



**REDDAM**  
— HOUSE —

BERKSHIRE

# **Reddam House Berkshire Academic Curriculum Policy**

*Reddam House Berkshire is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, students and visitors to share this commitment.*

*All outcomes generated by this document must take account of and contribute to safeguarding and promoting the welfare of children and young people at Reddam House Berkshire.*

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## Introduction

The school has harmonized its curriculum with national requirements yet preserves the best features of its own very broad provision. Our ethos is to encourage all our students to take control of their own learning from a very early age, in the words of Magaluzzi we believe children are confident and capable learners from birth.

## Early Learning School and Reception

We deliver a skills-based curriculum based on the framework for the Early Years Foundation Stage (EYFS); this describes the seven areas of learning and development.

Prime areas are:

- Communication and Language
- Personal Social and Emotional (including relationships, sex education and maintaining good health)
- Physical Development

Specific areas are:

- Literacy
- Numeracy
- Understanding the World
- Expressive Arts and Design

We find the most important aspect of the work we do is based around the three characteristics of effective teaching and learning which are:

- Playing and Exploring
- Active learning
- Creating and thinking critically

We nurture innovation and creativity through play and respond to each child's emerging needs and interests. Their interest and enthusiasm is captured and exploited immediately to maximize learning and progress. We guide their development through warm and positive interactions. Children have the freedom to learn in an environment which supports, provides risks, engages, extends, challenges, encourages independence, values creativity and offers choice inside and out.

We believe that child directed learning is the most important tool in ensuring deeper engagement and active learning. We are inspired by the work which takes place in the municipality of Reggio Emilia and believe that children are confident and capable protagonists and co-collaborators in their own learning journey. We plan for the environment (RHB Provocations and Resourcing) to allow children to be independent and active learners and we follow the lead of the children when there is a spark of interest and interact with them to move learning forward as the moment happens (RHB Teachable Moments).

### Specialist Teaching

In addition to the enriched environment our children can experience both inside and out of the ELS, they also enjoy specialist sessions in French, Music, Dance, Drama, PE and Forest Fun.

Reception children have these specialist sessions within their timetable with the addition of swimming.

## Junior School Curriculum

Teachers of Year 1-6, use the UK Primary National Curriculum as a basis for planning and assessment, however at Reddam House we have the opportunity to ensure that we challenge and extend all pupils well beyond this. In addition, it is our aim to provide a richer and more varied curriculum which values all subjects equally. All subject teachers recognise that they are teachers of English and therefore the explicit teaching of vocabulary and writing (appropriate to that subject) is embedded across the curriculum. Numeracy skills and IT skills are evident across the curriculum and links are made between subjects to promote higher order thinking and cognitive connections.

### Life Skills (PSHE), SMSC and RSE

Our Life Skills programme (Jigsaw) incorporates aspects of personal, social, moral and health education, and citizenship. The Jigsaw programme runs from EYFS through to the Middle and Senior School, providing a spiral curriculum which means pupils build on prior knowledge and similar themes (for instance Changing Me or Healthy Bodies) year on year. British Values, SMSC and RSE are explicitly taught through the Jigsaw programme, however they are also fully embedded throughout the curriculum and school life.

We will also monitor local and national safeguarding trends and our own safeguarding data and introduce specific subjects / material to the curriculum where necessary to empower our students to navigate new or emerging concerns. Form teachers teach Life Skills discretely as well as fostering links with other subjects.

RPE in the Junior School also ensures the pupils understanding of different religions, cultures and spirituality, giving the opportunity to raise questions of morality and ethics. At least, the last two lessons of each RPE unit are given over to philosophy and ethics.

### Subject Delivery

All year groups study Mathematics, English, Science, Modern Foreign Language (French), Computing, History, Geography, RE, Art and Design, Drama, Music, Swimming, PE and from Year 3 upwards, Games. Dance is mandatory from Reception until the end of year 2 and then it becomes optional.

In the lower juniors, the class teacher teaches: English, Maths, Science, History, Geography, RE, Art and PSHE. All other subjects are taught by subject specialists.

Children in Year 4 will begin to move to a more specialist timetable and in Year 5 and 6 they will have different subject specialists (some of whom also teach in the Middle and Senior School) for

English, Maths, Science, History, Geography, RE, French, Music, Art, Drama, ICT, PSHE, Swimming, PE, RAD and Games

## Middle School Curriculum

KS3 Students follow common courses in English, Modern Foreign Languages (French/Spanish), Mathematics, Science, History, Geography, Public Speaking, Drama, Dance (optional), Music, Art and design, Computing, Swimming and Physical Education. Business Studies (our most popular GCSE) is also offered in Year 9.

