

3. All together & Nurturing – Curriculum, Pastoral and Behaviour

Area of operation	What the Guidance says?	How we will implement it?
Attendance	<p>School attendance will therefore be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:</p> <ul style="list-style-type: none"> <li>• parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;</li> <li>• schools' responsibilities to record attendance and follow up absence</li> <li>• the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct</li> <li>• education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</li> </ul>	<ul style="list-style-type: none"> <li>• The Government and PHE have set out the ways in which it is safe for all pupils to return (section 2)</li> <li>• There is no reason why you should not send your child to school</li> <li>• <b>Only</b> those with clinical advice to continue to shield should contact school immediately</li> <li>• We need parents to support school in ensuring their child attends school</li> <li>• All our normal attendance routines will be followed</li> </ul>

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Behaviour	<p>Schools should consider updating their behavior policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour.</p> <p>The disciplinary powers that schools currently have, including exclusion, remain in place.</p>	<ul style="list-style-type: none"> <li>• We have updated an addendum for Covid 19 to our Behaviour for Learning policy</li> <li>• The focus will be on rewarding positive behaviours linked to our school rules of Ready, Respectful, Responsible and the values of the Rhyddings Way</li> <li>• The R system – R1=1<sup>st</sup> verbal reminder; R2=2<sup>nd</sup> verbal reminder; R3 repair/restoration</li> <li>• School still operates normal disciplinary sanctions</li> <li>• The full policy can be viewed on our website</li> </ul>
Curriculum	the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects	<ul style="list-style-type: none"> <li>• All our pupils will continue to receive a broad and balanced curriculum</li> </ul>
KS3 (Yr 7-9)	For pupils in year 7, it may be necessary to address gaps in English and maths by teaching essential knowledge and skills from the key stage 2 curriculum.	<ul style="list-style-type: none"> <li>• All pupils will be taught core subjects which include: English, Maths, Science, RE &amp; PE</li> <li>• All pupils will be taught Arts (music, art, drama), Humanities (History, Geography, PSHE/SRE), Technology, Computing</li> <li>• Their maybe a focus for some on additional literacy and numeracy</li> </ul>
Year 10		<ul style="list-style-type: none"> <li>• All pupils will be taught core subjects which include: English, Maths, Science, RE, PE, PSHE/SRE</li> <li>• All pupils will study 3 option subjects as part of our planned curriculum model</li> </ul>
Year 11	Schools may consider it appropriate to suspend some subjects for some pupils in	<ul style="list-style-type: none"> <li>• All pupils will be taught core subjects which include: English, Maths, Science, RE, PE, PSHE/SRE</li> </ul>

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	<p>exceptional circumstances. Schools should be able to show that this is in the best interests of these pupils</p> <p>it may be in the best interests of a year 11 pupil to discontinue an examined subject because the school judges that, for example, they would achieve significantly better in their remaining subjects as a result, especially in GCSE English and mathematics</p>	<ul style="list-style-type: none"> <li>• *Reduce the number of legacy options from 4 to 3</li> <li>• Additional focus on English and Maths</li> <li>• Additional time for remaining options</li> <li>• Additional time used for intervention and catch-up</li> </ul>
<p>Remote and home learning</p>	<p>Develop remote education so that it is integrated into school curriculum planning</p> <ul style="list-style-type: none"> <li>• remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</li> <li>• Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Implement the use of MS Teams platform across the school for all pupils</li> <li>• Use Teams to set homework and remote learning tasks in 'Assignments'</li> <li>• Provide daily live tutorials when remote learning</li> <li>• Provide live lessons remotely</li> <li>• Develop a blended curriculum (in school and remotely)</li> </ul>
<p>Blended Learning</p>	<p>Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching or in the case of a local lockdown</p>	<ul style="list-style-type: none"> <li>• Training and induction for all staff in the use of these technologies</li> <li>• Training and induction for all pupils in the use of these technologies</li> <li>• Home learning set via MS Teams assignments</li> <li>• Live daily tutorials for remote learning</li> <li>• Live or recorded lessons for remote learning</li> <li>• Face to face lessons in school</li> </ul>

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Pastoral support	The return to school allows social interaction with peers, carers and teachers, which benefits wellbeing.	<ul style="list-style-type: none"> <li>• Continent leaders continue to lead pastoral support across the school</li> <li>• House/year group support</li> <li>• Small group support</li> <li>• 1:1 support</li> <li>• Home: school contact</li> <li>• support the rebuilding of friendships and social engagement</li> <li>• address and equip pupils to respond to issues linked to coronavirus (COVID-19)</li> <li>• support pupils with approaches to improving their physical and mental wellbeing</li> <li>• provide external support where needed</li> </ul>
The School Day		<ul style="list-style-type: none"> <li>• school is operating a staggered start/finish time, as well as separate breaks and lunch times</li> <li>• the timing of the school day and lesson periods varies for each year group – <b>Please see the school day below</b></li> </ul>

\*We have already made changes to our curriculum to adopt the preferred Ofsted model of a 3 year KS 3 (year 7-9) and a 3 year KS4 (year 10 &11). Pupils moving into Year 10 have the core curriculum plus 3 option choices.

However, Year 11 are our legacy year from a 2yr KS3 and a 3 Yr KS4 and 2 years ago they made 4 option choices. This means they are studying a higher than national average number of GCSEs. We think with their proximity to exams in 2021 and with over a term of missed learning this is not in the best interests of our pupils to spread them so thinly and add additional pressures. We have therefore reduced an option allowing them to have a greater focus on the remaining curriculum, especially the basics of English and Maths, notwithstanding the limitations of keeping people safe from Covid.

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## The School Day

	8.45 am	9.00 am	9.15 am	9.30 am	9.45 am	10.00 am	10.15 am	10.30 am	10.45 am	11.00 am	11.15 am	11.30 am	11.45 am	12.00 pm	12.15 pm	12.30 pm	12.45 pm	1.00 pm	1.15 pm	1.30 pm	1.45 pm	2.00 pm	2.15 pm	2.30 pm	2.45 pm	3.00 pm	3.15 pm	3.30 pm
<b>Year 7</b>	Form	(60 mins)				Break	(60 mins)				(60 mins)			Lunch	(60 mins)				(60 mins)				Home					
<b>Year 8</b>	Form	(60 mins)				Break	(60 mins)				(60 mins)			Lunch	(60 mins)				(60 mins)				Home					
<b>Year 9</b>	Form	(60 mins)				Break	(60 mins)				(60 mins)			Lunch	(60 mins)				(60 mins)				Home					
<b>Year 10</b>	Form	(80 mins)				Break	(80 mins)				(80 mins)				Lunch	(60 mins)				Home								
<b>Year 11</b>	Form	(80 mins)				Break	(80 mins)				(80 mins)				Lunch	(60 mins)				Home								