



THE
GRANGE
ACADEMY

ASPIRE FOR EXCELLENCE

Curriculum Policy 2024-2025

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What is the purpose of our curriculum? (Intent)

Our 'all-through' curriculum aims to deliver on our vision to 'Aspire for Excellence; we can, and we will'. We firmly believe that our students **can** and **will** succeed – as such, the curriculum offer aims to provide students with the skills, knowledge and experience to do so. To this end, we constantly strive to achieve the following in terms of our curriculum:

- Our curriculum is designed to inspire and engage all students, creating a thirst for learning;
- Our curriculum is designed to be coherent in its structure, ensuring key skills and knowledge are learnt, embedded and consolidated;
- Our curriculum is designed to expose students to challenging and difficult concepts, with the intention of creating independence and autonomy in their application of learning;
- Our curriculum is designed to prioritise reading, literacy and numeracy to allow students to cope with the demands of the 21st Century;
- Our curriculum is designed to empower and enrich students with an understanding of the world around them, to enable success in their futures both professionally, and personally;
- Our curriculum and its ambition is designed to help students **aspire for excellence**, understanding that they **can** and they **will** succeed in being life-long learners.

How will it be taught? (Implementation)

Through the **implementation** of our curriculum, we instil the values and skills of **ASPIRE**:

Achievement - We believe in all of our students and their ability to exceed their expectations. Central to this is the drive to create students that are committed, resilient and inspired through self-directed learning, actively acquiring and mastering, the **knowledge** and **skills** required for future success. **Lesson planning** is carefully considered and adapted to ensure student achievement is at the forefront in **activity design**.

This will ensure that all students are not only prepared for adult life but that they will also have a love for learning beyond school.

Support – We believe that highly successful students are also highly reflective. They learn from their mistakes and make changes as a result. Students are frequently **questioned** and **assessment for learning** takes place regularly to check student understanding and to facilitate the correct layers of support.

Students will receive **frequent feedback** and support from their teachers and act upon this feedback accordingly. In addition to this, students will support each other within the classroom to ensure they are highly effective learners.

Perseverance – We know that success comes from hard work, **high levels of engagement** and determination. We operate a ‘no excuses’ culture which requires all students to **‘think big’** and believe that they can achieve beyond what they even considered possible. This is why we promote **independent learning** as frequently as possible within lessons.

We expect students to demonstrate the qualities of grit, determination and confidence in everything they do so that when they are faced with a significant challenge, they have the confidence and skills to overcome it.

Integrity – We understand that successful learning works synonymously with a positive classroom climate. The application of our **behaviour for learning** policy is prioritised within our implementation of the curriculum. We are committed to developing lessons which place learning as the number one priority and reinforces the need to teach, model and coach both good conduct and social/life skills.

We believe that a strong ethos of achievement and good conduct comes from us all working together within a clear framework to ensure our students act with honesty, responsibly and with kindness. When students do so, they are **rewarded** and **praised** accordingly.

Respect – We understand that a key part of learning comes from the **excellent relationships** that are established between the students and the teacher. As such, we promote that our curriculum implementation is underpinned by **mutual respect** within the classroom. We expect students to respect everybody within the classroom; peers, support staff and their teacher, in order to create an exceptional learning environment that caters for all.

Enrichment - We acknowledge that the best learning can be developed further from outside the classroom, which is why we organise **enrichment opportunities** that work alongside our curriculum implementation.

We expect our teachers to provide, where possible, additional learning opportunities that provide children with a more rounded, **culturally rich education**.

Impact

In the Primary phase the impact of the curriculum is monitored through assessment, pupil and parent voice. Assessments are based on the content taught. Staff assess whether pupils have understood the year group expectations in that subject and to what extent they have been able to use the knowledge and apply the skills taught. Pupils who can independently demonstrate understanding with little support are assessed as working at the expected standard, pupils who can then apply the knowledge and use the skills in a wide range of contexts are assessed as working at Greater Depth, pupils who need a great support but with this support and scaffolding can demonstrate understanding are assessed as working towards the expected standard and pupils who have work altered and based on previous year group objectives are assessed as working below the expected standard. These pupils are usually on the SEND register or being assessed to understand their needs.

Curriculum Champions monitor the impact of the curriculum through looking at learning in books, lessons, through talking to pupils and staff and through analyzing assessments. Senior Leaders oversee the curriculum champions so that any CPD required can be identified and provided to appropriate or all staff.

In the Secondary phase the impact of the curriculum is also monitored through assessment, which are cumulative in nature and test the knowledge of the content taught to date. All students in each year group are assessed through both classwork and formal assessments, which are communicated to parents twice throughout the year. This communication includes a Grade Card containing the grade or level achieved in the relevant assessment and the level of progress towards their milestone target. Additionally, a behavior and effort grade for each subject is awarded. There is a further opportunity for all parents to meet with school teachers at Progress Evenings.

