Grange Academy

Belong • Believe • Achieve

Article 2: *All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.*

Curriculum Policy

Policy Status: Statutory

Review Cycle: Annually

Owner: Rachel Timms – Headteacher **Date:** January 2026

Approved by: Local Governing Body (LGB) **Date:** January 2026

Review Date: January 2027

Introduction: Vision & Principles

Intent

At Grange Academy our curriculum is designed to promote our ethos of 'Belong, Believe, Achieve'. We create a broad, bespoke and relevant curriculum that meets the needs of every pupil whilst offering opportunities to experience, enjoy and succeed in a wide range of subjects. We aim to develop pupils who will be independent, self-confident and self-aware. We support them in learning to manage their own feelings and behaviour and live as independently as possible. We endeavour to nurture values that will enable every pupil to contribute to society whilst developing the knowledge and skills that prepare them robustly for productive lives beyond their time with us, as confident and responsible citizens.

Our curriculum reflects the key values of BILTT: integrity, partnership, community, knowledge and growth. We endeavour to work with all stakeholders, families and pupils to offer an inspiring and appropriate learning experience, so pupils leave our school with high aspirations, educational and life goals. Our curriculum is underpinned by our values-based vision; the aim is to for Grange pupils to be successful and to become moral citizens with a holistic set of core values as aligned to our Grange/British Values and the UNICEF Rights Respecting Charter. We aim to create a culture of 'good ancestry' as a future facing school of tomorrow.

The Curriculum

Through our curriculum, pupils will be successful, enjoy learning, make progress, and achieve their full potential. They will be confident individuals who are able to live safe, healthy and fulfilling lives as responsible citizens who make a positive contribution to society.

Our curriculum will:

- Ensure that teaching and learning sequentially builds on pupils' existing knowledge, skills and understanding, preparing them for the opportunities, responsibilities, and experiences of adult life.
- Be carefully crafted to ensure it is meaningful and scaffolded to create memorable long-term learning.
- Develop our pupils' cognitive abilities in line with their academic needs, through a broad and balanced curriculum, that develops specific knowledge, skills and understanding.
- Allow our pupils to flourish, reach personal targets, and exceed their potential in all five areas outlined within their EHCPs.
- Inspire our pupils to want to learn and develop effective learning skills that allow them to increase concentration, perseverance, resilience, imagination, co-operation and curiosity so that they grow in confidence, self-esteem, and independence and become effective communicators.
- Develop the character of our pupils by nurturing a set of core values through our British Values, Grange Values and UNICEF Rights Respecting articles.
- Develop cultural capital of our pupils through a wide range of experiential learning and opportunities to affect genuine change.
- Prepare our pupils for life in the modern world in a diverse and ever-changing community.
- Enable our pupils to develop respect for other people and the environment, to understand climate change and how to be eco aware.
- Teach life skills that enhance our pupils' ability to engage in opportunities in a range of environments and contexts outside the classroom.
- Ensure equity and equality of opportunity for all pupils to flourish and succeed in school and within the wider community.

Implementation

Curriculum Organisation

At Grange Academy we give curriculum emphasis to the development of:

- Communication and Interaction Skills
- Cognition and Learning Skills, including Literacy, Numeracy and ICT skills
- Social, Emotional and Mental Health skills, including RSHE, Life skills, resilience and well-being.
- Independence Skills
- Sensory and Physical Skills
- Work-related and Vocational Skills
- Creativity and Self-expression
- STEM

The curriculum is topic-based, where appropriate. Each nest has a termly theme across which allows for a flexible cross-curricular approach to fully embed learning. The long-term planning is set on a 3-year rolling programme but is flexible to cater for pupils' needs and interests. In some KS4 classes (according to pupil needs), the curriculum is delivered in distinct subject areas including option subjects.

All pupils at Grange Academy have additional opportunities to participate in wider activities including theme days, workshops, activities off site, work experience, residentials amongst others, all of which are designed to enhance the taught curriculum.

