

GREAT CURRICULUM POLICY

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GREAT CURRICULUM POLICY RATIONALE

'Catch the wind in your sails, Explore, Dream, and Discover' is the school motto and with our values - GREAT (Growth, Respect, Equality, Accountability and Togetherness) underpins our ethos and philosophy. This drives the work of the school to ensure every child experience great learning. This policy should be read in conjunction with the Teaching and Learning Policy and the Marking and Feedback Policy.

Our aim at Deptford Green School is to ensure all students make great progress regardless of their background. The key to improving the outcomes of students is quality first teaching through excellent planning. The aim of the medium-term plans (MTP) is to pull together strategic themes into one consistent document to shape students' learning. The foundations are creativity, literacy, numeracy, oracy, and reading. Underpinned by our values - GREAT (Growth, Respect, Equality, Accountability and Togetherness) and Learner Behaviours - LORIC (Leadership, Organisation, Resilience, Independence and Communication). Building on curriculum plans, subject leaders should use subject overviews, knowledge, skills and understanding documents, KS4 specifications and assessment to write MTPs.

They should be accessible to teachers and for those who may be covering lessons. These documents are not fixed and should be reviewed through regular monitoring.

CURRICULUM VALUES



EXPLORE

To **explore** at Deptford Green is to take risks, challenge yourself and find your purpose. It is to explore uncharted territory, relishing every opportunity in front of you. It is to not settle for what you already know, but to try new things, show resilience, and dive into unknown waters confidently.



DREAM

To **dream** at Deptford Green is to be inspired and to inspire others. It is to realise that anything is possible, to cross borders and have the highest expectations of yourself and those around you. It is to continue to strive and move forward, tackling challenges head on with determination, opening many doors to your future as a result.



DISCOVER

To **discover** at Deptford Green is to love what you learn and learn what you love. It is to discover yourself, who you want to be navigating your future with curiosity and wonder. It is to seek out and celebrate the differences and lives of others, to find your place in your community and develop a deep understanding about the world around you.

These values should always underpin curriculum planning and feature heavily in the lessons we plan and deliver. We should always build in opportunities for students to do the following when considering the curriculum we teach. Through every unit in every subject, we aim for students to:

EXPLORE	DREAM	DISCOVER
TAKE RISKS	BE CURIOUS	BE INSPIRED
CHALLENGE THEMSELVES	DEEPEN UNDERSTANDING	HAVE HIGH EXPECTATIONS
FIND THEIR PURPOSE	LOVE LEARNING	TACKLE CHALLENGES
EXPLORE UNCHARTERED TERRITORY	CELEBRATE DIFFERENCE	UNDERSTAND THE WORLD
RELISH OPPORTUNITY		NAVIGATE THE FUTURE

SUBJECT VISION	Already created at the start of the curriculum overview document:
WHAT?	
PULLS OUT THE KEY WORDS FORMING THE VISION FOR THE STUDENTS IN EACH SUBJECT.	
WHO?	
STUDENTS AND TEACHERS	
WHY?	
SO THAT BOTH TEACHERS AND STUDENTS HAVE A SHARED VISION OF THE SUBJECT.	Key words extracted from the overall statement that highlight key elements of the department vision.
STATUS	
WILL BE EXTRACTED FROM EXISTING VISION STATEMENTS	

Deptford Green English and English Literature Curriculum Map

Communications Faculty Vision:
Encourage thoughtful, creative communication in the community. Literacy is our greatest social leveller and languages are our tools for communication across communities. Working with words of the world; reading texts and understanding others' viewpoints to open up worlds beyond the classroom. Read, listen and express your ideas with confidence.

English Department Purpose and Vision:

- English has a pre-eminent place in education and in society. A high-quality education in English will teach students to speak and write fluently so that they can communicate their ideas and emotions to others; and through their reading and listening, others can communicate with them.
- Through reading, in particular, students have a chance to develop creatively, culturally, emotionally, intellectually, socially and spiritually. Literature plays a key role in such development. Reading enables students to acquire knowledge and to build on the skills and knowledge they already have. Reading is key to academic success and is a lifelong learning skill.
- All the skills of Language are essential to participating fully as a member of society; students who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. Language is the greatest social leveller and communication skills are essential to flourish in life.

GREAT CURRICULUM AND ASSESSMENT MAPPING

A number of documents should be in place to ensure planning is thorough and is understood by all stakeholders: teachers, students and parents. Below is an overview of the 3 documents that should be in place for each department. These should be live documents that are regularly reviewed as part of MINT and Moderation meetings. There should always be opportunities for student voice to feed into the review of unit.

