



TRRS CURRICULUM POLICY

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OVERVIEW

The Roman Ridge School aims to provide a high quality and holistic educational programme, underpinned by a broad and balanced curriculum. The educational philosophy behind The Roman Ridge School programme is based on the pillars of Responsibility, Discipline, Excellence, Morality, Integrity, and Leadership, and, is centred on a solid foundation of Christian values. The curriculum includes all activities designed to promote the academic, personal, social, physical, spiritual and moral development of our pupils and is consistent with our mission to develop our pupils to believe in themselves by nurturing and developing, incorporating and applying their talents, gifts, abilities and character.

We enable our pupils to achieve intellectual breadth and depth, providing them with academic support and opportunities for extension and further challenge. We seek to create a vibrant environment conducive for learning that encourages all pupils to take pride in their work and have high expectations of themselves.

BOARD ACADEMIC DELIVERABLES

At The Roman Ridge School, our students are guided to recognise their social & moral obligations to society.

In order to achieve this, our students are encouraged to be:

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| I. Appreciative of diversity | |
| II. Committed to achieving academic excellence | VII. Confident presenters and public speakers |
| III. Challenged and supported to excel | |
| IV. Performing at the age-expected level or above in English, Maths, and Science. | VIII. Able to work effectively both independently and in teams |
| V. Proficient in ICT, the Arts and Sports | IX. Well-rounded and knowledgeable of the world around them |
| VI. Critical and pro-active learners | |

Our academic programme is guided by the requirements of the UK Primary & Secondary National Curriculum and Common Entrance syllabus (Independent Schools Examinations Board – ISEB), as well as the International General Certificate of Secondary Education (IGCSE) and the General Certificate of Education (GCE) for both Advanced Subsidiary (AS) and Advanced Level (A Level) syllabi, as outlined by Cambridge.

Various curricular areas reinforce and complement each other so that the concepts, skills and attitudes developed in one area may be put to use and provide insight in another, thus increasing pupils' understanding, competence and confidence.

Teachers seek constantly to maintain and improve good standards from pupils of all abilities and to assess expectations and achievements. Our Teachers have high expectations of their pupils and differentiate their approach where possible to meet the needs of each individual pupil during regular instructional periods. All subjects are taught as mixed ability groups. Additional support & extension is provided for identified pupils both in and out of class. Where needed IEPs are used to identify the needs of these pupils and used by teachers to ensure that they make progress commensurate with their needs. Methods of teaching and support are tailored to their individual needs and every effort is made to encourage progress.

In line with our commitment to offer a well-rounded educational programme, we also require that all of our students attend Physical Education (PE) lessons each week and offer Theology, Philosophy & Religion (TPR) up to Form 2 and Personal, Social, Economic & Health Education (PSHE) across the entire school. Computing & Art are compulsory until the end of Form 3, and we require our students to sit for Mathematics, Science, French, English Language and Literature at IGCSE in Form 5. Our students choose additional courses to complete a portfolio of 7 – 9 subjects at the IGCSE level. Our students are required to take at least 3 subjects at the A Level. However, students interested in further challenge or a more expansive course selection may pursue an additional subject at the AS Level. Higher ability students must receive approval from a panel of Teachers and the Head of Senior School to take 4 A Levels

Organisation of the Curriculum

Classes/Forms have a maximum of 20 pupils. This affords the Form Tutor the opportunity to develop each and every child to their full potential. Our taught curriculum is delivered through a weekly timetable, with each day divided into 7 instructional periods of 45 minutes resulting in a 35 period week. After normal classes, pupils have Prep/Tutorials (younger pupils enjoy scheduled skill building activities) from 3-4pm. The timing of the day is as follows:

07:00	Gates open
07:30 - 07:50	Teachers in classroom (Extra-Help)
07:50 - 08:05	Assembly or Circle Time/Form Period
08:10 - 08:55	Period 1
09:00 - 09:45	Period 2
09:45 - 10:00	Snack Break
10:05 - 10:50	Period 3
10:55 - 11:40	Period 4
11:45 - 12:30	Period 5
12:30 - 13:10	Lunch
13:15 - 14:00	Period 6
14:05 - 14:50	Period 7
14:55 - 15:10	Snack Break & Afternoon Registration
15:10 - 15:55	Prep and Tutorials
16:00 - 17:00	Activities (Optional)

OUR CURRICULUM

JUNIOR SCHOOL (RECEPTION – CLASS 4)

The curriculum is broad and designed to allow pupils to fulfill their potential. It meets the requirements of the UK Primary National Curriculum, whilst also encompassing additional elements that we feel are essential to a good, all round education and relevant to our cultural context. Great emphasis is placed on Literacy, Writing and Numeracy with each child also studying Science, Geography, History, RE, Art, French, Computing and Physical Education. PSHE is covered by Class Teachers. From Reception to Year 2, the children spend a large proportion of time with their Class Teachers but receive specialist tuition in French & PE. At the end of Year 2, pupils take the Key Stage 1 examinations. In Years 3 to 4, the children divide most of their lessons between four Teachers who share responsibility for Maths, English, Science, Computing, Social Studies and Art. They receive specialist tuition in French and Physical Education.