Through a quality assurance review process, subject/faculty leaders monitor the impact of the curriculum through regular meeting cycles other schools in the Trust, their team and SLT, book scrutiny, lesson observations and through talking to students and staff to monitor appropriateness and rigour of assessments. CPD requirements are identified and put in place for all staff.

Opportunities for all

The Grange Academy has high expectations for all students and a commitment to Aspire for Excellence. We provide a broad and balanced curriculum which fulfils the requirements of the National Curriculum and enables students to realise their full potential through the provision of personalised curriculum pathways.

From Nursery to Year 6, every student's achievement is continually assessed in all subjects. Progress and attainment is evaluated and reported to parents in the form of 1:1 meetings twice a year and through an end of year report to parents. Regular meetings take place with parents for learner's of concern. Pupil progress is discussed each half term. Statutory assessments take place in Reception, Year 1 (phonics), Year 2 and Year 6.

From years 7 to 11, every student's achievement is continually assessed and at the end of each phase of assessments, their progress and attainment is evaluated and reviewed with a Grade Card being sent to parents and carers. Every child will begin their GCSE courses in Year 9 and complete them over three years, being examined in year 11.

If a student is keen and enthusiastic about music and would like to learn to play a musical instrument, the school will offer this provision which will be timetabled during the school day. If this opportunity is taken, please be aware that the school would appreciate your support in ensuring that 100% of the peripatetic lessons are attended and that your child will be expected to perform, with others, at a variety of school events.

Objectives:

Objectives that relate to the curriculum aims of The Grange Academy are:

1. That students should become aware of their abilities, thus develop them to their maximum potential.
2. That students should be aware of the needs of the community and be prepared to contribute fully to the life of the community.
3. That all students should be offered a curriculum that has breadth and depth. It must be tailored to each student and satisfy their requirements.
4. That students who leave The Grange Academy should be articulate, literate and numerate, and have lively, enquiring, independent minds.
5. That students who leave The Grange Academy should:
 - Be inspired and engaged, with a thirst for learning;
 - Have an array of key skills and knowledge that are embedded across a range of subject areas;
 - Be independent and have autonomy in their application of learning;

- Demonstrate strength in reading, literacy and numeracy to allow students to cope with the demands of the 21st Century;
- Be empowered and enriched, to enable success in their futures both professionally, and personally;
- Understand that they **can** and they **will** succeed in being life-long learners.

Curriculum Model:

The present model in primary is mostly based on a one week, 25-hour timetable. Some year groups follow a 2-week cycle due to PPA lessons. In EYFS continuous provision is used alongside focused teaching inputs.

The present model in secondary is based on a two week, 50 one-hour lesson timetable.

EYFS:

EYFS at The Grange starts at the age of 3 with Nursery provision. Pupils begin Nursery the term after they turn 3 years old. Some pupils attend for 30 hours a week whilst others 15 hours. The Curriculum is theme based but is also responsive to the children's interests. Learning and topics are both teacher designed and child initiated. Discrete phonics and number is taught daily. Read Write Inc and Letters and Sounds schemes are used to deliver phonics. Opportunities are provided in all EYFS areas of learning and are continually assessed. Assessments are reported to parents daily through an online assessment tool (currently Tapestry). Parents contribute to assessments by sharing home learning activities with staff. Maths is taught with a focus on a number a week and through shape space and measure activities.

Key Stage 1:

Year 1 and 2 follow the National Curriculum. Topics are designed using Concepts as a theme e.g care, hope, courage. These link the subjects together. A text base approach is used in English. Investigation, reasoning and discussion are key elements to the curriculum as is a real reason to learn. Topics all have an aim and a link to the world around the pupils e.g a visit to the local area, a shared learning experience with another class, a presentation to parents or the local old people's home. Phonics is taught as a discrete lesson each day. Read Write Inc and Letters and Sounds are used to deliver phonics. Lessons length varies from 30 minutes to 1 hour and include Maths, English, Phonics, Science, Geography, History, PE, Music, Computing, Art, DT, SMSC, Arithmetic, SPaG, RE, MfL, Vocabulary and class reading

Key Stage 2:

Years 3 to 6 follow the National Curriculum. Topics are designed using Concepts as a theme e.g care, hope, courage. These link the subjects together. A text base approach is used in English. Investigation, reasoning and discussion are key elements to the curriculum as is a real reason to learn. Topics all have an aim and a link to the world around the pupils e.g a visit to the local area, a shared learning experience with another class, a presentation to parents or the local old people's home. Reading for comprehension is taught and a range of scheme books are used depending on the ability and need of pupils. In Years 5 and 6 pupils use Accelerated Reader. Pupils are prepared for tests by learning test techniques so that they understand how to tackle questions. We test pupils using NFER and SATs based tests. Lessons range in length from 30minutes to 1 hour and include Maths, English, Phonics, Science, Geography, History, PE, Music, Computing, Art, DT, SMSC, Arithmetic, SPaG, RE, MfL, vocabulary and class reading.