SUBJECT VISION

It's important that each department has a clear vision which communicates what the key opportunities offered to students are. This vision should be written at the start of the curriculum overview document. The curriculum vision should focus on the following things:

- Subject Specific: what skills, knowledge and understanding the students will obtain by studying the subject;
- The Big Picture: how studying the subject will help them understand the world
- Transferrable Skills: how the subject will help students beyond a school setting.

EXAMPLE OF THE ENGLISH SUBJECT VISION

SUBJECT VISION	KNOWLEDGE, SKILLS & UNDERSTANDING	CURRICULUM OVERVIEW	MTP
WHAT?	WHAT?	WHAT?	WHAT?
IDENTIFIES THE VISION AND PURPOSE OF THE SUBJECT AND WHAT STUDENTS WILL GET OUT OF STUDYING THE SUBJECT.	DETAILS THE KNOWLEDGE, SKILLS & UNDERSTANDING COVERED IN YEARS 7, 8 & 9 FOR AGE EXPECTED STANDARD & GREATER DEPTH STANDARD	DETAILS UNITS STUDIED HALF TERMLY, OUTLINING LINKS TO LITERACY, NUMERACY, CAREERS, ORACY, EQUALITY AND DIVERSITY, ETC. AND HINGE ASSIGNMENTS.	DETAILS LESSON OUTCOMES, KEY CONCEPTS TO TEACH, LINKS TO RESOURCES, HOME LEARNING, LEARNING ACTIVITIES
WHO?	WHO?	WHO?	WHO?
STUDENTS AND TEACHERS	TEACHERS	TEACHERS	TEACHERS
WHY?	WHY?	WHY?	WHY?
SO THAT BOTH TEACHERS AND STUDENTS HAVE A SHARED VISION OF THE SUBJECT.	SO THAT TEACHERS HAVE A SHARED CRITERIA AND CAN ACCURATELY ASSESS STUDENTS.	SO THAT TEACHERS KNOW WHAT THEY ARE TEACHING WHEN AND WHAT ASSESSMENTS ARE IN PLACE.	SO THAT TEACHERS KNOW WHAT SHOULD BE COVERED WHEN AND GET CONSISTENCY ACROSS CLASSES

KNOWLEDGE, SKILLS AND UNDERSTANDING

KNOWLEDGE, SKILLS & UNDERSTANDING
WHAT?
DETAILS THE KNOWLEDGE, SKILLS & UNDERSTANDING COVERED IN YEARS 7, 8 & 9 FOR AGE EXPECTED STANDARD & GREATER DEPTH STANDARD
WHO?
TEACHERS
WHY?
SO THAT TEACHERS HAVE A SHARED CRITERIA AND CAN ACCURATELY ASSESS STUDENTS.
STATUS
DEPARTMENTS HAVE ALREADY COMPLETED THESE DOCUMENTS

