



# The Grange School Curriculum

The curriculum at The Grange has been designed to meet the needs of our students and ensure students of all abilities access entitlement to a curriculum that enriches them intellectually, physically, and artistically.

The legal framework of the National Curriculum specifies what we are legally required to teach. We also believe that the National Curriculum ensures that our students receive a well-rounded education that prepares them with the knowledge and skills to be successful and contribute to their community in adult life. As a student at The Grange, all students will engage and be taught the National Curriculum and where levels of literacy and numeracy are considered low on entry our students will be supported to ensure that they can access and be successful in achieving what they are capable of. Through the National Curriculum our students experience a broad and meaningful academic experience which enables them to make informed choices and prepares them for GCSEs and other valuable qualifications.

At The Grange we encourage our students to take greater control of their lives through the development of Grange Enterprise and Learning Skills (GELS). These skills are explicitly taught in Year 7 Enterprise lessons and subsequently reinforced and explored through Key Stage 3 Enterprise and implicitly taught and encouraged across all curriculum areas. Our GELS consist of can do; communication; creativity; independence; leadership; reflectiveness; self-management; and team working. This aspect of our work is closely linked to both preparation for work and one of our key strategic intentions focusing upon **New Horizons**, where students experience both the opportunity to lead and follow and adopt a 'can do' attitude that enables them to achieve success and fulfil their future interest and aspirations. Our pathway can be followed here: [CAREERS-PROVISION-FOR-WEBSITE-2023.pdf \(grange.bucks.sch.uk\)](https://www.grange.bucks.sch.uk/careers-provision-for-website-2023.pdf)

Our curriculum design is highly ambitious for all students both in terms of equality of access to the taught curriculum and fairness in understanding that some students need more to fulfil their potential.

Our core values ([Vision-Statement-Final-January-2020.pdf \(grange.bucks.sch.uk\)](https://www.grange.bucks.sch.uk/vision-statement-final-january-2020.pdf)) are embedded in all that we do and this along with what is formally taught through PSHE, and through British Values prepare our students to make informed choices as adults within a democratic society. Life can be challenging, and young people face a whole range of contemporary issues which as a school we do not shy away from. We will face, discuss, and educate in relation to issues such as: life in Modern Britain, social media, mental health, racism, relationship and sex education, child on child abuse, exploitation, bullying and a range of other issues that face young people and their encounters through life.

The curriculum is locked within a culture of equity and equality, where we are stronger and can, with the support of others, be satisfied that we can achieve what we are capable of achieving. It is important that our students are successful within the curriculum and success at The Grange is defined as:

**“Success is peace of mind which is a direct result of self satisfaction in knowing you made the effort to become the best of which you are capable.” (John Wooden)**

Within our school, specialist subject areas have a framework for setting out the aims of the programmes of education, including the knowledge and understanding to be gained at each stage of education. This outlines the school intentions for what: our students are expected to know; when we expect them to know this; why we want students to know this; outline how will they know they achieve this; and what comes next. You are able to access these below by following each of the subject sections within this area of the website: [Subjects A to Z - The Grange School](#)

Success, equality and equity are key values within the ethos of The Grange and embedded in the clear thinking of the shape of the curriculum within both Key Stage 4 and The Sixth Form.

#### Key Stage 4

Our three-year Key Stage 3 model is designed to maintain momentum and tap into increased motivation as we progress into Key Stage 4 (KS4). All students of all abilities and backgrounds can study the full English Baccalaureate including Mathematics, English Language and English Literature; Science; French, Spanish, and Urdu; History and Geography.

As a school we value the contribution of all Humanities subjects and Religious Studies is considered in terms of understanding the world in which live as equally as important to offer at GCSE as Geography and History.

As well as the EBacc offer we believe it is important to offer breadth to the curriculum at KS4 that does not limit our students’ ambition and aspirations for the future and provides opportunities to consider vocational and artistic pathways.

Business and Vocational subjects are important to the local area, where **Buckinghamshire** is the **Entrepreneurial** Heart of Britain. Similarly, there are local priorities within the health and social care sector, alongside construction and ICT ( [Labour Market Information - The Grange School](#) ).



