These are further supported by our referrals to agencies beyond school where support is required. <p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● The work pupils complete is assessed against the base tests from arriving in the alternative provision.
<p>Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. Teacher assessed grades from 2020 and 2021 will not be used to assess impact.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● School leaders are watchful for the national Progress and other data to be revealed in 2023 given that GCSE examinations are now back to pre-Covid approaches to determine the impact of the changes and instigate interventions where needed. ● Impact in the classroom is evident throughout most of the school and across year groups. The current Year 10 appears stronger than the Year 11 who have just left with our current Year 8 also doing stronger in progress. ● Overall a small dip in 2023 results but Quality of Education Target to be a key priority for 2023-2024 in order to ensure the dip does not become a trend. <p>Communications:</p> <ul style="list-style-type: none"> ● Media joined the faculty in the 2021-2022 academic year but was added as an option in the 2019-2020 academic year. French was added as an option in the faculty in the 2018-2019 academic year. <p>Subject Progress Index Data from SISRA 2017/2018: -0.50 Eng Lang; -0.32 Eng Lit; -0.28 German 2018/2019: +0.07 Eng Lang; -0.14 Eng Lit; -1.13 French; -0.47 German 2019/ 2020 (internal use only): -0.11 Eng Lang; +0.01 Eng Lit; -0.54 French; -0.76 German; -0.84 Media 2020/ 2021 (internal use only): unable to attain 2021/2022: -0.27 Eng Lang; -0.25 Eng Lit; -0.33 French; +0.22 German; +0.22 Media</p> <p>English P8 Data from SISRA 2017/2018: -0.41 2018/2019: -0.01 2019/2020 (internal use only): -0.02 2020/2021 (internal use only): 0.02 2021/2022: -0.17</p> <ul style="list-style-type: none"> ● Prior to Centre/Teacher Assessed Grades (2019/2021) results in English were on an upward trajectory. Whilst there was a slight drop in 2021/2022 in English, options subjects in the faculty had a slight improvement in comparison to pre-pandemic results. ● Results 2022-2023 unfortunately shows a drop in both SPI and P8 in all subjects in the faculty. To ensure that there is improvement to these in the 2023-2024 academic year the following actions are being taken: thorough analysis of exam data including a review of accessed scripts to identify exactly where teaching and learning needs developing which will be followed with an action plan to implement these improvements, regular half termly meetings and monitoring

which help identify pupils who needs additional support, early intervention sessions to start earlier in the academic year.

Mathematics:

Before 2022/23, Maths had been a consistently strong subject in terms of outcomes. This can be demonstrated by positive or level subject progress index and positive P8 since 2018/19.

- 2017/2018: P8 of -0.37
- 2018/2019: P8 of 0.05
- 2019/2020: P8 of 0.43 (internal use only)
- 2020/2021: P8 of 0.31 (internal use only)
- 2021/2022: P8 of 0.03

To ensure improvement in progress in 2023/24, the department will have increased stability in staffing. This will allow the HOF to improve monitoring in the department, especially the checking of how the assessment model is used. GCSE scripts will be carefully analysed to see where gaps in learning are evident and changes to the delivery of these aspects of the curriculum will be made. Early intervention will be required in both Y10 and Y11.

Science:

- Science results are in line with other subjects at Risedale.
- It has not been easy to compare attainment over time due to the fact that previously all pupils took combined science GCSE, then the most able followed the Triple science course and now it is an option open to all pupils.
- Many schools opt to enter all their most able pupils for triple award and all other pupils follow the combined science (double award). This means that our mixed ability triple award group is being compared nationally with the most able pupils.

Subject Progress Index data from SISRA:

- 2018/2019 Combined Science -0.37, Biology -0.68, Chemistry -1.00, Physics -1.08
- 2019/2020 Combined Science -0.08, no triple award
- 2020/2021 no data
- 2021/2022 Combined Science -0.41, Biology -0.41, Chemistry -0.51, physics -0.61

Humanities:

Prior to teacher assessed grades results in the faculty were on an upwards trajectory.

Subject progress index from SISRA:

- 2017/2018 Geography -0.38, History -0.58 RE -0.52
- 2018/2019 Geography -0.2, History -0.79, RE -0.17
- 2019/2020 Geography -0.06, History 0.06, RE -0.23
- 2020/2021 Geography -0.13, History -0.25, RE 0.06
- 2021/2022 Geography 0.35, History 0.06, RE -0.25

Creative Arts:

There are mixed outcomes across the faculty:

- 2017/2018 Music -1.05, PE -1.64, Drama N/A
- 2018/2019 Music -0.61, PE -1.18, Drama N/A
- 2019/2020 Music -0.83, PE -0.50, Drama -0.60
- 2020/2021 Music +0.11, PE +0.36 GCSE, +0.54 BTEC, Drama +0.05 (Internal use only)
- 2021/2022 Music -0.87, PE +0.95 GCSE, -0.86 BTEC, Drama -0.62

Technology:

There are mixed outcomes across the faculty with some subjects showing a steady upward trend, and others more static.

Subject progress index from SISRA:

- 2017/2018 D&T +0.28, Food -1.32, Art +0.19, CS -0.88
- 2018/2019 D&T -0.74, Food -0.98, Art -0.76, CS +0.22
- 2019/2020 D&T -0.44, Food -0.83, Art +0.25, CS -0.58 (internal use only)
- 2020/2021 D&T +0.34, Food +0.32, Art -0.12, CS -0.65 (internal use only)
- 2021/2022 D&T +0.38, Food +0.04, Art -0.66, CS -1.00 (Engineering residual 1.20)

SEND:

(please see this data in main results page)

Internal Alt Provision:

The final assessment on pupil grades will be impacted on how long pupils are within the alternative pathway, and how they have progressed across all subjects.

<p>Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● Curriculum fully complaint, GATSBY full adhered to, IT system well-above national norms, work experience programme starts in Y8 with more formal Work Experience for at least one full week for ALL pupils in Y10. ● Assembly programme includes frequent aspirational themes for ‘being whoever you want be and doing whatever it is you want to do’ to chip away at some lethargy and lack of goals within the local context. ● Further and higher education establishments, alongside employers (including the military) carry out ‘careers’ days across year groups throughout the year.
	<p>Communications:</p> <ul style="list-style-type: none"> ● All subjects within the faculty aim to develop pupils’ skills as language- learners and as <i>learners</i>, to be taken into the world of work and beyond. ● Progression to A Level is always encouraged and there are currently a number of pupils who are keen to take their language- learning beyond GCSE in all subjects within the curriculum. ● The English learning journey is designed to follow on from KS2 and prepare them to continue study at KS5. ● Within lessons, and where appropriate, discussions are held with pupils around careers. For example, in English when we look at newspapers we discuss the news industry and the different types of careers involved in it. In French and German, there are topics around the world of employment and future plans. In Media, the topics of study focus around industries and the world of work.
	<p>Mathematics:</p> <ul style="list-style-type: none"> ● The maths learning journey is designed to follow on from KS2. Prior understanding at KS2 helps determine the correct starting point in the learning journey. Pupils are prepared for further study, with many pupils choosing to take up maths at A-level (including one who has recently returned to gain experience in the teaching of the subject). ● SEND pupils made as much progress as all pupils in the 2021/22 results (subject progress index of 0.00, P8 of 0.03 in 2021/22 outcomes).
	<p>Science:</p> <ul style="list-style-type: none"> ● All pupils are invited to a STEM careers fair to encourage them to consider careers in STEM. This needs to be developed further to create a greater impact. ● Opportunities are provided to take the pupils out of school to explore STEM in universities and linked to CEIAG. This needs to be extended to incorporate more pupils. ● Focus for 2023-24: Aim to give each year group access to STEM ambassadors or vocational visits at a relevant point in the curriculum. Highlight specific career opportunities in more detail in each scheme of learning.
	<p>Humanities:</p> <ul style="list-style-type: none"> ● Within the faculty pupils follow learning journeys, that build on prior skills, understanding and knowledge and give the pupils the skills, understanding and knowledge that they need for the next steps. ● The learning journey that they go on build on what was learnt at KS1 and 2 and providing the building blocks for KS5, University and Industry.
	<p>Creative Arts:</p> <ul style="list-style-type: none"> ● Ensuring that where possible link work to KS5 is taught through the GCSE. ● All pupils have a career interview and a plan for post 16. Subjects support this next step journey. ● Links with Colleges allow pupils to explore their choices for a potential performing art or sporting pathway.
	<p>Technology:</p> <ul style="list-style-type: none"> ● Links with colleges and employers are being forged, especially with STEM ● Subjects are encouraged to visit higher education establishments to ensure the skills being taught will give pupils, including those with SEND, the necessary steps to achieve the best outcomes. ● Engineering teachers have already visited the college where most of our Engineering pupils attend and added areas to help the transition into the curriculum plan

	<p>SEND:</p> <ul style="list-style-type: none"> ● Pupils with SEN are offered additional support within careers interviews if and when necessary, ● SEN pupils are offered support when visiting post-16 opportunities. ● Alternative work experience offered for pupils with SEN at Year 10. <p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● Due to the individuality of the internal alternative pathways, pupils are completing work for core subjects, and gaining skills in some practical areas allowing them to progress to destinations they are interested in.
<p>Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● Reading is an integral part of the Literacy Framework and reading is expected to take place in all subjects. ● Pupils have access to the library once every two weeks during English lessons, where there is an emphasis on wider reading and reading for pleasure. At breaks, lunchtimes and after school, pupils also have access to the library. ● Last year we introduced a reading element to the Tutor Time programme which allowed all tutor groups to read as a class with their Personal Tutor.
	<p>Communications:</p> <ul style="list-style-type: none"> ● In all subjects, reading is a core skill that is developed within our pupils as part of our curriculums. We have regular library lessons (twice a month) at all Key Stages which encourage wider reading and reading for pleasure. ● This year, as part of library lessons, a monitoring process is being introduced to be able to develop discussions with pupils on reading for pleasure and reading for comprehension. ● This year, as part of library lessons, an intervention reading programme will be initiated to help support pupils to read with fluency and comprehension appropriate for their age. ● Language linked with transaction, prices, numbers and time are explicitly taught within MFL lessons through role play and are assessed through informal formative assessments. ● Graphs and Venn diagrams are used to help plan within certain topics in English and Media. For example, comparison essays are easily planned using a Venn diagram structure, pie charts are often used to discuss and debate blame we can place on character.
	<p>Mathematics:</p> <ul style="list-style-type: none"> ● As part of the numeracy across the curriculum strategy, links have been made with the Geography, Science and DT departments to help pupils make connections between 'crossover' topics and how numeracy is part of the wider curriculum. ● Tight links have been made with the geography department and evidence of the use of geographical contexts have been used in maths starter activities. The department plans to make similar links with other departments.
	<p>Science:</p> <ul style="list-style-type: none"> ● Focus for 2023-24: Subject teachers of mathematics and science to work together to understand how and when knowledge is to be taught, and how this is similar and different. This is more beneficial for science so may need to be instigated by the head of science. ● Ideally pupils are taught how to use mathematics in science. Science formulae are practised in mathematics, but this approach needs to become formalised and less ad-hoc.
	<p>Humanities:</p> <ul style="list-style-type: none"> ● Pupils are given opportunities to read throughout the faculty and Geography, in particular, helps to develop pupils mathematical skills (close links have been developed between the Maths and Geography departments).
	<p>Creative Arts:</p> <ul style="list-style-type: none"> ● Mathematical knowledge transferable in at various points in the course ● Evidence seen in projects and lesson observations.
	<p>Technology:</p> <ul style="list-style-type: none"> ● Most of the subjects in the faculty require high levels of Maths. Especially Computer Science, Design and Technology, Engineering and Food and Nutrition.

