

The Charter School North Dulwich

Curriculum Statement 2021-22



Our School Vision

We are committed to the highest standards of teaching and learning, and we are relentless in the desire to improve standards. We want students to become independent, self-motivated learners, developing the qualities highly sought after by colleges, universities, and employers. Our curriculum is a crucial part of our delivery of an excellent education to all our students. Our vision is for students to develop the knowledge, skills, and character to be happy in life and be successful in higher education or the inspiring career pathway of their choice.

Our Values and the Curriculum

Our curriculum, vision and our school values of excellence, responsibility, perseverance, and family are all linked to ensure success for our students. We believe that all our young people have the potential to achieve in school and succeed in life. We are committed to our pursuit of the highest standards possible in education. We are united in our determination that all students will excel regardless of their starting points or personal circumstances and leave us ready to participate fully in our democratic society and prepared to face the challenges and opportunities of the 21st century.

Our values inform our curriculum in the following ways;

School Value	Student Expectations	Academic Expectations	Pastoral Expectations
Developing a culture of excellence	<ul style="list-style-type: none"> Be the best you can be in everything you do Strive to exceed all expectations inside and outside the classroom. Allow no excuses Be ambitious for the future 	<ul style="list-style-type: none"> Develop a broad curriculum containing ambitious knowledge which challenges students to think Devise a carefully sequenced curriculum that allows students to develop and remember key knowledge and skills Encourage all students to follow the EBacc 	<ul style="list-style-type: none"> Create ambitious opportunities through pastoral and careers development which challenges students to aspire to greatness and succeed in life
Developing a culture of responsibility	<ul style="list-style-type: none"> Take responsibility for your own learning and behaviour Engage fully in lessons Participate in extra-curricular activities Work to change your school, local and global communities for the better. 	<ul style="list-style-type: none"> Use the curriculum to address social disadvantage by teaching powerful knowledge and cultural capital to widen students' knowledge of the world. 	<ul style="list-style-type: none"> Providing a personal development curriculum alongside the academic through all key stages which enhance values and understanding of the wider world
Developing a culture of perseverance	<ul style="list-style-type: none"> Work hard: remember that effort is the key to success Keep trying even when you find things difficult. Enjoy difficult challenges Be resilient and always maintain a growth mindset. 	<ul style="list-style-type: none"> Ensure the curriculum meets the needs of all learners including those with SEND Create a curriculum that challenges all students to think hard about their learning Ensuring the curriculum implementation provides opportunities to practice 	<ul style="list-style-type: none"> Use wider opportunities to support students to be challenged and persevere when things are difficult for instance through all students completing the Duke of



		retrieving and applying knowledge.	Edinburgh qualification
Developing a culture of family	<ul style="list-style-type: none"> • Respect yourself, other people, and the school environment • Care for and support each other • Follow the rules • Value diversity and difference. 	<ul style="list-style-type: none"> • Ensure the curriculum is representative of the school community and modern Britain promotes respect and equality and challenges prejudice 	<ul style="list-style-type: none"> • Ensure PSHE and RSE are embedded throughout the school to teach students to develop healthy relationships, respect and care for others and the community

Our Academic Curriculum Intent

The curriculum lies at the core of school activity at The Charter School North Dulwich. Every student is entitled to a curriculum that is rich and varied, challenging and inspiring. Our curriculum is knowledge-rich and encourages students to acquire and use different types of knowledge over time, developing their abilities and mastering the content.

The principle of values-based education is delivered through the curriculum in this broadest sense and continues to grow and develop over time. Everything from which students learn in school, from the taught academic timetable, our extra-curricular provision, our PSHE curriculum, pastoral support and teaching of behaviour for learning is to be seen as part of the school curriculum at The Charter School North Dulwich. We are incredibly proud of our music, drama, PE, and visits extra-curricular offer. All these strands work together to empower students with the confidence and experiences to become successful, well-rounded, and mentally healthy adults. Our academic curriculum is structured into individual subjects, with high-level (long term) plans to cover entire academic years and key stages, down to medium and short-term plans that specify the exact content to be taught. We use knowledge organisers in most subjects to provide students with the essential information in each subject, broken down by module, enabling them to memorise this knowledge they require to be able to perform higher-level functions such as analysis and evaluation. There are five modules over the year ensuring opportunities for retrieval and teaching to close diagnosed gaps in knowledge. Each subject also implements a range of enrichment opportunities to both ground pupil learning in real-life experiences where possible, further develop pupils' understanding of the world and to build links with career routes,

Teachers and their departments decide on the contexts needed in the classroom and beyond to bring the academic curriculum alive and meet the needs of the students they teach. This provides additional opportunity to be taught hinterland knowledge to support engagement in learning.

We are particularly conscious of the role that literacy and vocabulary play in unlocking the whole curriculum. Our teachers explicitly teach the meaning of subject-specific language. We expect lessons to contain challenging reading and our curriculum is sequenced to ensure students acquire disciplinary literacy. We also encourage all pupils to read widely and provide guided reading lists to students, parents, and carers. Our very well-stocked library supports reading with specialist sections for those students in Key Stage five

We aim to ensure that all students are taught this curriculum offer with teaching typicality, a continuing focus with precise progression planning and sequencing in every subject studied.



This cycle of teaching and learning for depth, together with exceptional staff subject knowledge and the excellent learning culture in our classrooms, underpins the successful educational outcomes of our students.

Implementation

The academic curriculum in each subject can be accessed and viewed on our website under the heading 'curriculum'. Subject specialism is at the heart of our curriculum, and there are differences in how the curriculum is constructed and assessed in different subjects. The stability of our curriculum allows subject expertise to develop over time, and we are careful to provide sufficient time for teachers within the same subject to meet.

