



The Royal School

Wolverhampton

Curriculum 2025
Elevate: Life and Learning skills

Curriculum Concepts

Elevate

Intent

At The Royal School, our curriculum is designed to foster a lifelong love of learning and to nurture pupils who are confident, knowledgeable, and empathetic. Grounded in our school values —**Respect, Trust, Community, Initiative and Risk** — our intent is to provide a high-quality education where every child knows more, remembers more, and applies their knowledge confidently. Our curriculum is carefully sequenced to ensure concepts are introduced logically, with foundational knowledge underpinning more complex ideas. We prioritise knowledge and memory building through planned opportunities for retrieval, consolidation and progression. Pupils revisit key concepts frequently, supporting long-term retention and understanding.

We are committed to ensuring that all children immerse themselves in their learning. Through diverse representation and a focus on cultural capital, we encourage empathy, inclusion, and global citizenship. Every child, regardless of background or ability, is supported to meet ambitious expectations through adaptive teaching and inclusive strategies that promote challenge and achievement for all. Our curriculum is purposefully designed to engage, inspire and challenge, cultivating learners who are resilient, reflective, and equipped to thrive in modern society.

Implementation

To support staff in developing long-term, medium-term, and short-term curriculum and lesson planning, we have identified key curriculum concepts that underpin effective teaching and learning. Below is a summary of these concepts with brief explanations:

Sequencing & Progression: Curriculum content is thoughtfully ordered across and within year groups. Long- and medium-term plans ensure coherence, while individual lessons and 'The Royal Way' framework scaffold learning effectively. Subject leaders oversee sequencing to ensure continuity and progression. Proper sequencing ensures that foundational concepts are mastered before introducing more complex ideas, thereby building upon prior knowledge. This structured approach supports cumulative learning and prevents cognitive overload.

Adaptive teaching & Assessment: Effective assessment strategies include both **formative assessments** (ongoing checks for understanding during instruction) and **summative assessments** (evaluations at the end of instructional units). Aligning assessments with learning objectives ensures that they accurately measure intended outcomes. Pupil progress is regularly reviewed, with targeted interventions delivered as needed. Adaptive teaching ensures that instruction is responsive to the varying needs, abilities, and learning styles of students. This approach involves ongoing assessment, flexible grouping, live feedback, questioning, informal checks, and formal reviews. These are used to identify gaps and adapt teaching responsively to support and challenge. Effective adaptive teaching fosters inclusivity, helping all students to progress at their own pace while achieving high expectations.

Retrieval Practice & Interleaving: We embed retrieval throughout lessons using 'Think Backs', 'Do Now' activities at the start of lessons, low-stakes quizzes and working walls. These strategies reinforce prior learning and strengthen memory pathways, promoting deep understanding and knowledge fluency. Interleaving is an instructional strategy that alternates between different topics or skills within a single learning session. Unlike traditional blocked practice, where one topic is practiced extensively before moving to the next, interleaving mixes multiple topics, enhancing discrimination between concepts and improving retention. This approach challenges learners to continually retrieve and apply different information, strengthening memory and understanding.

Engagement: Engagement encompasses the strategies employed to capture and maintain students' attention, interest, and active participation in the learning process. High levels of engagement are associated with improved comprehension and retention. Techniques to enhance engagement include interactive activities, real-world applications, collaborative learning, and incorporating student interests into lessons. We hook learners through exciting experience days, curriculum-linked enrichment, and content pitched to meet and build upon pupils' current understanding. Strong relationships and positive learning behaviours ensure high levels of participation and enthusiasm.

Challenge & Aspiration: Challenge involves designing tasks and questions that stretch students' thinking and push them beyond their comfort zones. It is important to balance support and challenge to ensure all students are appropriately stimulated and motivated to progress. Tasks are designed to stretch thinking through resilience, modelling, scaffolding, and high expectations. Learners are encouraged to persevere, question deeply, and embrace productive struggle. Aspiration in the curriculum encourages students to develop a growth mindset. It involves exposing students to ambitious goals, inspiring role models, and future pathways that foster motivation and ambition. A curriculum that promotes aspiration helps students understand the value of perseverance and lifelong learning.

Context: Contextual learning connects curriculum content to real-world applications, making learning more meaningful and relevant for students. Providing context helps learners see the purpose behind what they are studying, whether through cross-curricular links, historical or cultural perspectives, or practical, real-world scenarios. This approach enhances engagement and retention.

Personal Development: Personal development in the curriculum focuses on fostering students' social, emotional, and character growth alongside academic learning. It includes promoting resilience, self-awareness, emotional intelligence, and a sense of responsibility. A well-rounded curriculum should encourage students to develop key life skills, confidence, and independence, preparing them for future challenges in education, work, and personal life.

In Senior School our curriculum is structured in learning cycles. Each cycle lasts for 7 weeks and includes at least one assessment followed by a review where re-teaching or stretch and challenge opportunities, tailored to the needs of the pupils can take place. There are 5 learning cycles per year.

Impact

The impact of our curriculum is measured not only in outcomes but in how pupils grow as learners and individuals. Pupils develop secure knowledge, transferable skills, and the confidence to apply their learning. They are engaged, resilient, and motivated, with the capacity to meet challenges and adapt to new contexts.