	<ul style="list-style-type: none"> ● The department works hard to incorporate these aspects into both key stages, with discussions with Maths to ensure the correct skills are being used. ● Skills are built throughout ensuring they are appropriate to the pupils age.
	<p>SEND:</p> <ul style="list-style-type: none"> ● The department offers literacy and numeracy interventions using IDL alongside specialist HLTA interventions, HLTAs work closely with faculty leads to ensure that interventions are tailored to the curriculum. ● HLTA offering literacy intervention is working closely with the literacy lead to monitor reading interventions within library time.
	<p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● Core subjects are continued to be taught as part of the internal alternative curriculum.

Behaviour and Attitudes

<p>The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● Risedale operates a clear behaviour structure known as "The Risedale Way" which is clearly understood by pupils, staff and parents and is further supported through regular reminders in assemblies, now restarted post-pandemic. ● Training is given to all staff with refresher and reminder stages throughout INSET opportunities across each year to improve consistency of application by all, whilst it is acknowledged that sometime some staff appear to inconsistently apply this, further support is then given directly to those staff. ● Pupils know that low-level disruption is not tolerated and repeated offenders will be tackled using relevant behavioural support mechanisms, which may be different according to children's needs, to rectify such behaviours. That said, the school family does not believe short-term suspensions work as many pupils go home and play on games consoles or walk the streets or otherwise do not get the support they need from a trusted adult. As a result suspensions are once again becoming more rare but are still part of the armoury available to the headteacher.
	<p>Communications:</p> <ul style="list-style-type: none"> ● All members of the faculty have high expectations of all their pupils at all times and believe everyone is entitled to learn. Disruptions to learning are not tolerated. ● There are clear faculty routines in place to promote positive and respectful behaviours which are in line with and further supported by the school's behaviour policy. ● Faculty and department leads are always available to support staff in managing behaviour. ● As a faculty we are focused on rewarding positive behaviour. We regularly use the ePraise system to help demonstrate and model the behaviour expected in the classroom with English handing out the most ePraise points out of all departments and French coming in fifth. Positive phone calls home and postcards are used to also reward pupils who give 100% consistently.
	<p>Mathematics:</p> <ul style="list-style-type: none"> ● Positive behaviour and conduct is the norm within the faculty. There are occasional incidents of negative behaviour within the faculty, but these are dealt with firmly and fairly by the teachers in the faculty using the Risedale Way. ● Room moves are used frequently in the department to help defuse any incidents of poor behaviour, but also enabling the opportunity for the pupil to engage in learning in a maths environment. ● The department shows a focus on rewarding positive behaviour. The department gave the third highest amount of ePraise points out of any of the departments on 'ePraise' reward system.
	<p>Science:</p> <ul style="list-style-type: none"> ● The department adheres to The Risedale Way, taking a fair and consistent approach when it comes to behaviour management. There are high expectations when it comes to standards of behaviour both from a H&S perspective and the effect disruptive behaviour has on the learning of others. ● The department recognises that relationships are the key to good behaviour and restorative conversations play an important role in this. ● All members of the department support each other to ensure disruption to lessons is avoided wherever possible. ● Pupils removed from science lessons have access to the science curriculum via Google Classroom.
	<p>Humanities:</p> <ul style="list-style-type: none"> ● Positive behaviour and conduct is the norm within the faculty. There are occasional incidents of negative behaviour within the faculty but these are dealt with firmly and fairly by the teachers in the faculty using the Risedale Way. Staff within the faculty focus on the positive and far more ePraise points are awarded in the faculty than negatives.

	<p>Creative Arts:</p> <ul style="list-style-type: none"> ● Staff follow the Risedale Way and try to maintain good relationships with all pupils. Fresh starts are given every lesson and restorative conversations take place. ● Faculty Lead supports behaviour concerns and behaviour is discussed at Faculty meetings. <p>Technology:</p> <ul style="list-style-type: none"> ● Staff ensure the high expectations of pupils are applied consistently. The Risedale Way is followed and behaviour logs for every day are sent to the Faculty Lead. Any inconsistencies are addressed through staff coaching. <p>SEND:</p> <ul style="list-style-type: none"> ● Staff within the department follow the Risedale Way. Staff are tolerant that ‘one size does not fit all’ but do ensure that boundaries for pupils with SEN are clear. Pupils who struggle are offered additional intervention support both in and outside the classroom. ● SENCO and Assistant SENCO for pupil progress receive behaviour logs daily and are able to put in place appropriate interventions as and when required. ● Establishment of the Risedale Centre has offered a place for pupils to go should they need this -which in the majority has led to less disruption in corridors and classrooms. Going forward a clear policy of use will be in place to support both pupils and staff. <p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● The behaviour policy, and the ‘Risedale Way’ are followed for all pupils attending internal alternative pathways.
<p>Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● Risedale emphasises a ‘positive’ approach to behaviours and learning – recognising it is often ‘easier’ to sanction than praise it is a work in progress to move all staff towards a greater ‘praise’ culture, whilst not allowing misbehaviour to go unchallenged. ● Where the school identifies, or is told, of any bullying swift and relevant action is always taken. The school takes a proactive look at social media to ensure community issues do not overspill into the safe school environment and we do sanction where the school’s name is brought into disrepute, even where this happens at weekend or holidays... and even on social media at any time. ● All bullying is recorded thoroughly and robustly using the school’s MIS (Bromcom). We do not shy away from challenging the pejorative use of language and any racist, homophobic, transphobic, misogynistic traits by individuals are duly recorded and dealt with using outside agencies, including the police, where relevant. ● The school’s PHSE programme (delivered via social studies and assemblies) supports pupils’ understanding of British Values whilst also tackling directly any local community issues that may be prevalent in a garrison area. ● The school’s Headteacher delivered an assembly to all pupils in 2022 declaring himself as a married gay man and becoming the first known UK school secondary headteacher to do so. The community was completely and wholly accepting of this and was done to show pupils whatever you are doesn’t matter, but who you are as a person does. <p>Communications:</p> <ul style="list-style-type: none"> ● All members of the faculty follow the school policy on bullying and discrimination and have a zero tolerance to any derogatory or discriminatory language or actions. ● Respectful and positive learning environments are modelled by staff by having a focus on positive language in conjunction with high expectations. <p>Mathematics:</p> <ul style="list-style-type: none"> ● A positive environment where learning comes first and pupils are safe and respected is seen in mathematics classrooms, as evidenced by the following lesson observation: (ETh) – “Relationships with pupils were strong. This was evidenced by a level of humour... There was a genuine sense of achievement in pupils when they realised they were successful.”

	<p>Science:</p> <ul style="list-style-type: none"> ● Bullying is not tolerated at Risedale. Empathy is one of the 5 pillars that support our curriculum. Minor incidents of bullying are dealt with directly and reported to the year team managers. More serious incidents or prolonged bullying are reported immediately to tutors and year team managers, or DSL. <p>Humanities:</p> <ul style="list-style-type: none"> ● The faculty focuses on the positive, where negative incidents do occur they are dealt with firmly and fairly by the faculty following school procedures. <p>Creative Arts:</p> <ul style="list-style-type: none"> ● Staff are trained to challenge any inappropriate language. Pupils feel able to talk to members of staff about any incidents or concerns. ● Staff have good working relationships with pupils. ● All incidents are logged and reported to YTM/DSL if necessary <p>Technology:</p> <ul style="list-style-type: none"> ● Positive approaches are used across the faculty, observed by walkthroughs. ● Any form of negative behaviour is confronted and addressed using the Risedale Way and BROMCOM. This is evident through daily checks by the Faculty Lead. <p>SEND:</p> <ul style="list-style-type: none"> ● SEN pupils are supported through additional interventions where necessary when experiencing bullying but also if using defamatory language. ● Incidents of bullying, if and when they occur, are dealt with consistently. If misunderstandings of social communication occur pupils are offered additional interventions and therapies if needed. ● Safe spaces around the school for pupils with SEN are available with the Risedale Centre established as the core SEN space in school. ● Well-being referral team meets regularly to discuss pupils who may need support. <p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● Incidents of bullying, if and when they occur, are dealt with consistently according to the school's behaviour policy.
<p>There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● Deployment of extra support using teaching assistants is targeted to give greater chances of engagement and better behaviours by some in need. ● The development of the extra-curricular opportunities for all pupils is supporting better engagement, and therefore behaviours, across school. ● For the few who find mainstream curriculum challenging, other curriculum opportunities are available to them, e.g. 'trades introduction' for some older pupils and a nurture group taught for some lessons by a qualified primary teacher <p>Communications:</p> <ul style="list-style-type: none"> ● Staff know where to find information regarding pupils with particular needs and will regularly communicate with relevant people on up to date and relevant strategies to help support them in the classroom to minimise disruptions to their learning. ● If we are concerned over the attendance of a pupil we will speak to an appropriate member of staff in order to help support the increased attendance of that pupil. ● To ensure pupils are learning within the classroom as much as possible, the faculty does make use of internal room moves, where appropriate. <p>Mathematics:</p> <ul style="list-style-type: none"> ● The department continues to always use the behaviour policy. Where possible, the department makes use of internal room moves. <p>Science:</p> <ul style="list-style-type: none"> ● Attendance is monitored and any concerns shared at department meetings. ● Intervention is put in place for pupils where attendance has been an issue in the past. ● Disruptive behaviour is dealt with consistently and allows the learning of the majority to take place effectively. If a pupil is removed from a lesson they are given opportunities to catch up the work with teacher support, taught in a smaller nurture group using a blended approach that leaves them in the classroom for selected lessons where appropriate.

	<p>Humanities:</p> <ul style="list-style-type: none"> ● Behaviour is good within the faculty. All pupils are supported to achieve. Where an issue with attendance is identified we consult the appropriate member of staff within the school. We feel that if we deliver engaging lessons then behaviour and attendance will follow suit. <p>Creative Arts:</p> <ul style="list-style-type: none"> ● Attendance is monitored in lessons and any concerns raised passed to the tutor/YTM/ Attendance Lead ● Intervention sessions often take place during creative lessons for social groups. <p>Technology:</p> <ul style="list-style-type: none"> ● Pupils with SEND who have particular needs and requirements have the information communicated to staff regularly and strategies are put in place to assist with behaviour. ● Attendance of pupils is firstly addressed by the tutor role. There are several tutors across the faculty. Continual problems are then passed to the appropriate team depending on the reason. <p>SEND:</p> <ul style="list-style-type: none"> ● SENCo and Assistant SENCo for pupil progress receive daily updates of behaviour incidents from the previous school day. This allows for close monitoring of behaviours and early interventions when necessary. Liaison with behavioural team to discuss appropriate sanctions given need is undertaken. ● SENCO attends weekly meetings with the pastoral team to discuss any concerns regarding behaviour of SEN pupils around school. ● SENCO and Assistant SENCo for pupil progress work closely with the attendance team to support SEN pupil attendance. ● Close monitoring of the ladder of intervention to take place of our most high risk of exclusion pupils to ensure all avenue are being explored in terms of support for each individual. <p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● The ethos behind the internal alternative pathways is to help pupils who are struggling with the usual classroom environment to progress. This should help both behaviour and attendance.
<p>Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● Pupil survey indicate overall satisfaction by pupils with what is on offer (73% of pupils enjoying their learning at least some of the time - Spring 2023). ● Parents' views also indicate overall satisfaction with the curricular offer (75% of parents agree or strongly agree that their child is happy at the school - Spring 2023). ● The assembly programme regularly revisits the usefulness of 'failure' as a learning tool for growth and to promote resilient learners. ● The school rewards system has developed over recent years to enable pupils to take more pride in their achievement and to celebrate success. <p>Communications:</p> <ul style="list-style-type: none"> ● Revision strategies are introduced in year 7, particularly around the end of unit assessments and purposeful homework is set in the faculty regularly to encourage independent learning. ● Pupil voice discussions have shown an overall positive view of English. Pupil voice is often used in our evaluation of texts being studied. Any adaptations or alterations to the curriculum consider what pupils have positively reacted to in order to increase engagement. ● Pupil's attitudes towards options subjects are positive with an increase in numbers taking media at KS4 and equally strong numbers taking French and German. ● After School and lunch time revision in all subjects in the faculty are often attended by pupils and there are often discussions initiated by both staff and pupils about how to prepare and revise for the subject.

