

Deptford
Green

GREAT CURRICULUM POLICY

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Committee	Curriculum
Date Agreed	March 2026
Review Date	March 2027

AIMS

The aim of this policy is to ensure there is clarity and consistency when planning curriculum and resources, leading to excellent teaching, learning and outcomes.

The principles of curriculum planning are underpinned by our dedication to provide an engaging, inclusive and ambitious experience for all our students. Creativity is at the heart of Deptford Green and we want it to be the golden thread that runs throughout our curriculum and approaches to teaching and learning. We also want all Deptford Green students to experience a curriculum that they see themselves in, thrive in classrooms. We want everyone to feel a sense of belonging to the school and the wider community. We have a particular focus on supporting students who experience disadvantage and are dedicated to ensuring equity for all, promoting oracy and literacy and preparing students for their future lives.

It is the responsibility of all teaching and classroom-based staff to use this policy to:

- understand the school's curriculum vision and priorities
- have high expectations for all students and staff
- support and challenge all students through effective teaching, learning and assessment
- be reflective practitioners who constantly seek to improve their teaching for learning through innovative practice.
- demonstrate the schools teaching, learning and assessment expectations in their planning and delivery of lessons.

CURRICULUM VISION

We are extremely proud of the rich and diverse curriculum we have created and pride ourselves on delivering lessons in a structured, engaging and creative way in line with recent research.

At the heart of this curriculum is our dedication to ensuring learning is accessible and challenging for allowing all our students to **explore, dream and discover**.

*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.*

*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.*

*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.*

CURRICULUM IMPLEMENTATION

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 and allocated planning time should be dedicated to developing resources and develop a culture of sharing best practice. It is the responsibility of the teacher to adapt centrally planned resources to meet the needs of their classes.

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).

Each subject curriculum should be sequenced to ensure that students secure and revisit knowledge, allowing them to develop an excellent understanding of a variety of subjects. The following types of knowledge should be explicitly taught:

SUBSTANTIVE	PROCEDURAL	DISCIPLINARY
Substantive knowledge is the understanding of the core facts, concepts, principles, and content within a particular subject or	Procedural knowledge is the understanding of how to do something —the skills, methods, techniques, and processes used	Disciplinary knowledge is the understanding of how a particular field creates, evaluates, and validates

discipline—basically <i>what</i> is known in that field.	to perform tasks or solve problems.	knowledge —its methods, rules, conventions, and ways of thinking.
RETRIEVAL		
<p>Retrieval is the process of actively recalling information from memory, rather than simply re-reading or re-exposing oneself to it. It is important because bringing knowledge to mind strengthens memory, improves long-term retention, and helps learners apply what they know in new contexts.</p>		
SUBJECT SPECIFIC VOCABULARY		
<p>Subject-specific vocabulary refers to the words and terms that are unique to, or have specialized meanings within, a particular subject area.</p>		

The curriculum must:

- Be mapped so that teachers understand what knowledge should be taught, and when it should be taught. The different needs of students and classes must be taken into consideration.
- Be taught in a clear sequence that allows for the development of substantive, procedural and disciplinary knowledge. Teachers should always check students have secure foundational knowledge, and plan lessons that allow students to build on and develop this prior knowledge.
- Ensure that what is taught is challenging for all and provide students with regular opportunities to problem solve and use critical thinking skills.
- Build in regular opportunities to revise and retrieve previously learnt content to improve retention of knowledge into long term memory.
- Provide opportunities for students to use new tier two and tier three vocabulary.
- Provide planned oracy opportunities.
- Have clear assessment points which allow students to independently practice and demonstrate their understanding following a sequence of lessons.

From 2026, departments will be required to have:

- a Departmental Vision which has been shared with the team
- a half-termly Curriculum Overview which shows clearly sequenced units
- an SPD (substantial, procedural, disciplinary) Knowledge document which maps coverage and sequence. *
- Schemes of Work which outline key teaching points and a timeline of assessment.
- shared resources which should be adapted to meet the needs of individual classes.

* These documents will be developed as curriculum reviews take place.

