

Curriculum Offer

Denton Community College 2023 - 2024

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Our Context at Denton Community College

Residing approximately five miles east of Manchester, Denton Community College serves the surrounding community including areas such as Denton, Droylsden, Ashton, Dunkinfield, Hyde and Hattersley. These areas of Tameside have historically low levels of social mobility and many of these areas have high levels of deprivation.

Denton Community College is currently being supported by, and aligning to the Northern Education Trust. The school is larger than average with over 1300 pupils currently on roll. Local context means there is a higher proportion of girls than boys. 13% of students are classified as having SEND which is well above the national average. 39% of students are eligible for the Pupil Premium Grant which is above the national average.

The APS on entry is frequently below the national average but we are still brazenly ambitious for our students and believe determinedly that they are as capable as any other students; anywhere.

We are resolute in our conviction that our curriculum will help to redress the inequality in this area; to give the young people of our community a better deal and a better chance to break the legacy circles of underachievement and low aspirations in the area to transform the life chances of every young person and family we serve.

Our Overarching Intention - “The Why”

As a college and as we align with the Trust, we believe that education is about teaching children the knowledge, skills and values they will require to be effective life-long learners who are empowered to make decisions, within a complex and ever-changing world, so that they are able to positively adapt and lead successful and happy lives. We do this by providing a curriculum which teaches knowledge and skills within the context of strong shared values of mutual respect, so that across all of their learning children reflect, become increasingly resilient and develop responsibility.

The curriculum at Denton Community College underpins the Northern Education Trust vision of ‘outcomes focused; child centred’. Our curriculum delivers vital subject knowledge and skills which are complemented by a raft of enrichment activities that broaden and extend the student experience.

In addition to a focus on cross-curricular skills, Denton Community College uses the co-curriculum to enhance wider personal development and promote positive attitudes to learning. We strive for our students to develop their personal skills and qualities in order that they may grow into positive, responsible young adults who can work and cooperate well with others. In its entirety, the curriculum is designed to make sure students feel valued and respected so that they in turn learn to value those around them and develop an acute sense of social responsibility which in time has a positive impact upon their own community and the wider British society.

Our curriculum is well understood, well planned and well thought out at all levels to meet the need of each individual student. In order to facilitate long-term learning, the skills and content for each subject are spaced and interleaved throughout our curriculum. Additionally, classroom pedagogy is built around the effective use of retrieval practice in order for students to remember knowledge over time.

Our Aims

Our curriculum:

- is appropriate and relevant to our students
- is progressive, interleaved and sequenced to develop knowledge and understanding which provides deep, sustainable and valuable learning for all students
- provides opportunities to develop levels of literacy and numeracy across all curriculum areas
- recognises the increasing importance of demands placed upon young people in order to keep them safe in a digital age
- promotes opportunities across the curriculum for the development of good student health and wellbeing
- provides a wide range of courses that challenge, engage and raise aspirations of our students
- promotes learning across a wide range of contexts and experiences
- promotes reading as an explicit focus

Our aim, through our curriculum is to develop young people:

- who are not disadvantaged by the social context in which they live
- who have the confidence, resilience and knowledge to stay mentally healthy
- who have high expectations of self and an ambitious vision for their future
- who have a work ethic in them achieving, and exceeding, their academic potential
- who are happy and have a desire to pursue a healthy, active lifestyle
- who are respectful, tolerant and empathetic towards the values and beliefs of others
- who are self-aware and know their own strengths through reviewing and evaluating their progress
- who are capable of making informed decisions and are aware of their rights and responsibilities

Curriculum Design

Our well-planned curriculum is fluid and tailored to meet the needs of our learners and combat the social disadvantage experienced by a significant number of our students. Our curriculum offers a range of pathways, which we believe will broaden rather than narrow the offer at different stages in a student's progression through school. We aim to remove barriers to learning for our pupils and support learning through a wide range of interventions.

We provide curriculum breadth with teaching of design and technology, art, music and performing arts in years 7 to 9 as a core offer. In years 10 and 11 we offer a broad range of vocational and academic subjects including but not exclusive to Health & Social Care, Design Technology, Hospitality and Catering, Business Studies, Art, Photography, Performing Arts (Dance and Drama) and BTEC Sport. **All** students have the opportunity to study a modern foreign language.