Our approach to teaching and learning supports our curriculum by ensuring that lessons build on prior learning and provide sufficient opportunity for guided and independent practice. We use evidence-informed approaches outlined in the Early Career Framework to develop our teaching practice.

We take particular care in curriculum design across key transition phases, including primary/secondary transition, KS3 to KS4, and KS4 to KS5, to enable students to access the curriculum at each Key Stage.

Implementation at Key Stage Three

A 3-year Key Stage Three provides pupils with the time and space to gain this secure understanding with no narrowing of the curriculum made throughout Key Stage 3. All students follow the Key Stage 3 curriculum in Years 7-9. We promote inclusivity, with students primarily taught in tutor groups.

To allow our curriculum approach to be effective (i.e., students learn what they are expected to in the year they are expected to), early catch up is essential. We promptly identify and support pupils who start secondary school without a secure grasp of reading, writing and mathematics so that they can access the entire curriculum.

Some students are withdrawn from wider curriculum lessons to receive additional lessons to secure literacy and maths knowledge and allow all students to be successful. We plan this support carefully to ensure every student experience the full curriculum over time. All students in year 9 begin RS GCSE, which they complete in Year 10. All students study French or Spanish in Year 7, and some can study another language, including Mandarin and Latin.

We provide all Year 9 students with the opportunity to complete the iDEA qualification in computing lessons. We believe that this supports the development of digital, enterprise and employability skills. Our Design Technology curriculum includes Food Technology, Textiles and Product Design. During year 9, we also provide all students with individual subject options guidance to select their Key Stage 4 study pathways as part of the options and careers process.

Subject	Periods per fortnight	% of curriculum time
English	8 (Y7 and 8 are withdrawn for 1 lesson of Mandarin)	16%
Maths	8	16%
Science	6	12%
Modern languages	4	8%
Geography	3	6%
History	3	6%



Religious Studies	3 (4 in year 9)	6%
Art	2	4%
Drama	2	4%
Music	2	6%
PE*	4 (3 in year 9)	8%
Computing	2	4%
Design Technology	2 (3 in year 9)	6%
PSHCE	1	2%

Key Stage 4 Curriculum (Year 10-11)

At Key Stage 4, we encourage students to study GCSE option routes with the EBACC the preferred suite of subjects to be studied. We also offer a selection of vocational courses to ensure sufficient breadth in the curriculum for all learners is maintained.

In our lessons, pupils can typically see all pupils grappling with the same challenging content, with teachers providing additional support for pupils who need it. Rather than moving on to new content, our higher attainers will study that content in more depth and are expected to produce work linked to it of greater depth. The exception to this is science, maths and MFL where pupils complete one of two possible curriculum routes – foundation or higher.

Subject	Periods per fortnight	% of curriculum time
English	8	16%
Maths	8	16%
Science	8	16%
PE	2	4%
Guided option – Geography or History	6*	12%
Guided offer – Modern Language (65-70% per year are entered for a language)/ Option 2 (free choice)	6*	12%
Option 3 (free choice)	6*	12%
Option 4 (free choice)	6*	12%

*Options are 5, to support the teaching of RS GCSE in Year 10.

Options offered:

Art, Music, Drama, PE, BTEC Sport, Media Studies, French, Spanish, Latin, Mandarin, Geography, History, RS, Citizenship, Triple Science, Design Technology, Engineering, Textiles, Business (CamNat), Economics, Computing, iMedia (CamNat), Sociology

Key Stage 5 Curriculum (Year 12-13)



The Key Stage 5 curriculum is followed by Years 12 – 13. It is designed to provide students with a structured and challenging learning programme that supports their development and progression to university or pursue a career.

We offer more than 28 AS/A Levels and BTEC subject choices and we do our utmost to enable students to select a combination of subjects that interests them.

A Level:

Students study three or four Level 3 qualifications, with the majority studying three. In addition, a substantial number of students pursue the Extended Project Qualification. A small number of students choose to study an AS Level alongside three A-Levels to maintain breadth in their course of study. AS exams can be offered in Mathematics (including Further Mathematics), the Sciences (including Psychology) and Modern Foreign Languages.

A-level study programmes include a non-qualification tutorial that focuses on developing personal or study skills and support to choose options for progressing to employment or higher education.

Subjects offered:

Arts: Fine Art, Photography, Music, Drama and Theatre Studies. English: English Literature, Media Studies. Sciences: Biology, Chemistry, Physics, Psychology. Humanities: Economics, Geography, History, Politics, Religious Studies, Sociology. Technology: Computing, Design and Technology: Product Design. Mathematics: Mathematics, Further Mathematics. Modern Foreign Languages: French, Spanish

Applied General:

Applied general qualifications – rigorous advanced (level 3) qualifications that equip students with transferable knowledge and skills. They are for post-16 students who want to continue their education through applied learning and fulfil entry requirements for a range of HE courses or careers choices – either by meeting entry requirements in their own right or being accepted alongside and adding value to other qualifications at the same level.

Subjects offered:

Business, ICT, and Sport.

Impact

We have developed summative assessments in all our subjects where appropriate. These summative assessments allow students at the school to demonstrate their growing understanding of their subjects and teachers to assess the impact of their teaching. Summative assessments are taken three times a year with developed internally with anchor papers at Key Stage 3 and common mocks at Key Stage 4. This framework enables teachers to focus on formative assessment from lesson to lesson.

Our formative assessments are designed to support students in achieving fluency in each subject and allow rapid diagnostic opportunities for teachers. This means that students are quizzed on prior knowledge in lessons to embed this knowledge in their long-term memory. This retrieval practice frees up their working memory to attend to current learning.

By teaching our curriculum well, alongside teaching effective personal habits and emotional health, our students achieve excellence, develop responsibility and a high degree of respect for themselves and our wider school family.