Reception

Each Reception Class is led by Class & Specialist Teachers with Teaching Assistants. It is open to children of 4 years of age and it offers a transition between Nursery and Class One. Children are gently introduced to a school day with assemblies and set play times. Emphasis is placed on developing each individual through the experience of a wide variety of different stimuli. The development of language skills through conversation, drama, singing, interactive activities and book resources is a strong feature of our work. Our programme spans the 7 Areas of Learning & Development outlined in the Early Years Foundation Stage (EYFS) Framework: Communication and Language, Physical Development, Personal, Social & Emotional Development, Literacy, Mathematics, Understanding the World and Expressive Arts & Design. We assess their attainment of expected levels using Early Learning Goals (ELG's) set out in these aforementioned areas. The programme is organised into subject areas, (Literacy, Numeracy, Science, French, Geography, History, Religious Education, PE and Art) with heavy emphasis on cross-curricular linkages. PSHE is embedded within the curriculum and scheduled Library periods are used for Shared Reading.

Key Stage 1: Reception, Year 1 & Year 2

This follows the core guidelines set down in the National Curriculum for Key Stage 1 so that all children are fully prepared for their Key Stage 1 assessments in the Summer Term of Year 2. However, we are not constrained by the National Curriculum and offer teaching beyond and outside its boundaries depending on the ability and individual needs of your child. We endeavor to provide a broad and balanced curriculum to ensure our children reach their full potential in all areas of development. Though the curriculum is divided into various subject areas, a cross-curricular approach is encouraged to develop knowledge, skills and

understanding across all areas of learning. Subject areas include: English, Maths, Science, French, Computing, Art/Design, PE and PSHE. Social Studies is offered on termly rotation between History, Geography and Religious Education.

Year 3 & 4

This is an important transitional stage, where the children are encouraged to become more independent and responsible. A great emphasis is placed on the traditional skills of reading, writing and numeracy. Much of the school day is shared between four Teachers who share responsibility for: Maths, English, Science, Computing, Social Studies (History, Geography & Religious Education) & Art. There strong cross-curricular links between subjects. The children visit other teachers for French, Physical Education. Form Tutors teach PSHE.

MIDDLE SCHOOL (CLASS 5 – FORM 2)

The curriculum is broad and converges the requirements of the UK Primary National Curriculum and the Common Entrance syllabi. Great emphasis is placed on the core subjects English, Maths and Science, with each child also studying Geography, History, Theology Philosophy & Religion, Art, French, Computing, and PE. Topics in Personal, Social, Health & Economic Education (PSHE) are covered by Form Tutors weekly. The school's success rate in Key Stage 2 and Common Entrance examinations indicate that the curriculum meets all the requirements at these levels and enables pupils to make a smooth transition to Secondary Education. However, the curriculum is subject to regular review and update and new ideas are always encouraged. Subjects on the curriculum are overseen by a Subject Coordinator, who monitors the delivery of the subject syllabi within each section. Liaison between Sections is carried out to promote synergy and ensure that its requirements are met.

Year 5 & 6

In Years 5 & 6, pupils receive tuition in Maths, English, Science, Computing, Social Studies (History, Geography & Religious Education), French, Art & PE. PSHE is taught weekly by the Form Tutor. ISEB Common Entrance 11+ exams are undertaken by the pupils in addition to regular internal assessments at the end of Year 6. Whilst most teaching time is given to English, Maths and Science, ample time is given to other subjects to ensure a balance is maintained. The curriculum is designed to enable a range of teaching methods to be used and cross-curricular and individual investigative work is encouraged at all levels. It allows teachers more opportunity for creativity, enabling them to produce lessons that are not just informative but also fun.

Form 1 & 2

Our Form 1 & 2 curriculum is largely based on the ISEB English Common Entrance (CE) syllabus culminating in the CE examination at age 13+. ISEB CE 13+ is widely regarded as an excellent foundation to IGCSE, providing a head start for pupils over their peers in preparing for the next stage of their education. It also provides a platform for any of our Form 2 pupils to meet the requirements of the leading UK Independent Senior Schools and transfer seamlessly, should they wish to continue their education there.

In Forms 1, pupils are taught by Specialist Subject Teachers, thus they begin to learn to be well-organised: to be in the right place and the right time and with the right materials/resources. They are divided into three parallel forms of mixed abilities in each year.

The Common Entrance Board (ISEB) continues to bring its examinations steadily into line with National Curriculum requirements. The subjects examined at CE are: English, Mathematics, Science, History, Geography, French and Theology Philosophy & Religion, Computing, Art & PE are assessed internally. PSHE is taught weekly by the Form Tutor.

