



THE
GRANGE
ACADEMY

ASPIRE FOR EXCELLENCE

Curriculum Policy 2021-2022

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Academy Link: Miss M Kenneway



What is the purpose of our curriculum? (Intent)

Our 'all-through' curriculum is designed to meet the needs of students from the ages 3-16 to ensure we create well-rounded students that are fully prepared for life beyond The Grange Academy. The National Curriculum is covered and students gain key knowledge, skills and understanding across all the phases. We match our curriculum to the abilities, interests and aspirations of our students, to give every student the opportunity to aspire for excellence. We value the contribution that creative, practical and vocational learning brings to a child's development alongside the traditional academic subjects. Our aim is to create well-rounded students that are fully prepared for their life beyond The Grange Academy and improves social mobility.

How will it be taught? (Implementation)

Through our unique PACE Curriculum students will be given the opportunity to express their knowledge, skills and understanding through Participation, Application, Communication & Exploration. The PACE framework;

Participation	Engagement in the lesson. Good attitude to learning. Pupils playing an active role in their learning. Development of speaking and listening skills. Team work. Perseverance.
Examples: cold calling, lollipop sticks, raffle tickets, challenges on board at start of lesson, valuing opinions of others, active reading together, competitions, challenges, pair work, group work, lead learners, sharing ideas and completion of classwork and homework.	

Application

Demonstrate learning through written and verbal responses.
Applying key knowledge and linking ideas.
Applying skills and knowledge across a range of subjects.
Linking learning to real life experiences.

Examples: Work in books / folder, portfolios of evidence, making a song or rap, creating a performance, debating, reading stories, reading to others, make a book, competitions, letter writing and emails or letter to famous or important people.

Communication

Presentation of self and work.
Use of voice - tone, volume, pitch.
Management of self.
Adapt behaviour for different roles.
Use more complex vocabulary.
Listening attentively.
Expressing opinions, emotions and ideas.

Examples: talking partners, speaking and listening, answering questions in class, social situations and role play, turn taking, the art of conversation, different reasons and styles of communication, standard and non-standard English, body language, eye contact, use SHAPE when speaking.

Exploration

Investigating ideas and knowledge.
Thinking independently.
Questioning and source analysis.
Research and interpretation of data, knowledge and content taught.
Create, problem solve, analyse, evaluate, be inquisitive.

Examples: Science experiments, source analysis in history, creation of ideas in art, music and drama, exploring issues in society, trying new activities, getting things wrong, engaging in careers experiences and using technology.

How do we ensure students are making progress (Impact)

In the Primary phase the impact of the curriculum is monitored through assessment, pupil and parent voice. Assessments are based on the key knowledge 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 key 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 greater amount of support, but with this support and scaffolding, can demonstrate understanding are assessed as working towards the expected standard. Pupils who have work heavily differentiated / amended, and work 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, lesson visits, through pupil interviews, staff meetings and through analysis of assessments. Senior Leaders oversee the curriculum champions so that any CPD required can be identified and provided to appropriate or all staff. Staff use connect activities; that focus on recall and retrieval, mini quizzes and external assessments to monitor the impact of the curriculum.

In the Secondary phase the impact of the curriculum is monitored through regular Mini Assessment Points (MAPs), connect activities; that focus on recall and retrieval, low stakes quizzes and formal mock examinations at KS4. All students in each year group are assessed through both classwork and formal assessments, which are communicated to parents throughout the year. This communication includes a Grade Card containing the description of progress and level of attainment in relation to the key knowledge in that subject. Additionally, a behavior and attitude to learning grade for each subject is awarded. There is a further opportunity for all parents to meet with school teachers at Progress Evenings.

Through a robust quality assurance process, senior leaders, curriculum champions and subject leaders monitor the impact of the curriculum through regular meetings, working with other schools in the Wade Deacon Trust. Book scrutinies, 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.

Curriculum Overview 2021 - 2022

Opportunities for all

The Grange Academy has high expectations for all students and a commitment to our motto of '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.

