



Curriculum Policy (2025-26)

Reviewed	September 2025
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Owner	Cheryl Hunt

1. Curriculum Intent

Reddish Hall School educates pupils with significant social, emotional and/or mental health needs. Our curriculum is designed so that every pupil can make strong academic and personal progress from their starting point and move on to meaningful next steps. It is relevant, sequenced and knowledge-rich, while remaining highly adaptive to individual profiles.

We offer a safe, structured environment with high expectations and a clear focus on reading, literacy, numeracy, personal development and employability. Programmes are personalised through assessment of need, strengths and interests so may be taught at a stage appropriate to the learner rather than chronological age. Therapeutic approaches and consistent routines help pupils re-engage with learning and build confidence.

Our curriculum aims to be broad, balanced and relevant to modern life. It prioritises:

- access to powerful knowledge and cultural capital
- flexible routes (academic and vocational) that match aspirations
- preparation for adulthood, including further education, training and work
- wellbeing, behaviour and relationships, underpinned by trauma-informed practice.

1.1 School context

Many pupils join us having missed education, experienced exclusion or required significant support. We respond with individualised pathways, targeted MOTSI intervention (including reading recovery and numeracy catch-up) and consistent routines so that gaps are closed and confidence grows. Where appropriate, pupils access bespoke qualifications or alternative provision that complements in-school learning.

1.2 Curriculum principles

Our curriculum is built on the following principles:

- Meet statutory requirements (National Curriculum where appropriate; RE and RSHE) and the Independent School Standards (ISS) on quality of education
- Secure progress in core skills: reading, writing, communication and mathematics, with targeted intervention where gaps exist
- Offer academic and vocational choices with clear progression routes and accredited outcomes at Entry Level, Level 1 and GCSE (and above where appropriate)
- Ensure equitable access through high-quality teaching, adaptation for SEND and timely access arrangements
- Build character, values and citizenship, including SMSC and British Values, with enrichment and volunteering
- Prepare pupils for next steps through a stable careers programme, guidance interviews and experiences of work
- Recognise and value learning beyond the classroom (outdoor learning, community, workplace)

1.3 Curriculum structure and time allocation

The timetable provides sufficient breadth and depth at each key stage. Pupils access a balanced offer of English, mathematics, science, humanities, arts, PE and computing, alongside ASPIRE/personal development. Vocational courses are offered from Key Stage 4, with options tailored to interest, aptitude and intended destinations. Vocational tasters are also timetabled as a carousel in Year 9 to help develop pupils understanding of each area. Where needed, time is given for targeted intervention (*MOTSI – see MOTSI Policy*) without narrowing long-term entitlement.

Coherence and progression across key stages are documented and reviewed termly.

Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the National Curriculum. In some cases outreach learning or remote digital learning may be used and kept under close review.

2. Curriculum Implementation

2.1 Roles and responsibilities

Headteacher

Ensures compliance with statutory requirements and that time allocations and schemes of learning are fit for purpose.

Oversees assessment and reporting arrangements and the preparation of pupils for their chosen pathways.

Governors / Outcomes First Group

Approve this policy, consider the Headteacher's advice and monitor progress towards targets.

Quality of Education Lead

Holds oversight of curriculum structure and delivery.

Ensures current schemes of learning are in place, monitored and reviewed.

Reviews attainment and progress with teachers and commissions interventions where needed.

Ensures pupils routinely access SMSC and personal development opportunities.

Teachers

Plan coherent sequences of learning with clear knowledge and skill outcomes and appropriate adaptation for SEND.

Select suitable courses and awarding bodies; keep subject knowledge up to date.

Use assessment to inform teaching; apply for access arrangements in good time.

Review performance data to shape teaching and interventions; share effective practice.

Support Staff

Use pupil information to target support and work in partnership with teachers.

Communicate effectively with pupils, staff and parents/carers; engage in CPD.

Pupils

Participate in shaping their curriculum and take responsibility for their progress.

Access additional support where needed and use agreed access arrangements.

Parents and Carers

Engage with the school on curriculum choices and understand the rationale for programmes of study.

2.2 Teaching and Learning Principles

At Reddish Hall School, teaching is underpinned by the principles of Quality First Teaching (QFT), ensuring that all pupils, including those with EHCPs and SEMH needs, can access a broad and ambitious curriculum.

