



# **Allerton Grange School**

## **Curriculum, Teaching & Assessment Policy 2025-26**

Designated Lead: Lucy Saunders, Senior Deputy Headteacher

Reviewed Autumn 2025

Next review: Autumn 2026

## Curriculum, Teaching and Assessment Policy

### Curriculum Vision

At Allerton Grange School, we believe that a successful curriculum enables students to participate in the great conversations of humankind. A rigorous and knowledge-rich curriculum provides students with cultural literacy and allows them to engage with shifting ideas and arguments. Accordingly, students do not just learn a list of facts. Through a focus on powerful knowledge – both substantive and disciplinary -students also learn to challenge accepted wisdom and explore how knowledge is created and even how it changes over time. We believe that the teaching of broad knowledge to all children is the single most effective way to narrow the gap between demographic groups. We believe in developing the whole child. Our curriculum, therefore, encompasses the wide range of enrichment opportunities available at AGS - from the performing arts and sports clubs to trips abroad. Ultimately, the AGS student aspires, grows and succeeds, going out into the world as a confident and intellectually curious member of society. This curriculum vision forms the basis of what we refer to as the AGS cornerstones (KLAS).



Knowledge – **More knowledge**

Literacy – **More understanding**

Aspirational Enrichment – **More experiences**

Service & Leadership - **More ambition**

### Our Curriculum Approach

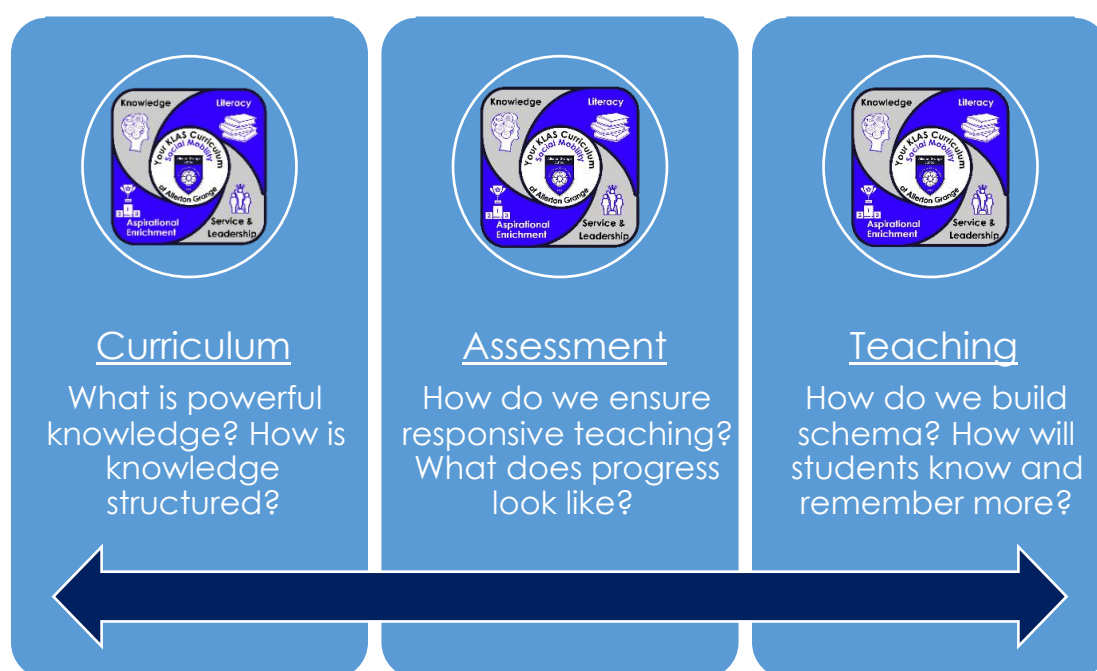
At Allerton Grange, our curriculum is designed to develop the whole child. We aim to provide a broad and balanced education for as long as possible, giving every student the opportunity to thrive academically and personally.

Each subject area has carefully planned a learning journey that ensures students gain *powerful knowledge*, learn how to apply it in different contexts, and grow into confident, well-rounded learners prepared for life beyond school.

Through the **knowledge** cornerstone of our curriculum, we ensure that our students are taught powerful knowledge and are supported to remember this knowledge long term.

Our **literacy** cornerstone ensures that reading and writing sits at the heart of each learning opportunity, with all subjects ensuring that students have opportunities to read challenging texts and use subject specific vocabulary.

**Aspirational enrichment** allows students to experience their learning beyond the classroom, through a wide range of enrichment activities designed to develop students academically and pastorally. Finally, our **service and leadership** cornerstone provide students with the opportunities to develop a wide range of skills that will support them in their journey beyond school, from volunteering to enterprise projects.



Curriculum
Curriculum coverage allows all students to access the content and make progress through the curriculum.
The curriculum is ambitious and provides challenge for all, therefore meeting or exceeding the NC requirements. The curriculum remains broad and balanced for all students, for as long as possible, before students choose subjects for study in Key Stage 4. We offer a range of subject options at Key Stage 4 and Key Stage 5: most of these qualifications are GCSE or A-levels with some vocational qualifications where appropriate.
The curriculum is sequenced to help ensure a coherent narrative of powerful knowledge. The AGS curriculum is knowledge (both hierarchical and cumulative) structured as narrative over time.
New learning should ideally build upon previous learning and aid teaching for long-term memory and the development of schema.
There is a clear and coherent rationale for curriculum design, with substantive and disciplinary knowledge mapped explicitly across all knowledge-rich SOW.
Powerful knowledge (substantive and disciplinary) is a prerequisite for skills such as evaluation and analysis.

**New and existing subject specific Tier 2/3 vocabulary is taught explicitly as part of the Words Matter programme.**

#### **Assessment**

Internal assessment regimes driven by curriculum with a balance between formative and summative assessment, meaning a two layered approach to assessment. Assessment at AGS **supports the curriculum and responsive teaching.**

**The curriculum is the progression model.** We assess students on how well they have understood, remembered and applied the core knowledge they have been taught.

**Layer 1: Formative** – on-going, ungraded and focused on smaller knowledge domains of the curriculum. This will take place at multiple points during a lesson as well as when students apply their knowledge to practice questions.

**Layer 2: Summative** – Limited to two identified points in the academic year. This is assessed and moderated within curriculum areas and outcomes reported home to parents

Teachers form a rounded view of student attainment that is meaningful based on curricular progression. Curriculum areas devise their own **bespoke assessment calendar.**

#### **Teaching**

Learning is a change in long-term memory and occurs when our students can attach new learning to prior learning. To achieve this, we believe (based on a range of available evidence) effective teaching should include the following six principles: securing attention, retrieval, explanation and modelling, questioning, deliberate practice and assessment and feedback.

Lessons are characterised by positive relationships and a positive climate for learning as outlined in the AGS PPD policy