Year 7 and 8 Curriculum

Subject	Number of 1 x hour lessons per week
English	4
Mathematics	4
Science	4
Modern Foreign Language	2
Life@ DCC inc Religious Education, PHSE, RSE, and CEIAG	1
Geography	2
History	2
Physical Education (inc. Dance)	2
Computer Science	1
Performing Arts – Music and Drama	1
Technology – DT and Food	1
Art	1

Year 9 and 10 Curriculum

Subject		Number of 1 x hour lessons per week
English		5
Mathematics		4
Science (Combined or Triple)		Combined 5 / Triple 8
Physical Education		1
Life@ DCC including; Religious Education, PHSE, RSE, and CEIAG		1
Guided Pathway Subjects		
Spanish	French	Engineering
Geography	Performing Arts (BTEC)	Statistics
History	Health and Social Care	Hospitality & Catering
Art	Sport & Fitness (BTEC)	Music (BTEC)
Photography	Enterprise	German
Option English	Option Maths	Dance
Drama	Child Development (Year 10 only)	Religious Education
Textiles (Year 10 only)	Computing	Dance (Year 10 only)
Interactive Media (Year 10 only)	Citizenship (Year 10 only)	Business Enterprise (Year 10 only)

Year 11 Curriculum

Subject		Number of 1 x hour lessons per week
English		5
Mathematics		5
Science (Combined or Triple)		5
Physical Education		1
Guided Pathway Subjects		
Spanish	French	Design Technology - Timbers and Boards, Textiles.
Geography	Dance	Photography
History	Child Development	Hospitality & Catering
Art	Sport & Fitness (BTEC)	Music (BTEC)
German	Business Studies	German
Option English	Option Maths	Drama
Religious Education	Digital Media	Citizenship

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WE WANT OUR STUDENTS TO ATTEND THE BEST SCHOOL WE CAN BE - SO WE ARE CONTINUALLY SEEKING TO IMPROVE WHAT WE DO

We believe in the power of self-evaluation and we take this seriously.

We will never be so presumptuous to assume that what's best today is guaranteed to be best tomorrow. We understand that all schools are on an improvement journey and that the curriculum, amongst other things, must continually be reviewed to reflect the relevant challenges and aspirations of each community at each specific point in time. We are currently reviewing all aspects of our curriculum, particularly how it is structured, as we continue on our own improvement journey.

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WE WILL ALWAYS HAVE A FOCUS ON ENGLISH AND MATHS BECAUSE WE BELIEVE THESE SUBJECTS ENHANCE LIFE CHANCES

English and Maths are at the heart of success in learning.

Success in English and Maths qualifications is essential as these are the main facilitating subjects which empower students to access further education, employment and apprenticeships.

We place great emphasis on these subject areas and provide additional support to students when they need it. This includes encouraging reading and numeracy skills. We want students to be enthusiastic readers as a springboard to achievement in the curriculum but also as a source of pleasure and lifelong learning.

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WE ENSURE THAT ALL STUDENTS HAVE ACCESS TO THE EBACC BECAUSE WE BELIEVE IN A STRONG ACADEMIC CORE

As the quality of provision has improved, so has the uptake in the wider English Baccalaureate (Ebacc) areas. The ability to study the full suite of Ebacc subjects is open to all of our students, irrespective of their background or personal circumstances. The numbers of students following the Ebacc will continue to increase year on year.

Ebacc subjects broaden the mind and encourage students to be interested in the wider world. We want students to be informed citizens of the world who can play a role in learning from the past to help shape the future.

WE PLAN FOR CURRICULUM FLEXIBILITY AND WE CARE ABOUT MENTAL HEALTH

Across Years 7 and 8, students experience a broad range of subjects studying English, maths and science alongside a range of expressive arts subjects, geography, history, design technology subjects, computer science, a modern foreign language, physical education and religious education through our extensive 'Life@DCC' programme.

