



RIDGEWOOD
SCHOOL

Curriculum Policy 2026-2028

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1. Introduction and Purpose

1.1 At Ridgewood School our values of Respect, Responsibility and Resilience are central to everything we do, including our curriculum. We set high expectations to ensure that our students achieve well. We believe in the power that our broad and ambitious curriculum holds in raising the aspirations of our students. Our curriculum aims to prepare students for the road ahead, ensuring they leave us with the knowledge and skills they will need in order to take advantage of opportunities, responsibilities and experiences in later life.

At Ridgewood School, students will:

Experience a broad and ambitious curriculum
Build their knowledge and apply it as skills to make excellent progress
Be literate and numerate
Develop personally, socially, culturally, morally, mentally and physically
Develop as British citizens
Secure readiness for future progression

1.2 It is our belief that by adopting these principles, our students, particularly disadvantaged students and those with SEND will achieve and exceed their potential and will be ready to enter the world of further study or work with excellent outcomes and skills which will enable them to access desirable careers and opportunities.

1.3 It is our belief that our curriculum is designed to build strong foundations for accessing the curriculum and for later success, including academic achievement, good health and well-being.

1.4 We also recognise that:

- The world of work is changing quickly and students need to be prepared for many different career path, which may be very different to traditional routes and careers.
- The use of AI is accelerating and students need to know how to navigate an increasingly digital world.
- Curriculum delivery should include a range of adults and experts, in addition to subject experts, for example, support staff, professionals, artists, business leaders and sports people.

1.5 Our Key Stage 3 curriculum is fully compliant with statutory guidance and is designed to meet the requirements of the National Curriculum. It provides a broad and balanced education, encompassing all statutory core subjects (English, Mathematics and Science) alongside the full range of foundation subjects, ensuring that pupils develop the knowledge, skills and understanding expected for their age and stage. The curriculum is underpinned by a carefully sequenced "Curriculum as the Progression Model", where learning is logically structured to build on prior knowledge and prepare pupils for future study, including Key Stage 4 and 5. Subject curricula identify the essential knowledge, concepts and vocabulary that pupils are expected to master over time, enabling increasing depth, complexity and independence. Regular assessment informs teaching and supports progression, ensuring that all pupils, including those with additional needs and from disadvantaged backgrounds, can access an ambitious curriculum that promotes

high achievement, personal development and readiness for the next stage of education. The curriculum is reviewed at regular intervals, including through subject evaluation days which occur twice per year.

Links:

[Ridgewood School - Curriculum](#)

[Ridgewood School - Learning Maps](#)

[Ridgewood School - Homework](#)

[Ridgewood School - Creating Futures](#)

[Ridgewood School - Personal Development Programme](#)

2. Curriculum Aims and Implementation

At Ridgewood School students will know more, remember more and be able to do more in each subject to demonstrate excellent progress. The curriculum is designed and sequenced to build on prior learning and secure readiness for subsequent learning. Our curriculum is planned to embrace concepts from cognitive science about cognitive load, memory, forgetting and the power of retrieval practice. These concepts are used to support our students in building schema and altering their long-term memory through learning.

Ridgewood School's teaching and learning philosophy, known as 'The Ridgewood Way', supports teachers to deliver the curriculum through highly effective pedagogical principles, backed by research and evidence. The Ridgewood Way has been updated from September 2026, so that it focuses on 5 core principles of explicit teaching known as "The Golden Five" which will help to ensure all classrooms are Inclusive by Design and provide quality first teaching for all students.

At Ridgewood School, students will experience lessons that are:

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| <ul style="list-style-type: none">• Designed and taught by teachers who have excellent knowledge of their subjects' theoretical knowledge, skills and pedagogical approaches. |
| <ul style="list-style-type: none">• Aspirational and challenging. Teachers won't lower their expectations of any student but will support them to build, retain and retrieve powerful, transformative knowledge and skills. Teachers will model excellence to the students in a variety of ways to accelerate their progress. |
| <ul style="list-style-type: none">• Adapted to meet everyone's needs. Teachers will support and challenge all students carefully to enable them to meet highly challenging learning objectives, regardless of their starting points. |
| <ul style="list-style-type: none">• Structured on a strong foundation of routines and high expectations. Teachers will maintain high expectations of students' behaviour, attitude to learning and task completion. They will encourage students to have high expectations for themselves. |

<ul style="list-style-type: none"> Carefully and logically sequenced towards purposeful assessments. Teachers use lessons to build cumulatively sufficient knowledge and skills, towards agreed end points.
<ul style="list-style-type: none"> Designed to promote high expectations of literacy through reading, writing and oracy. Teachers will reinforce the correct use of English across the curriculum.
<ul style="list-style-type: none"> Reflective of the importance of our school community and our core values of Respect, Responsibility and Resilience.

