



Rye College Policy

Policy Title:	Curriculum
Leadership Responsibility:	Head of School
Review Body:	Executive Headteacher
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Context

Rye College recognises the importance of offering a broad and balanced curriculum which is underpinned by our shared school vision.

Our curriculum consists of activities designed to promote the intellectual, personal, social, physical and cultural development of students. It includes the formal programme of lessons, based on the national curriculum, and the informal programme of extra-curricular activities that we organise to enrich students' experiences of their lives and education.

Through this policy, the school aims to:

- Put students at the centre of all curriculum decisions, putting their needs above that of the school;
- Have a curriculum that is fit for purpose, offering differentiation and personalisation;
- Prepare all students for the next stage of their education and for life in modern society;
- First achieve and then exceed national standards in achievement, attainment and progression;
- Be committed to excellence and continuous improvement;
- Provide courses which meet the needs of students;



- Nurture the talents of all and celebrate success;
- Work with feeder schools to ease transition;
- Involve the stakeholders, including parents, in curriculum development.

Curriculum intent

What the curriculum is designed to do

Our curriculum is designed with students' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer students opportunities to grow as individuals as well as learners.

Through a combination of learning techniques, we aim to ensure students enjoy learning and feel prepared for life after school. We also intend to offer students new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem.

How we intend to deliver the curriculum

Below, we have outlined how we intend to deliver the curriculum through a variety of methods that are both classroom-based and extra-curricular.

- **Classroom-based learning:** we encourage teachers to make cross-curricular links where possible within their lesson plans and use different learning resources to teach core content. One-to-one teaching sessions are carried out for students who require additional support.
- **Extra-curricular activities:** we provide a variety of extra-curricular activities for students that enhance their learning experience. The activities we offer can be found in **Extra-curricular Activities**.

A full list of the subjects available to our students can be found under **subjects covered**.

How we involve stakeholders in curriculum planning and delivery

Our school values the input of its students, parents and the local community with regards to the planning and delivery of the curriculum. We believe students receive a well-rounded education if everyone is involved in shaping it. This is why we send students and parents questionnaires on an **annual** basis.

We engage with the wider community by ensuring there are opportunities for students to participate in community projects and embed each project within the curriculum into the relevant subjects.

How the curriculum benefits students' learning and personal development

Our curriculum has been designed for a range of learners, providing equal opportunities for all – by doing this, students will benefit in the ways outlined below.

Curriculum aims

The overall aims of the curriculum are to:

- Enable all students to be successful learners and achieve high standards;
- Enable students to understand the skills and attributes needed to be a successful learner;
- Enable those who are not achieving age-related expectations to narrow the gap and catch up with their peers;



- Enable students to develop and be able to use high-quality functional skills, including key literacy, numeracy and ICT skills;
- Enable students to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school and acquire a solid basis for lifelong learning;
- Enable students to value their learning outside of the curriculum and relate this knowledge to the taught curriculum;
- Teach students to be able to discern right from wrong, that actions have consequences, and the value and importance of forgiveness;
- Enable students to be creative and to develop their own thinking;
- Help students to develop an independent approach to their learning;
- Teach students about their ever-changing world, including how the environment and society have changed over time;
- Help students understand the fundamental British values and enable them to be positive citizens in society who can make a difference;
- Help students understand the importance of truth and fairness, to ensure they grow up committed to equal opportunities for all;
- Enable students to have respect for themselves and others and to be able to live and work cooperatively with others.

Through the aims outlined above, students will benefit by:

- Learning how to lead safe, healthy and fulfilling lives;
- Understanding that failure is part of the road to success;
- Being rewarded for academic successes;
- Being supported with their next stages in education or training and feeling prepared for life after school;
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability;
- Acquiring a wealth of knowledge and experience;
- Becoming critical thinkers;
- Finding a sense of belonging to the school and its community;
- Learning how to cooperate with their peers and respect one another, inside and outside the classroom;
- Developing personal moral values, respect for religious values and tolerance of others' beliefs and ways of life.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 2004;
- Education Act 2004;
- Equality Act 2010;
- DfE (2019) 'School attendance';



- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years';
- DfE (2014) 'The national curriculum in England';
- DfE (2019) 'Ways to reduce workload in your school(s)';
- Ofsted (2019) 'School inspection handbook';
- Ofsted (2019) 'School inspection handbook – section 8'.

