

Curriculum Policy

Primary person responsible for updates to this policy: Vice Principal (Academic) Last review date:- June 2026 Next review date: June 2027

Circulation: This policy has been adopted by the governors and is available to parents on request. It is addressed to all members of staff and volunteers and applies wherever they are working with children.

‘Parents’ refers to parents, guardians and carers.

Purpose

This policy outlines DLD College London's approach to designing, delivering, and evaluating a high-quality curriculum that enables all students to thrive academically, personally, and socially within an international context.

Aims

The DLD College London curriculum is designed to be ambitious, inclusive, and future-focused, enabling all students to achieve academic excellence while developing as confident, resilient, and responsible global citizens. It provides a rigorous and coherent programme of study that fosters deep subject knowledge, critical thinking, and intellectual curiosity, ensuring students are well prepared for external examinations and further academic study. The curriculum supports sustained and measurable progress from individual starting points through carefully sequenced learning and effective use of assessment to identify strengths and address gaps. Alongside academic success, it promotes personal development and wellbeing by nurturing self-awareness, emotional resilience, and a strong sense of identity and belonging. Students are encouraged to take ownership of their learning, developing independence, adaptability, and the ability to reflect and set meaningful goals. The curriculum is underpinned by a strong commitment to equality, diversity, and inclusion, ensuring all learners, including those with SEND or EAL needs, are supported to access and succeed. Reflecting the international nature of the college, it actively promotes British values while preparing students to thrive in a global context. Ultimately, the curriculum equips students with the knowledge, skills, and attributes, including communication, collaboration, and digital literacy, required for success in higher education, employment, and life beyond school.

Curriculum Intent

The DLD curriculum is designed to be broad, balanced, and coherently structured, providing a high-quality educational experience that supports both academic achievement and holistic development. It offers a wide range of subject disciplines ensuring students experience appropriate breadth before progressing to greater specialisation at advanced levels. Curriculum planning is carefully sequenced to enable the cumulative development of knowledge and skills, with schemes of work identifying core content, key concepts, and essential competencies that allow students to build understanding over time and apply their learning in increasingly complex contexts. Teaching approaches are inclusive and adaptive, ensuring that all students, regardless of ability or background, can access the curriculum and make strong progress, with targeted support provided for students with additional needs. The curriculum places a strong emphasis on the development of transferable skills, including literacy, numeracy, critical thinking, and digital competence, alongside opportunities for collaboration and leadership. It is enriched through a wide-ranging co-curricular programme that enhances learning, supports wellbeing, and broadens students' cultural and social experiences. Careers education and guidance are fully integrated, ensuring students are well-informed and prepared for future pathways. Through ongoing

assessment and robust quality assurance processes, the curriculum is continually evaluated and refined to ensure it remains relevant, challenging, and effective in preparing students for success in an increasingly complex and interconnected world.

Regulatory Framework

In accordance with national regulatory requirements, DLD provides full-time supervised education for students of compulsory school age. The curriculum takes into account students' age, aptitude, and needs, including those with SEND and EHC plans. It actively promotes fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.

Curriculum Principles

Breadth and Balance

Students experience a broad curriculum encompassing linguistic, mathematical, scientific, technological, human and social, creative, physical, and spiritual learning. Core skills in literacy, numeracy, communication, and critical thinking are embedded throughout.

Relevance and Progression

Content is appropriate to students' ages, prior attainment, and future aspirations. Schemes of work ensure a clear progression of knowledge and skills.

Equality of Opportunity

All students are treated as individuals, with equal access to learning and opportunities to demonstrate progress.

Personalisation

Students follow personalised pathways supported by guidance and differentiated teaching, enabling them to maximise their potential.

Curriculum Implementation

Teaching is delivered through evidence-informed pedagogy that is engaging, structured, and adapted to meet diverse needs. Departments design schemes of work aligned with examination requirements, ensuring accessibility, challenge, and progression. Assessment is used effectively to inform teaching and improve outcomes.

Personal Development and Pastoral Provision

The PSHE programme develops students' understanding of personal values, wellbeing, diversity, and responsible decision-making, reflecting the Equality Act 2010. A structured tutorial system supports academic progress and personal development, including daily tutor interactions, progress reviews, and parental engagement. Students benefit from

comprehensive support for future pathways, including university preparation, mentoring, and guidance.

Careers Education and Guidance

Careers provision is delivered through PSHE and specialist support from the Head of Universities & Careers. Students receive impartial, up-to-date advice on higher education, apprenticeships, and employment, supported by workshops, events, and one-to-one guidance.

Enrichment and Co-Curricular Offer

A wide range of enrichment activities enhances students' personal development, wellbeing, and cultural awareness, complementing academic learning and fostering broader skills.

Online Safety

In line with DfE guidance, staff receive regular safeguarding training, and students are educated on evaluating online content, recognising risks, and behaving responsibly online. Online safety is embedded in induction and PSHE programmes.

Monitoring, Evaluation and Review

The curriculum is regularly reviewed through lesson observations, data analysis, work scrutiny, and student voice. Leaders ensure consistency, challenge, and inclusion, while governors maintain strategic oversight. This policy is reviewed annually.

Related Policies and Documents

This policy should be read alongside:

- Assessment, marking and feedback Policy
- SEND Policy
- Safeguarding and Child Protection Policy
- Sex and Relationships Education Policy
- Careers Policy
- EAL policy
- Online safety polic