



**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: October 2022

Approved by: Local Governing Body (LGB)

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Review Date: October 2023

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 so that they become confident and responsible citizens. We aim to develop pupils who will be independent, self-confident and self-aware. We will support them in learning to manage their own feelings and behaviour and live as independently as possible. We hope to install values that will enable every pupil to contribute to society and develop knowledge and skills which will prepare them well for their lives beyond their time with us.

Our vision is to ensure that our curriculum reflects the key values of BILTT: Integrity, Partnership, Community, Knowledge and Growth. We endeavour to work with all stakeholders, parents and pupils to offer an inspiring and appropriate learning experience so pupils leave our school with aspirations educational and life goals.

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 will make a positive contribution to society.

Our curriculum will:

- Ensure that teaching and learning builds on pupils' existing knowledge, skills and understanding and prepare pupils for the opportunities, responsibilities, and experiences of adult life. We will ensure that learning is memorable and meaningful.
- 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 academically, in all five areas as outlined within their EHCPs.
- Inspire our pupils to want to learn and allow them to develop concentration, perseverance, resilience, imagination, co-operation, independence, and curiosity so that they grow in confidence, self-esteem, and independence.
- Develop the character of our pupils by instilling a set of core values through our British Values, Grange Values and Unicef Rights Respecting articles.
- 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. We will teach life skills that enhance our pupil's ability to engage in opportunities in a range of environments and contexts outside the classroom.
- Develop behaviours and habits so that our pupils become effective learners and communicators who will succeed in school and within the wider community.

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.
- Sensory and Physical Skills including PE, Swimming, sensory regulation, learning outside the classroom, Individual Therapies, using the community and Life skills/Home Management.
- Work-related and Vocational Skills including Music, Drama
- Forest School

In **Primary, ASC** and some **Secondary Classes** the curriculum is topic based where appropriate. Each term we have a termly theme across the department which allows for a flexible cross-curricular approach to fully embed learning. The long-term planning is set on a 4-year rolling programme but is flexible to cater for pupils' needs and interests.

In Secondary – for some classes, the curriculum is delivered in distinct subject areas. All pupils at Grange Academy have additional opportunities to participate in enrichment activities for example: Forest School, dance and theme days as well as lunch and after school clubs.

Personalised Learning and Inclusion

Grange Academy adapts the curriculum for individual learners according to their 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. Assessments guide 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.

Alongside the Grange Academy Curriculum, we offer bespoke support to further accelerate progress. This may include (but is not limited to) 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 aspirations.
- Pupils are able to talk about their achievements and tell you what they need to do in order to improve.

It is the teacher's 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 from a 4-year-rolling curriculum and each teacher is responsible for writing a scheme of work for their own classes. 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 built into topic work and 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.

Primary

Our Primary curriculum is topic based and needs driven, planned in line with academic ability and EHCP targets as well as social and emotional needs. Our pupils are taught skills through creative and active means. There is a discrete focus on reading and phonics skills to prepare pupils for later learning. phonics is also taught across the curriculum. 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.

 Grange Academy Primary School Topic Overview				
	2021-22	2022-23	2023-24	2024-25
Autumn	Turrets & Tiaras	African Adventure	Deadly Dinosaurs	Fire, Fire!
Spring	Ice Worlds	WW2	Superheroes	Chocolate
Summer	Ship Ahoy!	Out of this World	It's all Greek to me!	Meadow song

Secondary

In Secondary, pupils engage with one of three pathways: Independent Living Skills; Entry Level Qualifications; Functional Skills, Preparing for Working Life and/or GCSEs.

GRANGE ACADEMY PATHWAYS

Belong Believe Achieve



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, Topic (Geography, History and Religious Studies), Horticulture 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.

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 begin to 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.

In Year 9, 10 and 11 more time is spent on dedicated subjects in order to work on targeted qualifications. 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.

