

Whole School

Curriculum Policy



Whole School Intent

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The intent for our curriculum is simple– **we want our pupils to know more and remember more**. This allows our pupils to achieve any ambition they may have and lead a life brimming with success, happiness and fulfilment.

Our pupils develop the **biggest breadth of knowledge possible**. From the life span of a stegosaurus to the history of football from making a Greek salad to cooking with basic rations, from orienteering to yoga- our pupils know it all! The huge amount of content is chosen carefully by our skilled subject leaders to ensure that pupils learn about the most exciting, the most interesting, the most surprising and critically the most relevant content that will enrich their life and inspire a love of learning.

However, in order to learn about such a vast array of topics it is vital that this is supported by a **deep understanding of skills needed to become experts** within these subject areas. You cannot become a historian without being able to use chronology, you cannot become a scientist without being able to observe and you can’t become a philosopher if you can’t question! Therefore pupils develop a very specific set of skills in each subject area that allow them to become the geologists, composers, poets, sportspeople, mathematicians and all round great citizens of the future!

We value deeply the community we live in and we love the fact that we have a hugely diverse range of backgrounds, cultures and values right on our doorstep! We have designed our curriculum specifically to ensure that we utilise all that our wonderful community can give us and what we can give back in return– **our pupils, our community, our curriculum, to live our best lives.**









**Our overarching goals within the curriculum are to:**

 Give our pupils a vast array of curriculum knowledge to apply and develop their subject specific skills within

 Ensure that culturally and community relevant content is addressed to support our pupil’s real life experiences outside of school life

 Opportunities are given to enrich the curriculum through the carefully selected and sequential cultural capital offer

 Ensure our pupils are fully equipped to live and successful and happy citizens both inside and outside of school and develop the necessary skills to be take the next step in life, whatever that may be





**Medium Term Curriculum Intent**

The Grange “Know and Remember” curriculum allows for subject specific skills to be built upon as a spiral curriculum. The Grange curriculum is split into 2 halves.

**Remember More**

These skills are taken from the “Remember more” curriculum with targets set linked to that skill. The remember more curriculum is a rolling plan with skills returned to each year to build upon prior learning. A skill is developed either termly or half termly. The skill being developed in each subject is the same across school to allow for greater cultural capital opportunities.

**Know More**

The knowing more curriculum is the vast amount of content that the pupils learn during the time at Grange school, the content is chosen by subject leaders in line with the national curriculum and content seemed relevant for our pupils. The skills learnt in the remember more curriculum is then applied to the new content each term. Modules are delivered termly or half termly.





**In Service Training**

Grange actively encourages staff to keep their continuing professional development up to date within the curriculum. This is done, by enabling staff to attend high quality in-service training, in all aspects of the curriculum. The training needs of staff in the various aspects of the subject are monitored, reviewed and addressed through the performance management process, as part of their own continued professional development, and in line with the School Improvement Plan.

**Equal Opportunities:**

The Grange curriculum will provide equality of access and opportunity within curricular time by offering a broad and balanced programme of study.

In planning the programme of study, individual needs of students in relation to culture, gender, age and ability will be taken into account through appropriate groupings for respective activities as well as the curriculum content.

A variety of teaching styles and strategies will be utilised by members of staff, crossing the stereotypical boundaries and differentiating the curriculum on offer to make it accessible to the wide group of pupils at Grange school.

This policy should be read in conjunction with the Equal Opportunities Policy, the S.E.N. Policy and all other policies.

Implementation

**How will we assure that subjects are implemented in line with the curriculum intent?**

Leaders conduct a variety of quality assurance activities including:

* Oversee the ordering of resources.
* Liaise with SLT to monitor and evaluate the curriculum and to work with Parents and Governors.
* Marking moderation.
* Deep dive book looks.
* Formal lesson observations.
* Advise and support other teachers and staff in developing subjects across school.

* Provision of a broad variety of CPD.
* Clear expectations of the subject outlined within the policy.
* Planning moderation.
* Learning walks.



**Rationale for choice of theme:**

The themes chosen to deliver the Science curriculum were carefully selected using the National curriculum whilst ensuring a Thematic curriculum could be adopted across school. Our collaborative cross-curricular planning is closely referenced to the National Curriculum to ensure coverage, progression in knowledge, understanding and skills for all age ranges. This Thematic approach allows the pupils the opportunities to work in more depth, giving them the time, they need to consolidate, transfer and apply their knowledge, skills and understanding across the curriculum.

**How is the subject implemented within different access groups?**

Content coverage within the curriculum is taught in line with the KS1, KS2 and KS3 national curriculum and differentiated to suit the context of the school.

Each key stage follows its own Thematic rolling curriculum.

KS1 – 2 year rolling plan

KS2 – 4 year rolling plan

KS3 Structured – 3 Year rolling plan

KS3 Independent – 3 year rolling plan

Using the progression

Pupils working between AL01 – AL03 are set a minimum of 2 targets per year.

Pupils working between AL04-AL12 are set a minimum of 3 targets per year.

One lesson is 45 minutes

The evidence recorded ranges from photos taken on the Seesaw application on the iPad to written work, with annotation slips use in relation with the Assessment, Marking and Feedback policy. Targets will be shared with the students at the beginning of the module and their next steps will be recorded and shared with the students when appropriate.









**Health and Safety**

All resources relate to Geography comply with Health and Safety standards and undergo regular checking by suitably qualified agencies. The Geography coordinator will be responsible for appropriately risk assessing all activities. All educational visits outside school comply with relevant Health and Safety Policies of the school. All staff must complete a full risk assessment before undertaking any off-site activity.





Impact

**Why do we collect data?**

**At Grange it is important that data is intended to:**

* **Align with individual developmental levels through the setting of meaningful and appropriate targets.**
* **Benefit the student in terms of the pride they take in their progress. Data is used in a celebratory and positive way, which enriches the students learning journey.**
* **Be helpful, user friendly and time efficient for teachers.**
* **Personalised and differentiated; assessment looks different within each access group and is tailored to a variety of needs.**
* **Formative and dynamic and summative and reflective.**
* **Facilitate appropriate and timely interventions.**

**Reportable: Parents and students understand strengths as well as focus areas**.





**Medium Term Data Collection**

Pupils are ‘base lined’ during the first half term they start at Grange; classroom monitor is utilised throughout key stages and data is collected via termly targets appropriate to each student. In structured groups, students will work towards one AL target per term they are being taught Geography.

If a target is not achieved within a term the same target may be set again (if appropriate). Within independent classes students work toward one target per term. All targets are displayed within their books/files.

Parents are invited to target setting meetings twice a year and results are sent via termly reports. Analysis of assessment data is used to set termly curriculum targets and annually to create whole school targets included within the SIP. Progress files track long-term progress and evidence a 5-year learning journey. The progress of pupil premium/disadvantaged students is closely monitored through an additional tracking sheet which clearly outlines personalised intervention initiatives.

**How are we utilising data so that it has an impact (interventions)?**

* **Teachers are very discreet in their use of interventions which are often mutually agreed upon; staff and students share their learning goals.**
* **Pupil progress interventions are put in place termly following analysis of the data.**
* **Curriculum leaders work closely with teaching staff and adopt a collaborative approach to sharing best practice.**
* **Teaching staff and curriculum leaders tailor individualised bespoke intervention packages, creating resources and learning opportunities tailored to specific needs.**
* **An open-door policy means that teachers can observe good practice across the school thus enriching pedagogy.**
* **If data highlights any systemic issues, leaders will utilise information to inform wider interventions (staff training, SIP targets.)**