The academic demands placed on pupils is no doubt elevated in during these years. However, it also allows children the time and space to explore their individual talents and it is often at this level that they start to excel in a particular area, be it drama, music, sport, academics, or art, or a combination, or even in all areas. We build on the structures, attitudes and aptitudes developed in the previous years and thoroughly prepare the children for a fruitful continuing education.

SENIOR SCHOOL (IGCSE & GCE AS/A LEVEL)

IGCSE Programme (Forms 3- 5)

In Form 3, students are introduced to all subjects offered at IGCSE and given the opportunity to familiarise themselves with the demands and scope of each subject before making their subject choices. During this year, students are introduced to the curriculum across many subjects, to further build the skills, knowledge and understanding needed to excel in the IGCSE.

In Form 4, students begin to narrow their choices, selecting 7-9 subjects to study at IGCSE. To ensure our students are fully prepared for post-secondary educational studies, our IGCSE programme consists of compulsory and elective subjects, which are outlined below:

Compulsory Subjects: First Language English, English Literature, Mathematics, French, Physical Education and Co-ordinated or Triple Science

Coordinated Science - Students study 2/3 of each syllabus of each of the three sciences: Biology, Physics, Chemistry - (General Double Award). This is a demanding programme that provides a strong, broad overview of all sciences.

Triple Science - Students study the full syllabus of each of the three sciences: Biology, Physics, Chemistry. This is recommended if your child is interested in studying Sciences at A Level, which is required for tertiary studies in Medicine, Engineering, etc. (1 Award per Science Subject, totalling 3 Awards).

Elective Subjects: Elective subjects are structured in an Option Block System. Students must select either Co-ordinated Science or Triple Science. If students select Triple Science, they may not choose any other subject from Block 2. Please note that Additional Maths is required for Advanced Level Maths.

Students may select between 1-3 elective subjects in total - choosing only one from each block.

Block 1		Block 2		Block 3		Block 4	
Co-ordinated Science		Economics		Geography		History	
		Triple Science		Add Maths		Add Maths	
		Art and Design		Computer Science		Economics	
		Computer Science		Triple Science			

All applications will be reviewed by Subject Teachers and Management and decisions for registration in a subject will be based on the academic performance of each student in the subject. Students must score a minimum of 60% in the Form 3 Summer Term examinations to be considered for registration in an elective subject. Each subject in a block has a maximum capacity of 20 students. Registration within each subject will be determined by the strength of each student's academic performance. All subjects are taught as mixed ability groups. All students are required to take Physical Education and PSHE, which are held once a week.

To provide exam candidates with extra support and further opportunities for guided practice, we schedule compulsory Tutorials during the week and offer additional Booster Classes on Saturdays once a month. These programmes focus exclusively on helping students to sharpen test taking skills, which are an important component of effective exam preparation (i.e. study skills, review of topics covered in class, working through past questions). No new knowledge or concepts are introduced during these classes. Depending on their subject choices, students may have study periods during the week. They will be scheduled to receive support in some of their classes or work independently in the Library.

Further details about our IGCSE programme can be found in the IGCSE Subject Choices Handbook or on the Cambridge International Education website www.cambridgeinternational.org.

Sixth Form College (GCE AS/A LEVEL)

We encourage all students who attend our Sixth Form to pursue tertiary level education, requiring them to complete at least 3 full GCE A Level papers. Strong students will be given the option of writing a 4th paper at either A or AS Level. In addition, all TRRS Sixth Form Students are expected to attend full school days, attend full school days, participate fully in Physical Education and Personal, Social, Health & Economic Education (PSHE) once a week, attend all tutorials, as well as participate in weekly community service either in or out of school.

All subjects are taught as mixed ability groups. Tutorials are held during the week, which are compulsory for those about to sit exams. Booster classes are held on Saturdays once a month. Contact time is 6-7 periods per week, plus tutorials held weekly per subject. In addition, all students have a number of study periods each week and they are encouraged to make use of study rooms and the Library.

Subjects Available in Sixth Form

- Art and Design
- Biology
- Chemistry
- Economics
- English Language
- English Literature
- French
- Geography
- History
- Information Technology
- Mathematics
- Physics

Students normally choose three subjects to study at AS/A level. They may not choose more than one subject from any one option block, as outlined below:

Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7	Block 8	Block 9
Physics	Chemistry	Biology	Maths	IT	English Language	PE	Art/Design	French
History	English Literature	Economics		Geography				

Entry Requirements

Presently, students may qualify for entry into our Sixth Form College via two tracks:

A Level Programme (2 Years – All papers sat at end Of Upper 6)

Entry requirements: (a minimum of 6 passes of a C or higher at IGCSE, C in Maths and English Language, B in subjects they intend to study at A Level)

AS Level Programme *(2 Years – AS papers sat at end of Upper 6)*

Entry requirements: (a minimum of 4-5 passes of a C or higher including either Maths or English Language, C in subjects they intend to study at AS). Students who need to re-sit IGCSE Maths and/or English will complete remedial classes and will re-sit the relevant exams in Oct/Nov cycle.

All admissions are subject to the discretion of the Head of Senior School.