	AGE EXPECTED AND WORKING IN GREATER DEPTH			YEAR 7
	KNOWLEDGE	SKILLS	UNDERSTANDING	ASSESSMENT
	The ideas, concepts, dates, times and other details that student will be able to recall.	The ways in which a student will be expected to apply their knowledge.	The depth in which a student understands and is able to articulate their ideas.	Details of hinge assignments and topics covered by two summative assessments.
	AGE EXPECTED STANDARD – YEAR 7			
	KNOWLEDGE	SKILLS	UNDERSTANDING	ASSESSMENT
WRITING	STUDENTS...	STUDENTS...	STUDENTS...	
	<ul style="list-style-type: none"> Know simple language and structure key terminology. Know text types and their intended audiences. Know different styles and registers of writing. Know simple punctuation types. Know simple structure features. Know Tier 1 and 2 vocabulary. Know basic spellings. Know success criteria for writing tasks. 	<ul style="list-style-type: none"> Can identify and use sentence types accurately. Can identify and use simple punctuation types accurately. Can identify methods and use them accurately in their writing. Can write with mostly controlled grammar. Have accurate basic spelling and some accuracy with more sophisticated spellings. Can paragraph accurately. Can write for a specific purpose matching the style and register to the intended audience. Can identify and use discourse markers. Can write in detail and at length. 	<ul style="list-style-type: none"> Understand how to construct sentences using basic grammar accurately. Understand how to use basic punctuation. Understand how to spell basic and some Tier 2 vocabulary accurately. Understand the effects of the basic sentences and punctuation used by writers. Understand the effects of the basic methods used by writers and be able to use them in their own writing. 	HINGE ASSIGNMENT 1: Describe the image using full range of punctuation and sentence structures. 40 MARKS HINGE ASSIGNMENT 2: Autobiographical writing using describe and narrate skills. 40 MARKS SUMMATIVE ASSESSMENT 1: ‘The Boy in the Striped Pyjamas’ AQA Test Pack. 40 MARKS
	WORKING IN GREATER DEPTH – YEAR 7			
	KNOWLEDGE	SKILLS	UNDERSTANDING	ASSESSMENT
	STUDENTS...	STUDENTS...	STUDENTS...	
	<ul style="list-style-type: none"> Know sophisticated language and structure key terminology. Know a range of text types and their intended audiences. Know a range of different styles of writing and complex registers and their effects. 	<ul style="list-style-type: none"> Can identify and use a range of sentence types accurately. Can identify and use a range of punctuation types accurately. Can identify sophisticated methods and use them accurately in their writing. Can write with controlled grammar to achieve intended effects. 	<ul style="list-style-type: none"> Understand how to manipulate a range of writing skills for an intended audience or text purpose. Write fluently and convincingly. Understand how to construct complex sentences and/or a 	SUMMATIVE ASSESSMENT 2: Speech Writing/ Describe and Narrate tasks. 40 MARKS SUMMATIVE ASSESSMENT 3: Write your own comedy using Shakespearean Comedy conventions.

Linking to both Key Stage 2 and 4, this document shows how students will demonstrate K, S and U throughout Years 7, 8 and 9 at both EXS and GDS.

Exam specifications are used at Key Stage 4.

The knowledge, skills and understanding required for students to meet the expected age-related standard (EXS) or Greater Depth Standard' (GDS), should be mapped in the document of the same name. The criteria for each year group should cover the National Curriculum (where applicable) and effectively prepare students for Key Stage 4 courses. Below is what each of the areas should detail:

KNOWLEDGE	SKILLS	UNDERSTANDING
The ideas, concepts, dates, details of texts and strategies students will need to recall.	The ways in which the students will be expected to apply the knowledge.	The depth and level of understanding a students will be required to have and how they will need to articulate this.
For example, knowing the plot and characters in a text, details of the events during the Cold War, knowing the key features of a studied artist.	For example, showing steps of an equation. using quotations, referring to sources, structuring answers, drawing graphs, shading images.	For example, understanding multiple intentions, understanding the effects of different audiences, applying knowledge in maths or science to a context or worded questions.

It may be more appropriate to break your subject down into areas of study or assessment objectives that run throughout Key Stage 3. Below is an example of how this has been done in the Music Department.

Year 7		
Expected Standard (EXS)		
Composition	Listening and Appraising	Performing
LOGIC and NOTATION		
<ul style="list-style-type: none"> - Use loops effectively to create an original piece of music, including dragging into a track and compiling loops together. P - To create an instrument track and use MIDI keyboard to play a range of software instruments, in different styles. P - To use the pencil tool to input notes in various software instruments. P - To use Primary and Secondary chords to create Chord progressions with 4 chords. GR - Using Melody/Lyric-builders to produce melodies for an original song GR 	<ul style="list-style-type: none"> - To identify the sound of different instruments/vocal types within different contexts and style, including folk, classical, rock and pop. O BGY - To be able to identify features and element of different styles of music, including folk, classical, rock and pop. O BGY - To demonstrate and understanding of the background and context of various styles of music, including folk, classical, rock and pop. O BGY 	<ul style="list-style-type: none"> - Be able to fluently play/sing a short piece of music in 4/4 metre on all instruments used across the year: guitar, ukelele, keyboards and vocals. O BGYGR - To be able to play/sing on 4 chords (1.6.4,5) on the range of instruments used across the year: guitar, ukelele, keyboards and vocals. O BGYGR - To be able to regularly perform in a whole group and solo without hesitation or interruption. O BGYGR
Greater Depth (GDS)		
<ul style="list-style-type: none"> - To record a range of software instruments accurately to the click track. P 	<ul style="list-style-type: none"> - To be able to categorise instruments/vocals by their type, for example, string, percussion, a cappella, duet etc. O BGY 	<ul style="list-style-type: none"> - Be able to fluently play/sing a short piece of music which uses syncopation on all instruments used across the year: guitar, ukelele, keyboards, and vocals. O BGYGR

It is good practice to then indicate on your Knowledge, Skills and Understanding document, where these things are being taught in your curriculum. You can see in the above example, how the units of work have been colour-coded to represent units in the Curriculum Overview. An example of how this has been done in the Curriculum Overview is below.