Furthermore, our curriculum aims to:

2.1 Be ambitious, challenging and aspirational

- At Ridgewood School, our curriculum is designed to provide appropriate stretch and challenge for every learner. We believe that all students, regardless of their starting point or background, deserve access to a high-quality education that enables them to fulfil and exceed their potential.
- We offer a broad and balanced curriculum that includes academic and vocational pathways, ensuring that every student can follow a programme of study suited to their interests, strengths and future aspirations in KS3, 4 and 5.
- Teaching is based on high expectations, with staff using effective scaffolding while maintaining ambitious learning goals for all students. Our curriculum is knowledge-rich, carefully sequenced and builds deep understanding over time, enabling students to become increasingly independent learners.
- Staff continually develop their subject expertise and pedagogical knowledge to ensure that the curriculum remains current, relevant and engaging. Learning is sequenced so that knowledge and skills build progressively from Key Stage 3 through to Key Stage 4 and, where appropriate, Post-16 study. Opportunities for independent study, homework and enrichment reinforce classroom learning.

2.2 Be reading and literacy rich

- Reading and literacy are central to our curriculum. Students are regularly exposed to high-quality texts across all subject areas, enabling them to develop subject knowledge alongside increasingly sophisticated literacy skills.
- Explicit teaching of Tier 2 and Tier 3 vocabulary is embedded across the curriculum, helping students to develop confidence in both academic and subject-specific language.
- Reading strategies are used consistently across subjects to improve comprehension, fluency and critical thinking. Teachers activate prior knowledge, model effective reading approaches and support students in making connections between new and existing learning.
- Key vocabulary is carefully planned and revisited throughout the curriculum to promote long-term retention and confident application.

2.3 Be Inclusive by Design through quality first teaching

- Our curriculum is built on the principle that every student should be able to access high-quality learning. High-quality teaching is the most effective way of ensuring all learners make strong progress.
- We provide a broad curriculum for all students, adapting teaching where appropriate to meet individual needs while maintaining high expectations.
- Staff work closely with the SEND department and other support services to ensure appropriate provision for students with additional needs. Targeted interventions complement, rather than replace, high-quality classroom teaching.
- Teachers use assessment information, student profiles and individual support plans to ensure learning is inclusive, accessible and appropriately challenging.
- Where students need further support to access the curriculum, we provide swift intervention, for example: Lexonik Leap, Thinking Reading, handwriting intervention and Success@Arithmetic.

2.4 Build students' cultural capital

- We believe that education extends beyond the classroom. Our curriculum provides opportunities for students to broaden their experiences, develop cultural understanding and engage with the wider world.
- Students participate in themed curriculum events, literacy initiatives, educational visits, visiting speakers, careers education and enrichment activities that deepen learning and inspire future aspirations, for example, year 10 and 12 engage in a week-long work experience programme.
- Careers education is embedded throughout the curriculum, helping students understand future pathways and develop the knowledge and skills needed for further education, employment and training.
- A wide range of extracurricular activities enables students to develop confidence, leadership, creativity, teamwork and resilience for example: Dungeons and Dragons, Cheerleading, Axiom Maths, Minecraft Club, instrumental lessons, GCSE revision and the Duke of Edinburgh Award. More information can be found below:

[Ridgewood School - Enrichment](#)

[Ridgewood School - Duke of Edinburgh Award](#)

2.5 Develop the whole person

- We are committed to supporting students' personal development alongside their academic achievement.
- Our personal development programme includes assemblies, tutor activities, reading, wellbeing, safeguarding, citizenship, relationships education and careers education.
- Students are encouraged to develop leadership skills through opportunities such as the Student Council, ambassador roles and wider school responsibilities.
- We promote resilience, respect, responsibility and kindness, preparing students to become confident, responsible and active members of their communities.

Our Curriculum

The curriculum at Ridgewood School is designed to inspire, challenge and prepare students for life beyond school. We aim to develop successful learners, confident individuals and responsible citizens through a coherent curriculum that builds on prior learning and equips students with the knowledge, skills and character needed for future success.

Our curriculum will:

- lead to qualifications that support progression into further education, apprenticeships and employment;
- fulfil all statutory curriculum requirements;
- provide equality of opportunity and access for all students;
- prepare students to make informed choices at key transition points;
- develop curiosity, independence, critical thinking and resilience;
- provide a broad, balanced, relevant and ambitious curriculum;
- ensure progression and continuity across all key stages;
- promote respect, inclusion, diversity and understanding of different cultures, beliefs and communities;
- help students understand their role within modern Britain and the wider world;
- develop strong literacy, numeracy and digital skills across the curriculum;
- prepare students with the knowledge, skills and personal qualities needed to thrive in an ever-changing society.

3. Legislation and Guidance

3.1 This policy reflects the requirements for academies to provide a broad and balanced curriculum as

per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

3.2 This policy also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

4. Roles and Responsibilities

4.1 The Governing Body

The governing board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation. The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The academy is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, Science and (subject to providing the right to

withdraw) Religious Education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement.

- Proper provision is made for pupils with different abilities and needs, including children with Special Educational Needs and Disabilities (SEND).
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state.
- The academy implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- Pupils are provided with independent, impartial careers guidance, and that this is appropriately resourced.