Personalised Learning and Inclusion

Grange Academy adapts the curriculum for individual learners according to their unique needs. We recognise pupils' strengths, needs and interests and build on these to promote achievement and success. We identify our pupils' needs through daily interaction and also more formal routes such as the Annual Review process. Regular assessment guides us to plan and adapt provision and learning opportunities to meet these needs.

We are committed to providing the best learning opportunities, including access to community resources and learning programmes that link classroom learning to life skills.

In some classes where pupils have autism as a primary need, teaching is underpinned by the TEACCH approach, whereby predictable routines, high levels of structure and the use of visual cues enable pupil progress. The classroom environments are clearly organised and accessible; visual schedules support pupils to understand the sequence of events of the day. A range of AAC (Augmented and Alternative Communication) strategies are used to facilitate expressive and receptive communication. Teachers spend a great deal of time focusing on 'learning for life', in order to help pupils to become increasingly self-reliant, to be effective communicators, to reduce anxiety, and to have an understanding of experiences, people, and daily life. Pupils are nurtured and explicitly taught the skills of how to learn.
Learning is supported by visuals, symbols, photographs, real objects, and demonstrations. Teachers demonstrate skills and use tasks which they have broken down into small chunks to scaffold learning and enable pupil progress. Pupils are provided with life changing experiences and opportunities that shape the way in which they interact and understand the world around them, for example contributing ideas to curriculum planning. Pupils learn how to confidently communicate their wants, needs, and opinions and function with greater independence and life skills. They develop emotional literacy and learn how to recognise emotions and how to self-regulate.

Our curriculum is taught through a range of sensory and real-life experiences to aid understanding. Programs such as sensory circuits and TACPAC support pupils' ability to regulate their bodies and to develop early communication. Supporting pupils' emotional and sensory needs is embedded as part of the curriculum. Pupils are taught by some subject specialist teachers, for example, for PE, Food Technology, and Design Technology to access learning in subject-specific environments and access specialist input.
Alongside the Grange Academy Curriculum, we offer bespoke support to further accelerate progress. This may include (but is not limited to) target work in form times, speech and language therapy, sensory integration therapy, music therapy, pupil mentors, pastoral support, targeted 1:1 sessions, fine/gross motor intervention, hearing impairment support and others as needed.

Planning

In planning the curriculum and putting this policy into practice, Grange Academy aims to ensure that:

- Pupils experience a broad and balanced curriculum that is overseen by specialist teachers.
- Lessons are engaging, active, inspirational and challenging; they have pace, rigour and direction for each of the pupils.
- On-going assessment informs planning, ensuring progress over time.
- Pupils' learning progresses smoothly through the school and prepares them for life beyond school.
- Learning is scaffolded so that progress with knowledge and skills is incremental over time.
- Learning is highly differentiated and relevant to all pupils and enables achievement of aspirations.
- Pupils are able to talk about their achievements and tell you what they need to do in order to improve.

It is the teachers' role within the school, through implementing the curriculum, to ensure that they provide a variety of relevant experiences in and out of the classroom to develop knowledge, skills and understanding.
Long term plans are developed on a 3 year-rolling curriculum, and each teacher is responsible for writing a scheme of work for their own classes and working collaboratively with teams as appropriate. RSHE is delivered both discretely and as part of lessons and wider learning opportunities. This includes RSHE, Life skills, SMSC, themed days and extra-curricular learning which underpin all our curriculum learning with additional opportunities for pupils to engage in broader skills relating to morality, health and teamwork. We also include Religious Education that is either a discrete lesson or part of the Humanities programme and in dedicated theme days. This allows us to explore learning that covers a balanced range of world religions and belief systems.

Learning partnership with parents and carers is essential. Parents are informed of termly learning via letters home that include an overview of the termly topic and a learning log. This outlines some hands on, learning activities which can be completed at home. Parents are encouraged to record homework tasks using photographs, videos or notes on Evidence Me.