Academic and Technical study at Level 1 / Level 2 (including GCSE) offers a wide entitlement to subjects, including those subjects comprise the full English Baccalaureate. There is the opportunity to study triple or combined sciences, and a wide selection of open subjects are offered including Art, Photography, Dance, Drama, Business Studies, Computer Science, BTEC Sport, GCSE P.E., Hospitality & Catering, Design Technology and Statistics.

Flexibility and choice is key to our curriculum; balancing breadth and depth with choice and personalisation to enhance student engagement and success. At Level 1 and Level 2 every qualification is open to all students. Our 'Guided Pathway' blocks are re-shaped each academic year to build our timetable around student choice. This removes the restriction of option blocks and creates greater freedom for students. Regular points of guided choice are offered from Year 10 to Year 11 reflecting students' changing interests and aspirations. Advice and guidance underpins our curriculum modelling ensuring our students have regular points of discussion about their current and future study choices.

WE PLAN FOR EFFECTIVE AND EXCITING LESSONS

Our intent is to make all lessons outstanding. Teachers plan and prepare effectively and make lessons as engaging as possible using the very best practice. Our departments work collegiately with subject directors and colleagues across the trust to ensure the best ideas and practices are consistently applied in all lessons. Our entire pedagogical approach is based upon collaborative learning as we truly believe in the power of working collaboratively to promote the inclusion and progress of all.

We have developed a wide range of well-understood 'Collaborative Learning Structures', underpinned by some key structures that we believe enable our lessons to be consistently effective, engaging and exciting. Students react positively to the consistency of the learning structures and embrace the collaborative approach to learning.

WE PROVIDE OPPORTUNITIES FOR EXTENDED LEARNING, REVISION, INTENSIVE INTERVENTION AND DIVERSE ENRICHMENT

Our intent is to deliver a student learning experience which is appropriately challenging and meets the needs of individual students. We are proud of our wider enrichment offer, open to all students, which allow students to access a range of activities designed to broaden horizons and to equip our students with the confidence to face the future

We offer students across all year groups the opportunity to develop their knowledge, skills and interests through an extensive provision of extended learning and diverse enrichment. A multitude of subject specific and special interest enrichment groups are held during after school enrichment time. These range from Sporting and Music clubs to ones relating to hobbies and interests. These also include a raft of bespoke enrichment subject sessions available to students in Years 10 and Year 11.

We offer intensive intervention for identified students to ensure all individual needs are met. Students who join the school in Year 7 and are not at age related expectation for reading are afforded additional reading based interventions in which they are provided with weekly one-to-one reading opportunities, with their progress being measured through both the testing of reading age as well as through the number and range of books they have read.

Identified students in Year 10 and Year 11 are also afforded a range of intensive interventions, including access to one-to-one Maths and English tutor sessions. These interventions support progress in the core subjects as well as supporting progress across the curriculum by helping students to access topics and develop understanding in all subjects.

OUR ETHOS IS UNDERPINNED BY PRAISE - THIS IS SO IMPORTANT TO US

We have endeavoured to cement our ethos of inclusivity and the highest of expectations by creating a 'praise culture' amongst students and staff. This is characterised by our continuous mission to encourage and reward student effort and positive attitudes. We recognise that motivation comes from an intrinsic sense of success, encouragement and resilience. We utilise a wide range of methods to recognise and acknowledge our students' commitment, effort and achievements. All students are rewarded by applause moments which include staff and peers showing recognition and appreciation for success or effort. Applause moments are a constant feature of all lessons and demonstrate our commitment to meaningful and instant student praise. Individual students are also identified by teachers to be displayed on 'Extra Applause' posters which are visible in all classrooms and updated on a weekly basis.

Another feature of praise within lessons is the daily interaction between students and senior leaders. During every lesson, members of the senior team visit lessons to support learning and praise students. This regular interaction acts to familiarise students with praise and fosters a motivation to strive in every lesson. Those students who regularly work hard are often recognised as 'Star Students'; some of our most high-profile events are aimed at recognising our stars. Our 'Praise culture' encourages all students to feel valued and to have confidence in themselves as learners and as members of the school community.

