



EVALUATING OUR CURRICULUM

The Claxton Trust

WHAT APPROACH IS USED WHEN DESIGNING THE CURRICULUM?

New EIF (Education Inspection Framework) for Ofsted in September 2019...

- A framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (**intent**) ...
- ... translating that framework over time into a structure and narrative, within an institutional context (**implementation**) ...
- ... evaluating what knowledge and understanding pupils have gained against expectations (**impact**).



WHAT ARE OFSTED CONCERNED ABOUT?

From September 2019, inspectors will be looking at:

- Too much of a focus on English and maths at KS2, to the detriment of the wider curriculum
- Equal access to all subjects, particularly for disadvantaged groups and pupils with low attainment
- In-depth knowledge of your curriculum 'whys' and 'hows'
- Whether your stated 'intent' is translating into practice



WE NEED TO KNOW...

- What we are trying to achieve through our curriculum? **(Intent)**
- How our curriculum is being delivered? **(Implementation)**
- What difference our curriculum is making? **(Impact)**

WHAT EVIDENCE DO WE HAVE OF SUCCESSFUL CURRICULUM INNOVATION?

Ofsted visited schools that had innovated with their curriculum design and found these common threads (*Spielman Dec 2018*):

- the importance of subjects as individual disciplines
- using the curriculum to address disadvantage and provide equality of opportunity
- regular curriculum review
- using the curriculum as the progression model
- intelligent use of assessment to inform curriculum design
- retrieval of core knowledge baked into the curriculum
- distributed curriculum leadership

CURRICULUM INNOVATION WITHIN THE TRUST

- Enrichment opportunities which build pupil & parental engagement in the curriculum - 'WOW' days; community events
- Mapping the 'hidden' curriculum
- Targeted projects to address specific curricular areas, in particular year groups. e.g. Bridging the Word Gap in EY; Reading Fluency in Y5
- 'Great Expectations' project – auditing provision for disadvantaged learners
- Metacognition project – piloted in KS2, rolled out across whole school
- Meeting the needs of girls with autism – cross trust INSET
- Attachment and the curriculum – cross trust INSET
- A deeply embedded values education approach woven across the curriculum

DRIVERS & CONSTRAINTS TO A QUALITY CURRICULUM

- Based on the phase 2 findings, discussions with expert HMI and a review of the academic literature, Ofsted came up with **25 indicators of curriculum quality** to test (*Spielman Dec 2018*).
- These indicators will not be directly translated into the new inspection framework.
- Aiming to prove that it is possible to make valid and reliable assessments of quality and to find out which types of indicators did that most clearly



DRIVERS & CONSTRAINTS

We will now consider each of these 25 indicators.

- What evidence is there of this indicator within my school / subject area?
- To what extent is this indicator represent a driver or a constraint on the quality of our curriculum?



INTENT

INDICATORS FOR **INTENT**

- ❑1a There is a clear and coherent **rationale** for the curriculum design
- ❑1b Rationale and aims of the curriculum design are **shared** across the school and fully understood by all
- ❑1c Curriculum leaders show understanding of **important concepts** related to curriculum design, such as knowledge progression and sequencing of concepts
- ❑1d Curriculum coverage allows all pupils to **access** the content and make progress through the curriculum

CURRICULUM: INTENT

Vision Statement

WE ARE 'REACHING HIGH'

To provide a safe, happy
and aspirational environment for all,
where a wide, values-based curriculum challenges
children to develop emotionally, socially and
intellectually.