This policy operates in conjunction with the following school policies:

- Careers Policy;
- Equalities Policy;
- More Academically Gifted and Talented Policy;
- Offsite Trips and Visits Policy;
- RSE and Health Education Policy;
- SEND Policy.

This policy operates in conjunction with the following trust policies:

- Aquinas Literacy Policy;
- Aquinas Mathematics Policy;
- Aquinas More Able and Talented Policy;
- Aquinas Teaching, Learning and Assessment Policy;
- Aquinas Relationship, Sex, Health and Education Policy.

Roles and responsibilities

The **Trust Board**, **Executive Headteacher** and **Advisory Council** are responsible for:

- Approving and monitoring the content of this policy;
- Liaising with the **headteacher**, subject leaders and teachers with regards to student progress and attainment;
- Contributing towards decisions made about the curriculum;
- Ensuring the curriculum is inclusive and accessible to all.

The **headteacher** is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with **subject leaders**, teachers and other **school leaders**;
- Communicating the agreed curriculum to the **Advisory Council** on an **annual** basis;
- Producing a **regular** report for the trust board advising on the standards achieved by students and any alternative arrangements made to ensure all students could access the curriculum;
- Ensuring the curriculum is inclusive and accessible to all;
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable;
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible;
- Making any necessary adjustments to the curriculum where required;



- Keeping up-to-date with any relevant statutory updates and acting where required;
- Creating and maintaining an up-to-date curriculum intent statement;
- Updating and maintaining this policy.

The **subject leaders** are responsible for:

- The overall provision of the curriculum at the school;
- Developing a curriculum that provides students with a range of opportunities and the skills they need to prepare for later life;
- The strategic leadership and management across their curriculum areas, developing and implementing plans, policies, targets and practices within the context of the school's aims and policies;
- Managing staff within their curriculum areas, providing appropriate support, challenge, advice and information as necessary;
- Implementing the school's schemes of work;
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area;
- Monitoring student progress within the department and reporting on this to the **headteacher**;
- Providing efficient resource management for their department;
- Ensuring the curriculum is inclusive and accessible to all;
- Ensuring there are specialist resources available for students in need so that everyone can have full access to the curriculum.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices;
- Devising short-term lesson plans that are reflective of the school's curriculum;
- Implementing the curriculum in creative ways, appealing to different learning types and keeping students engaged in content;
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the **headteacher**;
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required;
- Collaborating with the **headteacher** and the **SENCO** to ensure that the curriculum is inclusive and accessible to all;
- Working closely with the **SENCO** and assistants to ensure those in need receive additional support in lessons;
- Ensuring academically more able students are given additional, more challenging work to celebrate their talents;
- Celebrating all students' academic achievements;
- Reporting progress of students with SEND to the **SENCO** and ensuring any difficulties identified are discussed and resolved;
- Monitoring the progress of all students and reporting on this to the **headteacher**;
- Working to close the attainment gap between academically more and less able students.



The **SENCO** is responsible for:

- Collaborating with the **headteacher** and teachers to ensure the curriculum is accessible to all;
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010;
- Carrying out SEND assessments where necessary and ensuring students receive the additional help they need;
- Liaising with external agencies where necessary to ensure students who require additional support receive it.

Organisation and planning

The school's curriculum will be delivered over 190 days and equally throughout the school week.

Each school day will be split into **three** sessions and students will receive **two** breaks (lunch).

In collaboration with **subject leaders**, teachers and other members of the SLT, the **headteacher** will devise the following plans:

- **Long-term plans** that deal with the major areas and strands of the national curriculum to be covered across all key stages;
- **Medium-term plans** that deal with the activities within units of work that are set out **termly**;
- **Short-term plans** that are concerned with individual lessons or sessions on a **weekly** and address issues of curriculum differentiation and access for individual students.

Where possible, teachers will look for links between areas of learning that will support one another and allow students to reinforce their skills from one subject within another.

Teachers will plan lessons which are challenging for all students and ensure that there are provisions in place for more academically able students, e.g. completing additional work that is above the academic level of their peers.