WE INSTIL AN ETHIC OF EXCELLENCE – PROUD

We believe our students should have high expectations of themselves and always aim to be the very best that they can be. Students understand what we mean by being PROUD and our curriculum is designed to ensure that the opportunities for them to demonstrate this are plentiful across each day. At the front of every student book, and displayed in every classroom, is the PROUD policy; a constant reminder to students to be proud of their work and demand the very best of themselves every lesson.

Student praise is further enhanced by our 'PROUD Thursday' initiative, by which students nominate work of which they are especially proud. Teachers encourage students to recognise and value their own success by using live feedback and PROUD postcards to celebrate achievement and therefore building students' self-esteem. This work is publicly rewarded by members of the Senior Leadership Team (SLT) on a weekly basis and participating students receive certificates celebrating their effort. We also encourage our less confident students to join in the celebration by taking their PROUD work to SLT. The significant number of students from all year groups who regularly bring examples of work, demonstrates both an enjoyment of praise as well as the willingness to share success collectively. This fosters an ethos that all students, despite academic ability, should be proud of their work and achievements.

WE PROMOTE READING AND WANT ALL OF OUR STUDENTS TO BE CONFIDENT READERS

As an school, we adopt a comprehensive approach to promoting reading, which encompasses three key strands within our Reading Strategy:

1. Teaching the mechanics of reading
2. Reading for leisure and pleasure
3. Reading for knowledge

Teaching the mechanics of reading (Strand 1)

We systematically intervene with weaker readers by offering a range of interventions through programs such as Lexonik Leap, Lexonik Advance, and Reading Plus. Additionally, we ensure these students receive reading support during their weekly DEAR (Drop Everything and Read) lessons.

Reading for leisure and pleasure (Strand 2)

We prioritise instilling a love of reading in every student. Through our innovative Reading Routes program, students explore books from various genres and receive recognition for completion. The DEAR (Drop Everything and Read) initiative, implemented by the Trust, provides KS3 students with the opportunity for meaningful reading at least once a week. Additionally, our curriculum includes a one-hour DEAR lesson for all KS3 students, currently focusing on Year 7 and 8. Furthermore, we host virtual author events and Literature Conferences to further cultivate a passion for reading within the school.

Reading for knowledge (Strand 3)

Within our curriculum, we emphasise the importance of reading for acquiring knowledge. We're currently in the midst of implementing disciplinary literacy initiatives across all subject areas. This entails urging students to actively interact with a wide array of articles, encompassing both local and international sources. Our aim is to heighten their understanding of current events while enriching their cultural awareness and intellectual capital. Subject-specific vocabulary is explicitly taught during lessons, and all students have access to their "Need to Know Book" at home and within the school.

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WE WANT STUDENTS TO HAVE A SAY IN WHAT WE DO

As a school we are 'child centred'. As such we have a vibrant Student Voice programme which ensures that all students are represented in decisions which affect their education.

Dedicated student voice teams are chosen to represent different areas of school life. Students apply to represent their chosen area and meet regularly with a dedicated staff facilitator. Student Voice representatives regularly present to the Senior Leadership Team and have played an important role in developing school policies on rewards and praise, as well as representing the school with distinction at social events and school events.

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WE PROVIDE STUDENTS WITH THE SKILLS AND KNOWLEDGE TO PROSPER IN LIFE IN MODERN BRITAIN

We strive to ensure that students leave DCC with a good understanding of British values, in particular; democracy, liberty, respect and tolerance. Through the meticulously planned 'Life@DCC' programme, meaningful VMG sessions and contemporary assemblies, we support students to understand current affairs beyond their local area. We support our students in appreciating diversity, recognising different religions, races, beliefs, and lifestyles.

We guide students to live healthy lifestyles, both physically and mentally, providing them with age appropriate guidance on the importance of physical activity, diet, financial responsibility, alcohol, drugs and e-safety. Positive behaviour is consistently modelled to guide our students to be responsible, respectful, active citizens who contribute positively to society.

WE BELIEVE IN CAREERS EDUCATION. WE ARE COMMITTED TO THE GATSBY BENCHMARKS AND PLAN SO THAT THEY CAN BE ACHIEVED

Through high quality careers education, information, advice and guidance programme, our students are supported to make realistic and informed decisions about their career pathways, to have high aspirations and to empower them to achieve personal success and future economic wellbeing.