	<p>Mathematics:</p> <ul style="list-style-type: none"> ● Pupil voice discussions have shown a positive view of the subject. They have been particularly positive about certain aspects of the curriculum that we have introduced over the last five years, including the BAM assessments and the use of Numeracy Ninja (a course used in Y7 and 8 to help develop numeracy in a fun and engaging way). ● Pupils are encouraged to revise for assessments from an early stage and they are taught how to do so. The introduction of the BAM tracking sheet in their books will allow for pupils to clearly see how they are progressing and take pride in their improvements.
	<p>Science:</p> <ul style="list-style-type: none"> ● Pupils involved in 'Pupils Voice' during staff recruitment last year spoke positively about their science lessons. All said that they wanted to do more practical work. ● Many pupils perceive science as difficult and correct sequencing of the curriculum is important so that they gain more confidence. Resilience has also taken a knock due to the pandemic and so careful sequencing, delivering knowledge into suitable chunks, providing meaningful feedback and positive praise is more important than ever. ● More regular pupil voice is planned for this academic year.
	<p>Humanities:</p> <ul style="list-style-type: none"> ● Pupils attitudes in humanities are strong, this is evidenced, for example, by humanities subjects being the top option choices for year 9 pupils. We follow the five curriculum pillars in the faculty for example resilience and build in opportunities for revision (for example the Geography Department uses revision grids as its revision strategy throughout the year groups). ● Afterschool / holiday revision help pupils to develop a positive attitude towards independent learning.
	<p>Creative Arts:</p> <ul style="list-style-type: none"> ● Pupil voice is strong and positive about the faculty. Pupils are able to identify what is a strength in the faculty and what they would improve. ● Enjoyment of lessons are a common feature of the pupil voice ● Feedback from pupils in the form of evaluations take place in order to improve projects and learning tasks.
	<p>Technology:</p> <ul style="list-style-type: none"> ● Practical subjects quite often lead to positive outcomes for pupils. Project based learning allows pupils to progress at their own pace and ability. Verbal feedback is given constantly to aid improvement.
	<p>SEND:</p> <ul style="list-style-type: none"> ● An increase in pupil voice amongst SEN pupils will be seen this academic year through the SENCo and the Assistant SENCo for Teaching and Learning. Pupils relationships with the SEND team are positive. ● Pupils who are offered bespoke pathways are given more autonomy with their learning.
	<p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● Because of the bespoke alternative pathways pupils are given more autonomy with their learning. Being given a more attainable option, pupils can become more resilient.

<p>Pupils have high attendance. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● The school telephones the parents of children absent at the start of the day of absence unless parents have notified the school in advance. This is backed up with selective home visits for persistent absentees or where there is a safeguarding concern ● Throughout the pandemic, Risedale School's attendance overall consistently exceeded the published national figures for secondary school but since has dropped in 2022/23 making this a top school priority to deal with (school has track record of improving attendance prior to the pandemic) ● Pupils who are persistently late to school are challenged and sanctioned as appropriate. ● Teachers consistently mark pupils late to lessons where they are late and daily checks by form tutors and the behaviour team identifies those who are persistently late for action to be taken
	<p>Communications:</p> <ul style="list-style-type: none"> ● All staff within the faculty are expected to meet and greet pupils at the door, welcoming them into the lesson. Starts of lessons are always accompanied with either an independent reading, literacy or relevant subject related task for pupils to be getting on with whilst the member of staff is greeting and settling pupils into learning. ● Staff use registers to identify any attendance and punctuality concerns, referring these concerns to the appropriate teams when necessary.
	<p>Mathematics:</p> <ul style="list-style-type: none"> ● Staff in the department meet pupils at the door, ensuring that they are welcomed into the classroom. Most of the lessons begin with an engaging 'entry task' for pupils to complete on the board, allowing them to engage from the moment they enter the classroom and ensuring that they maintain a positive view of the subject. ● Where pupils are late to humanities lessons staff will challenge this according to school policy. Where attendance is poor staff will liaise with the relevant teams.
	<p>Science:</p> <ul style="list-style-type: none"> ● Teachers are there to greet pupils at the door and lateness is always questioned. ● Where absence is concerning, this is raised with tutors and year team managers and the department fully supports them in any strategies they have for getting pupils back into school.
	<p>Humanities:</p> <ul style="list-style-type: none"> ● In the faculty we believe that if we deliver engaging lessons then pupils will attend. ● In humanities we adopt a firm but caring approach to our pupils to encourage good attendance. Most pupils enjoy lessons and therefore attendance is good. ● Where pupils are late to humanities lessons staff will challenge this according to school policy. Where attendance is poor staff will liaise with the relevant teams.
	<p>Creative Arts:</p> <ul style="list-style-type: none"> ● Lateness is always challenged in the faculty. Pupils are encouraged to attend on time to all lessons. ● Persistent absence is recorded and monitored by the Attendance Team.
	<p>Technology:</p> <ul style="list-style-type: none"> ● The initial contact with both pupils and parents regarding attendance is challenged by tutors. They are the 'parent' within the Risedale family environment. There are several tutors across the faculty. ● If this continues it is escalated to the relevant person, depending upon the reason. ● Attendance within the faculty is good, with any lateness addressed at the time and recorded on BROMCOM.
	<p>SEND:</p> <ul style="list-style-type: none"> ● Those with SEN who are also flagged as an attendance concern will look to have attendance added as a target in their SEN support plan. ● SENCO and Assistant SENCO for pupil progress work closely with the attendance team to support the attendance of pupils with SEN. Any pupils with persistent absence who are SEN are discussed at length and a case study of need and support developed. ● In situations where pupils with medical needs have persistent absence liaison with the medical education service is undertaken.

	<p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● The bespoke nature of the subjects within the alternative pathway allows for a more comfortable environment for the pupil leading to high attendance.
<p>Suspensions are used appropriately. The school reintegrates suspended pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● Suspensions have risen post-covid as we reaffirm strong behaviours that have been lost in many young people. The priority for going forward is to restart the journey our school had pre-covid into a 'zero exclusion' culture. We are proud to be working towards that zero-suspension culture once again (as it was pre-pandemic) whilst looking for 'clever' alternatives to a suspension where this is more suitable. This is dependent upon the school being able to offer relevant support via external agencies or our own in-house Counsellor, garnishing support from parents (a few of which are extremely negative and unsupportive) and the behaviour team. ● Permanent exclusions are rare but are used as an absolute last resort (as evidenced by published and internal data) and only where all other avenues have been exhausted. <p>Communications:</p> <ul style="list-style-type: none"> ● All staff set work for pupils to complete when required to do so, as per the school guidance. This is in line with what is being studied in the classroom to help ensure no pupils are left behind. ● Lessons are scaffolded which helps accommodate learning to support successful reintegration to class. <p>Mathematics:</p> <ul style="list-style-type: none"> ● Staff in the faculty provide work for pupils who are suspended and welcome them back into the classroom on their return. ● All work in the faculty is available via google classroom when this is required by pupils. ● The subscription to MyMaths is a useful tool to allow pupils to have access to work and some form of tuition when they are absent from school. <p>Science:</p> <ul style="list-style-type: none"> ● Pupils who are suspended or in isolation receive appropriate work so that they do not fall behind using Google Classroom. ● Restorative conversations and meetings with parents may take place to support some pupils and help give them a fresh start with clear boundaries to help them be more successful. ● Subject reports help to focus a pupil's behaviour more positively in some cases and also allows teachers to look for patterns and help avoid disruptive or negative behaviours in future. <p>Humanities:</p> <ul style="list-style-type: none"> ● Staff in the faculty provide work for pupils who are suspended and welcome them back into the classroom on their return. ● All work in the faculty is available via google classroom when this is required by pupils. <p>Creative Arts:</p> <ul style="list-style-type: none"> ● Staff provide work for any suspensions/exclusions through Google Classroom. ● Ensuring fresh starts on pupils return is very important. <p>Technology:</p> <ul style="list-style-type: none"> ● The faculty ensures that pupils suspended or internally isolated have sufficient work set, mainly through google classroom. ● All work set is relevant and appropriate to ensure no pupil falls behind with their work, even if being taught remotely. <p>SEND:</p> <ul style="list-style-type: none"> ● SENCO and/or Assistant SENCO for pupil progress are involved in the process for any pupil with SEN who has received a fixed term exclusion. ● SENCO and Assistant SENCO for pupil progress work in cohesion with leadership to follow the local authority ladder of intervention process within school in order to support pupils with SEN and to ensure that permanent exclusion is a last resort. This progress will be monitored much more closely this year due to an increase in pupils with FTE having SEN.

	<p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● The Internal alternative provision is used to reintegrate pupils returning from suspension, as well as pupils finding it difficult in the classroom environment.
<p>Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● For a number of years, the school has developed a culture of “family” and this is reinforced daily by all staff. Staff are expected to treat all pupils with empathy, respect and understanding yet to also expect the same in return and for it to be challenged where this does not occur. ● All relevant safeguarding procedures are robustly enforced and verified both by governors and external partners. ● Referrals where required are done on the day to relevant agencies – ensuring safety to the child. ● KCSIE 2023 has been issued and update training given to all staff through a formal full day event (September 2023). ● Members of interview panels always include someone trained for safer recruitment. ● All staff undergo extra training annually for Safeguarding. This includes governors, admin, site team, IT team, kitchen and cleaning staff (as evidenced in Training Day 2 on return in September 2023). ● Surveys of parents and pupils demonstrate that they feel safe in school overall and pupils know who they can seek help from when in need. <p>Communications:</p> <ul style="list-style-type: none"> ● Several members of staff within the faculty are Personal Tutors where the expectation is to create a positive environment for tutees at the start of the day. They utilise these skills in lessons to continue that environment of positivity. ● There is an expectation for a fresh start each lesson- the meet and greet at the door helps to set this up whilst also ensuring a respectful and positive culture. ● Restorative practice and conversations with pupils and parents help to underpin this practice and we would like to see more of this practice in the faculty this year. ● All staff within the faculty are expected to be role models of the respectfulness and positivity we want to see from our pupils. <p>Mathematics:</p> <ul style="list-style-type: none"> ● Relationships with pupils in the department are positive. The majority of teachers in the department are experienced form tutors. This commitment to the pastoral side of the profession allows for better relationships between staff and pupils. <p>Science:</p> <ul style="list-style-type: none"> ● Good relationships are crucial to provide a safe, secure learning environment where pupils thrive and make progress. ● Staff take time to get to know the pupils in their classes. ● Where a relationship may break down, support is available to repair and rebuild and help provide a fresh start for all parties. <p>Humanities:</p> <ul style="list-style-type: none"> ● Pupils enjoy their humanities lessons and comment on the positive relationships that they have with the staff in the faculty. <p>Creative Arts:</p> <ul style="list-style-type: none"> ● Pupils talk about Risedale being a caring school, the feeling of family and belonging <p>Technology:</p> <ul style="list-style-type: none"> ● Pupils enjoy most lessons and have a positive relationship with their teachers. Where this is less so measures are put in place, including restorative conversations. <p>SEND:</p> <ul style="list-style-type: none"> ● Pupils with SEN are offered additional pastoral support in the SENCO, Assistant SENCOs and team of support staff. ● Risedale Centre is now established as a safe space for pupils within the school should they need additional support. ● SEN team offers a safe location throughout the day within the classroom and outside the classroom should pupils need support. ● Additional interventions offered are bespoke and promote individuality; as such pupils feel supported and heard creating a positive environment and fostering excellent relationships between our staff and vulnerable pupils in school.

	<p>Internal Alt Provision:</p>
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- As the pathway is more bespoke to the pupil, the learning is more linked to their individuality. This sometimes reflects in a positive and respectful culture.