A full list of the subjects available to our students can be found under **subjects covered**.

Students who are identified as needing additional support will receive it, e.g. those with SEND – this will include dedicated time with assistants and access to specialist resources and equipment where required.

Teaching assistants will be deployed within lessons strategically so that they can assist with students who require additional help, but are also able to minimise disruptions where necessary.

Students with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.

Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning.

Any difficulties identified will be addressed once curriculum planning has commenced.



Classrooms will be organised so that students have full access to resources and equipment – they will be provided with a rich and varied learning environment.

Curriculum content

The school will have due regard to the national curriculum at all times throughout the academic year.

The school will ensure every student has access to the following core subjects:

- English;
- Mathematics;
- Science;
- Religious Education (RE);
- Physical Education (PE);
- Relationships and sex education (RSE).

The school will ensure students also have access to the following foundation subjects:

- Art and design [Compulsory for KS3 only];
- Citizenship/Life education;
- Computing;
- Design and technology [Compulsory for KS3 only];
- Languages [Compulsory for KS3 only];
- Geography [Compulsory for KS3 only];
- History [Compulsory for KS3 only];

Music [Compulsory for KS3 only]. Students will choose their subjects for their GCSEs at KS4 in **the second half of Year 9**.

Students will be informed that, if they do not achieve a grade 4 or higher in GCSE mathematics and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 programme of study.

PSHE

Part of the national curriculum includes PSHE lessons where everyday topics, e.g. raising awareness of different cultures or anti-bullying, can be addressed.

PSHE is delivered through the Life Education curriculum. Topics covered within these PSHE days are:

- Antbullying;
- Celebrating different cultures;
- Environmental issues;
- Crime and punishment;
- British values.

Careers education

The school will work to encompass careers education and guidance into subjects across the curriculum, in line with the **Careers Policy**.



The school will ensure that every student is exposed to the world of work by the age of 14.

The school will engage with and ensure students have access to local employers, businesses and professional networks, and providers of post-14, post-16 and post-18 education and training, inviting visiting speakers, with whom students can relate to.

The school will host **a number of** careers events within the academic year, in which students can participate in meaningful encounters with employers. These encounters will include:

- Careers events such as careers talks, careers carousels and careers fairs;
- Transition skills workshops such as CV workshops and mock interviews;
- Mentoring and e-mentoring;
- Employer delivered employability workshops;
- Business games and enterprise competitions.

Homework

The school understands that setting, marking and providing feedback on homework is a large contributor to the workload of teachers; therefore, **teachers** ensure homework only takes place to positively impact students' progress.

Teachers ask themselves 'why am I setting this homework?' and 'how will this homework be useful to the student?' If the answers to these questions do not reflect a positive impact on students' learning, teachers use their professional judgement and decide whether the homework is necessary.

Homework is uploaded to an online platform where students and parents can view homework tasks – reducing printing costs and the number of lost homework sheets.

Teachers explain the school's approach to homework to families at the Progress evenings in **September**.

Students receive homework on a **weekly basis**. Students' weekly homework activity is designed to take around **30 minutes – 2 hours**, depending on the age of the student.

Parents are encouraged to discuss any errors with their child. If they have any queries, they should contact **their child's teacher via office@ryecollege.co.uk**. Feedback from parents about their child's homework is also welcomed by the school.

The amount of homework set for students increases as they progress through their education.

Teachers may occasionally set extra homework for the whole class if they deem it beneficial.

Absences

If a student is absent from school due to illness or medical reasons, the school will not supply work for these periods – students should be well enough to undertake any work supplied.

There may be exceptions and the **teacher** will decide whether homework should be set on a case-by-case basis.



If a student is absent for a long period of time, e.g. with a broken arm, the teacher and the parents of the student will agree on what should be done and how much help should be provided.

Students who fail to complete homework

All students are expected to complete homework on time.

Teachers keep records of students completing homework which are regularly checked.

If students fail to complete homework, teachers contact parents to find out why.

Students who refuse to complete homework will be disciplined in line with the **Behaviour Management Policy**.

Marking homework

Homework may be marked in a variety of ways.

Homework may be marked in detail in writing and comments are made concerning the student's next steps.

However, homework may also be marked orally with the student or class.