In Year 7 all students take Spanish and French. From Year 8 students are encouraged to specialize in one language. Our able linguists are allowed to continue to study both languages in the curriculum (though their French lessons will replace MSP lessons) with the expectation that they will do extra independent study to support this. Some students may be advised to take extra English, have study support or supervised study periods instead of a Modern Foreign Language.

In Years 7 and 8 students also have one RAD lesson per fortnight. The Reddam Adventure Department (RAD) encompasses much, from exciting learning opportunities in the Junior and Middle School to setting out on incredible adventures both in the UK and abroad. With our beautiful school estate as our 'classroom' students will have the opportunity to develop resilience, courage, collaboration, responsibility, self-belief and challenge. Learning about our world through a variety of topics, from cooking to fire building, ecology to knots, students learn to succeed and fail as a team and defy their limitations.

The 'Middle School Programme' (MSP) is delivered to Years 7-9 and is designed to help prepare students with useful skills for the future. The programme incorporates the following strands:

- Learning to Learn (L2L) lessons provide students with an understanding of the latest research into how we learn and offer practical insights into the best study strategies available.
- Public Speaking lessons help to develop student's communication skills and confidence with speaking to an audience.
- Digital Literacy lessons support students to use technologies to find, evaluate, create and communicate information and provide the knowledge, skills and attitudes that allow children to flourish and thrive in an increasingly global digital world.

With an increasing demand for STEAM (Science, Technology, Engineering, the Arts and Mathematics) skillsets within industry, we want to motivate and inspire pupils further to explore the rewarding opportunities available through STEAM. Therefore, students can expect opportunities to attend STEAM events and workshops, ranging from industry run hands-on experiences to school run events and clubs.

We have a rich and relevant life skills programme called Aspire to Be (A2B) which encompasses personal, social, health, spiritual, moral education and citizenship and includes modules on topics such as sex education, careers education, body image and drugs education. Although British Values form a part of the ethos of our school and are therefore apparent in all our

curriculum where relevant, it is expected that there will be more discussion around these ideals as part of the A2B programme.

## Senior School Curriculum

### GCSE Years

GCSE In Years 10 and 11 our GCSE curriculum usually consists of 9 or 10 GCSE subjects. Those students studying Separate Science will be studying 11 subjects. These students are carefully advised regarding the inevitable workload and revision pressures that studying this number of GCSEs brings.

GCSE core subjects at Reddam House Berkshire are: English Language, Mathematics, and the Sciences. Most of our students undertake the Separate Science course, particularly if they may wish to choose Science A Levels. English Literature is optional for all students. Those not taking it receive additional study or support lessons.

There is flexibility in the remaining four subjects, which may be chosen according to a student's interests and talents. Options could include an additional language or a creative subject for example, we offer GCSEs in PE, Art and Design, Dance, Drama, Music and Media Studies. We encourage students, where possible, to include at least one of the humanities: History, Geography or Business Studies in their option choices and we also offer Computer Science GCSE. The Higher Project Qualification is offered to those students who are able to research and work independently on a project of their choice. English as an Additional Language is available as a charged extra.

This range of offered subjects ensures both a broad education and that future university and other higher education paths remain as open as possible at this point.

### A-Level Years

Sixth Form options are reviewed annually. Provisional choices are made during the Spring Term prior to entry, after which the option groups are fixed for the following year.

Current A-Levels on offer are English Literature, Mathematics, Further Mathematics, History, Geography, Economics, French, Spanish, Psychology, Computing, Physics, Chemistry, Biology, Theatre Studies, Dance, Music, Art and Design, Sociology and Physical Education. There are also a small number of alternative qualifications for those students preferring a more practical and modular course including the Business Studies Extended Certificate (CTEC), the Business Studies Diploma (CTEC), Digital Media (CTEC), and Applied Science (BTEC). English as an Additional Language is available as a charged extra and supports students with preparation for IELTS examinations.

Most students study 3 subjects at A level. Very able students take 4 subjects. Advice on this decision is given once GCSE results are confirmed in August. The Extended Project Qualification (EPQ) is available for interested students and is equivalent to an AS grade.

## Other Curriculum Matters

### The School Day

The Academic curriculum is taught between 9 am and 4:05 pm Monday to Friday with activities, clubs and societies taking place at lunchtime and before and after school. Sports matches take place after school and sometimes at the weekend.

### Spiritual, Moral, Social and Cultural Education

The school is non-denominational and affords equal status to all religious beliefs and faiths. Students in Years 1-6 have RE each week and those in Years 7-13 cover different faiths and religious tolerance as part of the A2B programme. The syllabus covers all the major faiths and it also teaches pupils how to make moral decisions.