Personal Development

<p>The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.</p>	<p>Whole School:</p> <ul style="list-style-type: none">● Extra-curricular opportunities enhance the learning that pupils are able to access. This is exemplified in the wide range on offer from chess clubs, to drone clubs.● British Values (and SMSC) are taught discretely through the school's PHSE programme (called Social Studies), RE for every year group and assemblies, the latter of which responds quickly to identified local needs.● A culture of 'acceptance' is prevalent across the school as opposed to 'tolerance' to ensure that pupils don't just put up with others, but fully accept them.● DofE had a small take up this year, partly due the fact we did not receive extra funding, although we aim to keep costs to pupils minimal. We have been able to recruit more staff support to run the DofE despite staff illness. 12 pupils in Y9 have successfully completed their bronze expedition This will be launched to new Y9 at the start of September, and there is a plan to involve parents from the offset. The silver award will be available for Y10/11.● All pupils were given the opportunity to attend a free enrichment drip during the summer term.● A pilot programme of Risedale Recognitions is to be launched to Y7 providing opportunities for pupils to share achievements and encourages them to try something new● whole school assemblies are now reinstated and provide an opportunity to deliver key aspirational messages to the whole school. <p>Communications:</p> <ul style="list-style-type: none">● Within the English and Media department, there is a 'Suitcase of Learning' which coincides with the English curriculum. The 'Suitcase of Learning' allows pupils to connect their curriculum learning with their own personal, moral and cultural development.● In MFL, the traditions and celebrations and culture of the French and German speaking world are explicitly taught and explored, providing pupils with a much broader understanding of the language beyond the technical aspects of it.● All departments within the faculty aim to run extra-curricular trips to help broaden the development of pupils. For example: a trip to Paris has been arranged for September 2023. We have also in the past run regular trips to theatres which we aim to continue offering. <p>Mathematics:</p> <ul style="list-style-type: none">● Through the exploration of real-life concepts, pupils will begin to see how mathematics plays a role in their wider development. This includes financial mathematics including interest/depreciation, statistical analysis including misleading graphs and the use of money in a range of situations.● STEM trips to universities allow pupils to see the range of career opportunities that mathematic can offer. <p>Science:</p> <ul style="list-style-type: none">● The science department runs a science club one lunchtime a week, with a small but enthusiastic group of Y7/8 pupils.● SMSC opportunities are highlighted in our schemes of learning.● Focus for 2023-4 is on more visits and trips, clubs and competitions in each year group extending science beyond the curriculum and there is a plan to reinstate the science fair during science week. <p>Humanities:</p> <ul style="list-style-type: none">● Humanities is well placed to enhance pupils' spiritual, moral, social and cultural development for example all KS4 pupils study Religion, Philosophy and Ethics and Social Studies.● Furthermore, within humanities pupils will develop empathy as they study past and present events from across the world.● The faculty seeks to facilitate a range of broader experiences such as the 2022 trip to Berlin and the 2023 Year 8 York trip.
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	<p>Creative Arts:</p> <ul style="list-style-type: none"> ● Group work is encouraged in all aspects of the faculty and this can prove challenging for some pupils. Working together is key. ● Extracurricular provision is strong in PE - variety of PE clubs and activities. Needs to be enhanced for Drama and Music. <p>Technology:</p> <ul style="list-style-type: none"> ● Additional clubs are increasing since the timetable change. STEM clubs, Art, sewing and Drone clubs are evident across the faculty. ● SMSC is embedded into all of the curriculum plans. <p>SEND:</p> <ul style="list-style-type: none"> ● Social skills development is a key intervention within the school to enhance pupils' spiritual, moral, social and cultural development should it be deemed a requirement for their development within school. <p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● In addition to core subjects and alternative pathways, pupils are directed in SMSC development and THRIVE.
<p>The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● The over-arching whole-school curriculum identifies a distinctness in supporting resilience and independence and is cemented within its own 'pillar' for the school. ● The assembly programme (adaptive and reactive to local and national needs where necessary) supports confidence building by celebrating overcoming failure and reinforcing good values – such as the acceptance of those regardless of race, gender, sexual orientation, sexual identity, disability, culture, religion and all other protected groups within the 2010 Equality Act. ● The respect developed between staff and pupils allows for greater trust to be given between them allowing for children who feel safe to develop their own opinions, know that they will be respected for those opinions and supported in their understanding of their responsibilities as a citizen of the world. ● Pupils who sign up to DofE bronze must commit to completing 3 sections and an expedition which is incredibly challenging taking pupils out of their comfort zone and pushing them to their personal limits. ● We continue to weave the five pillars throughout our curriculum and all teachers take every opportunity to develop cultural capital and subject knowledge, language, empathy, resilience and aspiration in their lessons and give them a high profile. ● Part of each tutor time programme has an emphasis on resilience in all year groups. <p>Communications:</p> <ul style="list-style-type: none"> ● Across the faculty we use the 5 curriculum pillars to help supplement and develop our curriculum. We use these to positively promote growing independence and resilience amongst all of our pupils which is then further supported by robust and sequential schemes of learning. ● In English our 'Suitcase of Learning' helps to support pupils' confidence and independence as these are characteristics which we hope to develop and strengthen in our pupils through their study of English. ● In MFL the aim is always to develop pupils' resilience and confidence, which are key pillars of our work as Languages teachers. We espouse the concept that mistakes are good learning tools and encourage all pupils to take risks, whether through attempting pronunciations or substituting vocabulary. <p>Mathematics:</p> <ul style="list-style-type: none"> ● Through the teaching of specific problem-solving skills as part of the mathematical curriculum, pupils will be developing an approach to life and learning, including a variety of ways in which they can solve any sort of problem they may face in their future lives. Organisation, presentation of solutions, proofs and systematic approaches to tasks are just some of the areas that are tackled as part of the mathematics curriculum.

	<p>Science:</p> <ul style="list-style-type: none"> ● The science curriculum is carefully sequenced and delivers new knowledge in small chunks to make it easier to access and does not overload the working memory. The planning of the curriculum combined with regular meaningful feedback, some of it verbal and instant, helps to improve learner confidence and resilience. If the pupils are allowed to feel successful they are motivated to attempt more challenging knowledge and make links between concepts. ● Good relationships exist between staff and pupils and this is crucial to giving pupils the confidence to step out of their comfort zone and challenge themselves.
	<p>Humanities:</p> <ul style="list-style-type: none"> ● Pupils in humanities are supported to be independent learners. The learning journeys that we follow support pupils to be confident, resilient and independent. ● The faculty mantra is Pride (in our work), passion (in our lessons) and belief (in ourselves). ● Faculty encourages independent learning by supporting holiday and after school revision guidance. ● The faculty expectation is 100% in everything we do.
	<p>Creative Arts:</p> <ul style="list-style-type: none"> ● Pupils are encouraged to be independent learners through all aspects of the curriculum. Ensuring the message of practice and more practice is key as success doesn't happen instantly. ● Encouraging and welcoming mistakes and learning from them is another important part of the faculty, building resilience as we work through projects.
	<p>Technology:</p> <ul style="list-style-type: none"> ● The curriculum across the faculty promotes independent learning by pupils ● Individual verbal feedback is given throughout projects to help improve work and aspirations.
	<p>SEND:</p> <ul style="list-style-type: none"> ● Support plans for pupils with SEN are in place to ultimately help the pupils gain confidence and independence. Pupils are set clear SMART targets to help them achieve this and these are reviewed regularly with the pupil. ● Interventions are put in place to support pupils who may need extra skill building opportunities to gain confidence, resilience and independence.
	<p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● Pupils are supported through their alternative pathways to build confidence and develop resilience and independence.

The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and of the protected characteristics.

Whole School:

- Risedale School has a dedicated pastoral team made up of year team managers supporting a new 'House System' enacted from September 2020.
- Form tutors are seen by pupils and parents as their form's 'parent and responsible adult' in school. There are dedicated year team meetings and dedicated house team meetings to help foster healthy relationships and develop future enhancements to the 'family'.
- The PHSE programme, supported by the RE department, delivers a package of support for pupils to understand how to eat healthily and to build safe relationships.
- The headteacher became the first UK State School secondary headteacher to publicly 'out' himself to his whole school population as part of Pride week in 2022 to a mass of local community and pupil support demonstrating you can 'be who you are' <https://www.bbc.co.uk/news/uk-england-york-north-yorkshire-61819516> <https://www.dailymail.co.uk/news/article-10914721/Britains-openly-gay-state-school-headteacher-comes-pupils-introducing-husband.html>
- The assembly programme also brings in outside agencies, such as the police, to deliver learning to all age groups in being safe outside of school, e.g. April 2022 police delivered online abuse assemblies to all year groups.
- The school has its own full-time school counsellor to support the mental well-being of pupils.
- We have a tutor programme linked to a website to make resources readily available. This covers a wide variety of topics, including many national and international awareness and celebration days, body image, environmental issues, mental health, diet etc.
- Tutors are the first port of call with parents and are very aware that good relationships with their tutees are essential. A tutor handbook is to be developed during September to clarify the role even further.
- A group of mental health ambassadors have received training to become peer listeners in order to add an extra dimension to the support available for all pupils, and they work with our school counsellor.

Communications:

- A lot of the faculty are form tutors or pupil well-being mentors and continually refresh their training on identifying concerns. All members of the faculty know how to use the school system to report these concerns to the relevant persons.
- Texts chosen within English and media often cover elements of a healthy lifestyle-relationships being a common theme in English and Media and staff are encouraged to have age appropriate and sensitive discussions with pupils around these areas. The interleaving model allows for pupils to make real world connections whilst studying fictional or non-fictional texts and learn about their own lives through this medium.
- In MFL they have explicit topics linked to these areas of pupil's pastoral development acknowledging the local, national and global areas of interest surrounding a healthy lifestyle. Topics such as well-being, healthy lifestyles and relationships, the dangers of smoking/drugs, and social media are all explicitly taught as part of the programme of study.

Mathematics:

- The majority of members of staff in the faculty are also form tutors and can therefore recognise and highlight any physical or mental health issues that may be a concern for teachers or pupils.

	<p>Science:</p> <ul style="list-style-type: none"> ● The science curriculum incorporates many direct links to healthy lifestyles in Biology, such as healthy balanced diets, risk factors linked to non-communicable diseases, health and fitness and contraception. ● Pupils often lack confidence in science and staff are aware of the effects this can have on their mental health. Pupils are therefore encouraged to share their concerns about the subject with staff and for this to happen successfully, good relationships are essential. ● Group work takes place regularly and practical work is nearly always carried out in pairs. We encourage pupils to work alongside other pupils who are not in their friendship groups wherever possible.
	<p>Humanities:</p> <ul style="list-style-type: none"> ● Social studies is within the humanities faculty and follows the PSHCE curriculum. ● The majority of members of staff in the faculty are also form tutors and can therefore recognise and highlight any physical or mental health issues that may be a concern for teachers or pupils. ● Issues of concern are recorded on Bromcom and discussed with Faculty Head and / or parents.
	<p>Creative Arts:</p> <ul style="list-style-type: none"> ● Risedale offers excellent pastoral care and support for both pupils and parents. We don't give up on pupils. ● Form teachers are the 'parent' of the family. Year Team Managers are outstanding in the care and support given.
	<p>Technology:</p> <ul style="list-style-type: none"> ● Pastoral support through being the 'parent' as a form tutor within the Risedale family. We have a number of form tutors across the faculty. ● A large part of the curriculum in food and nutrition is devoted to healthy eating, and preparing food.
	<p>SEND:</p> <ul style="list-style-type: none"> ● The SEND department offers excellent pastoral support for SEN pupils and parents. We ensure that all pupils have the opportunity to be heard. The department encourages restorative practice and regularly supports this initiative within school. ● Well-Being referral team has been established last academic year to streamline support offered pastorally with the school - which has attendance from the SEND, Behavioural, Alternative Provision and counselling teams. ● SENCo and the two Assistant SENCo for pupil progression partake in review meetings at least annually (with tutor support offered on other occasions) - however support plans for pupils with SEN take place as and when necessary, based on pupil need. ● Our team of teaching assistants are also available for parental and pupil contact in addition to pupils' form tutor. ● Parental contact will increase this year with regular coffee mornings scheduled throughout the year as well as a parental survey aimed at SEN parents.
	<p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● The alternative pathways still follow a tutor led schooling, allowing for strong pastoral support and regular communication with home.