In the primary phase from Nursery to Year 6, every students' achievement is continually assessed in all subjects. Progress and attainment are 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 who child(ren) are causing a concern. Pupil progress is discussed each half term. Statutory assessments take place in Reception, Year 1(Phonics), Year 2, Year 4 (multiplication check) and Year 6.

In the secondary phase from Years 7 to 11, every students' achievement is continually assessed and 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 10 and complete them over two 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.

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, literacy and number are taught daily. Read Write Inc and Letters and Sounds

schemes and approaches 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. Mathematics is taught with a focus on a number a week and through shape, space and measure activities. The curriculum is linked to the new EYFS curriculum which will be implemented fully from September 2021. The school was an early adopter school in 2020-21.

Key Stage 1:

Year 1 and 2 follow the National Curriculum. The curriculum content and key knowledge is designed to enable links to be made across the curriculum. 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. The contents of the curriculum 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. The main reading scheme used is Oxford Reading Tree but it is supplemented with other books to provide depth and breath. Maths is taught using the Power Maths Scheme. This encourages problem solving, discussion and reasoning. 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. The curriculum content and key knowledge is designed to link subjects across the curriculum. 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. Maths is taught using the Power Maths Scheme. This encourages problem solving, discussion and reasoning. 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 key knowledge and further develop skills of literacy, numeracy, analysis and evaluation to create students who are independent and can approach their studies with confidence. The below tables indicates the range of subjects 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	PE	Comp	DT	Art	Music	Drama	RE	Total
Periods	8	8	6	4	4	4	4	2	2	2	2	2	2	50
% Time	16	16	12	8	8	8	8	4	4	4	4	4	4	100
Year 8	English	Maths	Science	MFL	Geog	Hist	PE	Comp	DT	Art	Music	Drama	RE	Total
Periods	8	8	6	4	4	4	4	2	2	2	2	2	2	50
% Time	16	16	12	8	8	8	8	4	4	4	4	4	4	100
Year 9	English	Maths	Science	MFL	Geog	Hist	PE	Comp	DT	Art	Performing Arts	RE	Total	
Periods	8	8	9	4	4	4	4	2	2	1	3	1	50	
% Time	16	16	18	8	8	8	8	4	4	2	6	2	100	

Student Setting:

In Years 7, 8 & 9 students may be placed into sets according to performance and progress at KS2 and in their assessments and progress towards the end of year targets.

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 key knowledge, understanding and skills of what should be learnt and the skills to demonstrate the key knowledge.

Primary transition involves close liaison between Ms McPartland (Associate Principal), Mr Beavon (Assistant Associate Principal) 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 this target, 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:

Option opportunities:

There are two curriculum pathways that students can follow in Years 10 and 11, the English Baccalaureate Pathway and the Creative Pathway.

All students have the entitlement to choose the highly academic Ebacc Pathway. This pathway will enable students to achieve the English Baccalaureate (Ebacc) suite of subjects. A student must attain Grades 4 or 5 and above in either English Language or Literature, Maths, 2 x Science(s), French or Spanish and History or Geography to achieve the Ebacc.

Current option choices include;

- English Language
- English Literature
- Mathematics
- Science Trilogy (2 GCSEs) or Separate Science (Biology, Chemistry & Physics)
- History and / or Geography
- French or Spanish
- Option subject(s)
- Physical Education (there are 3 different routes to follow)
- Personal Development programme which includes Religious Studies and Careers

There is a range of subjects students can choose for their GCSE option(s)*;

History, Geography, French, Spanish, Separate Science (Biology, Chemistry and Physics), Art & Design, 3D Design, Photography **(10 GCSEs)** / Hospitality and Catering, Child Development, Drama, Music, Sports Studies, Animal Care and Creative I-Media **(7 Equivalent Qualifications)**

* Please Note: the selection of courses may change owing to new developments in qualifications over time.

Time allocations:

Allocation for subjects within individual year groups (in hours) is as follows:

Key Stage 4:

Year 9 & 10 curriculum time:

Subjects	Lang & Lit	Maths	Science(s)	PE	Opt 1	Opt 2	Opt 3	Personal Development	Total
Periods	9	9	9	4	6	6	6	1	50
% Time	18	18	18	8	12	12	12	2	100

Please see options booklet on the school website for further information regarding options.