

# The Grange School Curriculum Policy



THE GRANGE  
SCHOOL

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## **REVIEW DATES AND APPROVAL**

To ensure the effectiveness of the policy, it will be closely monitored and will be formally reviewed and revised in light of any legislative or organisational changes.

This policy is reviewed by the Education Committee and then approved by the Full Board of Governors (including the Chair of Governors and the Head(s)).

**Last reviewed: September 2023**

**Next review: September 2024**

**Persons responsible for review: Deputy Heads (Academic)**

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## Curriculum Policy

The policy below is articulated in two sections, specifically to address:

- A. The purpose of our curriculum:** what we aim to achieve through the organisation of our curriculum
  - B. Curriculum organisation:** a summary explanation of the elements of our curriculum
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### A. The purpose of our curriculum

Everything we do in school is part of our curriculum. Pupils learn from their studies, their involvement in activities outside the classroom, their relationships with their peers and their teachers, their successes and their mistakes. Our curriculum is all-embracing and holistic. We structure it to include our enrichment programme and our pastoral care.

All staff, regardless of role, contribute to the development and wellbeing of our pupils. Moreover, we promote our articulated values on a day-to-day basis in the everyday interactions, both formal and informal, that we have with the children, one another, our parents and the wider community. In these interactions we promote mutual trust and respect.

In the context of this document, however, the word curriculum is a reference to our academic programme.

Our purpose at The Grange School is to provide a pupil-centred curriculum working in combination with an extensive enrichment programme, so that all pupils will leave the school equipped with a wide range of qualifications, knowledge (including self-knowledge), attitudes (including self-esteem and confidence), skills and abilities in readiness for the adult world. The curriculum is designed throughout to be both broad and flexible, enabling all pupils to benefit from a full, balanced education that puts the pupil's wellbeing first.

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## B. Curriculum organisation

### Junior School

In the Junior School, the academic programme is delivered over a 5-day timetable. The proportion of time allocated to each subject is detailed in Appendix A.

Personal, Social, Health and Economic Education at the Junior School occurs in a number of different contexts and involves a range of experiences which include, but are not limited to: timetabled PSHE Education; whole school assemblies; class assemblies; day-to-day pastoral care (particularly with Form Teachers and Key Stage Leaders); enrichment activities; off-site visits; visiting speakers. Responsibility for leading and developing PSHE rests with a designated PSHE lead.

In accordance with statutory requirements (2020) Relationships and Sex Education (RSE) is taught through PSHE and Science.

The progress of Junior School pupils is tracked through a combination of formative and summative methods. All summative assessments are delivered using the GL Assessment platform, which provide standardised scores from which it is possible to track development.

#### i. Reception (Early Years Foundation Stage)

Pupils in Reception follow the Early Years Foundation Stage Curriculum, which creates the opportunity to learn and develop through planned adult-initiated and child-initiated activities based around the seven areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Literacy
- Physical Development
- Mathematics
- Understanding the World
- Expressive Arts and Design

Subject specialist lessons in French, Music and Music/Movement also form part of our EYFS curriculum.

## ii. Years 1 and 2 (Key Stage 1)

As pupils move into Year 1, staff are mindful of the transition from the EYFS curriculum and initially some of the EYFS practices are maintained. Whilst there is emphasis on the core curriculum of Mathematics and English, a full range of subjects is taught including; Music, French, DT, Art and Games. Creative learning is also introduced covering an enriching array of themes that extend beyond the National Curriculum.

In Reception, Year 1 and Year 2, age-appropriate homework tasks are set and managed weekly through 'Seesaw'. All tasks set are purposeful, engaging and aligned with learning in school and the National Curriculum.

## iii. Years 3 to 6 (Key Stage 2)

As pupils move into Key Stage 2, there is a gradual progression into a more independent style of learning. In addition, Games and Swimming both begin in Year 3, and there are increasing opportunities for pupil involvement in enrichment activities. Formal class teaching continues with increasing movement of classes to accommodate specialist teaching in specific learning environments.

In Years 3 to 6, age-appropriate homework tasks are set and managed weekly through 'Firefly'. All tasks set are purposeful, engaging and aligned with learning in school and the National Curriculum.

## Senior School

In the Senior School, the academic programme is delivered over a 10-day timetable, with 8 periods per day. The number of lessons allocated to each subject is detailed in Appendix B.

All pupils in Years 7 to 11 attend timetabled lessons in: Personal, Social, Health and Economic Education (PSHEE); Physical Education (Statutory); Games. Responsibility for leading and developing each of these areas of our curriculum rests with a designated subject lead.

The progress of Senior School pupils is tracked by comparing the results of termly subject specific assessments against CAT4 'If Challenged' GCSE indicators.

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In the Senior School, all homework tasks are set and managed via 'Firefly'. All tasks are purposeful and engaging. A 'Homework Timetable' is published at the start of each academic year.