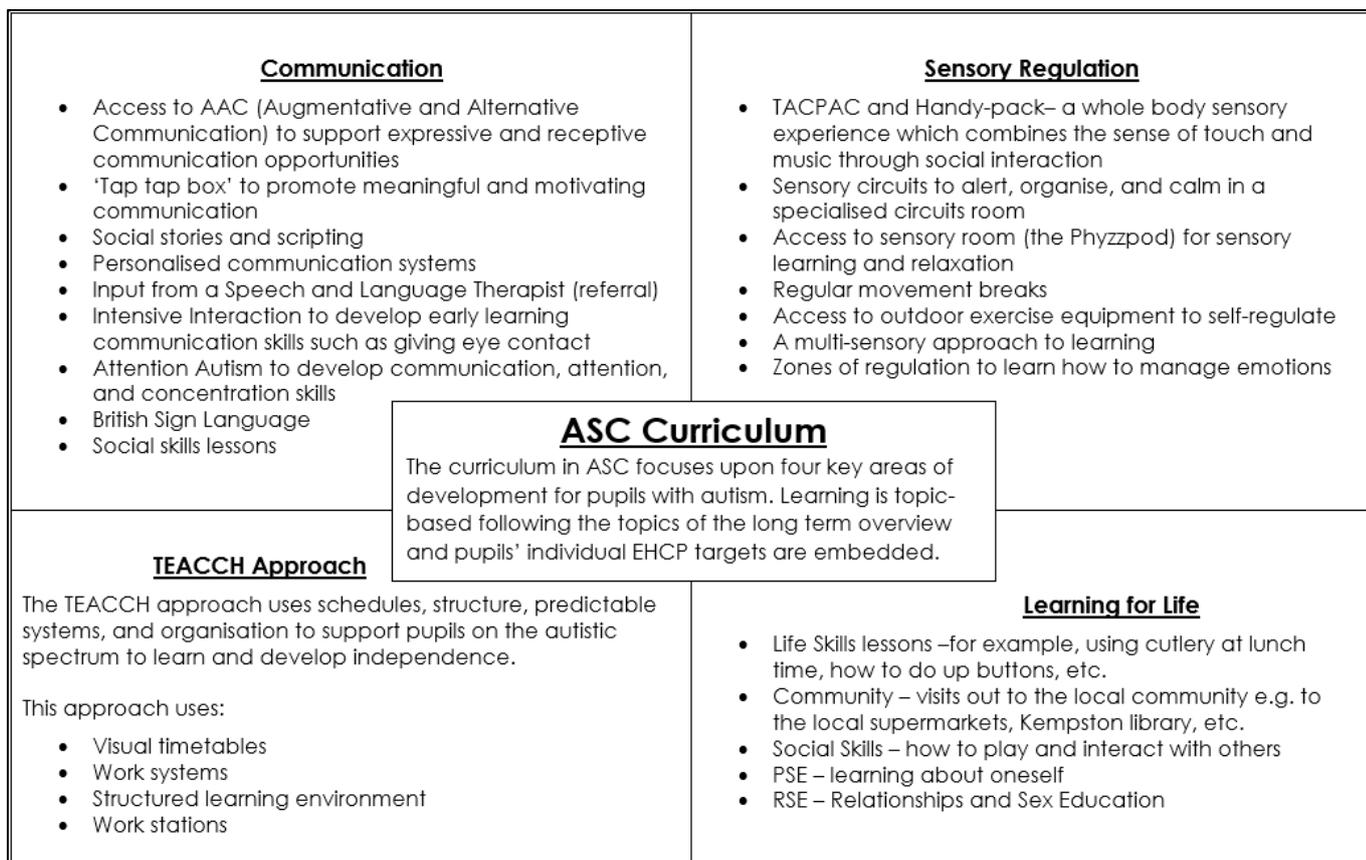
In Key Stage 4, pupils are assessed and can gain a range of accreditations.

GCSE	Functional Skills or other level 1 qualifications	Entry level
English Science Art	English Maths Food and cookery Horticulture ICT	English Maths Science Art/ design Food PE Horticulture

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

 Grange Academy Secondary School Topic Overview					
		<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
Autumn	Secondary	Bedford Through the Ages	World Adventures	Different Lives	Journeys
Spring	Secondary	Endangered World	War & Conflict	Magic & Mystery	World of Work
Summer	Secondary	Under the Sea	Role Models	Olympics	Survival & the Environment

The ASC Curriculum delivered at Grange Academy caters for pupils from primary age, through to preparing for adulthood at age sixteen. The ASC curriculum is underpinned by the TEACCH approach and is delivered through topic-based learning to develop understanding of the world and has a significant emphasis on Life Skills. All learning is pupil-centred and focused around the pupils' individual Education Health Care Plans.



The ASC curriculum focuses greatly upon '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. 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.

Pupils are nurtured and explicitly taught how to learn, this includes programs such as Attention Autism which teaches pupils how to take notice and sustain attention. All 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, a range of educational visits. Pupils learn 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 ASC curriculum. Pupils are taught by some subject-specific teachers, for example, for PE, Food Technology, and Design Technology to access learning in subject-specific environments and access specialist input.

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 for pupils with autism. Visual schedules support pupils to understand the

sequence of events of the day. A range of AAC strategies are used to facilitate expressive and receptive communication.

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.

The ASC curriculum teaches pupils to partake and engage with interests and experiences outside their comfort zone/immediate interests. It broadens pupils' horizons and enables them to learn about and interact with the world around them.

 Grange Academy ASC Topic Overview				
	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
Autumn	There's No Place Like Home	My Around the World Adventure /Africa	Stone Age and the Dinosaurs	Bedford through the Ages
Spring	Planet Earth	WW2	Ourselves	Travel and Adventure
Summer	The Royal Family	People Who Help us/Role models	Myths and Legends	New Life

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. We will also engage our Year 11 pupils in the National Citizenship program to help prepare them for transition. Pupils also have access to independent careers advice.

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 also ensure that we create BILTT opportunities, 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.

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, departments and then the wider world.

As part of our assessment cycle, all subjects will report on pupil progress at three points during the year. Class teachers are responsible for reviewing the overall progress and achievements of pupils and for maintaining the records in good order.

Across the school, progression and learning is assessed using our bespoke assessment tool: Grange Steps. These were developed in conjunction with Subject Leads, SENDCO and Class Teachers to encompass relevant National Curriculum objectives, qualification outcomes and SEND needs. 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.

Pupil progress is reported to parents regularly during the school year. Written information is sent to parents as part of the annual review process and an end of year report and assessments are sent to parents in June. In addition, Parents' Evenings are held for all pupils in each term. Parents are welcome to discuss their child's progress at any other time during the year, preferably by prior arrangement.

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 learning walks, book scrutiny work scrutiny, data reporting, pupil questionnaires and meetings with pupil parliament. Parent 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:

- SEN policy
- Equality & Diversity Policy
- Remote Learning Policy
- Grange Academy Reading Policy