We support students in making well-informed decisions about significant study or career choices, by providing access to differentiated, impartial and independent information and guidance about the range of options (including academic, vocational, apprenticeships) that are most likely to help them to achieve their ambitions. By helping students with decisions at crucial stages, informing them of all their options and introducing them to employers, we aim to prepare them for the world of work regardless of the pathway they choose.

Our careers programme supports the achievement of the eight Gatsby Benchmarks as detailed in the Department for Education's Statutory Guidance, January 2018. Careers guidance is provided through our Life@DCC curriculum, VMG and access to our Careers providers, as well as a range of visits and workplace experiences. We work closely with local employers, FE colleges and apprenticeship providers to ensure the highest quality careers guidance.

WE SCULPT MEANINGFUL OPPORTUNITIES FOR ALL STUDENTS TO ACCRUE CULTURAL CAPITAL

As a College, we strive and endeavour each day to ensure that students are empowered and instilled with an understanding of significant events within human creativity and the subsequent achievements. By allowing students to accrue this knowledge and mind set, this allows students to be fundamentally aware of what they need to do to succeed within their own lives.

Regardless of their chosen career choices and paths they may wish to take, we as a College feel it is our duty and responsibility to ensure students are provided with the necessary tools to facilitate them to achieve their personal goals. We view our role and network of support to students as an interlinking and connected web of elements. Our diverse Enrichment programme offers students' academic and social opportunities outside of the classroom within a different environment. These range from sporting and drama clubs to hobbies and interests as well as various music clubs. What is perhaps most prevalent about these clubs is the fact that they are updated regularly dependent on the outcome of Student Voice surveys that determine what the students would like offered as part of their Enrichment programme. We then accommodate this into our plans in order to ensure that the best interests of our students are always at heart.

Moving forward, our ongoing commitment remains focused on maximising opportunities for each and every one of our students. In today's rapidly advancing technological era, one of our primary objectives is to further cultivate a passion for reading among students of all ages and abilities. This objective is exemplified by the implementation of our new Trust-wide reading initiative, known as "Reading Routes." Under this program, students in Years 7 and 8 embark on personalised reading journeys, selecting from a diverse range of 85 books spanning 17 genres. To kickstart this initiative, all students receive complimentary books of their choosing. As both staff and students engage with these texts, they become the catalyst for meaningful discussions, fostering a shared enthusiasm for reading. This initiative represents just one of the many strategic measures we have in place to continually provide our students with the highest calibre of education and opportunities for achievement. It embodies the ethos that will always remain at the core of our educational mission.

To re-enforce the importance of experiences outside of the classroom we have introduced an 'experiences' program to Year 7, 8 and 9 students, giving the fully subsidised opportunity to attend local and national cultural and sporting events, engage in presentations from children's authors and enjoy trips to local museums.

WE BELIEVE THAT ALL OF OUR STUDENTS ASPIRE TO MAKE A REAL AND GENUINE CONTRIBUTION IN EVERY ASPECT OF SCHOOL LIFE AND TO THEIR LOCAL COMMUNITY.

As a College we acknowledge that the total of the experiences provided for students have a major impact on their future wellbeing and success. It is for this reason, we have made a whole-school commitment to the teaching and development of character traits, attributes and behaviours which underpin achievement and success. We endeavour to ensure that developing 'character' goes hand in hand with high educational aspirations and achievement. The characteristics we seek to instil and encourage in our students are resilience, confidence, motivation, self-regulation and pride.

- Resilience to react positively to adversity and hardship.
- Confidence in themselves and their ability to achieve their goals.
- Motivation to push themselves and work hard.
- Self-regulation to be able to thrive independently within society.
- Pride so that they can be fulfilled by the knowledge of their effort and accomplishments.

These characteristics enable lifelong learning and well-being. They are required to be successful both in education and in adult life. We want our students to be both willing and able to contribute to society; to exemplify these essential characteristics for their own benefit and for the benefit of others.