The Vision for the Year Ahead... 2018 – 2019

KEY AREA	THIS YEAR, WE WILL ENSURE THAT...	WE WILL MEASURE SUCCESS AS...
LEADERSHIP AND MANAGEMENT	<p>Subject leaders of all curriculum areas have a relentless drive to improve outcomes for all pupils, including the disadvantaged and those with SEND.</p> <p>Governors systematically challenge leaders about variations in outcomes for pupils groups, and between disadvantaged and other pupils nationally.</p>	Leadership & management are judged outstanding.
TEACHING, LEARNING & ASSESSMENT	Positive behaviours for learning are embedded across the school and enable pupils to make rapid progress.	<p>By July 2019, over 60% of teaching in the school will be typically outstanding.</p> <p>The proportions of children reaching the expected standard increases in all areas by July 2019</p>
PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE	<p>Pupils engage in discussion and debate, showing respect for others' ideas and views</p> <p>Innovative strategies are used to reduce persistent absence.</p>	<p>Personal development, behaviour & welfare are judged as outstanding.</p> <p>Proportions of pupils who are persistently absent is reduced by 5%.</p>
EARLY YEARS PROVISION	Incisive evaluation of early years provision leads to highly focused professional development	Early years provision is judged outstanding.
OUTCOMES FOR PUPILS	<p>The progress of disadvantaged pupils in writing is close to or is improving towards that of other pupils nationally.</p> <p>The progress of girls in maths is close to or improving towards that of other pupils with the same starting points.</p>	Outcomes are judged outstanding.

IMPORTANT CONCEPTS

- Each curriculum policy starts with a statement of aims, which describes what we are trying to achieve:
- E.g. Physical education:
 - *Specifically, in physical education, we aim to develop children's **knowledge, skills and understanding**, so that they can **perform with increasing competence and confidence** in a range of physical activities. These include **dance, games, gymnastics, swimming and water safety and athletics**. Physical education promotes an understanding in children of their **bodies in action**. It involves **thinking, selecting and applying skills** and **promotes positive attitudes towards a healthy lifestyle**. Thus, we enable them to make **informed choices about physical activity** throughout their lives.*

INDICATORS FOR **INTENT**

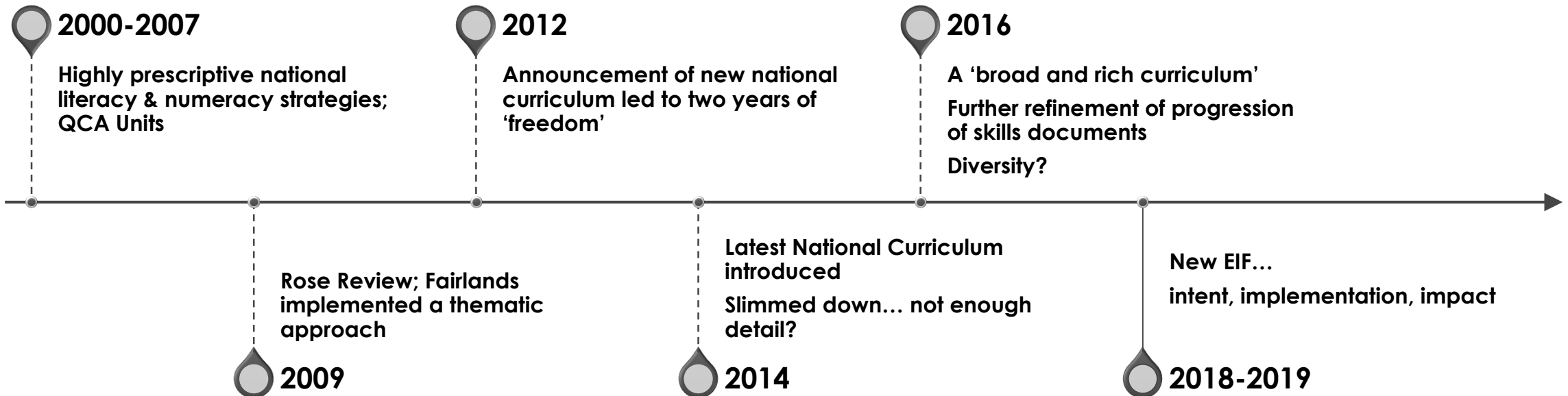
- ❑2a The curriculum is at least as **ambitious** as the standards set by the National Curriculum / external qualifications
- ❑2b **Curriculum principles** include the requirements of centrally prescribed aims
- ❑2c **Reading** is prioritised to allow pupils to access the full curriculum offer
- ❑2d **Mathematical fluency** and confidence in numeracy are regarded as preconditions of success across the national curriculum



IMPLEMENT

CURRICULUM: IMPLEMENTATION

OUR CURRICULUM JOURNEY...