Teachers do not mark homework that is handed in late.

Marking and feedback

All teachers will keep in mind a core set of goals when marking. The best outcomes can be achieved by focussing on the following points:

- The individual student's abilities and goals;
- The areas a student can improve in;
- Giving clear guidelines for improvement;
- Linking areas of improvement;
- Reminding the student of previous success to boost confidence;
- Providing effective communication between students and teachers;
- Improving the self-belief and confidence of students;
- Celebrating success;
- Identifying students who require additional assistance;
- Clarity and consistency of marking across the school;
- The individual student's level of understanding;
- Avoiding giving grades for every piece of work;
- Distance marking (marking carried out away from the classroom) will be used as appropriate, to allow teachers more time to give detailed feedback.

When distance marking there are a number of questions teachers will keep in mind, including the following:

- Are the comments easy for the students to understand?
- If parts of the work need improvement, are the comments constructive?
- Do comments highlight particular points for improvement?



- Have positive comments been highlighted?
- Is the student likely to understand why the work is correct or incorrect?
- Are the comments detailed enough to provide adequate feedback without being too long for the student to understand?

Students will be given ample time to reflect and respond to their feedback.

Teachers will allow students to reflect on feedback at the start of lessons, so that the feedback is at the forefront of students' minds when they begin the lesson.

Positive reinforcement will be used to emphasise that students are improving, which will encourage them to improve their performance over time.

Rewards will be given to students in the following ways:

- Stickers placed on work;
- Praise in front of whole class;
- Displaying excellent work around the classroom;
- Letters to parents;
- Verbal praise in a one-to-one setting.

Teachers will encourage students to mark each other's work, as this will aid students to identify successful methods of learning. In addition, this exercise will allow teachers to see which students can spot successful methods.

- Peer-on-peer feedback will only be done at the teacher's discretion and only with students who are expected to learn from the exercise.

Feedback

Feedback should be given to:

- Motivate students;
- Establish an opportunity to make learning progress, by:
 - Rectifying a misunderstanding;
 - Reinforcing a skill or piece of information;
 - Improving on a student's understanding or ability to do something.

Feedback differs from marking in that it is not limited to comments placed on the work of students; for example, feedback can be immediate verbal communication in the classroom or provided during one-to-one meetings.

To avoid unnecessary confusion and to ensure clear progression in lessons, teachers will ensure that lessons remain focussed by:

- Clearly outlining which subject content will be covered in each class.
- Explaining the areas students will need to understand.
- Having a clear plan in mind for the progression of learning in the subject.
- Having a final goal in mind for the month/term/year.



- Having a number of progression plans that account for all abilities in the class.
- Making it clear what the objectives are from week to week, as well as final expectations.

The school believes in developing independent thinkers and as such, feedback will guide the student to the correct answers, as opposed to giving the answers away.

Teachers will use one of the following three methods to suggest improvements when offering feedback:

- **Reminder:** Instead of marking an answer as incorrect, attempt to guide the student to the correct area. This will be done by reminding them of a recent success that is linked to the question they are currently struggling with.
- **Scaffold:** By asking the student a question, teachers can guide them to the correct answer. An example of this may be: “are you trying to achieve A, B or C?” By doing this, teachers guide the student to looking at these three areas. Students should then find the correct answer and also feel like they achieved it themselves.
- **Example:** By giving examples of possible changes to the student, teachers can guide them into exploring why they should choose one option over another. An example of this may be if a student were writing a story in class and was struggling to find the correct word to use, the teacher could give three examples of possible words and leave the student to choose.

Verbal feedback can act as a way to give immediate and effective feedback to students.

Teachers will mark on students’ work when verbal feedback was given.

Teachers will keep in mind the following considerations when giving verbal feedback:

- **Tone of voice:** It is important to remain as calm as possible. If the teacher displays signs of frustration, the student may feel under pressure and fail to perform to their full potential.
- **Balancing time:** If a particular student requires more time and attention, the teacher may consider giving feedback in written form or in a one-to-one meeting.
- **Class discussions:** Involving the whole class in discussions can be useful when introducing new subjects to the class. By asking questions to the whole class, the teacher can get a good idea of the general level of the class and plan future lessons and feedback accordingly.