<p>The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● Strong range of extra-curricular activities available to all pupils ranging from library club, gardening, flying drones to chess and art/photography clubs is taken up by an increasing number of pupils. ● The school is in consultation with Pride Media centre in order to enable pupils to take part in world-wide internet radio broadcasting and further promote acceptance of all regardless of gender or sexuality. ● House competitions take place regularly, including photography and other creative themes as well as traditional and more unusual sporting events. ● In addition to the many clubs and societies taking place already, pupils are encouraged to start their own clubs with the support of a teacher. ● It is hoped that a school production will take place next year which will allow more pupils to develop their creative talents. ● The school council meets weekly and they are growing in confidence. ● Pupils ambassadors have had regular meetings to organise charity events, promote equality and mental health for all.
	<p>Communications:</p> <ul style="list-style-type: none"> ● The faculty's motto is a 'love of language learning' and this is a key tenet of the faculty, where we want to raise and celebrate pupil's passions both within our subjects but also to broaden the pupil's own experiences. ● In English, we often have regular National Writing competitions which are optional for pupils to participate in. We have several pupils who have either won or been published through these competitions- nurturing their talents for writing. Interest in these has increased across the 2022-2023 academic year and we hope to see this continue in 2023-2024. ● Our new reading programme is spearheaded by the faculty and encourages reading for pleasure. The Reflection tasks within the reading programme also allow pupils to explore their passions differently- such as creating book dioramas, inventions and creative writing. ● The faculty often gets involved in designing house competitions which are designed to increase pupils' passions and talents. Two members of the department are Heads of Houses.
	<p>Mathematics:</p> <ul style="list-style-type: none"> ● Chess Club, which was restarted in October 2018, has provided pupils with an enjoyable, but educational vocation. Pupil 'membership' has increased significantly throughout the years, culminating in the Delancey UK Chess Challenge. This began with an internal competition. In one year, 5 pupils went forward to represent the school at a regional event. One pupil won the competition and was joined by another pupil moving forward to represent the region the Northern 'Gigafinal'.
	<p>Science:</p> <ul style="list-style-type: none"> ● Science club has proved popular with Y7/8 pupils. ● Time is built into the curriculum to allow classes to explore their own interests and talents wherever possible and share these with the class.
	<p>Humanities:</p> <ul style="list-style-type: none"> ● Trip to Berlin / combined Humanities Year 8 trip to York ● Range of after school activities are offered e.g. revision
	<p>Creative Arts:</p> <ul style="list-style-type: none"> ● Theatre and sporting trips have taken place and more will be planned ● Whole School Musical next academic year is planned.
	<p>Technology:</p> <ul style="list-style-type: none"> ● The faculty promotes a wide range of opportunities to develop interests, including a mechanics club, Art/Photography, Textiles, STEM competitions and a STEM fair.
	<p>SEND:</p> <ul style="list-style-type: none"> ● The SEND department will continue to offer additional enrichment opportunities for SEN pupils after school. This will offer pupils an opportunity to develop a range of life skills as well as therapeutic support. SEN pupils will still be encouraged to attend and be included in other enrichment opportunities with support where necessary. No child with SEN will be excluded from opportunities offered in school. ● Additional projects with the community and trips are organised to support SEN pupils.

	<p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● The nature of the internal alternative pathway focuses on the individual interests and talents of the pupils, developing them to allow progress after Risedale.
<p>The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● Strong pastoral delivery through social studies and pre-emptive/reactive assemblies supporting the rights and acceptance of all. ● Delivery of philosophy as part of the RE syllabus ensures pupils take a broad view of respect for every individual and nurtures debate to develop personal views. ● Social Studies, which includes PSHCE is now taught predominantly by the head of Social Studies to all year groups which allows for greater consistency. She is able to use her expertise and is more confident delivering sensitive topics. Other staff delivering these topics receive training and support from her.
	<p>Communications:</p> <ul style="list-style-type: none"> ● The curriculum design within all subjects in the faculty place fundamental British values as important. Democracy, law, justice, and liberty are frequently discussed either through the lens of text exploration in English and media or through comparing traditions and cultures in MFL lessons. ● Respect and tolerance are key values that we instil in our pupils, both through the 5 pillars and Risedale Way and through high quality discussions linked to both British culture and global cultures.
	<p>Mathematics:</p> <ul style="list-style-type: none"> ● Tolerance and respect fit into the school's behaviour policy and alongside reference to the 'five pillars', form a important part of the maths classroom.
	<p>Science:</p> <ul style="list-style-type: none"> ● Opportunities for considering ethical decisions to be made by scientists are highlighted in the schemes of work e.g. use of stem cells, transplants, international cooperation with regards to the International Space Station, environmental impact of certain practices. ● There is also a strong environmental awareness thread linking many schemes of learning.
	<p>Humanities:</p> <ul style="list-style-type: none"> ● The faculty is well placed to prepare pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
	<p>Creative Arts:</p> <ul style="list-style-type: none"> ● Group work and PHSE projects ensure this is effectively met. ● Promoting British successes in the Arts and Sport happens on a regular basis. Display in the PE department.
	<p>Technology:</p> <ul style="list-style-type: none"> ● All curriculum plans include pupils working together in teams to help with mutual respect. The teams are generally generated to contain pupils who do not normally work together.
	<p>SEND:</p> <ul style="list-style-type: none"> ● Pupils within SEN interventions explore the fundamentals of British values. Any SEN pupils who need support within this area can be referred to the department for additional intervention.
	<p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● When following the alternative pathways pupils are taught in the understanding of the fundamental British values.

<p>The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● Risedale school promotes the ethos of equity over equality, ensuring that personal differences, be that disability, SEND, gender or sexuality is no barrier to raising confidence, resilience or attainment and adapts through reasonable adjustments to ensure every pupil and member of staff can excel. ● Philosophy is integral to the delivery of PHSE and RE within the school and we celebrate cultures through frequent ‘world foods’ day in the canteen or delivery of assemblies showcasing achievements of women in science and also of different cultures. ● Equality ambassadors have used assemblies as an opportunity to raise awareness of racial discrimination. ● In Pride month pupils organised a come as you are day, dressing in their choice of clothes and raising money for a local LGBTQ charity. ● Risedale has a small but active LGBTQ club, involving staff and pupils who meet during a lunchtime and allies are encouraged. ● Risedale celebrates Black History Month in assembly, during tutor time, house competitions and where relevant in different curriculum areas. ● Small intervention groups work with outside agencies to address issues as they arise. ● Diversity and equal opportunity features highly in Social Studies lessons.
	<p>Communications:</p> <ul style="list-style-type: none"> ● At KS3, we study texts from all over the world as part of an exploration into story origins. This year we are also introducing two diverse texts including ‘The Bone Sparrow’ to look at modern narratives linked to other cultures. ● We are a Lit In Colour school which has given us access to hundreds of diverse literatures. Pupils will have access to these to read for pleasure. We have also, as part of this programme, received exam texts for a cohort of GCSE pupils to study as part of their GCSE Literature exam. ● Cultural capital is a key concept in MFL, and we aim to bring the language and culture to life in the classroom. There are school trips to both Paris and Berlin where pupils are encouraged to interact authentically. Much of the work done in MFL is founded in cultural context as a basis for language learning.
	<p>Mathematics:</p> <ul style="list-style-type: none"> ● Mathematics periodically lends itself to understanding historical aspects of its development (e.g. Archimedes) and where opportunities arise to discuss these aspects teachers are encouraged to explore with pupils.
	<p>Science:</p> <ul style="list-style-type: none"> ● The science faculty celebrates all scientists and their contributions to science and society.
	<p>Humanities:</p> <ul style="list-style-type: none"> ● The faculty is well placed to promote equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect differences in the world and its people, celebrating the things we share across cultural, religious, ethnic and socio-economic communities.
	<p>Creative Arts:</p> <ul style="list-style-type: none"> ● Cultural differences encouraged in lessons and discussed where appropriate to the learning. ● Schemes of Learning should include a wide range of diversity e.g. female composers, LGBT athletes, Cultural drama performances.
	<p>Technology:</p> <ul style="list-style-type: none"> ● All curriculum plans include the championing of a diverse range of people who have influenced the particular curriculum areas, including LBGT+ and British people of colour.
	<p>SEND:</p> <ul style="list-style-type: none"> ● All pupils with SEN are encouraged to partake in school activities which champion diversity within the school. If needed additional support is offered at these activities for pupils. Pupils explore diversity within social interventions.
	<p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● All subjects within the alternative pathways contribute to an understanding of differences across the world. ie sports teams in different countries.

<p>Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● Debate is encouraged and pupils feel they have a voice that is heard. Sometimes if some pupils do display ‘worrying’ attributes to their views, this is spotted and further work carried out by our own pastoral team backed up, where necessary, by work with parents and the police. Reports of any racism or homophobia are quickly reported to the local authority. ● The school takes a zero-tolerance approach to any forms of discrimination and staff are required to immediately report any concerns they have to the pastoral team. ● Tutor time and social studies incorporates many opportunities for discussion and debate, as do other subjects. <p>Communications:</p> <ul style="list-style-type: none"> ● In all subjects within the faculty, modules and topics of study are chosen and designed to give all pupils an opportunity to interact with a wide range of views, beliefs and cultures from across the globe. ● Sensitive, respectful and empathetic discussions are modelled by teachers and reciprocated by pupils when interacting with different points of view which is then reflected in their written work. ● Pupils are respectful when considering other views in the faculty. If a situation were to arise where we are concerned about a particular viewpoint, staff are trained and aware of the protocol for referring this to our pastoral team. <p>Mathematics:</p> <ul style="list-style-type: none"> ● Pupils respond to, and interact with, the diverse staffing within the subject area. ● At faculty meetings we revisit staffs’ understanding of tackling all forms of discriminatory language and to immediately tackle intolerance – reporting all incidents through the Bromcom system. <p>Science:</p> <ul style="list-style-type: none"> ● In particular we highlight the work of women and also those from different religious, ethnic, cultural and socio-economic backgrounds to our own, promoting the idea that these are no barriers to science. <p>Humanities:</p> <ul style="list-style-type: none"> ● The faculty is well placed to help pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated. <p>Creative Arts:</p> <ul style="list-style-type: none"> ● Discrimination is not tolerated in the school ● Staff have been trained to challenge any inappropriate comments. ● Pupils are encouraged to report any discrimination to a member of staff. <p>Technology:</p> <ul style="list-style-type: none"> ● The faculty follows the whole school policy of zero tolerance to all discrimination. ● For most pupils the first port of call is their tutor. All tutors are aware of the actions they must take when they witness, or are told about any form of discrimination. <p>SEND:</p> <ul style="list-style-type: none"> ● Additional interventions are in place for pupils with SEN to help understand others views, beliefs and opinions. Staff are able to refer pupils with SEN who they feel need support with this. This might include comic strip conversations or talking mats as well as working through this using alternative therapies. <p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● Interventions are in place for pupils within the alternative pathways to help understand others views, beliefs and opinions.
<p>The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● The school frequently carries out fund-raising activities that include support for local issues as well as national – all activities throughout the year are brought together towards the end of each academic year with a whole-school charity day. ● Risedale has made ‘kindness and empathy’ to others a key pillar of its whole-school curriculum which is embedded throughout all subjects’ schemes of learning. ● A strong programme of pupil leadership is developing at Risedale with ambassadors that have actively raised money for charity, made visits to care homes and promoted equality for all.

