



CURRICULUM POLICY

RGS The Grange

September 2026

M Egginton - Assistant Head Academic

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 pupil, at a level appropriate to their understanding and capabilities.

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

To this end, we aim to help pupils:

- To 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 of adult life
- To use language and number effectively and with understanding
- To develop a critical understanding of, and respect for, the environment and world in which they live, and an awareness of the interdependence of individuals, groups and nations
- To appreciate the significance of human achievements and aspirations
- To develop self-awareness, a sense of self-respect, and a willingness to be self-motivated and to contribute to the welfare of others and to society
- To develop a respect for other people, acknowledging that differences in ability, background and belief bring richness into our own lives
- To gain pleasure from joining with others in music, drama, games and outdoor activities, and to 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-Prep department, for pupils aged 5 to 7
- The Prep department, for pupils aged 7 to 11 years

In the EYFS, children work towards the Early Learning Goals, which form part of the Early Years Foundation Stage (EYFS), divided into seven areas of learning:

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

In the EYFS, the curriculum is delivered through an integrated day.

In the Pre-Prep department, the curriculum is delivered through a combination of a creative curriculum and discrete subjects.

In the Prep department, the curriculum is delivered predominantly through discrete subjects. Mathematics and English are taught every day, and every Year Group has a Science afternoon. Non-core subjects are combined for teaching purposes into Creative (Art and DT) and Humanities (Geography and History). PSHE and RS have one lesson per week.

The school has specialist teachers for the teaching of Physical Education, Modern Languages, C&IT and Music.

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

With the exception of PE, French, C&IT and Music, pupils in the Pre-Prep department are taught all other subjects by their class teacher, although some swapping of classes takes place to take advantage of individual teachers' particular strengths. A number of subjects, for example History, Geography, Art and DT, are taught through a creative curriculum approach.

With the exception of PE, French, C&IT and Music, pupils in the Prep department are predominantly taught by their class teacher, although again, some swapping of classes takes place to take advantage of individual teachers' particular strengths.

From Year 3, pupils are put into sets for Mathematics and spelling. Differentiation in other subjects takes place within the classroom.

Departmental Heads agree a long-term plan for each Year Group. This indicates what topics are to be taught in each term, and to which groups of pupils. We review this long-term plan on an annual basis.

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.

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.

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

The Curriculum, Inclusion and Differentiation

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

If pupils have learning difficulties, our school does all it can to meet their individual needs, and we comply with the requirements set out in the SEND Code of Practice 2014. If a pupil displays signs of having a specific need, their 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 pupil's needs within normal class organisation. If a pupil's need is more severe, we consider the pupil for an assessment, and we involve the appropriate external agencies in making such an assessment. We can provide additional resources and support for pupils with learning difficulties, such as a modified timetable, or one-to-one support through Learning Support Assistants.

Each Year Group has a Provision Plan to highlight the levels of support in specific areas offered to those pupils who are on the learning support register, and those 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 pupils. Teaching and learning are appropriately modified for pupils 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 is 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. (see the Gifted and Talents Pupils Policy)

Cross-Curricular Links with English and C&IT

English across the Curriculum

Literacy underpins the whole curriculum, and pupils are taught to apply and extend their English skills in every subject, in line with the spoken language, reading, and writing strands of the National Curriculum for English.

Spoken Language

Across the curriculum, pupils are taught to speak confidently and fluently, using Standard English where appropriate, and to structure their talk for a range of purposes and audiences. They are taught to ask relevant questions to extend their understanding, to listen to and build on the contributions of others, and to participate in discussions, presentations and debates, both individually and in groups.

Oracy was the school's whole-school teaching and learning focus in the previous academic year, and the emphasis on spoken language above continues to be embedded across all subjects as a result. Teachers build in deliberate opportunities for pupils to talk purposefully - for example through structured discussion, debate, presentations and paired or group talk - and to develop the vocabulary, confidence and listening skills needed to articulate their thinking clearly in every subject, not only in English lessons.

Reading

Pupils are taught to read fluently and with understanding across all subjects, applying their growing word-reading and comprehension skills to locate and use information, follow an argument or process, and summarise, synthesise and evaluate what they read from a range of sources, including subject-specific texts.

Writing

Pupils are taught to write clearly, accurately and coherently across the curriculum, adapting their language and style for a range of contexts, purposes and audiences. This includes using correct spelling, punctuation and grammar, organising their writing in logical and well-structured forms, and drafting, reviewing and improving their work where appropriate.

Vocabulary and Standard English

Pupils are taught the technical and subject-specific vocabulary of each subject, and how to use and spell these words accurately. They are taught to use the patterns of language needed for understanding and expression within a subject - for example, language to express causality, chronology, logic, exploration, hypothesis and comparison, and how to ask questions and construct reasoned arguments - and to recognise and use Standard English confidently in both speech and writing.

Computing across the Curriculum

At RGS The Grange, we are committed to delivering a Digital Learning Programme for all pupils, in line with the National Curriculum for Computing. Across all subjects, pupils are given opportunities to apply and extend their computing capability, through the use of iPads and other digital tools, within three broad strands:

- Computer science - understanding the principles of computation, including basic algorithms and logical reasoning, where relevant to the subject being studied
- Information technology - using digital tools to find, select, organise, analyse and present information, and to create, refine and share work
- Digital literacy - using technology safely, respectfully and responsibly, and developing the ability to evaluate the accuracy, reliability and bias of digital information

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

- Find things out from a variety of digital sources, selecting and synthesising information to meet their needs, and questioning its accuracy, bias, reliability and plausibility

- Develop their ideas using digital tools to amend and refine their work and enhance its quality and accuracy
- Exchange and share information safely and responsibly, both directly and through electronic media, with an awareness of online safety and appropriate online conduct
- Review, modify and evaluate their work, reflecting critically on its quality, as it progresses

Online safety is embedded across the curriculum wherever pupils use digital technology, in line with the school's Online Safety / Acceptable Use policy and the statutory guidance Keeping Children Safe in Education.

Concerns and Complaints

Parents who have concerns about any aspect of the curriculum should discuss these, in the first instance, with the pupil's class teacher. If the issue is not resolved, parents should then contact the Head of Subject, followed by the Assistant Head Academic.

Monitoring and Review

This policy is monitored by the Assistant Head Academic and reviewed annually, or sooner if there is a change in the National Curriculum, the EYFS Statutory Framework, or school practice. Its impact is evaluated through planning scrutiny, lesson observations, work scrutiny and pupil outcomes, with findings feeding into the Annual School Development Plan.

This policy applies to all pupils at RGS The Grange, including those in the EYFS.

Sponsor: Headmaster

Updated by Assistant Head Academic

Reviewed: July 2026

Review: July 2027

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