All students have lessons in relationships education, sex education and maintaining good health (Including emotional wellbeing) during Science and A2B (PSHE) lessons (see the schools Relationships and Sex Education Policy).

### Integration of Educational Technology in the Curriculum

As part of our ongoing commitment to enhancing the educational experiences of our students, we have integrated three cutting-edge technological tools into our curriculum: Inspired AI, the Inspired Metaverse, and the Global Study Platform (GSP) integrated with Canvas. These platforms are designed to support personalised learning, provide immersive educational experiences, and offer streamlined access to educational resources.

### Inspired AI for Personalised Learning and Revision

#### Overview

Inspired AI is an advanced educational platform that personalises content delivery based on individual student needs. It is particularly effective in subjects such as Science, Mathematics, Geography, and Physical Education (for GCSE students), providing tailored revision support.

#### Learning Methodology

The platform utilises spaced retrieval practice, a scientifically validated method where students review material at strategically increasing intervals. This approach is proven to enhance long-term memory retention and deepen understanding, making it an essential tool for exam preparation.

#### Benefits

- **Personalised Learning Paths:** Inspired AI adapts to each student's strengths and areas for improvement, offering a customised learning journey.
- **Effective Revision Techniques:** By promoting spaced retrieval practice, the platform ensures that students engage in one of the most effective learning strategies for retention and comprehension.

- **Instant Feedback:** Students receive immediate feedback on their work, enabling them to identify mistakes and improve performance promptly.

**Implementation** Teachers are encouraged to incorporate Inspired AI into their lesson plans and assign it as part of the regular revision schedule. Students should be guided on how to use the platform effectively to maximise their learning outcomes.

## The Inspired Metaverse for Immersive Learning

### Overview

The Inspired Metaverse is a virtual reality (VR) platform that will be gradually introduced across the curriculum throughout the academic year. This innovative tool allows students to engage in immersive learning experiences that go beyond traditional classroom environments.

### Learning Opportunities

The Inspired Metaverse offers a wide range of experiences, from exploring ancient civilisations to conducting virtual science experiments. It provides an interactive and engaging way for students to explore complex subjects in a controlled, risk-free environment.

### Benefits

- **Immersive Learning:** VR transforms abstract concepts into tangible experiences, helping students grasp difficult subjects more effectively.
- **Enhanced Engagement:** The interactive and engaging nature of VR captures students' attention, making learning more enjoyable and effective.
- **Safe Exploration:** The controlled environment of VR allows students to experiment and explore without the risks associated with real-world activities.

**Implementation** The Inspired Metaverse will be integrated into various subjects as part of the curriculum enhancement. Teachers will receive training on how to effectively use VR in their teaching strategies, ensuring that students gain the maximum benefit from these immersive experiences.

## Global Study Platform and Canvas for Seamless Learning

### Overview

Launched in September 2023, the Global Study Platform (GSP) is integrated with the Canvas learning management system to provide a comprehensive, user-friendly digital environment. This platform is designed to centralise educational resources, making it easier for students and parents to access learning materials, track progress, and engage with the educational process.

### Platform Features

The GSP and Canvas offer a seamless learning environment that includes all aspects of a student's education, from assignments and quizzes to discussions, grades, and feedback. This consolidation ensures that students can focus on their studies without the distraction of managing multiple platforms.



### Benefits

- **Seamless Learning Environment:** The GSP offers a user-friendly interface that consolidates all educational elements, promoting focused and efficient learning.
- **Learning Focus:** Centralising all assignments and course materials helps students stay organised and track their progress with visual grade reports.
- **24/7 Accessibility:** Students can access course materials anytime, anywhere, supporting personalised learning tailored to individual needs.
- **Engaging Multimedia:** The platform supports various multimedia elements, such as videos and interactive modules, making learning more dynamic and engaging.
- **Collaborative Learning:** Features like discussion boards and group projects on Canvas encourage collaboration, helping students develop teamwork and communication skills.
- **Personalised Feedback:** Teachers can provide constructive feedback directly through Canvas, fostering continuous improvement and helping students excel.
- **Parent Involvement:** Parents can view course content and monitor progress in real time, allowing them to effectively support their child's educational journey.

### Adaptations to Curriculum

We will always work with parents to make reasonable adjustments to the curriculum in cases of specific need. Occasionally students finding the standard GCSE curriculum offer difficult may be advised to study 7 or 8 GCSEs or students at an early stage of language acquisition might be required to undertake additional English lessons. Where this is the case, the school will discuss this and any additional charges with parents. Please see the SEND, EAL and Inclusion Policies for more details.