

GREAT CURRICULUM POLICY

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Table of Contents

GREAT CURRICULUM POLICY RATIONALE.....	3
CURRICULUM VALUES.....	3
GREAT CURRICULUM AND ASSESSMENT MAPPING	4
SUBJECT VISION	5
KNOWLEDGE, SKILLS AND UNDERSTANDING	6
CURRICULUM OVERVIEW	7
MEDIUM-TERM PLANS.....	8
MTP FRONT SHEET	9
GREAT PLANNING STRATEGIES:	10
• THE MASTERY APPROACH.....	11
• STAR TASKS.....	11
• SCAFFOLDING TASKS	13
BUILDING RETRIEVAL PRACTICE INTO THE CURRICULUM	14
PLANNING LITERACY AND ORACY INTO THE CURRICULUM	14

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

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 5 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 units.

SUBJECT VISION	KNOWLEDGE, SKILLS & UNDERSTANDING	CURRICULUM OVERVIEW	MTP FRONT SHEET	MTP
WHAT?	WHAT?	WHAT?	WHAT?	WHAT?
PULLS OUT THE KEY WORDS FORMING THE VISION FOR THE STUDENTS IN EACH 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 KEY INFORMATION FOR STUDENTS LINKED TO THE UNIT – KEY WORDS, THE BIG PICTURE, LORIC, GREAT, HINGE ASSIGNMENTS, ETC.	DETAILS LESSON OUTCOMES, KEY CONCEPTS TO TEACH, LINKS TO RESOURCES, HOME LEARNING, LEARNING ACTIVITIES
WHO?	WHO?	WHO?	WHO?	WHO?
STUDENTS AND TEACHERS	TEACHERS	TEACHERS	STUDENTS	TEACHERS
WHY?	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 STUDENTS CAN UNDERSTAND WHAT WILL BE COVERED IN THE UNIT AND HOW IT RELATES TO THEM.	SO THAT TEACHERS KNOW WHAT SHOULD BE COVERED WHEN AND GET CONSISTENCY ACROSS CLASSES
STATUS	STATUS	STATUS	STATUS	STATUS
WILL BE EXTRACTED FROM EXISTING VISION STATEMENTS	DEPARTMENTS HAVE ALREADY COMPLETED THESE DOCUMENTS	DEPARTMENTS HAVE ALREADY COMPLETED THESE DOCUMENTS	DEPARTMENTS WILL NEED TO CREATE/ADAPT THESE FOR EACH UNIT	DEPARTMENTS WILL NEED TO ADAPT THESE FOR EACH 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.

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.	<p><u>Deptford Green English and English Literature Curriculum Map</u></p> <p><u>Communications Faculty Vision:</u> 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.</p> <p><u>English Department Purpose and Vision:</u></p> <ul style="list-style-type: none"> 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.
WHO?	
STUDENTS AND TEACHERS	
WHY?	
SO THAT BOTH TEACHERS AND STUDENTS HAVE A SHARED VISION OF THE SUBJECT.	
STATUS	
WILL BE EXTRACTED FROM EXISTING VISION STATEMENTS	Key words extracted from the overall statement that highlight key elements of the department vision.

The vision poster should be displayed in each department and draw out the key words from each vision statement. Below is the vision poster for English. The vision posters will be created by the admin team.

EXAMPLE OF THE ENGLISH SUBJECT VISION



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

WRITING	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			ASSESSMENT
	KNOWLEDGE	SKILLS	UNDERSTANDING	ASSESSMENT
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. 	<p>HINGE ASSIGNMENT 1: Describe the image using full range of punctuation and sentence structures. 40 MARKS</p> <p>HINGE ASSIGNMENT 2: Autobiographical writing using describe and narrate skills. 40 MARKS</p> <p>SUMMATIVE ASSESSMENT 1: ‘The Boy in the Striped Pyjamas’ AQA Test Pack. 40 MARKS</p>
	WORKING IN GREATER DEPTH – YEAR 7			ASSESSMENT
	KNOWLEDGE	SKILLS	UNDERSTANDING	ASSESSMENT
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 	<p>SUMMATIVE ASSESSMENT 2: Speech Writing/ Describe and Narrate tasks. 40 MARKS</p> <p>SUMMATIVE ASSESSMENT 3: Write your own comedy using Shakespearean Comedy conventions.</p>

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 meets 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.

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 the pro-forma can be found [here](#).