<p>issues and ideas in a considered way.</p>	<p>Communications:</p> <ul style="list-style-type: none"> ● The curriculums within the Communications faculty are never limited to purely academic expectations of our subjects. We design our curriculums to encourage pupils to interact with both their own worlds and the worlds of others around them. Our subjects embed in the five pillars, debate and discussion as a natural part of the curriculum design. ● As indicated by our faculty name, communications and the ability to communicate and interact as a responsible and respectful citizen is paramount in our subjects. We offer plenty of opportunities for pupils to verbally express their views safely and respectfully in discussion and debates. This is often then supported with the written word. ● All staff within the faculty are expected to be role models to our pupils and we use this as a platform to encourage responsibility and respectfulness.
	<p>Mathematics:</p> <ul style="list-style-type: none"> ● STEM trips have given pupils an opportunity to work with other pupils from other schools in different challenges. ● The Delancey Chess Competition was run according to strict 'chess etiquette'. The respectful, yet competitive nature of both the internal competition, as well as the further rounds was an opportunity to promote a high standard of behaviour in an extracurricular activity.
	<p>Science:</p> <ul style="list-style-type: none"> ● Throughout all schemes of learning are opportunities to debate and discuss. ● Pupils are encouraged to share their ideas and listen to and respect the ideas of others. ● Focus for 2023-24: Take groups of pupils into primary schools to deliver a science roadshow.
	<p>Humanities:</p> <ul style="list-style-type: none"> ● The faculty is well placed to provide pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.
	<p>Creative Arts:</p> <ul style="list-style-type: none"> ● Pupils are encouraged to answer in lessons and be respectful during practical performances. ● Theatre and Musical performances are showcased to year groups to broaden culture, Swaledale Festival
	<p>Technology:</p> <ul style="list-style-type: none"> ● Pupils are encouraged to be responsible and respectful towards each other whilst safely working in groups.
	<p>SEND:</p> <ul style="list-style-type: none"> ● Interventions around social skills are designed to help support pupils with SEN to understand responsibilities and the wider world. Empathy and Kindness are key skills that are developed within these social skills classes. ● Pupils can also access alternative therapies such as art therapy to help them find alternative ways to understand the world around them as well as themselves.
	<p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● Pupils on alternative pathways have access to social studies on their timetables.

<p>Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby benchmarks, a framework that defines the best careers provision in schools and colleges, to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance; the school meets the requirements of section 42B of the Education Act 1997. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● The school has achieved the Gatsby benchmark and is currently (2022) going for re-accreditation. ● The careers programme begins for all in Year 7 and is deepened as pupils move through the year groups. ● The school adheres to the Baker Clause for supporting outside agencies in coming into school and promoting post-16 opportunities. ● The school is working closely with the main local college to ensure pupils have every opportunity to access future education, including T-levels. ● We have strong links with local colleges and regular visits take place especially in Y10. ● All pupils in Y9-11 have a careers interview and information is available to all staff to help them encourage pupils to aim high. ● This is a key priority for 2023-24 with a special emphasis on raising aspirations of all and developing more links with local employers and ex-pupils. ● A bespoke 'Risedale Futures' programme is delivered to all year groups during tutor time starting in the Autumn term.
	<p>Communications:</p> <ul style="list-style-type: none"> ● There are opportunities across all subjects to discuss careers linked to the subject. In MFL there are GCSE themed topics on education, the world of work and future aspirations. In Media there are wide discussions on Media Industries which opens up debates around careers and the creation of a media product allows pupils to experience the media industry first hand. In English this is done through the study of texts and creative writing modules. ● In the faculty we have a document where we can write updates on when we have discussed careers which is shared with the Careers Advisor in school. ● There are also dedicated Careers Displays within the faculty classrooms, which are developed alongside the Careers Lead.
	<p>Mathematics:</p> <ul style="list-style-type: none"> ● Mathematics- based careers are regularly referred to as part of the curriculum.
	<p>Science:</p> <ul style="list-style-type: none"> ● Relevant careers information is built into schemes of learning. ● Staff have access to all careers interview reports to help pupils focus on the necessary requirements to meet their future aspirations.
	<p>Humanities:</p> <ul style="list-style-type: none"> ● All humanities pupils are on a learning journey and, during their time at Risedale are supported in choices for further education and careers. Industry is taught with Geography and, amongst other things, there is a careers display on the humanities corridor.
	<p>Creative Arts:</p> <ul style="list-style-type: none"> ● Careers information shared within all subject areas at appropriate points ● Work Experience pupils offered placements within the department/faculty ● Schemes of Learning are being updated to incorporate more opportunities for Careers Guidance
	<p>Technology:</p> <ul style="list-style-type: none"> ● All departments within the faculty are forging links with colleges and further education. ● There is an area within each department with careers advice. ● A STEM fair has been run with employers and colleges allowing all year groups to encounter and discuss opportunities after KS4.
	<p>SEND:</p> <ul style="list-style-type: none"> ● Careers interviews with pupils that have SEN are carried out alongside additional support where necessary. ● School careers department are invited to reviews of pupils with EHCPs to offer advice and guidance for post 16 education.
	<p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● Alternative pathways use links to further education and employers to not only guide the learning but to help pupils progress to life after Risedale

Leadership and Management

<p>Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.</p>	<p>Whole School:</p> <ul style="list-style-type: none">● Since 2016, the school has undergone substantial change by splitting itself from a hard federation and becoming autonomous, this has allowed quick decisions by leaders and governors to result in swift changes – and has resulted in a growing school population with increased curricular opportunities for all.● All staff are consulted on changes to behaviours and timetable/curriculum to ensure that every member buys into the ethos.● Culturally still evolving, school leaders have achieved a school where all staff value all pupils and do their best to ensure that children are not ‘written off’ (e.g. suspensions and permanent exclusions) by developing programmes and processes to do our utmost to keep children in education.● Despite strength in several years of positive surplus financial position given an inherited deficit of £300k in 2016, the school may be at risk of a deficit position in 2025/26 should remedial action not be taken to increase future pupil numbers and a restructure to ensure best value not be undertaken in the two financial years 2023/25. This would risk the ability to provide high-quality education being maintained into the future.● Recognising the benefits of online learning, even pre-pandemic, school leaders and governors adapted their vision of supplying all pupils with personal technologies by investing more quickly than anticipated and achieving the goal of one device for all with two years instead of the planned five years.
	<p>Communications:</p> <ul style="list-style-type: none">● There is a strong ethos across all subjects in the Communications faculty which is supported by our motto ‘love of language learning.’ We believe that having a passion for languages is also having a connection with the world around them, the two are not separate. Through the learning of a language pupils are able to discover and interact with the world around them. Being able to learn about language through different mediums (media texts, literary texts, spoken language) both familiar and foreign, empowers pupils with the confidence to have their own voice.● The faculty adopt a collaborative practice, where best practice is shared. This could be pedagogical techniques, approaches or resources to ensure that all pupils have access to a high-quality education.
	<p>Mathematics:</p> <ul style="list-style-type: none">● The department has a strong vision that drives everything we do: Every pupil at Risedale will appreciate that mathematics is the key that unlocks a variety of problems that we all face in our lives. A fluency in the key skills of mathematics is one component of a bigger picture. The application of this knowledge to solving increasingly complex problems allows pupils to appreciate the relevance and necessity of all aspects of mathematics to real life. While teaching a pupil how to solve an equation has value in itself, teaching a pupil how to use this knowledge to solve a problem is the equivalent of shining a light on a hidden world. Through the appreciation of how mathematics allows you to solve problems, pupils will begin to see the intrinsic beauty and elegance of the subject in its purest form.● Although this vision is shared by all, it has not been implemented successfully at all times. This has been demonstrated by progress in 2022/23 GCSEs. This vision needs to be consistently applied by all and the driving force behind everything we do in the department.
	<p>Science:</p> <ul style="list-style-type: none">● 3 new staff members last year have given our faculty a new injection of enthusiasm and passion for the subject. All share the same vision for the science faculty at Risedale and are ready to adopt the mantra “To inspire curiosity and reach for the stars”.

	<p>Humanities:</p> <ul style="list-style-type: none"> ● The humanities faculty has a vision to inspire in pupils a curiosity and fascination about the world and its people so that when they leave Risedale they value the difference in the world around them. Furthermore, we have a faculty expectation, mantra and policies for marking and homework. <p>Creative Arts:</p> <ul style="list-style-type: none"> ● Vision shared from each member of the faculty - clear building blocks in place for success. ● Support from LA advisor and Governors in showcasing the curriculum. <p>Technology:</p> <ul style="list-style-type: none"> ● All members of the faculty ensure that every pupil has the opportunities to progress. ● Additional subjects have been implemented across the faculty to allow pupils to take alternative pathways through vocational qualifications. ● Additional subjects are being researched to add to the growing vocational offering. It is expected that these subjects will be available for the next option choices. <p>SEND:</p> <ul style="list-style-type: none"> ● The SEND department hold inclusion at the key of everything that we do. We value the 'Risedale Family' and all our support within the classroom and outside the classroom is designed to ensure that no pupil is left behind. Pupils are provided opportunities outside of the mainstream curriculum that ensure they can continue to thrive. <p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● The internal alternative pathway is designed to ensure all pupils achieve their full potential. Pupils who struggle with mainstream classes are given the opportunity to follow a pathway to gain the best results for them.
<p>Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time. This includes building teachers' expertise in remote education.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● CPD and INSET opportunities are key to keeping the workforce skills and not just for classroom-based staff. Teachers are encouraged to follow up their subject knowledge with professional qualifications (either at university or National College) which is either fully-funded by the school or part funded. ● Since September 2022 a separate, but integral, offer of CPD and INSET is now given to all non-teachers, developed in partnership with a working group of non-classroom staff. ● As a school now fully 'google' and with the implementation of a fully-resourced IT infrastructure of personal technologies, all teachers have become 'expert' in providing online support and resourcing of learning. ● With the demise of the support local authorities are able to give to schools, particularly around subject knowledge, all staff are now members of their own networks created with other secondary schools, for example drama/music working with Thirsk School. ● A full ECT programme is supported by a dedicated school senior leader for all CPD. ● Regular half termly faculty leaders' meetings discuss advancements in remote and online learning technologies – funds have been made available for experimentation in developing these tools further. <p>Communications:</p> <ul style="list-style-type: none"> ● All members of the faculty undergo regular pedagogical CPD- both provided by the school and external. Reflections on CPD help staff to improve and evaluate their own classroom practice. Sharing of this new pedagogy is also factored into curriculum meetings and collaborative planning approaches. ● The faculty has several ECTS (one in their second year and two who have just passed their two-year induction period). Department Heads helped mentor ECTS weekly. ● Leaders are ambitious in developing their own skills through the undertaking of additional qualifications. Two members of the faculty hold NPQSL whilst another holds a Level 4 Coaching Qualification. This desire to continue improving practice is modelled and encouraged for others within the faculty to empower everyone to provide high quality education for pupils.