Pathways

Pupils follow one of 3 pathways:

Fern: Independent living skills including accessing support services in the community
Woodland: Independent living skills, Entry Level Qualifications as well as preparing for working life
Forest: Independent living skills, Level 1 qualifications as well as preparing for working life

Across the school, non-negotiables include daily 1:1 reading, probes (specific targeted maths skills and keywords) and EHCP targets work to encourage accelerated progress and self-confidence. Maths lessons are planned according to the school long term plan to ensure consistency and progress of skills as pupils move through school. This reflects the Mastery Approach and White Rose Small Steps.

Nests

The school is arranged into 5 discrete nests. These are broadly based on age, ability and need. Each nest has its own topics and carefully planned curriculum.

Robins

This nest follows a semi-formal curriculum of continuous provision. It is topic based and needs driven. Planning is in line with academic ability and EHCP targets as well as social and emotional needs. Our pupils are taught skills through creative, multisensory and active means to explore the world around them.

In Robins the following topics are used, changing half-termly, in all subject areas:

	Autumn **Growth and Changes**	**Spring** **People, Places and Things**	**Summer** **Water and Wildlife**
Yr 1 **24-5**	Awesome Autumn Dark Nights, Bright Lights	Terrific Transport Home and Away	Under the Sea Magnificent Minibeasts
Yr 2 **25-6**	Around the World in Tasty Bites Glittering Glaciers	Toys and Tech Sensational Spring	Rumble in the Jungle Little Seed, Big World
Yr 3 **26-7**	Ticking Through Time Starry Skies	Fantastic Festivals Superheroes	African Adventures Splish, Splash Summer

Falcons

This nest follows a formal curriculum. The curriculum includes EYFS and Key Stage 1 content. Once again it is topic-based and needs driven. There is a discrete focus on reading and phonics skills to prepare pupils for later learning, which is also taught across the curriculum. Maths lessons are planned according to the school long term plan to ensure consistency and progress of skills as pupils move through school. This reflects the Mastery Approach and White Rose Scheme of Work.

In Falcons the following topics are used in Art, History, Geography and English:

	Autumn	**Spring**	**Summer**
Yr 1 **24-5**	Medieval Lives	Ice Explorers	Under the Sea
Yr 2 **25-6**	Asian Adventures	Fallen Heroes	The Space Race
Yr 3 **26-7**	Pre-History	Pyramids and Pharaohs	Planet Earth

Eagles

This nest also follows a formal curriculum. The curriculum includes Key Stage 1 and 2 content as appropriate in each subject. Learning is topic-based and needs driven. There is a discrete focus on reading and phonics skills to prepare pupils for later learning, which is also taught across the curriculum. Maths lessons are planned according to the school long term plan to ensure consistency and progress of skills as pupils move through school. This reflects the Mastery Approach and White Rose Scheme of Work.

In Eagles the following topics are used in Art, Topic, History, Geography and English:

	Autumn	Spring	Summer
Yr 1 24-5	Vikings Leif Erikson	The Sky's the Limit Amelia Earhart	Greece and the Greeks
Yr 2 25-6	Around the World Nellie Bly	Space Peake and Armstrong	Romans Spartacus
Yr 3 26-7	Water	Royalty	Explorers Staffard and Shackleton

Kestrels

In Kestrels, more time is spent on dedicated subjects in order to work on targeted qualifications, where appropriate.

Our pupils experience a range of subjects and continue to develop essential knowledge on their 'learning journey.' Timetables include English, Maths, Science, ICT, Physical Education, Art, Food Technology, Design and Technology, Relationship and Sex Education, Life Skills, Humanities (Geography, History and Religious Studies), Horticulture, Animal Care, Forest School and Work Experience. Many of these subjects follow accredited courses which are offered at a range of different levels to match pupils' abilities. If needed pupils still access phonics or early learning skills.