Progress is tracked over time through assessment data, lesson drop-ins, pupil voice, and work scrutiny. By integrating these concepts into curriculum planning The Royal intend to create structured, dynamic, and effective learning experiences that cater to the varied needs of our pupils. A well-designed curriculum ensures progression, engagement, and long-term success in learning. Our ambition is that all children leave The Royal School with the knowledge, behaviours, and attitudes to succeed academically, socially, and emotionally — prepared for the next stage of their education and life beyond.

How Elevate enables all students to thrive and achieve

How inclusive lessons have been planned
<ul style="list-style-type: none">- Lessons purposefully designed to be practical, accessible and engaging- Tasks broken down into manageable steps- Links to real-life scenarios- Multiple ways to access content- Use of modelling, group work and guided practice- Lessons and projects adapted to meet pupil interests
How an inclusive environment has been created
<ul style="list-style-type: none">- Smaller group sizes- A supportive and nurturing environment- Enabling pupils to feel safe to try, to take risks and to learn from mistakes- Personalised support offered- Collaborative work
How the curriculum has been considered for pupils with additional needs
<ul style="list-style-type: none">- Blending of literacy, numeracy, PSHE and life skills through project-based learning- Projects with a real-life purpose- Opportunities to develop practical communication and maths skills- Learning about organisation, teamwork and problem-solving- Curriculum will be adapted each year to reflect the interests of the group

Adaptive teaching strategies

How learners are supported with literacy
<ul style="list-style-type: none">• Reading and writing embedded in meaningful contexts• Reading timetables, job adverts, instructions and a range of other relevant texts• Writing emails, posters, application forms and range of other writing contexts• Writing is supported through word banks, sentence starts and modelled examples• Vocabulary is explicitly taught• Oral rehearsal encouraged to build confidence with writing
How learners are supported to retain vocabulary
<ul style="list-style-type: none">• Subject-specific and life-related vocabulary taught through repetition, retrieval activities and dual coding• Word banks, glossaries and visual displays support retention• Vocabulary embedded through a range of contexts• Time given to revisit and re-use key terms
How learners are supported with numeracy
<ul style="list-style-type: none">• Practical, relevant tasks such as calculating travel costs or managing a budget• Key concepts revisited through spaced practice and linked across projects
How learners are supported to develop conceptual understanding
<ul style="list-style-type: none">• Elevate helps learners to understand not just what to do – but <i>why</i> it matters• Tasks tied to real-life scenarios that make abstract concepts tangible• Pupils learn to evaluate, plan, problem solve and adapt• Focus on transferrable skills
How teaching is adapted for learners who struggle with attention
<ul style="list-style-type: none">• Lessons structured in short, focused chunks• Clear routines and high expectations• Projects are broken down into smaller milestones• Regular opportunities to move, reflect, or reset

- Clear task lists

How teaching is adapted for learners who struggle with change and transition

- Consistent adults
- Predictable routines
- Gradual transitions between topics

Elevate Curriculum Mapping – Year 9, 10 and 11

Elevate is a practical life skills course that aims to bridge the gap between traditional academic subjects and the essential life skills that young people need to succeed in independent living, employment and further education.

The course will focus on developing functional English and maths skills, while also providing students with opportunities to build practical life skills such as budgeting, job preparation and critical thinking. By integrating hands-on and real-life learning experiences and opportunities, we can equip students to navigate real-life challenges with confidence and competence. Students will also complete a reflection at the end of each learning cycle.

We aim for the course to prepare students for post-16 education, training and employment, develop independence, build essential soft skills, foster employability skills and offer real-world learning experiences. There will be 7 projects per year and these will be shaped for each cohort of students based on their interests and experiences.

Each project will take 5 weeks to complete and will build to towards a final project outcome. Elevate is taught 2 hours per week.

Year 9 – Building Foundations	Year 10 – Real-world application	Year 11 – Independence and Future readiness
<p>Projects include:</p> <p>Healthy living, well-being and fitness</p> <p>During this project, pupils will develop their understanding of how to live a healthy life, both physically and mentally.</p> <p>This will include designing a healthy meal and creating a final product.</p> <p>Work and careers introduction</p> <p>During this project, pupils will explore a range of different careers and will explore job applications and CV writing.</p> <p>Pupils will also have the chance to research roles that they may like to have in the future.</p>	<p>Projects include:</p> <p>Expressive arts</p> <p>During this project, pupils will have time to explore a range of expressive arts including music, art and drama.</p> <p>They will pursue a particular interest that they have e.g. a fashion focus that can include uplevelling clothes</p> <p>Community project</p> <p>During this project, pupils will learn about local charities and volunteering projects.</p> <p>We will aim to visit local charities and for guest speakers to visit us to explain about their work.</p> <p>Pupils will collaboratively design a school event to raise money for a charity of their choice.</p>	<p>Projects include:</p> <p>Independent travel and navigation</p> <p>During this project, pupils will plan an independent journey that will include choosing a destination, reading maps, checking timetables and planning an itinerary.</p> <p>Pupils will have the opportunity to use public transport during this project.</p> <p>First aid and personal safety</p> <p>During this project, pupils will access a first aid course that covers a range of basic skills.</p> <p>Pupils will also explore personal safety and how to keep safe as they become more independent and prepare for a post-16 world.</p>

Elevate Assessment – Year 9, 10 and 11

Elevate: Life and Learning Skills does not have its own formal assessment. At the end of each project, pupils will be given feedback linked to their reading, writing, maths and speaking skills depending on the project focus.

During Year 10 and 11, pupils can prepare and be entered for Functional Skills English and maths assessments – this will be decided on an individual basis linked to each pupils' progress in their English and maths GCSEs.