- Lessons are planned with clear purpose and explicitly communicated learning intentions.
- Explanations and modelling are precise, with guided practice used to support pupil understanding.
- Key vocabulary is taught explicitly and reinforced through visuals, word banks, and consistent classroom language.
- Retrieval practice is embedded to strengthen memory and secure prior learning.
- Tasks are broken into manageable steps and adapted where necessary, using checklists, visuals, and pacing tools.
- Support staff are deployed purposefully to scaffold learning, model strategies, and reinforce understanding.
- Classrooms are calm, consistent and predictable, supporting regulation, attention, and engagement.
- Reading, oracy, and numeracy are reinforced across the curriculum to develop pupils' core skills.
- Ongoing formative assessment is used to adapt teaching responsively and meet individual needs.

These principles ensure that teaching is inclusive, responsive, and grounded in strong professional practice.

2.3 Adaptation and intervention

Adaptation is part of everyday classroom practice and ensures all pupils access the full curriculum. This includes scaffolding, task chunking, pre-teaching key vocabulary, use of visuals, alternative recording methods and flexible grouping. Adaptation is expected as Quality First Teaching before additional interventions are considered.

Targeted MOTSI interventions are short-term, evidence-informed, and reviewed for impact. They support curriculum access and do not replace the core offer. Intervention decisions are made in collaboration with the SEND team and follow a graduated approach.

2.4 Assessment and reporting

Assessment should be purposeful, proportionate and designed to inform teaching. Teachers check understanding routinely via initial, formative and summative assessment, and adapt planning accordingly. Assessment points are calendared and align with curriculum long term planning.

Progress data informs individual pupil reporting and supports planning for intervention, access arrangements and any adapted timetables. Parents/carers receive regular, clear updates on progress, attainment and next steps on a termly basis.

2.5 Careers and work-related learning

The curriculum includes a progressive, stable careers programme aligned to the Gatsby Benchmarks. Pupils access careers learning through lessons, visits, work-related projects and guidance interviews. Pathways are personalised and tracked from KS3 onwards to prepare for transition to further education, employment or training.

2.6 Enrichment and wider curriculum

Enrichment promotes personal development, engagement and wellbeing. Opportunities include:

- Clubs, educational visits and cultural experiences
- Outdoor learning and adventure activities
- Guest speakers and volunteering
- Arts, sports and leadership roles

Access is inclusive, with barriers addressed through support and funding. Activities are risk assessed and impact is tracked. Termly enrichment overviews are shared with families. *See Personal Development policies for further information.*

3. Curriculum Pathways

3.1 Key Stage 3

Pupils follow a broad, balanced curriculum designed to re-engage them in learning and close core knowledge gaps:

- **Core Subjects:** English, Mathematics, Science

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- **Humanities and RE:** History, Geography, Religious Education
- **Personal Development:** PSHE/ASPIRE (RSHE/Citizenship)
- **Creative and Practical:** Art, Horticulture, Y9 carousel Hair and Beauty Barbering, Motor Vehicle and Food Tech
- **Skills and Wellbeing:** Lifeskills, PE, Computing, Learning Outside the Classroom

Additional support for literacy and numeracy is provided without narrowing the curriculum. Learning outside the Classroom and therapeutic input are embedded.

Two Key Stage 3 Hive pathway classes provide additional structure, regulation and therapeutic support. Pupils access a highly scaffolded version of the curriculum in a nurture-based environment, with a focus on relationships, routines and readiness to learn.

3.2 Key Stage 4

Pupils follow accredited, personalised pathways suited to need and aspiration:

- **Core Subjects:** English Language, Mathematics, Science (Single/Combined), PSHE/ASPIRE (RSHE and Careers), Lifeskills
- **Optional Subjects:** Art and Design, Business Studies, Health and Social Care, Horticulture, Sport, ICT/Computing, Psychology, English Literature, Business and Enterprise, King's Trust Personal Development,

Qualifications offered include:

- Entry Level Certificates
- Functional Skills (English and Maths)
- BTECs
- City & Guilds
- AIM vocational Entry level, 1 and 2
- GCSE
- *See Appendix 1 for full qualification offer this year*

Three additional Key Stage 4 classes offer alternative curriculum pathways:

- **Two Hive pathway classes** continue the nurture-based model with a strong focus on emotional regulation, literacy and core functional skills. Pupils work towards accessible qualifications and prepare for transition at a personalised pace.
- **One Keystones class** blends core curriculum access with high levels of support for regulation, attendance and social reintegration. It is intended as a step towards full curriculum reintegration or successful post-16 transition.