CURRICULUM OVERVIEW		Example of Curriculum Overview						
WHAT?		Year 8						
DETAILS UNITS STUDIED HALF TERM 1, OUTLINING LINKS TO LITERACY, NUMERACY, CAREERS, ORACY, EQUALITY AND DIVERSITY, ETC. AND HINGE ASSIGNMENTS.		TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
WHO?		Text/Topic	Modern novel: Animal Farm	Descriptive writing: Horror and C19th	Modern Play: A View From the Bridge	Poetry Unit: Gender and Perspectives	Language Paper 2: Current Affairs	Shakespeare: Othello
TEACHERS		Skill/Concept	Characterisation, writer's message, themes	Literacy – technical accuracy focus, intro archaic language.	Audience reactions and dramatic functions	Comparison skills – discourse markers and building argument	Opinion and viewpoints	Holistic study of text, integrating context, audience reactions 2
WHY?		Hinge Assignment	How does Orwell present the opening of Animal Farm as shocking and unexpected?	Write the opening of a horror story using conventions.	How is Catherine presented in A View From the Bridge? Masculinity and femininity?	How does the writer present ideas about gender identity in 'The Sea'?	Compare how the writer presents _____ in Source A and Source B.	How is logo presented? What is Shakespeare's message for the audience?
SO THAT TEACHERS KNOW WHAT THEY ARE TEACHING WHEN AND WHAT ASSESSMENTS ARE IN PLACE.		End of Unit Assessment	How does Orwell use the character of Napoleon to explore ideas about power and control in Animal Farm?	Emulate Poe's writing style. Creative writing response to image.	Full essay in timed conditions: "Lennie's destruction at the end of the play feels not only tragic, but morally right." To what extent do you agree?	Compare how Duffy presents the role of women in _____ and _____.	Write a speech ... Write a letter...	Extract Question: How does Shakespeare explore the theme of jealousy?
STATUS		Links to GCSE	Literature Paper 2: Extract skills AO1, 2 & 3	Language Paper 1: Q5 AO5, AO6	Literature Paper 2: AO1, 2 & 3	Literature Paper 2: extract and AO1, 2 & 3	Language Paper 2: Comparison AO4	Literature Paper 1: AO1, 2 & 3
DEPARTMENTS HAVE ALREADY COMPLETED THESE DOCUMENTS		Cultural capital/enrichment	Communism Ideologies Karl Marx Capitalism	Gothic Horror genre Short story genre	Greek Tragedy conventions Freytag's Triangle	Feminism Agency	Current Affairs Speech writing skills Political rhetoric	The Globe Theatre Elizabethan Culture Racism Post-Colonialism
		Linked reading	Communist Manifesto 1984	The Monkey's Paw, Lamb to the Slaughter	Aeschylus Sophocles Death of a Salesman	Feminist criticism Duffy collection	Great speeches of the 19 th , 20 th and 21 st	British Library resources: Race, Desdemona etc
		Other resources	Cartoon	Tell Tale Heart on film The Raven	Theatre trip	Duffy online collection – video	Debate Mats PXL Up For Debate	Video – 'O'

Additions to be made to this document – adding 'creative moments' and links to equality and diversity.

Hinge assignments have been extracted from this to form the 'hinge assignment map'.

MEDIUM-TERM PLANS

The purpose of medium-term plans (MTPs) is to ensure a consistency of knowledge, skills and understanding 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
WHAT?
DETAILS LESSON OUTCOMES, KEY CONCEPTS TO TEACH, LINKS TO RESOURCES, HOME LEARNING, LEARNING ACTIVITIES
WHO?
TEACHERS
WHY?
SO THAT TEACHERS KNOW WHAT SHOULD BE COVERED WHEN AND GET CONSISTENCY ACROSS CLASSES
STATUS
DEPARTMENTS WILL NEED TO ADAPT THESE FOR EACH UNIT

Example of Medium-term Plan

KS3 MEDIUM TERM PLANNING AND ASSESSMENT

TITLE												UNIT												YEAR GROUP											
CRITICAL APPROACHES MARGINALISATION												MODERN NOVEL												9											
AUTUMN 1						AUTUMN 2						SPRING 1						SPRING 2						SUMMER 1						SUMMER 2					
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
KEY WORDS												KSU - EXS												KSU - GDS											
MARGINALISATION						PERSPECTIVE						know the characters and setting						Understand plot tension						KSU - GDS											
CRITICAL AGENCY						EMPOWERMENT						know the plot						Understand use of foreshadowing																	
POWER						RACISM						Understands the context of the text						Embed quotations																	
DISCRIMINATION												Use quotations to show understanding						Analyse words and methods																	
VOICE												Select and comment on words						Explain writer's intention and effects																	
												Select and comment on methods						Explain context with reference to text																	
												Comment on writer's intention																							

Medium term plans must meet the requirements and use the non-negotiables.