Reporting and assessment

The school’s assessment processes are used to plan for differentiation within curriculum delivery, to ensure all students can access each lesson, and to inform individual teaching programmes.

Individual student performance and progress is regularly monitored and reviewed. Informal assessments will be recorded and reported back to the **headteacher**, students and students’ parents.

Students will also complete national assessments. The results of these assessments will be reported back to the **headteacher**, students and their parents.

Evaluations and assessments feed back into future or modified curriculum plans.



Assessment of students with EAL will consider the students' age, length of time in the UK, previous education and ability in other languages.

Special measures will be given to students who require them, e.g. students with SEND, students who are ill, or students who suffer from conditions that inhibit their academic performance.

Equal opportunities

There are nine protected characteristics within the Equality Act 2010, these are:

- Age;
- Disability;
- Gender reassignment;
- Marriage and civil partnership;
- Pregnancy and maternity;
- Race;
- Religion or belief;
- Sex;
- Sexual orientation.

Care is taken within all schemes or work to ensure that all students have access to the curriculum content.

The school's curriculum will celebrate diversity and **school leaders** have a responsibility to ensure the curriculum does not discriminate against any of the above characteristics.

When planning and implementing the curriculum, the school will have due regard to the **Equalities Policy** at all times.

Supporting students with SEND

The curriculum is designed to provide access and opportunity for all students who attend the school.

Students with SEND will receive the additional support they require both academically and with their personal development, in line with the school's **SEND Policy**.

Students with SEND will be supported by assistants to work on topics covered in lesson to ensure they do not fall behind their peers.

Students with SEND will not be discriminated against in any way.

The progress of students with SEND will be monitored by teachers and reported to the **SENCO**.

The **SENCO** will work closely with teachers to help them break down any barriers students with SEND have to education.

Extra-curricular activities

The school offers students a range of extra-curricular trips and activities to enhance their academic learning and personal development.



Extra-curricular trips and activities occur outside school hours and can include overnight stays both in the UK and abroad.

All students are able to participate in the activities and trips available. Wherever there is an instance where a student cannot participate, the trip or activity will be adapted so that the student can take part.

The following activities are offered as part of the extra-curricular timetable:

The following table details the extra-curricular activities that are available to each year group:

- Seasonal sport;
- Revision sessions;
- Hobbies and events.

All extra-curricular activities and trips will be planned and executed in accordance with the school's **Offsite Trips and Visits Policy**.

Monitoring and review

This policy is reviewed **annually** by the **headteacher**.

Any changes made to this policy will be communicated to all colleagues and relevant stakeholders.



Appendix 1: Curriculum Statement

Aquinas Mission

Life – Transforming – Learning

Academy Mission

Our mission is to “create bright futures for all”.

Aquinas Vision

Aquinas is a distinctive community of academies with a shared purpose and strong Christian ethos. We are committed to mutual support in pursuit of the highest possible standards for children and young people, educating the whole person. Whilst we are one Trust with one mission, each academy exists in its own right maintaining its own unique characteristics and individual identity within the community it serves. Our mission is to ensure that the life chances and educational achievements of all children and young people in our academies are significantly enriched because they are part of our Trust.

Academy Vision

We work hard to ensure that every child is happy and well supported on their educational journey with us. We want every child to grow and flourish in our care. Our college is a place where students feel safe and have space to learn. We pride ourselves on being a close-knit community where students are known as individuals and where their talents are nurtured.

We are part of a family of schools that serve the young people of Rye from two to sixteen years of age, truly making us a 'local community college'. We are driven by a pursuit of high academic standards regardless of start points and a desire for all students to experience an exceptional education.

Our aim is to challenge every learner to exceed their own expectations of themselves; create a can-do culture and the resilience to excel; include all members of our community through shared endeavour; and nurture diverse skills, talents and abilities whilst celebrating excellence.

Aquinas Values

The Aquinas values are driven by our Christian values to create opportunities and transform the life chances of children and young people. To realise our aim of Life Transforming Learning means we are committed to:

- Developing God given potential;
- Nurturing and developing talent for all;
- Raising educational standards for all;
- Providing exceptional learning, teaching and leadership across the Trust;
- Delivering outstanding professional development and induction for staff;
- Encouraging collaborative approaches to innovation and problem-solving;
- Ensuring effective support from the Centre;
- Providing a holistic education working in partnership with parents, church and community;
- Creating environments that promote equity, respect diversity and challenge disadvantage;



- Making Aquinas academies a natural first choice for families wanting a church school ethos;
- Including all people irrespective of their background or belief.