Block A		Block B	
<p><b>MFL</b></p> <ul style="list-style-type: none"> <li>• French</li> <li>• Spanish</li> <li>• Urdu</li> </ul>	<p><b>Social Science</b></p> <ul style="list-style-type: none"> <li>• Geography</li> <li>• History</li> <li>• Religious Studies</li> </ul>	<p><b>Business / Vocational / Services</b></p> <ul style="list-style-type: none"> <li>• Business Studies*</li> <li>• Computer Science</li> <li>• ICT (T)</li> <li>• Health &amp; Social Care (T)</li> </ul>	<p><b>Practical / Creative</b></p> <ul style="list-style-type: none"> <li>• Art, Craft &amp; Design</li> <li>• Construction &amp; the Built Environment (T)</li> <li>• DT – Graphic Products</li> <li>• DT – Product Design</li> <li>• Drama</li> <li>• Food Preparation &amp; Nutrition</li> <li>• Music</li> <li>• Performing Arts (Music) (T)</li> <li>• PE</li> <li>• Sport (T)</li> </ul>
<p>Learning Support EAL</p>		<p>Learning Support</p>	

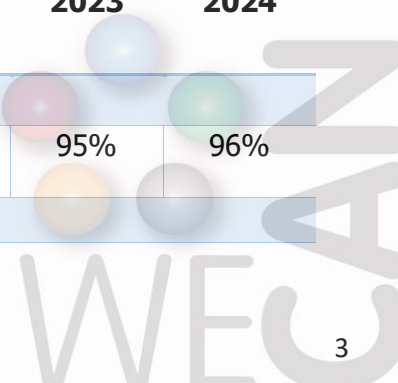
The uptake of student studying the full 5 components of the English Baccalaureate at GCSE is increasing over time., with 43% of students taking this curriculum path in 2025. The school has ambitious intentions for all students during the options process but at the same time retains an offer that meets the interest of its students.

	2020	2021	2022	2023	2024	National
<b>EBacc</b>	29%	38%	36%	31%	34%	40%
<b>Languages</b>	40%	48%	42%	37%	42%	47%
<b>Humanities</b>	79%	86%	91%	88%	88%	81%
<b>Science</b>	97%	99%	97%	97%	98%	95%

Moving forward we see an increase in the number of students studying at least four components. This rises to 95% for the Year of 2023 and 96% for the Year of 2024, for students studying four or five components of the EBacc.

The intention is equally as ambitious for SEND students, with 86% of the SEND cohort studying at least four components in 2022, moving to 88% in 2023 and 2024 for the same interest group.

EBacc Components	2019	2020	2021	2022	2023	2024
<b>All Students</b>						
<b>4+ Components</b>	89%	89%	93%	94%	95%	96%
<b>SEND</b>						



<b>4+ Components</b>	70%	73%	87%	86%	88%	88%
<b>Disadvantaged</b>						
<b>4+ Components</b>	82%	82%	82%	89%	92%	91%

As a school, Religious Studies is highly regarded subject and although it is not included in the Humanities measure it should be noted that an additional 6% of the cohort are studying both Religious Studies and a Modern Foreign Language in 2023. This is similar for the 2024 cohort with an additional 7% studying the subjects. In 2022 it is 6% who study a language and RS.

### 6<sup>th</sup> Form

The curriculum provides a pathway of further study for all students who have the ability to be successful at this level and don't necessarily achieve the normally required grades for 6<sup>th</sup> Form entry. Our intention is to provide a curriculum that meets the needs of many our students at the age of 16. An additional level and opportunity for selection occurs locally with many our higher achieving students being chosen for Grammar Schools.

The entry profile of our students reflects this with 68% of the 2019 cohort being rated as middle/low prior attainers compared to the national average of 29%. The figures for 2021 and 2022 are 81% and 82% respectively and for 2023 re 72% and for 2024 are 70%. This said there are programmes of study and pathways that meet the needs of students of all abilities. The programmes of study are relevant and matched to local needs with local market intelligence highlighting gaps in both business and health related employment.

The curriculum has been designed to complement KS4 offerings in terms of transition between years 11 and 12. There is balanced academic, artistic, and vocational offer that enables students to pursue interest and ambitions and permits us to look after our own.

Students follow a varied and comprehensive enrichment and support programme which has been designed to both enhance their learning skills and to prepare them for the world outside of school. This will support them in becoming valued and valuable members of the wider community. Planned opportunities are integrated into the provision to enable our students to make informed decisions about their futures be that University or Higher-level apprenticeships.

Our 6<sup>th</sup> Form Curriculum is designed to enable students to be able to study facilitating A Levels, A Levels and BTEC Level 3 Vocational courses, as well as GCSE in both English and Mathematics.



OPTION A	OPTION B	OPTION C	OPTION D	OPTION E
<b>A-Level</b> · Business Studies · English Literature  <b>BTEC Level 3</b> · Business	<b>A-Level</b> · Psychology · Religious Studies · Art  <b>BTEC Level 3</b> · Travel and Tourism	<b>A-Level</b> · Film Studies  <b>WJEC Applied Diploma</b> · Food Science and Nutrition  <b>BTEC Level 3</b> · Information Technology · Applied Science	<b>A-Level</b> · History · Sociology  <b>WJEC Applied Diploma</b> · Criminology	<b>A-Level</b> · Drama and Theatre · Geography  <b>BTEC Level 3</b> · Health and Social Care · Sports Studies (Single)

## **Curriculum Implementation**

Members of the Senior Leadership Team line manage Subject Leaders across the curriculum but are not necessarily specialists within those subjects. Subject Leaders are the specialists and are responsible for what is taught and the rationale. It is important for Seniors Leaders to understand both what is taught and the rationale behind the curriculum. As such we create time to discuss and fully understand the intended curriculum.