In Kestrels the following topics are used in Art, Humanities and English:

	Autumn	Spring	Summer
Yr 1 24-5	Through the Ages	Endangered Worlds	The Sea
Yr 2 25-6	World Adventures	War/ Conflict	Role Models
Yr 3 26-7	Journeys	World Of Work	Survival/ The Environment

Red Kites

We ensure that our pupils are both developing a deeper understanding of the subject content as well as practical skills in order to progress and achieve. We challenge our pupils as we develop and integrate entry level, functional skills and even some GCSE skills into our schemes of learning. We use creative subjects and the arts as a vehicle for developing emotional intelligence, a Growth Mindset, confidence, resilience and communication skills.

There is also a 'you choose' option for Red Kites allowing pupils to gain formal qualifications in subject area that interest then and may prepare them for future careers. Currently the 'you choose' options are: Animal Care, Childcare, Horticulture, ICT, Art, DT, Textiles and The Duke of Edinburgh Award.

Our courses are carefully planned to ensure that pupils are prepared for their external examinations. Pupils will develop their literacy, oracy and numeracy skills. We believe strongly in the importance of basic key skills such as literacy and numeracy and that these form the foundation for achieving progress in all subject areas and improve skills that facilitate social mobility and success in adult life. In addition, pupils are taught specific life skills such as use of public transport, self-care, home care, healthy relationships and use of online forms, apps and other key skills.

In Red Kites the topics are used during Humanities lessons only as a means to broaden their knowledge of the adult world.

	Autumn	Spring	Summer
Yr 1 24-5	Kings, Queens and Governments. Who rules?	Money and Finance	History of Bedfordshire
Yr 2 25-6	What is Britian? Who is British?	Man made disasters	Travel and Tourism- planning a journey
Yr 3 26-7	The British Coastline	Role Models	Technology and communication

In Red Kites (Key Stage 4), pupils are assessed and can gain a range of the following accreditations:

	Forest	Woodland	Fern
English	Eduqas: GCSE English Language AQA: Functional Skills Level 1	Pearson: Functional Skills: Level 1 Pearson: Functional Skills Entry Level 2&3	Pearson: Functional Skills Entry Level 1
Maths	AQA: GCSE Mathematics AQA: Functional Skills Level 1	AQA: Entry Level 2-3	AQA: Entry Level 1
Science	AQA: GCSE Science Combined Synergy AQA: Entry Level 2-3	AQA: Entry Level 2-3	AQA: Entry Level 1
Art	AQA: GCSE Art	WJEC: Entry Pathways (EL 2-3) Creative, Media and Performance Arts	
ICT	WJEC Level 1 Award for IT Users	WJEC Entry Level 1-3 Award for IT Users	
Food	Open College: Hygiene cert L1 WJEC: Entry Pathways (EL 2-3) Preparing for Work		WJEC: Entry Pathways (EL 2-3) Preparing for Work
DT	WJEC: Entry Pathways (EL 2-3) Creative, Media and Performance Arts		
Textiles	WJEC: Entry Pathways (EL 2-3) Creative, Media and Performance Arts		
Duke of Edinburgh Award	Duke of Edinburgh Award: Bronze and Silver award.		
Childcare	NCFE Level 1 Certificate and Diploma in Caring for Children WJEC: Entry Pathways (EL 2-3) Preparing for Work		
Animal Care	Skills & Education Group: Level 1 Award Practical Farm Animal Care Skills	Skills & Education Group: Entry level 3 Award Practical Farm Animal Care Skills	Skills & Education Group: Entry level 2 Award Practical Farm Animal Care Skills

			AQA: Unit awards
Horticulture	Skills & Education Group: Level 1 Award in Practical Countryside Skills	Skills & Education Group: Entry Level 3 Award in Practical ~~Horticulture~~ Countryside Skills	
PE	OCR Entry levels 1-3		
PSHE / Life Skills			WJEC: Entry Pathways Entry Level 1 Personal Progress
Extra Curricular	Duke of Edinburgh Award Scheme: Bronze and Silver Arts Award: Discover and Explore (EL3)		

Accredited courses are continually under review to ensure that the needs of each distinct cohort are met.

