








Curriculum design: The curriculum at Dallam School is designed following the key principles set out by Dylan Wiliam (2013)

 <p>BALANCED</p>	<p><i>Promotes intellectual, moral, spiritual, aesthetic, creative, emotional and physical development as equally important</i></p> <ul style="list-style-type: none"> ➤ Each subject area understands its role in student personal development and promotes this actively in lessons ➤ Split screen teaching helps students learn the what, why and how of what they are learning – seeing the bigger picture ➤ The school learner dispositions ensure good learning habits are promoted at the same time as good values
 <p>RIGOROUS</p>	<p><i>Seeks to develop intra-disciplinary habits of mind; the subject matter is taught in a way that is faithful to its discipline</i></p> <ul style="list-style-type: none"> ➤ Subjects make links to the world of work and offer field trips and cultural visits to relate the content to life outside of the classroom ➤ Subject specialists deliver lessons, promoting a love for their subject and holding high aspirations for students to continue into the Sixth Form ➤ Regular formative and summative assessments inform of any gaps and allow for teachers to plan appropriately
 <p>COHERENT</p>	<p><i>Makes explicit connections and links between the different subjects/experiences encountered</i></p> <ul style="list-style-type: none"> ➤ Extra-curricular provision allows students to go beyond the National Curriculum and build links with their classroom learning ➤ Vocational subjects at KS4 and KS5, outside of the National Curriculum, are present to support students entering the local labour market ➤ A focus on literacy across the curriculum allows students to see the similarities and differences in language between different subjects
 <p>VERTICALLY INTEGRATED</p>	<p><i>Focuses on progression by carefully sequencing knowledge; provides clarity about what getting better at the subject means</i></p> <ul style="list-style-type: none"> ➤ Mental models are built with new knowledge linked to existing knowledge to progress understanding and development of skill ➤ Each subject is mapped at KS3, KS4 and KS5 to ensure knowledge sequencing supports student progress ➤ High quality questioning techniques are deployed in lessons, ensuring students have mastered concepts and knowledge before moving on
 <p>APPROPRIATE</p>	<p><i>Looks to avoid making unreasonable demands by matching level of challenge to a pupil's current level of maturity/knowledge</i></p> <ul style="list-style-type: none"> ➤ The school follows the National Curriculum to ensure a broad and balanced curriculum structure ➤ Students follow a three-year KS3 curriculum in mixed ability groups allowing them the time to find out what it is they enjoy and are good at ➤ Strong teacher-student working relationships allow for an understanding of need and our curriculum is adapted to meet all student needs
 <p>FOCUSED</p>	<p><i>Seeks to keep the curriculum manageable by teaching the most important knowledge; identifies the big ideas or key concepts within a subject</i></p> <ul style="list-style-type: none"> ➤ Each subject area identifies their core concepts at the heart of their subject and embeds these through detailed curriculum maps ➤ Teachers anticipate what students are likely to think about and plan for student misconceptions; identify the 'big pitfalls' within each subject ➤ A focus on disciplinary literacy is present to improve students' access to both their learning and opportunities after completing school
 <p>RELEVANT</p>	<p><i>Seeks to connect the valued outcomes of a curriculum to the pupils being taught it; provides opportunities for pupils to make informed choices</i></p> <ul style="list-style-type: none"> ➤ Students are given the opportunity in Years 9 and 11 to continue their preferred subjects at a further, more in-depth level of study ➤ The local labour market informs our deliver of vocational subjects at key stages 4 and 5 ➤ Careers provision and personal development lessons provide students with independent advice and guidance to make informed choices