Year 7							
TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
Text/Topic	Key skills in Music	Developing the voice	Power of the Pentatonic	Exploring pentatonic through song	Logic X	Guitar/ Ukulele	
Knowledge, Skills and Understanding (EXS)	LISTENING & APPRAISING To identify the sound of different instruments within different contexts and styles. To be able to identify features and element of different styles of music. To demonstrate and understanding of the background and context.	LISTENING & APPRAISING To be able to identify features and element of different styles of music. To demonstrate and understanding of the background and context.	LISTENING & APPRAISING To identify the sound of different instruments within different contexts and styles. To be able to identify features and element of different styles of music. To demonstrate and understanding of the background and context.	LISTENING & APPRAISING To identify the sound of different instruments within different contexts and styles. To be able to identify features and element of different styles of music. To demonstrate and understanding of the background and context.			
	PERFORMANCE Be able to fluently play/sing a short piece of music in 4/4 metre. To be able to play 4 chords (1.6.4,5). To be able to regularly perform in a whole group and solo without hesitation or interruption. On Keyboard	PERFORMANCE Be able to fluently sing a short piece of music in 4/4 metre. To be able to sing over 4 chords (1.6.4,5). To be able to regularly perform in a whole group and solo without hesitation or interruption.	PERFORMANCE Be able to fluently play/sing a short piece of music in 4/4 metre. To be able to play 4 chords (1.6.4,5). To be able to regularly perform in a whole group and solo without hesitation or interruption.	PERFORMANCE Be able to fluently play/sing a short piece of music in 4/4 metre. To be able to play 4 chords (1.6.4,5). To be able to regularly perform in a whole group and solo without hesitation or interruption.	PERFORMANCE Be able to fluently play/sing a short piece of music in 4/4 metre. To be able to play 4 chords (1.6.4,5). To be able to regularly perform in a whole group and solo without hesitation or interruption.		PERFORMANCE Be able to fluently play/sing a short piece of music in 4/4 metre. To be able to play 4 chords (1.6.4,5). To be able to regularly perform in a whole group and solo without hesitation or interruption. On guitar and ukelele.
						COMPOSITION Use loops effectively to create an original piece of music, including dragging into a track	COMPOSITION To use Primary and Secondary chords to create Chord

CURRICULUM OVERVIEW

The curriculum overview document maps the units of work studied in each year group. The purpose of the document is to clearly lay out the journey and sequence of the curriculum. Typically, a unit of work will span a half term. The subject overview includes details of the following things:

- Text/Topic/Unit
- Skills/concepts
- Hinge assignments
- Links to GCSE
- Cultural capital
- Linked reading
- Other resources
- [A link to exemplars can be found here.](#)
- [A link to the pro-forma can be found here.](#)

MEDIUM-TERM PLANS

The purpose of medium-term plans (MTPs) is to ensure a consistency of knowledge, skills and understanding is delivered to students across teachers. They should detail clear teaching points and outcomes that need to be reached by all teachers each week. They should also include some of the key questions teachers should be asking students. Medium term plans should have clear details of weekly (or bi-weekly) home learning tasks. Shared resources and PowerPoints (as appropriate) should accompany the MTPs, which should ideally be hyperlinked into the document.

A link to the pro-forma and exemplar MTP can be found here.