Academy Values

The Academy works to instil a respect and recognition for the importance of: (Rye SMART)

Our Standards

- Quality of work and presentation;
- Correct uniform;
- Excellent conduct and standard of behaviour.

Our Mind-set

- Positive engagement and attitude towards work;
- Showing determination and perseverance;
- Demonstrating resilience in lesson.

Our Attributes

- Demonstrating positive attributes that support learning and progress;
- Punctuality and having full equipment;
- Completing homework on time.

Our Rye Community

- Being supportive and helpful to others in school or wider community;
- Taking part in extra-curricular activities;
- Supporting younger learners across the school.

Our Teaching and Learning

- Making positive progress in lessons;
- Showing positive engagement with the learning;
- Demonstrating a desire and want to learn.



Ofsted's Working Definition of Curriculum

- 'A framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent)...
- ...for translating that framework over time into a structure and narrative, within an institutional context (implementation)...
- ...and for evaluating what knowledge and understanding students have gained against expectations (impact).'

Aquinas Expectations for Curriculum Design

- The curriculum must reflect the vision and values of the Trust and the School;
- It will provide young people with everything they need to step onto the stage as global citizens;
- The curriculum will promote aspiration and equity;
- It will serve the needs of different groups and individuals;
- It will allow staff to grow and develop within the school and between schools;
- It will be well led by specialist staff with excellent subject knowledge;
- It will be well taught;
- It is distinctive as it exemplifies the ethos of the Trust.

Curriculum Strategy

Our curriculum offer is simple: broad and balanced with an academic core through which all students can study at least one arts qualification. It combines a foundation in the national curriculum subjects, a focus on academic achievement in English, Mathematics and science with a broader offer of suitable academic, vocational or technical qualifications. In recent years, our students have found much success in the creative arts.

Our curriculum pathways are designed to increase the number of students entered for English Baccalaureate subjects such as the three sciences, humanities and French as well as offering all students the opportunity to study a complementary subject – currently more often than not, in the arts. Years 7 and 8 are focused on youngsters becoming 'good learners across a range of subjects' so that by the time we consider curriculum options in Years 9 and 10 students have a core body of knowledge and skills, an understanding of their qualification choices and are prepared for success in public exams at the end of Year 11.

Key Features of the Curriculum

Rye College views knowledge acquisition as life transforming. Therefore, our curriculum:

- Recognises the delivery of the National Curriculum as an entitlement for all;
- Reflects the importance of closing the attainment gap in English and Maths;
- Creates a passion for reading through the promotion of engaging high-quality literature;
- Is knowledge rich to ensure equity regardless of socio-economic status or ability;
- Provides a coherent curriculum offer through all the Rye settings;
- Includes opportunities to draw upon unique links within the local community;
- Draws upon the rich history and geographical location in which the school is placed.



Curriculum Organisation

Curriculum Entitlement for Key Stage 3

In Years 7, 8 and 9, students receive the following number lessons per fortnight:

Mathematics – 8 lessons	History – 3 lessons	Design Technology – 4 lessons
English – 8 lessons	Geography – 3 lessons	Performing Arts (Dance, Drama and Music) – 3 lessons
Science – 8 lessons	French ¹ – 3 lessons	Religious Education – 2 lessons
Physical Education – 3 lessons	Life Education – 2 lessons	Art – 3 lessons

Curriculum Entitlement for Key Stage 4

The range of GCSE qualifications on offer to students in Years 10 and 11 reflects the interests and aspirations of the students. Below is a list of the qualifications currently being studied by students and the number of lessons allocated per fortnight:

2021-22 Y10 Compulsory	2021-22 Y10 Choices All 6 lessons per fortnight All GCSE unless named	2021-22 Y11 Compulsory	2020-21 Y11 Choices All 6 lessons per fortnight All GCSE unless named
English Language and Literature 9 lessons	Triple Science (14 lessons total) Geography	English Language and Literature 8 lessons	Triple Science (12 lessons total) Geography
Mathematics 8 Lessons	History French Engineering	Mathematics 8 Lessons	History French
Double Award Science 8 Lessons	Art Dance	Double Award Science 9 Lessons	Engineering Art
Physical Education (core) 3 lessons	Drama Photography	Physical Education (core) 3 lessons	Graphic Communication Dance
Life Education 2 lessons	Music	Religious Education 1 lessons	Drama
Religious Education 2 lessons	Physical Education (GCSE) Sports Science (Cambridge National)		Photography Music Sports Science (Cambridge National)

¹ For those Y9 students identified as requiring further progress in Mathematics and English, French is replaced with additional Mathematics and English.



Overview

Our intake has been historically below national average in both numeracy and literacy. To secure rapid progress and increased access to the curriculum, we have offered additional numeracy and literacy learning instead of French during Key Stage 3. This is a legacy approach that affects Year 9 only. Alongside, additional time, we direct additional resources – for example, teaching assistant allocation, wave 2 interventions, Higher Learning Teaching Assistants, access to ICT programs – towards students who are vulnerable to underperformance. Where possible, we manage class sizes to secure increased adult support for students who are below National Standard or making less progress than their peers.

In terms of our subject offer, the following features are evident:

- In most 'other' subjects, we review the qualification studied annually and align the chosen specification with the cohort's characteristics;
- We offer drama, dance and music within the performing arts suite. This offer is maintained despite the comparative smallness of cohorts;
- We had significantly reduced our Modern Foreign Languages offer for current Year 9. Currently, between 20-30% of a cohort at Key Stage 3 study French. This reflects three key needs: to improve progress in numeracy and literacy for a high proportion of our in-take; to improve the quality of teaching and learning, and the attainment in French at Key Stage 4; and, the need to recruit quality teachers in Modern Foreign Languages;
- While we have limited the number of students who are able to follow a full EBacc pathway, we have strengthened the Science and Humanities offer. In both cases, we have increased the curriculum time allocated to the discrete subjects. Furthermore, History and Geography are taught separately at Key Stage 3. Finally, all students are required to take at least one of the Humanities subjects at Key Stage 4 to ensure increased rigour and opportunities to develop students' access to further and higher learning;
- Rye College, while reducing the curriculum time available at Key Stage 3 for Arts – to allow for increased focus on the core and academic subjects – has increased its offer at Key Stage 4. We now offer GCSEs in Fine Art, Textiles, Graphic Communication and Photography;
- While ICT remains a feature within our Key Stage 3 curriculum, we have removed Computer Studies and Digital Applications from our Key Stage 4 offer. We have taken this decision owing to very weak outcomes over the previous years and difficulties in recruiting quality teachers.

Key Stage 3 and 4 Life Education

Life Education provides the Personal, Social, Health and Economic Education (PSHEe) curriculum.

Within the PSHEe curriculum sits the statutory and recommended education for young people that does not ordinarily get taught in other curriculum subjects. This includes topics such as: Careers Education, work related learning, personal and financial well-being, drugs, tobacco and alcohol education, Relationships and Sex Education (RSE), and Citizenship. Life Education is taught in one lesson per week at Key Stage 3, supplemented by Assemblies, tutor sessions and bespoke events. Students will tackle age-related subjects, and are encouraged to share their own and listen to others' views and beliefs in a safe, mutually respecting environment.



Careers Information, Advice and Guidance

Our aim is to provide students at Rye College with the knowledge and skills necessary to continue, and succeed in their education post-16, including employment and higher education. In doing so, students will receive impartial information, advice and guidance related to examinations, choices, courses, routes through education, the labour market and the world of work. Our students will gain the relevant employability skills to enable them to succeed in their chosen route after leaving Rye College.

Religious Education

Religious Education is taught across Key Stage 3 and Year 10 in one lesson per week (Year 11 receive one lesson a fortnight). The PRE curriculum is in line with the East Sussex Locally Agreed Syllabus which states that the aim of religious education is “to give children and young people opportunities to explore the spiritual dimension of human experience and fundamental questions of human life, relating these to the beliefs, values and practices of believers and others and to their own developing beliefs and values.”