## iv. Years 7 to 9 (Key Stage 3)

Pupils study a wide range of subjects so that they are provided with every opportunity to discover their strengths and interests for future study. Broadly speaking, the time provided to all subjects through KS3 is equal, with the exception of English and Maths.

The school does not enter pupils for Key Stage 3 tests.

All subjects start GCSE standard teaching in Year 9. This ranges from starting the GCSE course (e.g., History) to building GCSE skills (e.g., Art).

In addition, pupils in Year 8 and 9 are presented with an opportunity to engage in independent academic research by opting to take part in the annual 'Head's Award'.

The Grange School endeavours to ensure, where practicable, that the maximum class size in Key Stage 3 is 26.

## v. Years 10 and 11 (Key Stage 4)

Our GCSE option system is designed to be flexible. The core curriculum comprises of pupils studying 9 GCSEs in total: 3 compulsory subjects (iGCSE English Language, iGCSE English Literature, iGCSE Mathematics) plus 6 optional subjects.

The only requirement is that pupils must include at least one of the three Sciences in their six optional GCSEs. In addition, pupils are encouraged to take one language. This not only provides a balanced curriculum to the age of sixteen, it also allows each pupil to play to their strengths. The optional GCSE subjects currently offered are:

3D Design	Computer Science	Graphic Design	Physics
Art	Drama	History	Religious Studies
Biology	French	Latin	Spanish
Business	Geography	Music	Textiles
Chemistry	German	Physical Education (Academic)	

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In addition, our most able mathematicians are offered the opportunity to take the Level 2 Further Mathematics qualification at the end of Year 11.

The Grange School endeavours to ensure, where practicable, that the maximum class size for GCSE option subjects is 24.

## vi. The Sixth Form (Key Stage 5)

The Sixth Form curriculum is broad and allows students a wide choice of A Levels (see table below). The majority of students study 3 A Levels. Some students study 4 subjects, usually including Further Mathematics. If a student selects three A Levels, they can also opt to take one additional qualification from a selection of options: AS Drama, AS Maths, Extended Project Qualification (EPQ), Community Sports Leaders (CSL) Qualification.

The subjects currently offered at A Level are:

3D Design	German	Religious Studies
Art	Graphic Design	Spanish
Biology	History	Textiles
Business	Latin	
Chemistry	Mathematics	
Classical Civilisation	Further Mathematics	
Computing	Music	<i>AS Drama (2 Year - 4<sup>th</sup> Option)</i>
Drama and Theatre Studies	Photography	<i>AS Maths (2 Year - 4<sup>th</sup> option)</i>
Economics	Physical Education	<i>CSL (2 Year - 4<sup>th</sup> option)</i>
English Literature	Physics	<i>EPQ (1 Year - 4<sup>th</sup> option)</i>
French	Politics	
Geography	Psychology	

The School endeavours to ensure, where practicable, that the maximum class size for A Level groups is 14.

In addition, the Sixth Form curriculum includes:

- Skills for Life and Skills for Life + 1 - Sixth Form students attend a lecture-based programme which incorporates PSHE, UCAS advice and Careers guidance.
- Sport for All
- LEAP (Leadership, Enrichment, Assessment and Project) Periods

## Peripatetic Lessons

In the Junior and Senior School, pupils can opt-in to private Music and/or private Drama & Speech tuition. Any disruption to timetabled lessons is kept to a minimum, especially from Year 10 upwards.

### a) Music

Peripatetic music staff teach a wide variety of instruments covering all sections of the orchestra, brass band plus guitar, pianoforte, organ, electronic keyboard and singing.

The school is a centre for the examinations of the Associated Board of the Royal Schools of Music, and any pupil, whether they have lessons in school or outside school, can take graded music examinations here. Each year there are three practical and two theory sessions.

### b) Drama and Speech:

Specialist members of staff takes these lessons. Tuition is either individual or in pairs. Pupils are prepared for the Trinity Examinations in Drama and Speech and also have the opportunity to branch out into one or more of six other more specialised areas of Drama and Speech. Examinations take place twice a year.

## Individual Needs

The Grange School has Special Educational Needs and Disability Co-ordinators who keep teaching staff up to date on SEND pupils and their needs. SEND is recognised as a whole school responsibility: whole school INSET and training for new staff seek to promote this approach. All staff are required to have knowledge of all SEND pupils whom they teach and to implement agreed policies to support their learning. Further intervention and support is implemented when necessary.

Selected pupils are invited to tailored, small-group lessons instead of a Modern Foreign Language in Years 7 and 8. Most take us up on this opportunity, and it is a chance to embed learning and revision skills.

In addition, there is a register of “More Able and Talented” pupils and all departments are required to meet the needs of these pupils. MAT Co-ordinators manage this process of stretch and challenge, supported by the Deputy Head (Academic).