MTP	Example of Medium-term Plan																									
WHAT?	 KS3 MEDIUM TERM PLANNING AND ASSESSMENT																									
DETAILS LESSON OUTCOMES, KEY CONCEPTS TO TEACH, LINKS TO RESOURCES, HOME LEARNING, LEARNING ACTIVITIES	<table border="1"> <thead> <tr> <th colspan="2">TITLE</th> <th>UNIT</th> <th>YEAR GROUP</th> </tr> <tr> <td colspan="2">CRITICAL APPROACHES MARGINALISATION</td> <td>MODERN NOVEL</td> <td>9</td> </tr> <tr> <th>AUTUMN 1</th> <th>AUTUMN 2</th> <th>SPRING 1</th> <th>SPRING 2</th> </tr> <tr> <th>1 2 3 4 5 6 7</th> <th>1 2 3 4 5 6</th> <th>1 2 3 4 5 6</th> <th>1 2 3 4 5 6</th> </tr> <tr> <th colspan="2">KEY WORDS</th> <th>KSU - EKS</th> <th>KSU - GDS</th> </tr> </thead> <tbody> <tr> <td>MARGINALISATION CRITICAL AGENCY POWER DISCRIMINATION VOICE</td> <td>PERSPECTIVE EMPOWERMENT RACISM</td> <td>Know the characters and setting Know the plot Understand the context of the text Use quotations to show understanding Select and comment on words Select and comment on methods Comment on writer's intention</td> <td>Understand plot tension Understand use of foreshadowing Embed quotations Analyse words and methods Explain writer's intention and effects Explain context with reference to text</td> </tr> </tbody> </table>		TITLE		UNIT	YEAR GROUP	CRITICAL APPROACHES MARGINALISATION		MODERN NOVEL	9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	1 2 3 4 5 6 7	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	KEY WORDS		KSU - EKS	KSU - GDS	MARGINALISATION CRITICAL AGENCY POWER DISCRIMINATION VOICE	PERSPECTIVE EMPOWERMENT RACISM	Know the characters and setting Know the plot Understand the context of the text Use quotations to show understanding Select and comment on words Select and comment on methods Comment on writer's intention	Understand plot tension Understand use of foreshadowing Embed quotations Analyse words and methods Explain writer's intention and effects Explain context with reference to text
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WHO?	<table border="1"> <thead> <tr> <th>WEEK</th> <th>LESSON FOCUS</th> <th>LEARNING QUESTIONS</th> <th>ACTIVITIES / OUTCOMES</th> <th>HOME LEARNING</th> </tr> </thead> <tbody> <tr> <td>1</td> <td> THEMES AND IDEAS: <ul style="list-style-type: none"> Marginalisation Agency Power Discrimination Empowerment Voice OF MICE AND MEN: CONTEXT A02: Migrant workers / working class A02: Effects of the Great Depression A02: Steinbeck A02: The American Dream </td> <td> What do these terms mean? How do these ideas link to what's happening in society now? Who has a voice? How has that changed over time? How might Steinbeck have been influenced by the social, cultural and historical context? How does the setting in Chapter 1 create the atmosphere of the Great Depression? Why does Steinbeck open the text with the setting? What is the relationship like between George and Lennie? What do you think of the way George treats Lennie? What can we predict about the rest of the novel? </td> <td> CLASS DISCUSSION / STUDENT VOICE: Key themes and ideas. Links to images / examples from contemporary current affairs and culture (books, music, plays, films). CAROUSEL / STUDENT PRESENTATIONS: Of Mice and Men Context WHOLE CLASS READING AND HQ DISCUSSION A0: Cold Call / Think, pair, share: A01/2/3 AFTER SECTION 1: Comparing George and Lennie. Both / However / Whereas. </td> <td> VOCABULARY: Create a poster with definitions and example sentences for these words: <ul style="list-style-type: none"> Marginalisation Agency Power Discrimination Empowerment RESOURCES WEEK 1 PPT: OMAM TEXTS MTP FRONT SHEET </td> </tr> </tbody> </table>		WEEK	LESSON FOCUS	LEARNING QUESTIONS	ACTIVITIES / OUTCOMES	HOME LEARNING	1	THEMES AND IDEAS: <ul style="list-style-type: none"> Marginalisation Agency Power Discrimination Empowerment Voice OF MICE AND MEN: CONTEXT A02: Migrant workers / working class A02: Effects of the Great Depression A02: Steinbeck A02: The American Dream	What do these terms mean? How do these ideas link to what's happening in society now? Who has a voice? How has that changed over time? How might Steinbeck have been influenced by the social, cultural and historical context? How does the setting in Chapter 1 create the atmosphere of the Great Depression? Why does Steinbeck open the text with the setting? What is the relationship like between George and Lennie? What do you think of the way George treats Lennie? What can we predict about the rest of the novel?	CLASS DISCUSSION / STUDENT VOICE: Key themes and ideas. Links to images / examples from contemporary current affairs and culture (books, music, plays, films). CAROUSEL / STUDENT PRESENTATIONS: Of Mice and Men Context WHOLE CLASS READING AND HQ DISCUSSION A0: Cold Call / Think, pair, share: A01/2/3 AFTER SECTION 1: Comparing George and Lennie. Both / However / Whereas.	VOCABULARY: Create a poster with definitions and example sentences for these words: <ul style="list-style-type: none"> Marginalisation Agency Power Discrimination Empowerment RESOURCES WEEK 1 PPT: OMAM TEXTS MTP FRONT SHEET														
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TEACHERS	<p>Medium term plans must meet the requirements and use the non-negotiables.</p> <p>They should have a link to the key resources shared by the department.</p> <p>MTPs must be accessible to new members of the department.</p>																									
WHY?	<p>SO THAT TEACHERS KNOW WHAT SHOULD BE COVERED WHEN AND GET CONSISTENCY ACROSS CLASSES</p>																									
STATUS	<p>DEPARTMENTS WILL NEED TO ADAPT THESE FOR EACH UNIT</p>																									