Curriculum Reviews

Scheduled Curriculum reviews will take place for each subject. The purpose of these is to reflect on subject curriculums, share good practice and identify development priorities. The Teaching and Learning Team will lead on these reviews alongside Heads of Department.

What the curriculum looks like:

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. English, Mathematics, Science, PE, Geography, History, RE/ethics, Modern Foreign Languages (Spanish or French), Computing and PSHE. In Year 7, CATs (Cognitive Abilities Tests) are used to gain an understanding of students' baselines in a number of areas, and the Bedrock programme is used to establish reading ages of all students. This data, along with Key Stage 2 results, is used to shape students' learning journey.

DISCOVERY DAY

On a Tuesday, the Year 9 timetable is given over to Creative and Performing Arts, giving students the opportunity to be immersed in a range of Arts subjects, including Drama, Music, Textiles, Art and Photography. The structure of Discovery Days also allows students to focus on fewer disciplines as the year goes on, to allow them more time to develop their knowledge and skills in these subjects. Significant final pieces and performances are then presented at the end of the year. Discovery Days have led to a significant increase in students choosing arts-based subjects at Key Stage 4.

KEY STAGE 4

The Key Stage 4 curriculum meets the needs of students by incorporating the opportunity to study both academic and vocational courses, alongside an extensive arts offer. We are passionate about our broad and balanced curriculum, putting students at the centre of it. Our aim is to give each student the chance to succeed by offering an appropriate range of qualification, opening doors to post-16 courses, employment and their future lives.

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. A small amount of students follow a vocational course as an alternative to one GCSE subject. Students participate in one week of work experience by the end of year 10.

Post 16 guidance is provided to enable students to choose relevant courses or training when they leave Deptford Green.

CAREERS AND PSHE

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.

Meeting The Needs of All Students

At Deptford Green, excellent outcomes, progress and positive contributions to school life are an expectation for all our students. The school aims to nurture a lifelong love of learning in students within a happy, caring and secure learning community which promotes excellence. We have high expectations for all students despite any obstacles they might face.

We believe that appropriate challenge and high expectations both inside and outside the classroom lead our students to demonstrate success and build academic and interpersonal skills for their future endeavours. We are proud of our diverse cohort and ensure our teaching provides support for those who need it, whilst consistently challenging the 'quick graspers' and more able learners in the classroom.

Adaptive Teaching for SEN, EAL and PP Learners

Adaptive teaching strategies are essential to quality first teaching at Deptford Green. We use the '5 a Day' EEF Principles, which are embedded in everyday practice. These strategies benefit all students in the class but are particularly linked to evidence around raising attainment for SEN learners. They also link to research about raising achievement for nationally underachieving groups such as boys and Pupil Premium students. These principles are at the central to our training and the quality assurance of lessons. Specific needs of SEN and EAL students are detailed on Pupil Passports; these include summaries of students' needs and strategies for teachers to use.

Careful consideration is taken by teachers when preparing seating plans and planning lessons. Some SMART interventions are provided for students who require additional literacy and numeracy support, and students who are new to the country to accelerate initial language acquisition.

Challenging 'More Able' students

When talking about students who are 'more able', we are referring to students who are HPA (High Prior Attainers) and also those that show high levels of substantive, procedural and disciplinary knowledge in a particular subject, topic or task.

It is important that all students are challenged in all lessons. At Key Stage 3 and 4, clear criteria and descriptors are given and planned into curriculums so that students know what is required for a particular task to get to an advanced level. At Key Stage 3, we refer to these criteria as 'GDS' or 'Greater Depth Standard'. STAR tasks are planned in advance to ensure students are exposed to higher order questions and ideas. They are designed to extend thinking, always ensuring 'quick graspers' can develop their knowledge quickly. Independent tasks are graduated, allowing students to practice fluency but also allowing students to tackle increasingly challenging tasks. STAR tasks are not exclusively for particular students and an expectation is that they provide further thinking opportunities for all.