Key Stage 3:

Key Stage 3 (Year 7, 8 and 9) is a very challenging yet enjoyable phase in our students' school career. Your child will be prepared, academically and socially during this time to enable them to achieve their potential in their GCSE years and beyond. We will build upon and further develop skills of literacy, numeracy, analysis and evaluation to create students who are independent and can approach their studies with creativity and originality. The below tables indicates the range of subject taught and the number of periods and percentage time allocated to each subject over a 2 week timetable.

Year 7	English	Maths	Science	MFL	Geog	Hist	RS	PE	Comp	DT	Art	Music		Drama	PD	Total
Periods	8	9	6	4	4	4	1	4	2	2	2	2		1	1	50
% Time	16	18	12	8	8	8	2	8	4	4	4	4		2	2	100
Year 8	English	Maths	Science	MFL	Geog	Hist	RS	PE	Comp	DT	Art	Music		Drama	PD	Total
Periods	8	8	7	4	4	4	1	4	2	2	2	2		1	1	50
% Time	16	16	14	8	8	8	2	8	4	4	4	4		2	2	100
Year 9	English	Maths	Science	MFL	Geog	Hist	RS	PE	Comp	DT	PA	Art		PD	Total	
Periods	8	8	9	4	4	4	1	4	2	2	2	1		1	50	
% Time	16	16	18	8	8	8	2	8	4	4	4	2		2	100	

Student Setting:

In year 7, students will remain in their mixed ability form groups when beginning their journey at The Grange Academy. This is to further support their transition into the secondary phase.

In years 8 and 9, students are placed into sets according to performance and progress at KS2 and in assessments. There are three formal assessment points within the year which allow for this.

The required completion of linear GCSE examinations means that progress and attainment during KS3 is fundamental to achievement in year 11. Subject Leaders and class teachers provide a challenging curriculum in every subject that prepares students with the knowledge, understanding and skills of how to learn and also the skills which are needed for the future.

Primary transition involves close liaison between Ms McPartland (Vice Principal), Mr Hutton (Key Stage 3 Achievement) and primary school teachers. This enables early identification of individual needs in order to maintain academic momentum, thus ensuring a smooth, yet challenging start in secondary school.

At The Grange Academy, using KS2 SATs results, we have our own target setting methodology that sets accurate and challenging 'Targets' we hope that not only do students achieve their target grade but they achieve much more. Target grades may be reviewed if a student achieves their grade to ensure further stretch and challenge.

Key Stage 4:

Year 10 options subjects/lesson number:

Year 10	Lang & Lit	Maths	Science x 2	PE	Opt 1	Opt 2	Opt 3	PD	Total
Periods	9	10	10	2	6	6	6	1	50
% Time	18	20	20	4	12	12	12	2	100

Option Choices: 3D Design, GCSE Art, GCSE Citizenship, Business Studies, Music Child Development, GCSE History, GCSE Geography, GCSE Spanish, GCSE Photography, Child Development, Information Technology, Health and Social Care, Catering, Sports Studies, GCSE Biology, GCSE Chemistry, GCSE Chemistry

Year 11 options subjects/lesson number:

Year 10	Lang & Lit	Maths	Science x 2	PE	Opt 1	Opt 2	Opt 3	Opt 4	PD	Total
Periods	9	9	9	2	5	5	5	5	1	50
% Time	18	18	18	4	10	10	10	10	2	100

Option Choices: BTEC Performing Arts, Business Studies, Catering, Music, GCSE Art & Design, GCSE History, GCSE Geography, GCSE Photography, GCSE Spanish, Child Development, Information Technology, Sports Science, GCSE Biology, GCSE Chemistry, GCSE Chemistry

Option opportunities:

There are two curriculum pathways that run in years 10 and 11, the Baccalaureate Pathway and the Creative Pathway.

Baccalaureate Pathway

This will enable students to achieve the English Baccalaureate (Ebacc) qualification. A student must attain Grades 4 or 5 and above in either English Language or Literature, Maths, 2 x Science, French or Spanish and History or Geography to achieve the Ebacc.

- English Language
- English Literature
- Mathematics
- Science Trilogy (2 GCSEs) or Separate Science (Biology, Chemistry & Physics)
- History or Geography
- French or Spanish
- 2 other option subjects (1 option for current year 10)
- Physical Education
- Students will also continue to follow our SMSC programme which includes Religious Studies and Careers

Creative Pathway

Students will study the following courses during Years 9 – 11.

- English Language
- English Literature
- Mathematics
- Science: Double Award (2 GCSEs)
- Physical Education* (Course choices will be in consultation with PE Staff)
- 4 other options subjects (3 for current year 10)
- Students will also continue to follow our SMSC programme which includes Religious Studies and Careers