3.3 Bespoke or flexible pathways

Some pupils require temporary or longer-term adaptations to their curriculum. These may include:

- Reduced or modified timetables
- Outreach or digital learning
- Off-site placements (e.g. work placements)

All adaptations are evidence-based, reviewed regularly, and documented in pupil profiles. They are designed to maintain connection to curriculum goals while supporting SEMH needs. Reintegration remains the long-term aim.

4 Quality Assurance

Leaders monitor curriculum quality through lesson visits, planning reviews, work scrutiny, pupil voice and progress data. These findings inform staff development, curriculum design and resourcing.

Moderation and standardisation processes secure consistency across subjects and qualifications. This includes all required internal verification and standardisation activities for KS4 qualifications, in line with our Exams Policies.

Termly curriculum reviews are conducted to evaluate impact and guide departmental improvement planning.

5 Curriculum Impact

Curriculum impact is seen in the personal and academic progress our pupils make, the confidence they build, and their readiness for life beyond school. We measure this through multiple lenses:

- **Academic achievement:** progress in core and optional subjects, qualification attainment and success in functional and vocational pathways
- **Engagement and wellbeing:** sustained attendance, active participation in lessons, and reduction in behaviour incidents
- **Personal development:** growth in self-esteem, regulation, independence and social interaction
- **Destinations:** transition to further education, training or employment, tracked across Year 11 leavers

Leaders use data, pupil voice and quality assurance findings to evaluate curriculum effectiveness. Department leads carry out termly subject reviews that assess pupil progress, highlight what's working well in lessons, and inform curriculum improvements.

Annual self-evaluation draws on evidence aligned to the Independent School Standards (ISS) and ISI frameworks, with outcomes feeding directly into the School Improvement Plan and School Evaluation Framework.

6 SMSC and RSHE

Spiritual, Moral, Social and Cultural (SMSC) development and statutory Relationships, Sex and Health Education (RSHE) are embedded across the curriculum and daily routines. At Reddish Hall, these elements are not delivered in isolation—they are central to pupils' personal development and preparation for adulthood.

SMSC and RSHE are primarily taught through the weekly ASPIRE programme and daily form time, but are also reinforced through subject lessons, enrichment activities, assemblies, and school culture. Pupils explore key themes such as respect, empathy, resilience, diversity, democracy, equality and self-regulation.

Teaching is adapted to meet the needs of our SEMH learners, ensuring safe, inclusive and meaningful engagement. Sensitive topics are delivered with care, supported by staff who understand pupils' emotional and social contexts. Visuals, routines, discussion and reflection are used to make content accessible and relatable.

- ASPIRE and form time cover mapped SMSC/RSHE themes
- Curriculum areas (e.g. Humanities, Science, Art) reinforce values and content
- Whole-school events, enrichment and visiting speakers enhance lived experience

Impact is measured through participation, behaviour data, engagement in discussions, and pupil voice. SMSC and RSHE also contribute to the wider school ethos of wellbeing, inclusion, and readiness for life after school.

Further detail can be found in the [SMSC Policy and RSHE Policy](#).