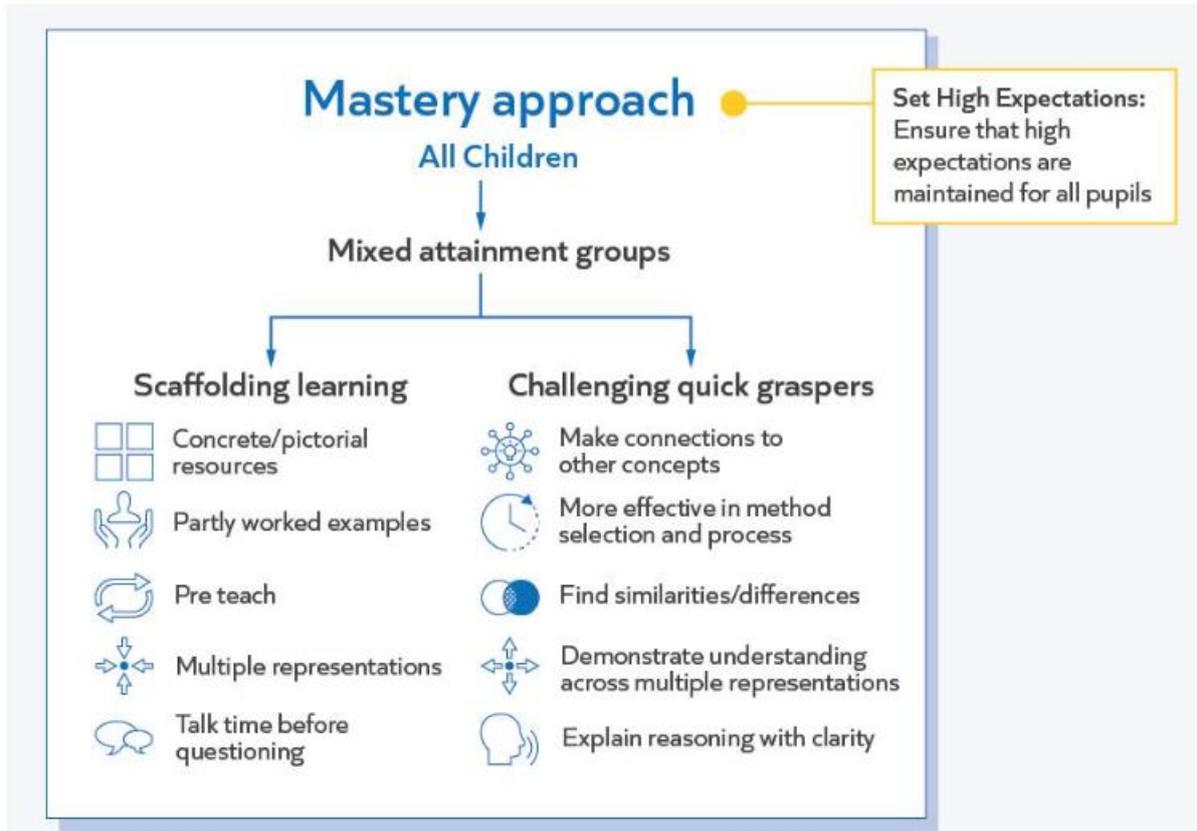
GREAT PLANNING STRATEGIES:

PLANNING THE CURRICULUM COLLABORATIVELY

The planning of curriculum should be a collaborative process. It is important that our teams understand the purpose and intention of the curriculum, and how it is designed to be delivered. Time in Department meetings should be dedicated to planning and sharing best practice. Departments should develop a culture of sharing good practice and resources. Working with members of their team and reaching out to subject associations will be important forms of support for subject leads and teachers (Myatt, 2018).