As a school, we provide time to support curriculum development through collaborative planning and marking because the real curriculum at The Grange requires the everyday creative input of our teachers. Our teachers are given the time and are encouraged to plan on a collegial basis, building and sharing upon their collective expertise.

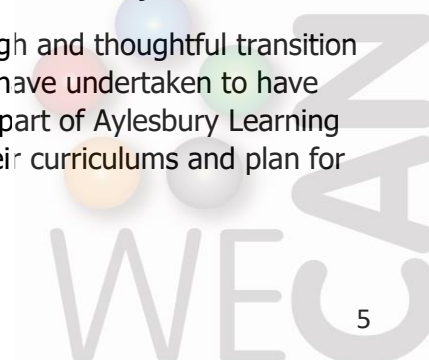
When we consider our school's curriculum it is important to consider pedagogy and consideration of the ways in which learning experiences are planned and conducted to compliment knowledge through the development of reflective thinking, values, attitudes, and an understanding of self and others.

Over time we have developed our DNA of teaching at The Grange. These are the elements that are consistently evident in the lessons experienced by students daily. At The Grange there are 6 elements within our DNA:

- Clear Routines and Clear Instructions
- Momentum and Pace
- Stretch and Challenge
- Questioning
- Assessment for Learning
- Retrieval Practice













These are consistently applied at The Grange, but it is accepted and understood that students will experience teachers at different stages in their career, life experiences, backgrounds, and personalities. Diversity of educational encounters is beneficial to young people but there is an expectation that our DNA is consistent across all subjects and lessons.

Prior to starting The Grange students have undertaken a thorough and thoughtful transition programme [Transition - The Grange School](#) and as a school we have undertaken to have greater insight into the primary curriculum through our work as part of Aylesbury Learning Partnership of Schools, where Subject Leads meet to discuss their curriculums and plan for potential collaborative projects.






As a non-selective school in a highly selective area, with two neighbouring Grammar Schools it is important that we reinforce the message that our students of all abilities can be successful and that they are appropriately challenged to fulfil their potential. Some are bruised through the selection process and other may believe that hard work does not necessarily achieve what they want. Our curriculum demonstrates that students have access to a whole range of future academic pathways.

At The Grange we challenge our students through pedagogical Thinking Hard strategies, that are used in lessons to provide differentiated challenge for our students. These devices include:

Reduce it.	
Deconstruct it.	
Transform it.	
Derive it.	
Prioritise it.	
Categorise it.	
Criticise it.	
Practice it.	
Connect it.	
Compare it.	
Extend it.	
Create it.	

Throughout the course of lessons students will be engaged in different types of lessons that require them to adopt different modes of learning. These modes of learning are shared with students, so they understand the intention of the learning experience. They are four modes of learning that are specifically used at The Grange:

Independent Work		Used for students to work on their own to
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		embed the skills and knowledge that are key to success in the lesson.
Paired Work	 Paired Work	Students discuss the learning with their peers on either side of their seat.
Polite Group Work	 Polite Group Work	Students discuss the learning with their peers in a larger group.
Respectful Whole Class	 Respectful Whole Class	Teacher is leading the learning. Students track the speaker, listen intently to what is being taught and answer all questions.

There is a consistent approach to implementation of the curriculum at The Grange that is supported by sharing good practice and a shared commitment to professional development.

### **Curriculum Impact**

Students are taught a broad, balanced curriculum which has the flexibility to meet their needs and aspirations.

Curriculum leaders have put in place coherently planned, sequenced and progressive curriculums that provide students with knowledge and skills that support them in their next steps, future learning, and employment.

All students have equal access to the full curriculum that meets their needs and aspirations and interest for the future.

The curriculum promotes spiritual, moral, social, and cultural development. Personal development is considered a strength of the school and students receive valuable careers advice and guidance that supports them in making informed next step decisions at the ages of 16 and 18.

For the Summer 2022 cohort the Annual Activity survey showed that 90% of students remained in education, with 49% in 6<sup>th</sup> Forms and 41% in Further Education. 4% of students went onto apprenticeship and employment with training. 1% were active in the labour market but not considered settled and 5% of students' activities were not established at the time of the survey.

There is sustained evidence of improved student outcomes ([Performance - The Grange School](#)) for The Grange, with year-on-year improvements since 2017, through the COVID years, and beyond.

The Quality of Education at The Grange is improving year on year. This is supported by the good behaviour and attitudes of students and the continued commitment of The Grange School staff to the development and implementation of our teaching DNA.

The quality assurance mechanisms and regular student voice activities align to support continued reflection and improvement at The Grange School.