Appendix 1 – Qualification Overview

<u>Subject</u>	<u>Qualification</u>	<u>Level</u>	<u>Exam board</u>	<u>Year group</u>	<u>Assessment</u>	<u>Dates</u>
Maths	iGCSE Mathematics	1 and 2	Pearson	KS4	2 x 2 hour exams	January, May/June
	Functional Skills	Entry level, 1 and 2	Pearson	Any KS3, KS4	1 x 1.5 hour exam	Any time
English	GCSE English Language	1 and 2	AQA	KS4	2 x 1.75 hour exams	May/June
	GCSE English Literature	1 and 2	AQA	KS4	2 x 1.75 hour exams	May/June
	Functional Skills	Entry level, 1 and 2	Pearson	Any KS3, KS4	1 x 1.5 hour exam	Any time
Science	GCSE Biology	1 and 2	AQA	KS4	2 x 1.75 hour exams	May/June
	GCSE Physics	1 and 2	AQA	KS4	2 x 1.75 hour exams	May/June
	GCSE Chemistry	1 and 2	AQA	KS4	2 x 1.75 hour exams	May/June
	Entry Level Certificate Science	Entry level	AQA	KS3 – KS4	100% internally assessed	May
ICT/Computing	GCSE Computer Science	1 and 2	OCR	KS4	2 x 1.5 hour exams	May/June
	Cambridge National in Creative iMedia	1 and 2	OCR	KS4	2 x controlled assessments, 1 x exam	January/June
	BCS ICDL	Entry level, 1 and 2	BCS	Any KS3, KS4	6 short unit exams, on-demand	Any time
Geography	iGCSE Geography	1 and 2	Pearson	KS4	1 x 70 minute and 1 x 1.25 hour exam	May/June
History	iGCSE History	1 and 2	Pearson	KS4	2 x 1.5 hour exam	May/June
Psychology	GCSE Psychology	1 and 2	AQA	KS4	2 x exams	May/June
Sport	BTEC Sports Studies	1 and 2	Pearson	KS4	1 x exam, 1 x internal unit	May/June
Learning Outside the Classroom	Duke of Edinburgh Award	Bronze, Silver, Gold	D of E	KS4	Internally assessed	Anytime

King's Trust	King's Trust PDE	1 and 2	Prince's Trust	KS3/KS4	Internally assessed	Anytime
Art	GCSE Art and Design – Fine Art	1 and 2	WJEC	KS4	1 x exam 1 internal unit	May/June
	Arts Award	Entry level, 1 and 2	Trinity College	Any age	Internally assessed, 3-4 tasks	Anytime
Business and Enterprise	BTEC Introductory in Business and Enterprise	Level 1	Pearson	KS4	2 – 5 internally assessed units	Anytime
Horticulture	AIMVOC Skills for Working in Horticulture	Entry 3, Level 1	AIM	KS4	Internally assessed	Anytime
Motor Vehicle Engineering	AIMVOC Skills for Working in Manufacturing and Engineering	1 and 2	AIM	KS4	Internally assessed	Anytime
Health and Social Care	AIMVOC Skills in Health and Social Care	1 and 2	AIM	KS4	Internally assessed	Anytime
Hair and Beauty	AIMVOC Skills for Working in Hair and Beauty Industries	1	AIM	KS4	Internally assessed	Anytime
Food Tech/Catering	AIMVOC Skills for Working in Catering and Hospitality Industries	1	AIM	KS4	Internally assessed	Anytime
	BTEC Home Cooking Skills	1	Pearson	KS3 – KS4	Internally assessed	Anytime

Appendix 2

Flexible Qualification Offer

Rationale

Given that some of our students are not participating in full-time education for various reasons, and may be missing out on large parts of their learning, we have a flexible qualification offer to support students in their next steps.

This offer would suit a young person who is experiencing a significant barrier to attending school and attending timetabled national exams e.g. GCSE's.

The offer would need to be agreed in advance with the young person and their family, and be reviewed regularly with clear opportunities to participate and receive feedback on their work from a trained assessor or teacher.

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All of the below qualifications are recognised nationally by colleges, apprenticeships and other training providers so will be a real stepping-stone to post-16. New courses may be added over time and the offer will be subject to availability.

The offer

Subject	Qualification Available	How it will be achieved	When this can be done	What is the qualification worth
English	Functional Skills English	1 x reading paper 1 x writing paper 1 x speaking and listening task Can be done handwritten or typed.	Anytime, advised 50 Guided Learning Hours. Could be done intensively over 4 weeks.	Available at entry level, Level 1 or Level 2
Maths	Functional Skills Maths	1 x 1 hour 30 min paper	Anytime, advised 50 Guided Learning Hours. Could be done intensively over 4 weeks.	Available at entry level, Level 1 or Level 2
Art	Trinity Arts Award	100% coursework – 1 booklet	Anytime, advised 50 Guided Learning Hours. Could be done intensively over 4 weeks.	Available at entry level, Level 1 or Level 2