Careers Education and Work Experience

It will be challenging for some of our pupils to gain employment without support. By developing aspirations throughout the school and getting pupils to explore opportunities we believe they will aspire to study further, gain employment and contribute to their community. In every subject we therefore want to help our pupils develop the following life skills by embedding these traits. We also offer work experience to ensure pupils can:

- develop positive relationships with adults
- take responsibility and be accountable for personal actions
- believe in their own skills and abilities
- be resilient to cope with frustrations, let downs and find solutions to problems
- be reflective and find ways of making personal improvements
- be able to present themselves well and talk about themselves confidently
- follow instructions and carry out tasks
- work independently and as part of a team

Many of these skills will also be taught and developed through RSHE and for some Year 11 pupils dedicated time each week is set aside to teach these explicitly. Speakers will be invited in to talk to the pupils, work will be carried out to help pupils understand themselves better, they will be encouraged to research college placements and talk about different opportunities available to them. They engage with Young Enterprise and meet people from different business backgrounds both in the local environment and through guest visits. Pupils also have access to independent careers advice. Pupils also work closely with our own Careers' Advisor.

We ensure that pupils who attend a work placement will be successful and enjoy it. Their will have raised aspirations and attend open days at colleges. We provide internal and external experiences, so pupils gain experience even if external opportunities are hard to acquire. Our pupils leave Grange Academy as confident young people with the skills to develop relationships, follow instructions and contribute to the society that they live in.

Impact

Assessment, Record Keeping and Accreditation

At Grange Academy we believe it is important to measure and report on our pupil's progress, sharing it with parents/ carers. This allows us to monitor the impact of our curriculum and supports pupils to move forward. It is of the highest importance that assessment is:

- Useful to pupils, parents and teachers
- Aimed at supporting progress
- Accurate
- Easily and clearly understood by everyone
- Enables transition and progress between classes, nests and then the wider world.

As part of our assessment cycle, all subjects will report on pupil progress in writing to parents/ carers at two points during the year (in addition to our on-going assessments). Class teachers are responsible for reviewing the overall progress and achievements of pupils and for maintaining the records in good order. Written information is sent to parents as part of the annual review process. In addition, Parents' Evenings are held for all pupils in Autumn and Summer. Parents are welcome to discuss their child's progress at any other time during the year, preferably by prior arrangement.

Across the school, progression and learning is assessed using our bespoke assessment tool: Grange Steps as well as by using the specification against our range of accredited subject outcomes. The Grange Steps are progressive, cumulative and are split into small incremental steps to reflect specific and measurable progress for our pupils. Grange Steps are subject specific and encompass all three pathways from pre-key stage outcomes through to GCSE.

Where pupils are identified as behind in their progress in Maths and English we offer bespoke intervention sessions, delivered by specialists, to quickly improve reading, writing and numeracy skills.

Monitoring

Monitoring procedures are in place and lead by the Headteacher with appropriate delegation to the Senior Leadership Team and Subject Leads. Regular visits and meetings with LGB, BILLT Staff and other stakeholders focus on developments within each department and subject, providing appropriate challenge. They may include drop ins, learning walks, book scrutiny work scrutiny, data reporting, pupil questionnaires and meetings with pupil parliament. Parent/ carer, pupil and staff feedback is also sought via surveys and discussions.
At Grange Academy we have a robust monitoring cycle, lined with performance management. All staff are trained and empowered to offer the best possible curriculum for pupils.

This policy will be reviewed every year by the Headteacher in collaboration with leaders and teaching staff.

Links with other policies

This policy links to the following policies and procedures:

- SEND policy
- Equality, Diversity and Inclusion Policy
- Remote Learning Policy
- Grange Academy Reading Policy