Here is a non-exhaustive list of the kinds of STAR tasks that might be planned into the curriculum:

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.
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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

In classroom-based subjects, Prepare for Learning quadrants must be planned for the start of each lesson. The questions in these quadrants should be mixed retrieval tasks that allow the teacher to gauge the level of knowledge students have retained. Where possible, prior knowledge should link to the lesson which is about to be taught and allow students to reconnect with important prior knowledge.

Planning literacy, oracy, reading and numeracy (LORN) into the curriculum

We have developed our own LORN pillars based on those developed by the EEF.

<p>Disciplinary Literacy across the curriculum</p> <p>1 </p> <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 and assessments. 	<p>Targeted Vocabulary Instruction</p> <p>2 </p> <p>Keywords specific to the SOW</p> <ul style="list-style-type: none"> Keywords used in medium term plan, knowledge organisers & starter tasks. Referred to and used throughout unit. Evident in students learning (verbal and written tasks) Evident in books – 'keywords lists' or 'glossary' Used accurately by students (including the spellings) within SOW and beyond as curriculum develops. 	<p>Read complex, academic texts</p> <p>3 </p> <p>Reading skills</p> <ul style="list-style-type: none"> Range of subject appropriate 'texts' and 'sources' (artwork, 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. synthesise, compare, justify, evaluate. 	<p>Break down complex writing tasks</p> <p>4 </p> <p>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 & final 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 knowledge organisers. Explicit instruction for using key words Full sentences to summarise, consolidate, justify etc. even for short responses Build/ develop writing stamina and exam skills 	<p>Whole school expectations</p> <p>5 </p> <p>Whole school Expectations</p> <ul style="list-style-type: none"> Technical accuracy: literacy marking used by teachers to help students identify errors – students correct in green pen – especially high frequency words Explicit spellings and definitions opportunities in each SOW KSS & 4 tutor time literacy and numeracy challenges included in Countdown booklets and Learn2Learn activities. KSS Reciprocal Reading at tutor time. Bedrock Literacy resources used for KSS Literacy testing 	<p>Oracy Across the Curriculum</p> <p>6 </p> <p>Opportunities for structured talk</p> <ul style="list-style-type: none"> Every SoW has many opportunities for structured talk activities: Debates, presentations, think-pair-share, just a minute etc Teachers model and give feedback/ appraisal of oracy activities Students are taught how to appraise oracy in lessons Students and teachers value every voice Model excellent oracy. Set high expectations. Challenge oracy issues Provide opportunities to 'learn to talk' and 'learn through talk' 	<p>Numeracy Across the Curriculum</p> <p>7 </p> <p>Opportunities for Numeracy</p> <ul style="list-style-type: none"> Numerical fluency and reasoning are modelled & embedded in SOW Mathematical strategies & vocabulary are taught explicitly. Students interpret and apply numerical data across subjects (graphs, proportion, scale, estimation) To check, question and explain numerical information is routine Planned independent practice with timely feedback to challenge misconceptions as they arise. Numerical visuals and representations are used consistently and effectively Numeracy anxiety is recognised and reduced through supportive strategies
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A number of these elements feed directly into curriculum planning and should be used when preparing curriculum resources.

Curriculum outside the classroom

Students are provided with a rich extra-curricular programme including reading groups, sports clubs, , University projects, *Debate Mate* and many more. Our school Library and Teams Subject Libraries are stocked with multi-subject resources for the more able, including fiction and non-fiction books and research articles collated by our colleagues, for students to independently learn from.

Frequent contact is made with parents to highlight the work being done to support their child, provide a calendar of key (age-related) dates and experiences available to their child.

We have an amazing Careers provision and Enrichment programme at Deptford Green School run by Ms Nembhard with many opportunities for enriching and academic focused learning. Some activities and events include:

- Careers fairs
- University mentors for KS3 students
- Latin lessons at Colfe's; Duke of Edinburgh Award
- Free music instrumental lessons for all Pupil Premium KS3 students
- Maths Challenge for KS3 and Further Maths GCSE for KS4.
- Visits to universities (including Oxford and Cambridge)