## Subject Co-ordination

The responsibilities of Subjects Leaders (Junior School) and Heads of Department (Senior School) include:

- Creating and sharing up to date 'Schemes of Work'
- Creating and sharing up to date 'Department Handbooks' (Senior School only)
- Liaising with Junior / Senior School colleagues to facilitate a natural progression from Key Stage 2 to Key Stage 3
- Tracking pupil progress
- Devising formative and summative assessments
- Reviewing feedback
- Observing lessons
- The dissemination of best practice
- Devising 'Subject Development Plans'
- Keeping up-to-date with developments in specific subject areas
- Analysing public examination results (Senior School only)

## Teaching and Learning

Great emphasis is placed on the importance of lesson planning to ensure that time is used effectively, resources are appropriate, and there are a variety of teaching methods some of which encourage independent and collaborative learning.

Teaching staff are required to familiarise themselves with the prior attainment levels of their pupils (e.g., CAT4 data, Alps MEGs), including those with Special Educational Needs, and those on the MAT register, so that all pupils can be taught according to their needs. Staff should use this knowledge to differentiate their teaching.

Teaching staff are required to use the School and Departmental Homework policies to emphasise the importance of regular feedback in promoting pupil progress, identifying strategies for pupil improvement, and reflecting on the effectiveness of teaching and learning.

## The Classroom Environment

Teaching staff will ensure that classrooms are attractive environments, properly equipped, well decorated and resourced so that teaching and learning can be maximised.

Setting high standards of behaviour in and out of classrooms so that pupils respect and value those who they learn with and from such that teaching and learning thrive.

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## Support

The Grange School aims to achieve the highest standards of teaching and learning by:

- Supporting teaching staff with, where appropriate, technicians, reprographics staff, foreign language assistants, ICT support staff, so that teachers can focus on providing high quality education.
- Providing a well-equipped and staffed library as a learning resource centre that is seeking to support teaching and learning.

## Appendix A

### Junior School Curriculum Overview (minutes per week)

Year / Subject	1	2	3	4	5	6
Maths	300	300	300	300	300	300
English	480	480	330	330	330	330
Science	60	60	90	120	120	120
Computing	30	30	30	60	60	60
Humanities	60	60	60	60	60	60
RE	30	30	30	30	30	30
Art		90	45	45	60	60
Design Technology	60	60	45	60	60	60
Modern Foreign Languages	30	30	60	60	60	60
Music	60	60	45	60	60	60
PSHE	30	30	30	30	30	30
PE	30	30	30	30	30	30
Games	60	60	90	90	90	90
Enrichment			120	120	120	120
Outdoor Education		60				
Creative Learning	120	60	60			

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## Appendix B Senior School Curriculum Overview (lessons are 35 / 40 minutes)

	Year 7	Year 8	Year 9	Year 10	Year 11	LVI	UVI	
	Periods per 10 day cycle							
Mathematics	10	8	9	10	11			
English (Language and Literature)	9	10	9	13	12			
Biology	0	3	5					
Chemistry	0	3	5					
Physics	0	3	5					
General Science	10	0	0					
French								
German	6	10	10					
Spanish								
Latin	3			48	48	64	64	
Geography	4	4	4					
History	4	4	4					
Philosophy, Ethics and Religion	4	4	4					
Music	3	3	4					
Drama	3	3	4					
Art	4	4	4					
Graphic Design	6	6	4					
Food and Nutrition								
Computer Science	3	4	4					
3D Design								
Business								
Classical Civilisation								
Economics								
English Literature								
Further Maths								
Photography								
Politics								
Psychology								
Religious Studies								
Textiles								
AS Drama								
AS Maths								
EPQ								
Community Sports Leaders								
Physical Education (Statutory)	2	2	2	2	2			
Physical Education (Academic)	0	0	0					
Games	4	4	4	4	4	4	4	
PSHE	4	4	2	2	2			
Skills for Life (Theatre / whole Sixth Form)	0	0	0			2	2	
Skills for Life (Tutor Group)	1	1	1	1	1	1	1	
Skills for Life +1 (Selected groups)	0	0	0			1	1	
LEAP (Leadership, Enrichment, Assessment and Project)						4	4	
<b>Total</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>76</b>	<b>76</b>	

<b>Year 9 Creative Carousel (1/2 a form group)</b>	
GCSE Option: 8 periods per cycle in Year 10 and 11	×6
A Level Option: 16 periods per cycle in LVI and UVI	×3 or ×4
AS Level: 8 periods per cycle in LVI and UVI	Optional
EPQ: 4 periods per cycle in LVI only	Optional
CSL: 8 periods per cycle in LVI; 2 periods per cycle in UVI	Optional

LVI and UVI totals calculated for a Sixth Form student who takes 4 A Levels

Note: the number of periods scheduled for an A Level class will be reduced if the set size falls below 4.