They should have a link to the key resources shared by the department.

MTPs must be accessible to new members of the department.

WEEK	LESSON FOCUS	LEARNING QUESTIONS	ACTIVITIES/ OUTCOMES	HOME LEARNING
1	<p>THEMES AND IDEAS:</p> <ul style="list-style-type: none"> • Marginalisation • Agency • Power • Discrimination • Empowerment • Voice <p>OF MICE AND MEN: CONTEXT AO2: Migrant workers / working class AO2: Effects of the Great Depression AO2: Steinbeck AO2: The American Dream</p> <p>SECTION 1:</p> <ul style="list-style-type: none"> • Setting: America, brush • Characters: George and Lennie • Context: Marginalisation • Themes: Friendship / community 	<p>What do these terms mean?</p> <p>How do these ideas link to what's happening in society now?</p> <p>Who has a voice?</p> <p>How has that changed over time?</p> <p>How might Steinbeck have been influenced by the social, cultural and historical context?</p> <p>How does the setting in Chapter 1 create the atmosphere of the Great Depression?</p> <p>Why does Steinbeck open the text with the setting?</p> <p>What is the relationship like between George and Lennie? What do you think of the way George treats Lennie?</p> <p>What can we predict about the rest of the novel?</p>	<p>CLASS DISCUSSION / STUDENT VOICE: Key themes and ideas. Links to images / examples from contemporary current affairs and culture (books, music, plays, films).</p> <p>CAROUSEL / STUDENT PRESENTATIONS: Of Mice and Men Context</p> <p>WHOLE CLASS READING AND HQ DISCUSSION</p> <p>AO: Cold Call / Think, pair, share: AO1/2/3</p> <p>AFTER SECTION 1: Comparing George and Lennie. Both / However / Whereas.</p>	<p>VOCABULARY: Create a poster with definitions and example sentences for these words:</p> <ul style="list-style-type: none"> • Marginalisation • Agency • Power • Discrimination • Empowerment <p>RESOURCES</p> <p>WEEK 1 PPT: OMAM TEXTS MTP FRONT SHEET</p>

Medium term plans must meet the requirements and use the non-negotiables.

They should have a link to the key resources shared by the department.

MTPs must be accessible to new members of the department.


MTP FRONT SHEET

An MTP Cover Sheet should be produced for each unit. This is designed for the students and should be stuck in books (where books are used). The front sheet is designed to outline the unit of work to the students, including the introduction of key words, outcomes, links to the real world and key assessments. These front sheets should be explicitly referred to at the start of a unit and referred to throughout.

MTP FRONT SHEET
WHAT?
DETAILS KEY INFORMATION FOR STUDENTS LINKED TO THE UNIT – KEY WORDS, THE BIG PICTURE, LORIC, GREAT, HINGE ASSIGNMENTS, ETC.
WHO?
STUDENTS
WHY?
SO THAT STUDENTS CAN UNDERSTAND WHAT WILL BE COVERED IN THE UNIT AND HOW IT RELATES TO THEM.
STATUS
DEPARTMENTS WILL NEED TO CREATE/ADAPT THESE FOR EACH UNIT

Example of MTP Cover Sheet

AUTUMN 1							AUTUMN 2							SPRING 1							SPRING 2							SUMMER 1							SUMMER 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	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7