	<p>Mathematics:</p> <ul style="list-style-type: none"> ● Strong support is given to ECTs at Risedale. Our most recent in 2018/19 was given all opportunities to improve her practice, through specific internal CPD, as well as a structured programme of support led by both the assistant principal and head of faculty. ● All staff are encouraged to improve their subject knowledge with a specific emphasis on obtaining relevant CPD as part of the performance management process. ● Teaching and learning is a key component of all departmental meetings. ● Staffing instability in 2022/23 meant that the HOF was not able to given as much support as was required to his department. Consistent support and monitoring will be a key factor in improving progress in 2023/24.
	<p>Science:</p> <ul style="list-style-type: none"> ● All members of the department, including our technician have access to external CPD. ● All staff are encouraged to consider CPD in areas that interest them, where they can develop their career and their effectiveness as a teacher and leader in their own classroom. ● Two members of the department mark exam papers and are able to help with standardisation following key assessments.
	<p>Humanities:</p> <ul style="list-style-type: none"> ● A standing agenda item on faculty and department meeting agendas is curriculum. ● Staff in the faculty are encouraged to attend CPD for example courses run by the exam boards. ● Staff plan work collaboratively to develop expertise and support each other.
	<p>Creative Arts:</p> <ul style="list-style-type: none"> ● CPD programme, staff encourage to attend external CPD. Range of external qualifications offered - NPQML/NPQSL. ● Staff within the team mark for the exam boards as examiners and moderators. ● PE staff ensure skills are up to date and certified.
	<p>Technology:</p> <ul style="list-style-type: none"> ● In addition to the whole school CPD, members of staff are encouraged to have links with exam boards, including marking and moderation. ● Staff are encouraged to complete additional CPD, including NPQSL and Masters in education. ● Additional training will be completed throughout the year to help non-specialist teachers to complete the curriculum
	<p>SEND:</p> <ul style="list-style-type: none"> ● A new role for an Assistant SENCo for teaching and learning in order to work alongside the SLT teaching and learning lead to increase the training of staff around SEN working in collaboration with the Garrison Assist Project. ● Monitoring of SEN provision in the classroom will see an increased focus this year with targeted pupils and their learning being evaluated more frequently. ● CPD within the department is planned to increase this year - upskilling our TAs as and where the need is.
	<p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● Subjects are designed to motivate the pupils, this will sometimes concentrate on practical skills rather than more academic areas.

<p>Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● Risedale School leaders and governors do not allow subjects to begin GCSE earlier than Year 10. ● The school believes ‘gaming’ should include instances where schools deliberately limit the types of study available to pupils to maximise core, humanities and language learning and achievement. This is clearly gaming at the expense of pupils’ interests and abilities, particularly in the context of our own school. Instead, Risedale ensures that all pupils, whilst able to access EBACC subjects, are able to choose subjects more tuned to their skills, interests and engagement, thereby reducing behavioural issues and ensuring pupils are more ready for the world of work and further learning – and we accept the inevitable impact of an adverse result this causes in published attainment data. ● The school openly and regularly challenges local schools where they try to encourage their parents to send children, particularly SEND, to our school.
	<p>Communications:</p> <ul style="list-style-type: none"> ● All members of the faculty are supportive of one another and have high standards of one another and each other’s integrity. The Head of Faculty and Department Heads are always available to support staff in ensuring that all pupils are able to access their programme of study. ● In English it is expected that all pupils are entered for GCSE Literature and Language. There is no tiering in English so all pupils sit the same exam at the end of Year 11. ● In French and German there is a tiering system- pupils are entered into the exam at an appropriate level. ● We regularly discuss the progress of pupils at department and faculty meetings. Any concerns are raised early to ensure pupils are able to succeed in accessing the curriculum and if needed, further intervention is planned. ● Key Stage 4 revision is factored into the curriculum design of each subject, to ensure that all pupils have a chance to deepen and strengthen knowledge.
	<p>Mathematics:</p> <ul style="list-style-type: none"> ● All pupils are entered for the full GCSE mathematics examination without exception. Provision is made for pupils to be entered for this examination at an appropriate level, even when they join the school at a later stage or are undertaking an alternative curriculum.
	<p>Science:</p> <ul style="list-style-type: none"> ● Monitoring for 2022-23 took the form of instructional coaching to allow all staff from different faculties to work together to develop strategies to further improve teaching and outcomes, and this coaching method will continue into this year. ● In addition, this year the team will decide on an area of focus each term and this will be monitored and developed by means of a series of walkthroughs by all members of the team, pupil voice and work scrutiny. ● Progress of all pupils is a standing agenda item in curriculum development meetings, intervention strategies and discussed and evaluated. All teachers produce detailed P4P sheets for each of their classes and these are shared with HoD and referred to during lesson observations/coaching sessions. This ensures no child is left behind.
	<p>Humanities:</p> <ul style="list-style-type: none"> ● All pupils are supported to complete the full programme of study within the faculty. All pupils study the humanities subjects at KS3 and can continue to study the subjects at KS4 (all pupils continue to study Religion, Philosophy and Ethics and Social Studies at KS4. Pupils are supported to achieve this, for example by the provision of revision sessions after school, during the holidays and revision guides.
	<p>Creative Arts:</p> <ul style="list-style-type: none"> ● All pupils are given a fresh start in all lessons. Support given for pupils who may struggle with practical skills and lacking confidence to perform. ● Curriculums in all subjects are inclusive. Current GCSE pupil studying Music for GCSE. ● Optional GCSE/BTEC curriculum in PE to support pupils of all abilities.

	<p>Technology:</p> <ul style="list-style-type: none"> ● The school, and faculty ensure that pupils are subject to as wide a variety of curriculum as possible. Pathways for pupils are available to best suit the pupil, and not just the school's figures. ● Support for staff is given to further improve the diverse curriculum across the faculty. We are always looking for new subjects to further improve the broad and diverse curriculum. <p>SEND:</p> <ul style="list-style-type: none"> ● The school's policy for inclusion within mainstream is key to the SEND department. Pupils who require a more bespoke approach to the curriculum are supported. A nurture group in Year 7 and 8 have been created which offers additional interventions for pupils to promote success. ● The department aims to work closely with the alternative provision team to monitor the provisions in place for pupils with SEN and will monitor progress, attendance as well as an exit strategy back to mainstream learning. ● Alternative qualifications are being explored this year to targeted pupils to meet their personal and individual needs. <p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● The bespoke nature of the internal alternative pathway ensures that all pupils are educated on site with a range of subjects most relevant to them.
<p>Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● Through our ambassador programme pupils frequently work alongside community partners in charity or other support activities. ● Employers, both civilian and military, regularly attend the school to deliver to pupils and awareness of future work opportunities. ● The school is an active member of two main local community groups, the Civil Integration Partnership group (military/council/business) and the Garrison Area Partnership group (education, local councillors, local community leaders) and often volunteers to lead on projects for the community, e.g. the Garrison Fest held on school site in December 2021. ● Both the local council and the military leadership have full membership of the school's governing body. ● Strong transition activities embedded both primary to secondary and secondary to post-16. ● Open-door policy encouraged for all staff to all leadership levels. <p>Communications:</p> <ul style="list-style-type: none"> ● Several members of the faculty fulfil the role of a Personal Tutor and have regular parental contact through this role. ● All staff are encouraged to contact parents to discuss positive subject related aspects of pupil's learning and any concerns they may have. This is modelled by the faculty and department leads. ● All staff support their regular communication with parents via parents' evenings, tutor chats and options evenings. ● The faculty regularly communicates with parents about faculty run events- such as trips, competitions and rewards and achievements using social media platforms and the school KIT letter. <p>Mathematics:</p> <ul style="list-style-type: none"> ● Staff are encouraged to contact home at an early point to maintain good relationships with parents and the wider community. The head of faculty will always support staff in such contact, particular new members of staff. <p>Science:</p> <ul style="list-style-type: none"> ● All staff communicate with parents where necessary to discuss all aspects of a pupil's learning. Good relationships between teachers, pupils and parents are important and the HoD may step in to help support this in some cases.

	<p>Humanities:</p> <ul style="list-style-type: none"> ● Staff within the faculty adopt a firm but caring relationship with pupils and are encouraged to get to know the pupils that they teach. We recognise that pupil relationships are key. Parents/carers are regularly kept up to date about their child's progress. ● The majority of teachers in the department are form tutors and therefore play a major role in the pastoral care of the pupils. <p>Creative Arts:</p> <ul style="list-style-type: none"> ● All staff in the faculty are form tutors and have an active role with parental engagement. ● Concerts and Musical planned for academic year 23/24 <p>Technology:</p> <ul style="list-style-type: none"> ● The faculty actively encourages links to the community. ● A STEM Fair has taken place in the past allowing Further Education providers and employers to meet pupils, and for pupils to actively question the possibilities in the community and further afield. <p>SEND:</p> <ul style="list-style-type: none"> ● Coffee Mornings will be offered regularly this academic year to parents with the school counsellor, SENCo, Assistant SENCo's and the SEN specialist teacher. Each with varied focus and different timing opportunities. ● Parental surveys for SEN parents will also be offered this academic year to allow parents to voice their opinions more regularly. ● Pupil voice will be key to the SEN teaching learning monitoring and evaluation under the role of the Assistant SENCo for teaching and learning and the teaching and learning SLT link. ● SEND department undertakes many projects within the local community. <p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● Alternative pathways are designed to be flexible, and where possible create links with the community, further education and employers.
<p>Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● Regular consultation is held with faculties and all staff to discover ways of reducing workload, e.g. as a result of such discussion, we have reduced the number of whole-school data capture points to just three per annum (down from 6) spreading these throughout the whole school year. ● Due to the inequity of report writing, i.e. those who teach more classes having to write substantially more reports for each year group, school reports are now written solely by the form tutor meaning that all staff write a similar number of reports, regardless of how many classes they may have. This is also helping to ensure that form tutors (known by the pupils as their 'parent in school') can get to know more about how their children are doing across school by interpreting available data for all subjects (per pupil), having direct dialogue with their pupils' teachers and talking to their pupil about their progress before writing the report. This has made reports more personal and effective. However, some work is still required by some staff to avoid repetitive/similar reports being written for some pupils. ● Risedale's leaders are extremely grateful to all staff who have 'stepped up' in times of need due to covid-related absences. We have worked closely with all staff to ensure their efforts are recognised (in some cases time off has been granted) and the school has avoided using teachers' PPA to cover absent staff as this is deemed by leaders as essential time for teachers to prepare for their classes. ● School leaders remind staff of the importance of a good work-life balance and discussions are underway by leaders to find ways of ensuring staff do take time off and not, for example, answer emails during holiday times or at weekends. ● The school counsellor is tasked with supporting staff as well as pupils and has already had consultative sessions with a number of staff – including the headteacher!

	<p>Communications:</p> <ul style="list-style-type: none"> ● Faculty and department leaders have an open-door policy for all staff and ensure they regularly check up on their team’s well-being. Support is always offered in situations where it is required. ● Regular meetings, both informal and formal, are held to promote communication and well-being amongst all staff. ● The school calendar is used when setting inter-departmental deadlines to ensure workload is balanced. Work given is purposeful and about promoting progress or improving classroom practice. ● The faculty uses a collaborative planning approach to balance workload. The faculty has a strong culture of sharing best practice to help with this.
	<p>Mathematics:</p> <ul style="list-style-type: none"> ● As a head of faculty, I feel that I am aware of the pressures on members of staff by ensuring that I do not ask them to do anything that I am not willing to do myself. The relationship between members of the department is based on mutual respect and a shared vision.
	<p>Science:</p> <ul style="list-style-type: none"> ● The head of department is fully aware of the pressures on all teachers and technicians and is aware of the effect this can have on their mental health. Steps are taken to avoid unnecessary tasks and focus on the importance of a high standard classroom teaching. ● Staff are encouraged to share any concerns to avoid becoming overwhelmed. ● The HoD strives to be as organised as possible for the term ahead, providing clear communication between SLT and the team, realistic deadlines and agendas in advance so that the team can organise their own time effectively, and keep well informed. ● Verbal feedback and whole class feedback is considered important, not only because they save time but they are often more detailed and timely for the pupils.
	<p>Humanities:</p> <ul style="list-style-type: none"> ● The faculty lead regularly checks in on staff within the faculty and offers support where needed. Faculty/department meetings are only held when needed and faculty policies on marking and homework consider workload.
	<p>Creative Arts:</p> <ul style="list-style-type: none"> ● Regular faculty meetings to share concerns and support each other proactively and respectfully. ● Staff questionnaires to gauge staff concerns. ● Support given to staff when requested or needed. ● Work/Life balance at the forefront of Faculty Lead response to requests for work and time given to complete during faculty time.
	<p>Technology:</p> <ul style="list-style-type: none"> ● Faculty meetings help to encourage sharing of ideas and helping each other to manage the workload. ● The faculty lead promotes the importance of a good work-life balance. Regular discussions help to ensure additional strains are kept to a minimum, with any work being essential to the needs of the school, and not just to ‘tick a box’.
	<p>SEND:</p> <ul style="list-style-type: none"> ● Staff have access to an open forum within staff meetings where they can add to agenda items if needed. The team also have the support of two Assistant SENCo’s within the team this year as well as the SENCo. ● Faculty lead checks in regularly with staff and offers support when needed. ● Additional supervision has been offered and will continue to be offered particularly to those members of the team that deal directly with pupils suffering from SEMH and anxieties.
	<p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● Regular meetings with staff members engaged in the alternative curriculum ensure staff wellbeing is a priority.

