

The Grange School

Curriculum Policy

March 2016

Next review: March 2019 or sooner if required

Our School in Context...

- . 467 pupils (N-Y6)
- . 14 languages
- . 25% Pupil Premium pupils
- . 33% of pupils identified with SEW
- . EYFS 'Good Level of Development' consistently above national expectations
- . Y1 Phonics results consistently above national averages
- . KS1 SATs results consistently above national averages
- . KS2 SATS results consistently above national averages

Our children - why we do what we do.

Because our children...	We...
Have different home/life experiences.	Have high expectations of all. Give many opportunities to talk.
Often have a lack of concrete experiences – visits etc.	Build real experiences and opportunities across the breadth of our curriculum. Provide stimulating lessons that promote discussion, creativity and thinking. Passport For Learning.
Often find it difficult to engage with learning.	Devise lessons which appeal to a range of interests. Use WOW moments at every opportunity. Make use of a variety of strategies to encourage engagement and stimulate learning.
Often have poor communication skills / language.	Make lots of opportunities for talk in lessons. Use talk partners regularly. Use many visual cues. Use drama and role play as a vehicle for learning across the curriculum. Develop meta-cognition skills and philosophy through the school.
Often come from homes where education is not valued and aspirations are low.	Engage parents as much as possible. Share our curriculum with parents. Build Learning Power.

Therefore, the curriculum.....

- Is stimulating & motivating
- Provides memorable experiences for learning
- Provides real contexts for learning
- Results in high quality outcomes
- Is relevant
- Is concrete, hands on, experiential
- Is FUN
- Involves parents
- Includes access to quality literature
- Includes quality integrated ICT
- Provides opportunities for learning outside the classroom

Not just creative in the afternoons.....

What did the NC really say ? Rigour and creativity are possible together!

- . Flexible timetabling
- . Creativity and rigour
- . Children & parents involved at the planning stage
- . Skills -based and focused on basic skills
- . Mastery including broader & deeper challenges
- . Choose to use ICT
- . Ban on worksheets!

This only took us so far....

Why was the teacher the hardest working person in the room?

We had cut the curriculum down to a minimum, so why were teachers still complaining there was no time?

How could we get closer?

Focus on basic skills

Increased creativity; coupled with rigour

Building Learning Power & metacognition

Integrated ICT

Focus further on the exact learning – some topics had become too big

Active engagement

Emphasis on activities that make children think

Emphasis on activities that make children talk

Further development of A4L skills

Emphasis on 'memorable WOW moments'

Further work on outdoor learning

Increased pupil voice

Improve the role parents play

Improve element of choice

Careful not to put a lid on learning

Our Curriculum

WOW entry points

Pupil voice valued

Tracked on a Learning Wall

Underpinned by skills over content

Continued Evolution.....

Ongoing re-evaluation and refinement

Continuation of the Independent Learning agenda

Further exploring potential of technology

Handing more back to the children, direction and content

Further emphasis on skills over content

Involvement in ITT through School Direct

Teaching school development

Notes for your journey...

Our route is the right route for our pupils.

Be clear about what needs to be taught - not what might be .

Be clear about expectations for each year group.

Evaluate the impact as you go.

Be prepared to change - a lot – evolve!