



CURRICULUM

RGS The Grange

September 2021

Richard Millard, Director of Studies

RGS The Grange Curriculum Policy

THE AIMS OF THE CURRICULUM

The curriculum at RGS The Grange is broadly based, balanced and relevant and aims to provide a quality of educational experience for all the pupils in our care.

Our work at school is designed to promote the intellectual, physical, moral, spiritual, aesthetic and emotional growth and development of each child, at a level appropriate to their understanding and capabilities.

Recognizing each child as a unique individual, we strive to match learning tasks to appropriate levels of ability and attainment so that all children can gain a sense of achievement and pleasure from their learning.

To this end we aim to help the children:

- Develop lively, enquiring minds, the ability to ask questions, solve problems, argue rationally and apply themselves to tasks.
- To develop knowledge and understanding, skills and personal qualities relevant to their education - and in readiness for the opportunities, responsibilities and experiences in adult life.
- To use language and number effectively and with understanding.
- Develop a critical understanding and respect for the environment and world in which they live and an awareness of the inter-dependence of individuals, groups and nations.
- Appreciate the significance of human achievements and aspirations.
- Develop self-awareness, a sense of self-respect and a willingness to be self-motivated and contribute to the welfare of others and to society.
- Develop a respect for other people acknowledging that the differences in their abilities, background and beliefs bring richness into our own lives.
- Gain pleasure from joining with others in music, drama, games and outdoor activities and develop the social skills needed to live and work co-operatively.

Organisation and planning

The curriculum at RGS The Grange is delivered in three main phases:

- The EYFS department for children aged 2 to 5 years.
- The Pre-Preparatory department for children aged 5 to 7
- The Preparatory department for children aged 7 to 11 years.

EYFS work towards the Early Learning Goals that comprise the Foundation Stage which is divided into seven areas of learning:

- Personal, social and emotional development

- Communication and language
 - Physical development
 - Literacy
 - Mathematics
 - Understanding the World
 - Expressive Art and Design
- In the EYFS the curriculum is delivered by deploying an integrated day.
 - In the Pre-preparatory department the curriculum is delivered through a combination of the Creative Curriculum and discrete subjects.
 - In the Preparatory department the curriculum is delivered predominantly through discrete subjects. Maths and English are taught every day. Every Year group has a Science afternoon. Non-Core Subjects are combined for teaching purposes into Creative (Art and DT) Humanities (Geography and History). PSHE and RS rotate on a half termly basis. Enrichment sessions each week give children access to additional learning opportunities including Forest School, Philosophy, Cookery, Team Building, Drama, Dance etc.
 - The school has specialist teachers for the teaching of Physical Education, French C&IT and Music.

With the exception of PE and Music, children in the EYFS departments are taught by their class teacher.

With the exception of PE, French, C&IT and Music, children in the Pre-Preparatory department are subject taught by their class teacher. A number of subjects, for example, Science, History, Geography, Art and DT are taught through the Creative Curriculum approach:

With the exception of PE, French, C&IT and Music, children in the Preparatory department are predominantly taught by their class teacher as there is some swapping of classes is done to take advantage of some teachers' particular strengths.

From Year Three children are put into sets for Mathematics and spellings. Differentiation in the other subjects takes place within the classroom.

Departmental Heads have agreed a long-term plan for each Year Group. This indicates what topics are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis. ^[1]_[SEP]

Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic. We use the National Curriculum schemes of work for much of our medium and long-term planning in the foundation subjects. ^[1]_[SEP]

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. [SEP]

All teachers are encouraged to implement key recommendations from the Assessment for Learning Framework in their planning and teaching. (Refer: Assessment for Learning Policy)

The Curriculum, Inclusion and Differentiation

The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.

If pupils have learning difficulties, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEN Code of Practice. If a child displays signs of having specific need, then his/her teacher liaises closely with the Learning Development Department. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organization. If a child's need is more severe, we consider the child for an assessment and we involve the appropriate external agencies in making such an assessment. We can provide additional resources and support for children with learning difficulties.

Each Year Group uses a Provision Map to highlight the levels of support in specific areas offered to each of the children who are on the learning support register and those children who are being monitored.

The school complies fully with the requirements of the Equality Act 2010. All reasonable steps are taken to ensure that pupils with learning difficulties and/or disabilities are not placed at a disadvantage compared with other children. Teaching and learning are appropriately modified for children with learning difficulties and/or disabilities. The school has an Accessibility Plan which is available to parents.

More able and talented pupils at the school are appropriately challenged and the curriculum adjusted accordingly. We use a variety of methods to help identify these pupils such as teacher assessments, diagnostic assessments and End of topic test results. The Heads of Departments and the Gifted and Talented Co-Ordinator provide opportunities in and out of the classroom, which pupils participate in. The extensive Co-Curricular Programme goes hand-in hand with the differentiation provided in the classroom.

Cross Curricular Links with English and IT

English across the Curriculum

Pupils should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding. Since Standard English, spoken and written, is the predominant language in which knowledge and skills are taught and learned, pupils should be taught to recognise and use Standard English.

Writing

In writing, pupils should be taught to use correct spelling and punctuation and follow grammatical conventions. They should also be taught to organise their writing in logical and coherent forms.

Speaking

In speaking, pupils should be taught to use language precisely and cogently.

Listening

Pupils should be taught to listen to others, and to respond and build on their ideas and views constructively.

Reading

In reading, pupils should be taught strategies to help them read with understanding, to locate and use information, to follow a process or argument and summarise, and to synthesise and adapt what they learn from their reading.

Pupils should be taught the technical and specialist vocabulary of subjects and how to use and spell these words. They should also be taught to use the patterns of language vital to understanding and expression in different subjects. These include the construction of sentences, paragraphs and texts that are often used in a subject [for example, language to express causality, chronology, logic, exploration, hypothesis, comparison, and how to ask questions and develop arguments].

IT across the Curriculum

At RGS The Grange we are committed to delivering a Digital Learning Programme for all pupils. Pupils are given opportunities to apply and develop their IT capability through the use of iPads and IT tools to support their learning in all subjects.

Pupils should be given opportunities to support their work by being taught to:

- find things out from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility
- develop their ideas using IT tools to amend and refine their work and enhance its quality and accuracy
- exchange and share information, both directly and through electronic media^[L]_[SEP]
- review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

Concerns and Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's Form Tutor. If the issue is not resolved parents should then contact the Head of Year, before then speaking to the Director of Studies.

THIS POLICY APPLIES TO ALL PUPILS AT RGS THE GRANGE, INCLUDING THOSE IN EYFS.

Sponsor: Headmaster

Updated by Director of Studies – Richard Millard

Reviewed: July 2021

Review: July 2022

Endorsed on 2nd September 2014 by Chairman of Board of Governors

Re-endorsed in August 2017 by Chairman of Board of Governors

Re-endorsed in August 2018 by Chairman of Board of Governors