

Curriculum Policy

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Committee	Teaching, Learning and Assessment
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Rationale

The curriculum at Deptford Green School is flexible, personalised and fully inclusive, supporting students' learning, progress and achievement. It must raise standards and, stretch the most able and narrow gaps in achievement and attainment for all students.

1. Curriculum aims

The curriculum at Deptford Green School is underpinned by the school's vision and ethos to enable all students to develop. It is designed to:

- Provide a broad and balanced education for all students that's coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Fulfil their academic potential and be able to achieve their ambitions for the next stage of their educational journey
- Make a positive contribution to the school community and the wider community that we serve
- Develop socially and emotionally the skills and attributes needed to live happy, safe and productive adult lives
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Provide a broad curriculum prioritising a strong academic core of subjects, such as those offered in the EBacc
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment



It acts as a vehicle for TEEP (Teacher Effectiveness Enhancement Programme) Learning Cycle and LORIC, a character building programme. This statement should be read in conjunction with the Teaching and Learning Policy, the Marking, Assessment and Reporting Policy and the Behaviour for Learning Policy.

Core skills of literacy, numeracy and oracy form the foundation of curriculum design. At Deptford Green, students are taught to be independent, to think, to criticise, to respect and celebrate diversity, to be active not passive recipients of learning, to be self- confident, self-aware, to have sense of self-worth and develop their self-esteem.

2. Legislation and Guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

3. Roles and responsibilities

3.1 The Governing Board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum



- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

SLT and other relevant staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Organisation and planning

Each subject has a 5-year programme plan with schemes of work, where appropriate related to the National Curriculum and/ or examination board requirements. Schemes of work must be followed by all departmental staff and monitored by Heads of Faculty, Heads of Departments and Senior Leadership Team. Schemes of work establish how course content is structured so students' skills, knowledge and understanding are developed progressively. Students are assessed formatively through in built hinge assignments and summatively through internal or external examinations. The school day is structured to support the curriculum by having single lessons in response to the differing learning needs of each subject.

The statutory requirements for Careers Education and Sex Relationship Education are provided with a comprehensive programme for each year group. Citizenship, work related learning and financial capability are integrated across the curriculum.

Enrichment activities are provided to enhance and broaden students' learning at Deptford Green School. These take place in school and during trips and visits.

A wide range of extra curriculum activities are available for all students. The purpose of such activities is to enhance and offer a broader curriculum offer beyond the classroom. The aim being to widen students' cultural capital, sense of achievement, social skills, wellbeing and enjoyment.

Key Stage 3

A three-year key stage 3 provides students with time and space to gain secure understanding.

It builds on the National Curriculum Key stage 2 programme of study and bridges gaps in learning with personalised programmes for identified students. In Year 7, CATs (Cognitive Abilities Test) and GL (Granada Learning previously known as the National Education Foundation for Education Research (NFER) tests are used to gain an understanding of students' reading age and other skills. This data along with key stage 2 results used to shape their learning.

Key Stage 4

The key stage 4 curriculum meets the needs of students by incorporating the opportunity for both academic and vocational study. Post 16 guidance is provided to enable students to choose relevant courses or training when they leave Deptford Green School. The aim is to give each student the chance to succeed by offering an appropriate range of qualifications including options that enable study towards the English Baccalaureate. However, for some students, a continued focus on core skills (and consequent reduction in optional subjects) is more important. The key stage 4 programme of study commences in year 10. By the end of year 9, each student formally selects optional GCSE subjects to study in years 10 and 11 to supplement the core GCSE subjects. Some students follow a vocational course as an alternative to one or more GCSE subjects. It is our aim that all students will participate in one week of work experience by the end of year 10 and, for a

limited number of students, this opportunity may be extended into year 11 in lieu of one or more option subjects.

Curriculum Content

Subject	Year 7	Year 8	Year 9	Year 10	Year 11
Art	*	*	*	+	+
Business Studies				+	+
Computing	*	*	*	+	+
Drama	*	*	*	+	+
Design and Technology	*	*	*	+	+
English	*	*	*	*	*
Film Studies				+	+
French or Spanish	*	*	*	+	+
Food Technology	*	*	*	+	+
Geography	*	*	*	+	+
History	*	*	*	+	+
Mathematics	*	*	*	*	*
Music	*	*	*	+	+
Physical Education	*	*	*	+	+
Religious Education/ Ethics	*	*	*	+	+
Science	*	*	*	*	*
Textiles	*	*	*	+	+
Personalised Pathways				+	+
PSHE	*	*	*	*	

Compulsory = *

Optional = +

Key Stage 4 programme

Core Subjects, e.g. Year 10 2020 -2021 (subject to annual review)

- English Language and English Literature
- Maths
- Combined Science

Option Subjects on Offer, e.g. Year 10 2019-2020 (subject to annual review)

In total, each student chooses four option subjects. Students can select a subject from the below list:

- Spanish
- French
- History
- Geography
- Computer Science

In addition, students can choose from a range of academic and vocational courses:

- Art and Design
- Business Studies
- BTEC Creative iMedia*
- BTEC Design and Technology*
- Drama
- Film Studies
- BTEC Hospitality and Catering
- GCSE Music
- RSA Rock School*
- RE
- GCSE Physical Education
- OCR Nationals Sports Studies*
- Textiles

* Vocational Courses

5. Curriculum: Covid 19

In light of the last school year, the curriculum has been reviewed at Key Stages 3 and 4 to ensure gaps in student's knowledge skills and understanding are addressed. Each subject area has carried out a gap analysis and have in place actions to address issues raised. This may mean for some students a focus on literacy and numeracy to enable them to access their learning. For others, reverting back to Key Stage 2 programme of study, whilst for some, stretch and challenge and building on embedded skills to deepen understanding is the option taken.

6. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils

- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

The school regularly monitors the curriculum as part of its ongoing self-evaluation. Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits, meeting with students, reports to the governing body and any subject report commissioned through an external body for example, St Marylebone Teaching School
- Senior Leadership Team, Heads of Faculty and Heads of department, Head of Years monitor the way their subject and year group is taught throughout the school by carrying out learning walks, book scrutinies, hinge assessments, examination results analysis

In partnership with St Marylebone Teaching School Alliance, school reviews take place. In addition, subject reviews led by SLEs (Specialist Leaders of Education) take place by St Marylebone Teaching school.

Heads of Faculty and heads of department also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 1 year. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Marking, Assessment and Feedback Policy
- Behaviour for Learning Policy
- Equality information and objectives
- Remote and Online Learning Policy
- SEN policy and information report