THE MASTERY APPROACH

When planning lessons, we should make sure the tasks are accessible and challenging for all. Rather than setting different tasks for students of different abilities, we should instead ensure common task is scaffolded for less able learners and extended for more able learners.



STAR TASKS

Star tasks should be planned to ensure more able learners are challenged when a task is set. Star tasks should be planned in advance. They should never be 'more of the same', but instead be designed to get the students to apply higher order thinking skills linked to the original task.

Philosophical big questions	Asking questions that link to the context of the lesson, but question much bigger things. For example, would the world be a better place without religion?
Image analysis	Provide a visual stimulus for them to apply an idea to. For example, how does this image show some of the key features of medicine at the time?'

Critical thinking/alternative perspectives	Focusing on the same idea as the task, ask the students to look at a particular discourse. For example, 'how might a feminist interpret the character of Juliet?'.
Evaluation/comparison/justification	Use the higher order thinking question stems from Bloom's Revised Taxonomy. For example, 'how effective do you think the writer was to create the mood of...?'.
Exam practice application	Provide a question that asks them to apply their knowledge in a different way. For example, following a number of equations, pose a worded question.
Metacognition	Ask students to articulate their thought process and explain how they came to an answer. For example, ask students to write out the steps they need to take to solve an equation.

SCAFFOLDING TASKS

Our overall aim is to scaffold tasks so they can be accessed by all, rather than providing a different task altogether. Here are some of the ways in which we should aim to do this when planning and delivering our curriculum.

Using concrete/pictorial resources	<ul style="list-style-type: none"> - Use images on slides alongside key words <ul style="list-style-type: none"> - images are much more universal and accessible than words. Please see the training materials here which give detailed examples. - Use images as a starting point for thinking tasks.
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Using partially worked resources	<ul style="list-style-type: none"> - Use models to help students understand what the outcomes should look like in terms of the quality and quantity. - Provide a partially completed example for students to complete.
Pre-teach	<ul style="list-style-type: none"> - Provide key information to students in advance of the next lesson. This could be in the last part of the lesson before or as home learning
Multiple representations	<ul style="list-style-type: none"> - Multiple representations include graphs and diagrams, tables and grids, formulas, symbols, words, gestures, software code, videos, concrete models, physical and virtual manipulatives, pictures, and sounds.
Talk time before questioning	<ul style="list-style-type: none"> - Allow students to discuss the work in a pair or group before they apply to demonstrate. - Pose a question to students, allow them to discuss it and then ask them to answer it.

PREPARE FOR LEARNING - BUILDING RETRIEVAL PRACTICE INTO THE CURRICULUM

When designing curriculum, it is important to build in opportunities for retrieval practice and the revision of previous knowledge, skills and understanding. We should remember:

- that planning needs to bear in mind how new knowledge builds on existing knowledge.
- how breaking knowledge down into small steps and sequencing it logically lessens the load on working memory.
- that regular purposeful practice and retrieval of knowledge can help develop fluency.
- that pupils' misconceptions can make it difficult for them to understand new content.
- that it can be hard to anticipate pupil misconceptions so working with colleagues can be valuable.
- how explicitly teaching knowledge and skills can help pupils to acquire them.

Ambition Institute, 2022

These opportunities should be built into the curriculum in some of the following ways:

- Prepare for Learning activities that require recall of previous learning;
- Specific lessons dedicated to the revision of previous learning;
- Home learning activities;
- Tasks that dovetail new and previous learning.

The Prepare for Learning slide should ask students to answer questions relating to:

- Things learnt in the last lesson
- Things learnt in previous lessons in the same unit
- Things learnt in previous units (that are ideally linked to the current unit)
- Questions or ideas to be thought about by more able students (labelled as STAR tasks)

It is also good practice to have a range of question types and stimuli on the Prepare for Learning slides, such as:

- Multiple choice questions
- Open questions
- Visual stimuli

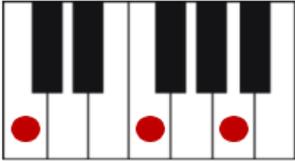
An example of a good Prepare for Learning Slide is below:

INDEPENDENT TASK

POWER OF PENTATONIC – LESSON 2

Prepare for Learning

NAME THE LABELLED NOTES OF THE PIANO:



WATCH THE VIDEO AND ANSWER THE QUESTIONS

1. WHAT SCALE IS HE SINGING?
2. WHAT IS HE DOING OVER THE TOP OF THE AUDIENCE SINGING?



WHAT IS A PENTATONIC SCALE?
PICK THE CORRECT OPTION BELOW.