INDICATORS FOR IMPLEMENTATION

- ❑3a **Subject leaders** at all levels have clear **roles and responsibilities** to carry out their role in curriculum design and delivery
- ❑3b Subject leaders have the **knowledge, expertise and practical** skill to design and implement a curriculum
- ❑3c Leaders at all levels, including governors, regularly **review and quality assure** the subject to ensure it is implemented sufficiently well




LEADERSHIP OF THE CURRICULUM

- *Termly curriculum leader interviews*
- *Individual performance appraisal: leadership objectives & support*
- *Reports to local governing body*
- *LGB reports to board of trustees*



INDICATORS FOR **IMPLEMENTATION**

- ☐ 4a Leaders ensure ongoing **professional development/training** is available for staff to ensure curriculum requirements can be met
- ☐ 4b Leaders enable curriculum **expertise** to develop across the school




LEARNING TO TEACH THE CURRICULUM

- *Focused Improvement Meetings*
- *Phase meetings*
- *Subject leader support – informal to formal*

INDICATORS FOR **IMPLEMENTATION**

- **5a Curriculum resources selected, including textbooks, serve the school's curricular intentions and the course of study and enable effective curriculum implementation**
- **5b The way the curriculum is planned **meets pupils' learning needs****
- **5c Curriculum delivery is **equitable** for all groups and appropriate**
- **5d Leaders ensure interventions are appropriately delivered to enhance pupils' capacity to **access** the full curriculum**





INDICATORS FOR IMPLEMENTATION

- 6a The curriculum has sufficient **depth and coverage** of knowledge in the subjects
- 6b There is a model of curriculum **progression** for every subject
- 6c Curriculum **mapping** ensures sufficient coverage across the subject over time

PLANNING FOR PROGRESSION

- **Topic Map**, which carefully plots **discrete subjects, values/principles, whole school events & happenings** within a framework of **Topics**.
- Topics have been carefully selected so that consideration has been given to:
 - breadth and balance across all areas of learning
 - celebrating cultural diversity
 - global & local community issues
 - children's current interests
- **EY - Development Matters (ages & stages)**: non-statutory guidance to support implementation of Early Years Framework
- **KS1 & 2 - Progression of Skills** documents in Art & Design; Design Technology; Geography; History; Modern Languages; Music and Physical Education.

PLANNING FOR PROGRESSION

- *RE* has a **local syllabus**, based of the HfL model.
- *New technologies* has an **integrated scheme of work**.
- **Objectives** are mapped onto **medium term plans**, one for each year group, for each half term.
- Activities are planned to deliver objectives, within an **enriched context** which creates **memorable opportunities for learning**
- **Links** are made **across the curriculum** where it is **meaningful**

INDICATORS FOR **IMPLEMENTATION**

- 7a Assessment is designed thoughtfully to shape future learning. Assessment is **not excessive** or onerous
- 7b Assessments are **reliable**. Teachers' ensure systems to check reliability of assessments in subjects are fully understood by staff
- 7c There is **no mismatch** between the planned and the delivered curriculum

ASSESSING FOUNDATION SUBJECTS

5 point scale

ARE++

ARE+

ARE

ARE-

ARE--

ASSESSING FOUNDATION SUBJECTS

- Well done for last year!!
- **Leaders have a view of impact/standards in their subject across school and are using this to inform strategic planning.**
- Marksheets can be completed at any time during a term, as long as all data is on by end of term
- Have the 5 point scale in your head as you teach
- 'Best fit' approach to assessment
- 'Spot moderations' in briefings



IMPACT



INDICATORS FOR **IMPACT**

- 8 The curriculum is successfully implemented to ensure pupils' progression in knowledge - **pupils successfully 'learn the curriculum'**
- 9 The curriculum provides **parity** for all groups of pupils



EVIDENCE OF IMPACT

- Phase outcomes for pupils and groups of pupils
- Attainment and progress measures: ages & stages documents; HfL Steps to assessment
- Case studies, linked to termly pupil progress meetings
- Work scrutiny – ‘proof of learning’
- Lesson observations
- Pupil interviews



PARITY FOR GROUPS OF PUPILS

- What is assessment data telling us about groups of pupils?