4.2 Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the academy and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing board is advised on whole-academy targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND.

4.3 Other Staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. This includes members of the Senior Leadership Team with specific responsibilities of curriculum development, Heads of Departments and Pastoral Leaders.

5. Organisation and Planning

5.1 A summary of the curriculum structure for years 7 to 11 is shown below:

Curriculum Structure and GCSE Equivalence					
Year 7	Year 8	Year 9	Year 10	Year 11	GCSE Equivalent
English					2
Maths					1
Science					2/3*
PE (core)					-
Religious Education and PSHCE					-

Spanish		
History		
Geography		
ICT		
Art		
Performing Arts		
Music		
DT		
<u>Option subjects:</u> Spanish, History, Geography Art, Business Studies, Catering, Construction, PA, Dance, Engineering, RE, Performing Arts, RE, Health and Social Care, Creative iMedia, Computer Science, Music Tech, Sport, Travel and Tourism	Option 1	1
	Option 2	1
	Option 3	1
Total		8/9
*Separate Science and Trilogy		

5.2 The subject time allocation for each subject in each year is shown in the following data:

Key stage 3 - Years 7, 8 and 9.

All students in all years have access to the same broad and balanced curriculum at Key Stage 3. RE and PSHCE incorporates important lessons covering relationships and health education, health education, spiritual, moral, social and cultural development, British values, and careers guidance.

Currently years 7 and 8 students have the following number of periods per subject per fortnight, on a 2-week timetable.

Year 7 and Year 8

SUBJECT	PERIODS
English	6
Maths	8
Science	6
PE	4
Technology	2
Art	2
Drama	2
Music	2
ICT	2

Spanish	4
History	4
Geography	4
RE	2
PSHCE	2

Year 9

SUBJECT	PERIODS
English	8
Maths	6
Science	6
PE	4
Technology	2
Art	2
Drama	2
Music	2
ICT	2
Spanish	4
History	4
Geography	4
RE	2
PSHCE	2

Key stage 4

At Key Stage 4 the students continue to study the core subjects of English, Maths and Science as well as core PE, RE and PSHCE. In English the students study both Literature and Language whilst in Science students study either Separate Sciences or Science Trilogy.

Additionally, students select three option subjects.

SUBJECT	PERIODS
English	10
Maths	8
Science	10
PE	2
RE	2
PSHCE	2
Option 1	6
Option 2	6
Option 3	6
<u>Option subjects:</u> Spanish, History, Geography Art, Business Studies, Catering, Construction, PA, Dance, Engineering, RE, Performing Arts, RE, Health and Social Care, Creative iMedia, Computer Science, Music Tech, Sport, Travel and Tourism	

Key Stage 5

Ridgewood School, as part of Leger Education Trust offers a range of both vocational and traditional A Level courses to study in the sixth form. There are over 30 courses to choose from at Ridgewood sixth form, including a wide range of A level and Level 3 vocational courses which can be tailored to create a personalised study programme.

Most students will study three A level subjects over the course of Years 12 and 13 but studying four is possible. Students can choose to access a programme of pure linear A levels or Level 3 vocational courses, or they may opt to combine linear A levels with Level 3 vocational qualifications.

Students will be given personalised advice in their one-to-one course placement meeting, so they can make the right decisions about their most suitable pathway.

Personal Development lessons incorporate important lessons covering relationships and health education, health education, spiritual, moral, social and cultural development, British Values, and careers guidance including applications for university, apprenticeships and employment.

Year 12 and 13 Courses:

Academic A Levels		Vocational Qualifications
Art	Biology	Medical Applied Sciences (single, double and triple)
Chemistry	Computer Science	Business Studies
Economics	English Language	Criminology
English Literature	Further Maths	Health and Social Care (single)
Geography	History	Digital Media
Law	Maths	Performing Arts
Photography	Physics	Sport (single, double)
Politics	Psychology	Music Technology
Religious Studies	Sociology	Uniformed Services
Spanish		Child Development
		Dance

6. Inclusion

6.1 Teachers set high expectations for all pupils. They will use appropriate assessments to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)
- Pupils with mental health/attendance needs

6.2 Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject and ensure that there are no barriers to every pupil achieving.

6.3 Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

6.4 Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report. More information is also here:

[Ridgewood School - Special Education Needs and Disability](#)

6.5 Students struggling with attendance can receive support through the STAR centre.

7. Monitoring Arrangements

7.1 Governors monitor whether the academy is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through: a termly report from the Headteacher and regular visits to the school.

7.2 The Senior Leadership Team and Heads of Department monitor the way their subject is taught throughout the academy:

- An extensive programme of QA activities
- Performance Management
- Learning enquiry walks
- Work sampling
- Curriculum Reviews
- Regular informal drop-ins

7.3 Heads of Department also have responsibility for monitoring the way in which resources are stored and managed.

7.4 This policy will be reviewed every two years by the Headteacher. At every review, the policy will be shared with the full governing board.

8. Links with Other Policies

LET SEND Policy

Equality Objectives Policy

Feedback and Assessment Policy