1. A SCALE WITH 5 NOTES
2. A SCALE WITH 3 NOTES
3. A SCALE WITH 4 NOTES





ARE THERE ANY STEPS OR LEAPS BETWEEN THE NOTES IN THIS MELODY? **POINT OUT TWO STEPS AND TWO LEAPS YOU SEE.**

PREPARE FOR LEARNING

PLANNING LITERACY AND ORACY INTO THE CURRICULUM

Literacy and should play an important role when it comes to planning curriculum. Below is a checklist of things to ensure we have considered. These approaches should be visible in MTPs and on resources.



Deptford Green School – Whole School Literacy/ Oracy Strategy 2023-24



1  Disciplinary Literacy across the curriculum	2  Targeted Vocabulary Instruction	3  Read complex academic texts	4  Break down complex writing tasks	5  Whole school non-negotiables	6  Oracy Across the Curriculum
<p>Command words – exam words – subject skills</p> <ul style="list-style-type: none"> ❑ Visible and referred to in classrooms and departmental spaces. ❑ Skills are practised, plentiful opportunities to 'apply to demonstrate' in SOW as appropriate to the Key Stage. ❑ Variety of methods and tasks to practise subject specific skills. Students use these skills in hinge pieces. 	<p>Keywords specific to the SOW</p> <ul style="list-style-type: none"> ❑ Medium term plan & student front sheet ❑ Referred to and used during the unit ❑ Evident in students learning (verbally and written) highlighted in book word or green underlined ❑ Accurately used (including the spellings) by students within SOW and beyond as curriculum develops 	<p>Reading skills</p> <ul style="list-style-type: none"> ❑ Range of subject appropriate 'texts' and 'sources' (pieces of art, newspaper articles, film analysis, text books) ❑ Range of reading opportunities: independent/ collaborative/ class, pair, group ❑ Range of reading skills: scan, skim, re-read ❑ Range of reading strategies: Socratic Seminar, Reciprocal, Chronology, Card sort, Gap fill ❑ Tasks to check comprehension: short answer questions, summarising, consolidating. ❑ Tasks that allow students to 'apply' what they have read to subject specific higher order skills e.g. synthesising, comparing, justifying. 	<p>Writing and Extended writing skills</p> <ul style="list-style-type: none"> ❑ Explicit instructions for extended writing: text type, purpose and audience. ❑ Clear success criteria (for hinge pieces) ❑ Variety of approaches: 'I do – We do – You do' ❑ Writing frames and sentence starters to scaffold and ensure access for all ❑ Key word 'banks' and/ or explicit about using those on MTP front sheet – highlight/ green pen underline when used. ❑ (Most students to use) Full sentences to summarise, consolidate, justify etc. even for short responses ❑ Build/ develop writing stamina 	<p>Whole school priorities 23-24</p> <ul style="list-style-type: none"> ❑ Technical accuracy: literacy code used by teachers to help students identify errors – students correct in green pen ❑ Launch 'Literacy Stars' to improve engagement and independence. For some students this can be used instead of the self/ peer assessment green grids. ❑ Explicit spellings and definitions 'test/quiz' in each SoW ❑ KS3 tutor time literacy and numeracy challenges (create a selection for each ½ term)? 	<p>Opportunities for structured talk</p> <ul style="list-style-type: none"> ❑ Every SoW has plentiful opportunities for structured talk activities. ❑ Teachers model and give feedback/ appraisal of oracy activities ❑ Students are taught how to appraise oracy ❑ Students and teachers value every voice ❑ Set high expectations and challenge oracy ❑ Provide opportunities to learn to talk ❑ Provide opportunities to learn through talk

GREAT ASSESSMENT

Accompanying each unit of work, there should be well planned assessments that:

- assess students' understanding of the knowledge, skills and understanding taught a number of times throughout a unit of work;
- are challenging and accessible for all learners and provide opportunities for more able learners to practice greater depth skills and are scaffolded for the less able. This might include creating graduated assessments for tiered subjects.
- at certain points throughout the year, give opportunities to be assessed on previous learning.
- Allow students to improve upon previously set targets. For example, the second assessment in a half-term, should test similar skills to the first, allowing students to show progress.
- Are followed with green feedback sheets with student tasks. **Full details of these expectations can be found in the Assessment and Feedback policy.**