<p>Leaders protect staff from bullying and harassment.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● Clear complaints and whistleblowing procedures. ● Proper safeguarding in place to protect staff from vexatious or spurious/unfounded complaints by parents or pupils. ● Bullying of staff by pupils is extremely rare but is tackled immediately should it occur, for example one incident requiring LADO involvement was dealt with within 24 hours of an (what was deemed by LADO to be) unfounded allegation to ensure that the effected member of staff did not have to endure long-term stress. ● The Designated Safeguarding Leads, of which there are two senior staff plus two deputy DSLs (all four fully trained) are not afraid to make referrals at any level, including LADO (as evidenced by a recent unfounded malicious allegation against a senior member of staff) and carry out full investigations with secure records kept.
	<p>Communications:</p> <ul style="list-style-type: none"> ● The Faculty Lead will always be there to support staff in all situations including those linked to bullying and harassment. The faculty lead and department heads have an open-door policy for staff to raise concerns at any time. Further support includes, but is not limited to, offering to attend meetings with members of the team. ● Faculty lead and department heads ensure that school policy is followed consistently. All staff are expected to regularly review school policies as part of mandatory training as part of this. ● One member of the faculty has done an additional safeguarding training as part of their Coaching Qualification course which looks at the safeguarding of adults within the workplace.
	<p>Mathematics:</p> <ul style="list-style-type: none"> ● While this has not been an issue in the department, the open-door policy throughout the whole of the school will ensure that staff are able to raise any concerns at any time.
	<p>Science:</p> <ul style="list-style-type: none"> ● HoF is fully supportive of all members of the team and will have difficult conversations sensitively where appropriate. ● The line manager for science is kept informed of any issues as they arise, following procedures sensitively at all times.
	<p>Humanities:</p> <ul style="list-style-type: none"> ● The faculty lead regularly checks in with staff in his faculty and supports them where needed. As we try to develop positive relationships with all pupils this is very rarely an issue but if it is an issue it is dealt with following school procedures.
	<p>Creative Arts:</p> <ul style="list-style-type: none"> ● Regular faculty meetings and strong relationships within the team ensure that staff feel confident to report any incidents to the Faculty Lead. ● Open door policy operated. ● Clear procedures and policies in place for staff to follow.
	<p>Technology:</p> <ul style="list-style-type: none"> ● The faculty lead is always available, and prepared to support a member of staff who has a complaint. AN 'open door' policy and a close team are essential to this. ● The school has a clear whistleblowing and complaints procedure.
	<p>SEND:</p> <ul style="list-style-type: none"> ● Meetings as a department increased last academic year. This is due to fall directly in line with faculty meetings that are calendared this academic year. SEN staff offered opportunities at meetings but also privately to discuss any concerns they may have.
	<p>Internal Alt Provision:</p> <ul style="list-style-type: none"> ● Staff are encouraged to talk about all aspects of school with regular checks, and have access to the school counsellor if required.

<p>Governors and trustees understand their role and carry this out effectively. Governors or trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● Full external governance review in 2022 gave clean bill of health followed by termly interrogation by the local authority advisor (this is to be done annually). ● Strategy and ethos fully agreed and signed up to by governing body. ● School Development Group (SDG) in place for four years now with half-termly monitoring visits. ● School budget has now been in an in-year surplus for the last four years, despite heavy ongoing investment in backbone IT infrastructure (WiFi Cloud), replacement of all desktop computers (with a rolling programme of investment) and the personal issue of computer devices to all pupils. ● Governors supporting investigation into whether the school should join an existing academy trust, join with other schools to create a new multi-academy trust, develop a soft-federation with other schools or to stay as a local authority-maintained school in response to the government education white paper of 2020 ● Annual skills review/audit completed by governors.
<p>Governors or trustees ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● All statutory functions met fully (governance review 2022) as confirmed. ● All policies updated and current – signed off by full governing body including equalities, safeguarding, Prevent, bullying, whistleblowing, complaints, GDPR. ● Strong governors SDG (school development group) on-site monthly carrying out accountability checks and monitoring of Quality of Education provision in addition to link-governor meetings for areas such as Safeguarding. ● Governors check routines for checking attendance and progress, including for those off-site in alternative placements, as well as referral mechanisms being used by the behaviour and pastoral teams for those pupils who need to be referred.
<p>Safeguarding is effective.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> ● Safeguarding and safer recruitment fully compliant. ● ALL staff have received a full safeguarding update (September 2023) and training. ● Frequent reviews carried out on individuals showing signs of child-protection or extreme views – referral to agencies as necessary including to Prevent. ● Large number of key staff trained in positive handling (2021) with refresher booked for 2023 and an aim to increase number of those trained. ● Multi-agency working solid. ● Referrals carried out on day school made aware – no exceptions. ● Safer Recruitment training has been given to the most senior leaders and some governors. There is always a person with the accreditation present during recruitment. More senior staff are to be trained in 2023-2024.

School Priorities 2023 to 2024 (as a result of SEF)

Quality of Education	
<i>The Challenge</i>	<i>The Target Outcome</i>
Progress8 fell in 2023 to -0.3 which is approximately 0.2 lower than 2022 (when TAGs and CAGs used – hence approx. drop). In 2019 P8 was -0.14.	Ensure a rise in the progress made by pupils in all year groups and particularly at GCSE.

	<i>Specific Action/Activity</i>	<i>Person(s) responsible</i>	<i>Success criteria</i>	<i>Starts</i>	<i>Review Jan progress</i>	<i>Review May progress</i>
1	Interventions for targeted Year 11 pupils, meetings with parents of those pupils to encourage and support their child	RSh Subject leads ABe Form Tutors	Strong attendance to interventions More parents give support to school efforts The rate of progress in those pupils increases	Sep 23		
2	General support and revision classes for all other Y11 pupils	RSh Subject leads Subject teachers	Y11 attendance to revision classes becomes stronger	Oct 23		
3	All subjects to start delivering effective exam practice, including access arrangements where needed	Subject leads Subject teachers SEND team	Pupils' resilience to sit exams increases	Sep 23		
4	Staff in maths and English are supported to ensure they build strength in their delivery and to be monitored for outcomes Staff in ALL subjects monitored for delivery of "planning for progress" plans	GRo RSh	Improved attainment at GCSE Increased rate of progress across the academic year	Sep 23		
5	SEND – Increase the monitoring of support offered to SEND pupils in the classroom via SEND Pupil Progress Profiles with a clear cycle of deliver and monitoring by SEND lead	SBu JYa	Early identification of SEND pupils whose progress slows behind that of other pupils	Sep 23		

Quality of Education

<i>The Challenge</i>	<i>The Target Outcome</i>
Assessment=s are not always consistently used whole-school to inform pupils of their progress across all year groups.	High quality and consistent approach to whole-school assessment which is adapted to individual subject needs.

	<i>Specific Action/Activity</i>	<i>Person(s) responsible</i>	<i>Success criteria</i>	<i>Starts</i>	<i>Review Jan progress</i>	<i>Review May progress</i>
1	Further improve assessment techniques and routines to include pupil voice, form tutor and subject teacher progress conversations	Form tutors Subject teachers GRo RSh	Pupils can articulate more clearly where they are at and what they need to do in order to improve	Oct 23		
2	Build on the success of the whole-school literacy framework in order to accelerate pupils' access to the whole curriculum resulting in stronger progress throughout and sharing reading ages more explicitly with all staff	GRo Subject leads	Higher rate of progress in reading ages Teachers adapt their resources to more closely match pupils' needs and increase challenge	Oct 23		
3	Further improve the whole-school approach to retrieval by focused CPD and subject quality assurance	GRo Subject teachers	Long-term memory of pupils improves resulting in a stronger ability to recall prior learning Reduction in behaviour incidents due to increased ability to access ongoing learning that builds on prior knowledge	Sep 23		
4	SEND – improve the effectiveness and delivery of SEND support plans by ensuring all teachers and support staff deliver what is written for each child	SBu EBI DHi	SEND pupils know implicitly how to make progress Teachers deliver explicit learning targeting the needs of the individual SEND pupils	Sep 23		

Behaviour and Attendance

<i>The Challenge</i>	<i>The Target Outcome</i>
To reverse the decline in overall attendance, significantly reduce persistent absence rates, support all children (particularly SEND) to increase their resilience and reduce school-based anxieties	Increase rates of attendance and decreased rates of persistent absence across all year groups

	<i>Specific Action/Activity</i>	<i>Person(s) responsible</i>	<i>Success criteria</i>	<i>Starts</i>	<i>Review Jan progress</i>	<i>Review May progress</i>
1	Immediate intervention by attendance team and form tutors when attendance begins to fall below 95% by early contact with home and meetings with parents	SCo Year Team Managers Form tutors	More pupils achieve attendance above 95%	Sep 23		
2	Swifter action to begin court proceedings where necessary for the most challenging cases	SCo Local Authority	Fewer parents ultimately receive legal notices after a potential initial increase	Sep 23		
3	Further develop mechanisms, including school counselling by full-time qualified accredited school counsellor, to support a reduction in school-based anxieties and improve mental well-being, particularly with Year 9 pupils and those with SEND	LSc External agencies Attendance Team SBu	Increase in positive mental well-being Increase in the attendance of those suffering school-based anxieties	Sep 23		
4	Creation of attendance support plans targeting individuals finding attendance difficult	Attendance Team SBu Form Tutors	Reduction in persistent absence rates	Sep 23		
5	To reduce suspensions through internal support pathways and counselling so that pupils stay in school and access more regular supported learning	CSc MKi PCo SCo SBu	Reduction in suspensions meaning those pupils attend more Improved behaviours of some more challenging pupils	Sep 23		

Leadership and Management

<i>The Challenge</i>	<i>The Target Outcome</i>
Strengthen engagement and understanding of school, particularly post-covid, to increase strong partnerships to support children in school and preventing a slowly reducing roll that could threatening financial stability	Reduce the challenge a very few, but very vocal, parents have of school routines, strengthen partnerships further and increase pupil numbers to ensure future financial stability

	<i>Specific Action/Activity</i>	<i>Person(s) responsible</i>	<i>Success criteria</i>	<i>Starts</i>	<i>Review Jan progress</i>	<i>Review May progress</i>
1	Strengthen transition week and other activities throughout the year by a structured programme of pupils and parents of both Year 5 and Year 6 accessing more experience within Risedale School	JHI SBU	Increased proportion of Year 6 pupils choosing Risedale first Positive feedback from primary heads and parents (surveys)	Sep 23		
2	Increase social events with all adults within the community to ensure the whole population sees Risedale School as central to the Garrison (e.g. alumni as well as parents)	JHI CSc JGa Chair of Govs	Even more positive social media presence Creation of a strong alumni group with increasing members over time Establishment of a PTA	Nov 23		
3	Identify local needs for financial support and running activities to raise funding within the community (not in school) to demonstrate Risedale Pupils are a central pillar to Garrison life (e.g. bag-packing, litter picking)	JHI SLT to support	Risedale pupils are seen more visibly within the community in a positive light Even more positive social media presence	Nov 23		
4	SEND – Full participation in GAP (Garrison Area Partnership) project led by MoD supporting SEND pupils across Garrison schools to improve parental engagement in their child's education	SBU EBI	Consistent approaches to SEND across all Garrison Schools with even better transition and information-sharing Parental engagement in school improves with fewer SAR's	Jul 23		