<div>G</div> <div>R</div> <div>E</div> <div>A</div> <div>T</div>	SUBJECT: ENGLISH NAME OF UNIT: THE GIVER (NOVEL) YEAR GROUP: 7	LINKS TO PREVIOUS UNITS <ul style="list-style-type: none"> Primary school reading skills Inference Comprehension Analysis LINKS TO FUTURE UNITS <ul style="list-style-type: none"> The Novel unit in Year 8 & 9 GCSE Literature units 	THE BIG PICTURE <ul style="list-style-type: none"> How should people behave in society? What is a community? What are moral choices? How do we learn to make moral choices? How are our bodies and brains affected by hormones? How can we make society better? 	<div>L</div> <div>O</div> <div>R</div> <div>I</div> <div>C</div>	
	TO WORK AT AGE EXPECTED STANDARD, I: <ul style="list-style-type: none"> know why the characters are in the text know the conventions of literary writing can use quotations to support points can identify and comment on language features in a text can use inference when reading a text can select and comment on the use of words and methods can comment on the writer's intentions can understand the parts of the text can identify the methods used by writers and use subject terminology accurately 		ENRICHMENT <ul style="list-style-type: none"> The Giver – Film Utopia project 		READING RECOMMENDATIONS <ul style="list-style-type: none"> The Hunger Games – Suzanne Collins Lord of the Flies – William Golding The Testing Series – Joelle Charbonneau The War of the Worlds – H.G. Wells The Day of the Triffids – John Wyndham
	TO WORK IN GREATER DEPTH, I: Can do all of the above, plus: <ul style="list-style-type: none"> can embed quotations in paragraphs can make an effective recap of the beginning of their essay can identify and comment on the use of the essay can identify and comment on language, structure and dramatic features in a text can identify and comment on language, structure and dramatic features in a text can select and comment on the use of words and methods can make detailed comments on the writer's intentions can use developed essays using connectives make links between texts 	KEY WORDS <ol style="list-style-type: none"> DYSTOPIA UTOPIA COMMUNITY MORALITY PROTAGONIST AGENCY DECEPTION IGNORANCE MEMORY EMPATHY 	WHAT WILL I BE ASSESSED ON? HINGE ASSIGNMENT 1: How does Lowry present The Community at the start of The Giver? SUMMATIVE ASSESSMENT 1: How does Lowry use language and structure to show how Jonas changes across the text? 30 MARKS		
	CROSS CURRIC LINKS				

This standardised front sheet is for students to understand what is involved in the unit.

This is to be developed by each department and be used in student books at the start of each unit of work.

CROSS CURRIC LINKS	COMMUNICATIONS				HUMANITIES				MATHS			SCIENCE			CREATIVE ARTS				
	ENG	MFL	FILM	HIST	GEOG	ETHICS	SOC	RE	MATHS	COMP	BUS	BIO	CHEM	PHYS	MUSIC	DT	DRAM	ART	PE
Film Text																			

Societal norms, ethical choices, what is a life worth?

Medicine, hormones

Characterisation

This standardised front sheet is for students to understand what is involved in the unit.

This is to be developed by each department and be used in student books at the start of each unit of work.

A link to the pro-forma and exemplar MTP front sheet can be found [here](#).

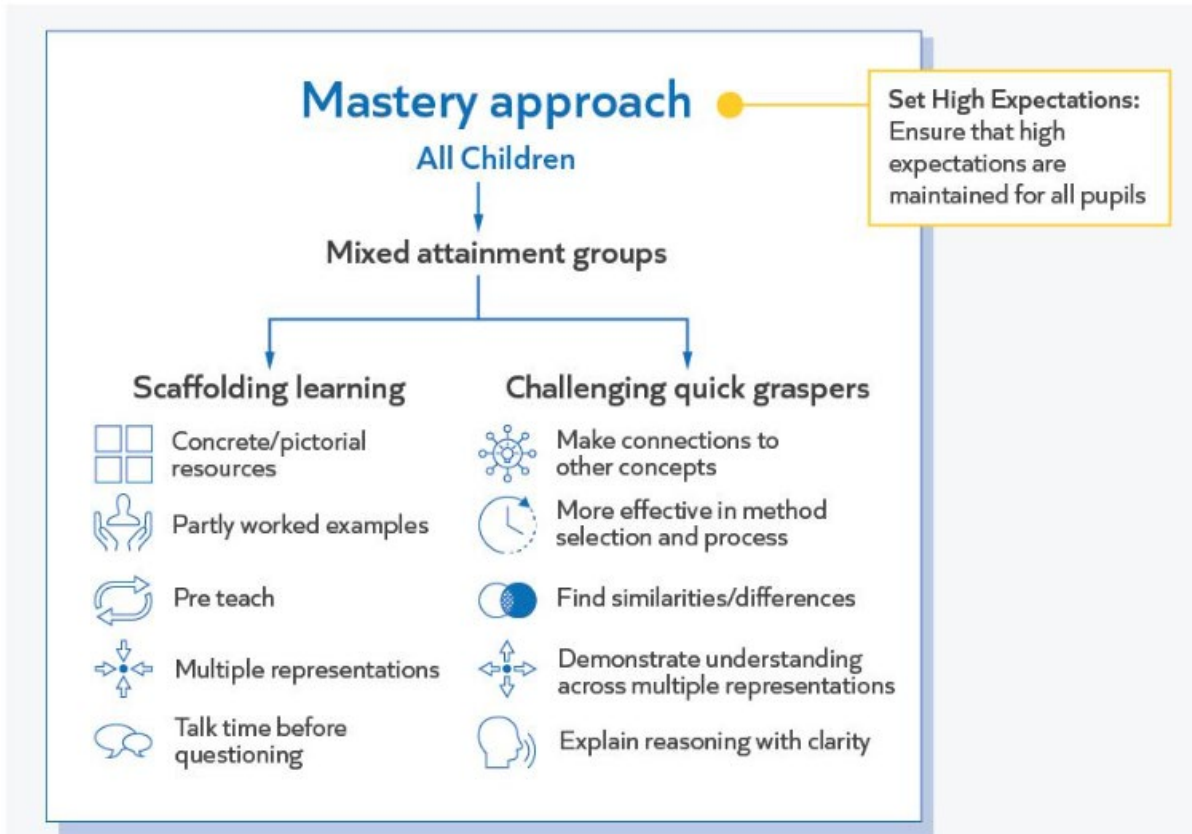
GREAT PLANNING STRATEGIES:

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.
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.

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:


- Starter 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.







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 	2 	3 	4 	5 	6 
Disciplinary Literacy across the curriculum Command words – exam words – subject skills <input type="checkbox"/> Visible and referred to in classrooms and departmental spaces. <input type="checkbox"/> Skills are practised, plentiful opportunities to 'apply to demonstrate' in SOW as appropriate to the Key Stage. <input type="checkbox"/> Variety of methods and tasks to practise subject specific skills. Students use these skills in hinge pieces.	Targeted Vocabulary Instruction Keywords specific to the SOW <input type="checkbox"/> Medium term plan & student front sheet <input type="checkbox"/> Referred to and used during the unit <input type="checkbox"/> Evident in students learning (verbally and written) highlighted in book word or green underlined <input type="checkbox"/> Accurately used (including the spellings) by students within SOW and beyond as curriculum develops	Read complex academic texts Reading skills <input type="checkbox"/> Range of subject appropriate 'texts' and 'sources' (pieces of art, newspaper articles, film analysis, text books) <input type="checkbox"/> Range of reading opportunities: independent/ collaborative/ class, pair, group <input type="checkbox"/> Range of reading skills: scan, skim, re-read <input type="checkbox"/> Range of reading strategies: Socratic Seminar, Reciprocal, Chronology, Card sort, Gap fill <input type="checkbox"/> Tasks to check comprehension: short answer questions, summarising, consolidating. <input type="checkbox"/> Tasks that allow students to 'apply' what they have read to subject specific higher order skills e.g. synthesising, comparing, justifying.	Break down complex writing tasks Writing and Extended writing skills <input type="checkbox"/> Explicit instructions for extended writing: text type, purpose and audience. <input type="checkbox"/> Clear success criteria (for hinge pieces) <input type="checkbox"/> Variety of approaches: 'I do – We do – You do' <input type="checkbox"/> Writing frames and sentence starters to scaffold and ensure access for all <input type="checkbox"/> Key word 'banks' and/ or explicit about using those on MTP front sheet – highlight/ green pen underline when used. <input type="checkbox"/> (Most students to use) Full sentences to summarise, consolidate, justify etc. even for short responses <input type="checkbox"/> Build/ develop writing stamina	Whole school non-negotiables Whole school priorities 23-24 <input type="checkbox"/> Technical accuracy: literacy code used by teachers to help students identify errors – students correct in green pen <input type="checkbox"/> Launch 'Literacy Stars' to improve engagement and independence. For some students this can be used instead of the self/ peer assessment green grids. <input type="checkbox"/> Exploit spellings and definitions 'test/quiz' in each SoW <input type="checkbox"/> KS3 tutor time literacy and numeracy challenges (create a selection for each ½ term)	Oracy Across the Curriculum Opportunities for structured talk <input type="checkbox"/> Every SoW has plentiful opportunities for structured talk activities. <input type="checkbox"/> Teachers model and give feedback/ appraisal of oracy activities <input type="checkbox"/> Students are taught how to appraise oracy <input type="checkbox"/> Students and teachers value every voice <input type="checkbox"/> Set high expectations and challenge oracy <input type="checkbox"/> Provide opportunities to learn to talk <input type="checkbox"/> 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.**