

Curriculum Design

Intent, Implementation, Impact



Strategic question: 'The broad and balanced curriculum inspires pupils to learn. The range of subjects ... helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. 'Ofsted April 2018 Outstanding Leadership and Management.'
How can we refine our curriculum to ensure we are achieving this across all subjects?

Rationale and Evidence:
Analysis of teaching and learning suggests that currently there is not clear progression in all subject areas and some content is repeated meaning that teachers are often trying to fit too much content into an academic year. Alongside this teachers have found that some units of learning are very successful and others less so suggesting a revision of knowledge, skills and understanding is necessary.

Research:

SLT Lead: Regan Gambier and Hazel Brown

Strategic aim	Key tasks	Lead Person/ People	Accountabilities, timescales and measureable milestones						Desired impact	Evidence (Process, Product, Outcomes)
			T1	T2	T3	T4	T5	T6		
CD 1. Empower subject leaders to raise the profile of their subjects	<ul style="list-style-type: none"> a. Initial meeting to set expectations for subject leaders across the year b. Subject leaders to produce and share action plans c. Half-termly subject leader meetings d. Plan in opportunities for subject leaders to be released e. Inventory of free trips in the local area including RE f. Establish directory of subject leaders across the Compass Partnership to create a network of support g. Subject leaders to lead parent workshops as appropriate h. Subject leaders to have a designated area on the school website to publicise their subject 	<ul style="list-style-type: none"> KB/CK/RG Subject leaders KB/CK/RG SLT RG/subject leaders KB/CK KB/Subject leaders DH/Subject leaders 	a. 28.09.18	b. 02.11.18	c. 25.01.19	c. 22.03.19	c. 17.05.19	c. 28.06.19	a-d -Subject leaders will have a greater sense of ownership of their subjects and be empowered to promote the visibility of their subjects. Subject leader workload will be more efficient through shared resources e - Trips will show progression and avoid repetition f -Intent Knowledge and skills will be shared across the partnership g and h - Parents will have a greater understanding of the curriculum and how to support their children Subject leaders will be champions and experts for their subject	<ul style="list-style-type: none"> Subject leader action plans Meeting notes/minutes Learning environments will reflect all curriculum areas Directory on the server Workshop slides and parent surveys Website

CD2. Refine the progression of knowledge, skills and understanding across all subject areas	<ul style="list-style-type: none"> a. PDM for teams to allocate the national curriculum subject content, knowledge and skills to each year group b. Subject leaders to expand on year group statements and produce a clear skills progression c. Art genres to be allocated across year groups d. Collate the new curriculum e. Update overall curriculum statement and aims to reflect new thinking 	<ul style="list-style-type: none"> HB/RG Subject leaders Subject leaders LJ/AC RG RG/HB RG/HB 				<ul style="list-style-type: none"> a. 25.01.19 b. 17.03.19 c. 17.03.19 d. 20.04.19 e. 24.05.19 			<ul style="list-style-type: none"> a - All staff will have a clear understanding of what the knowledge/skills/concepts are for each topic of study to teach for each subject b – d - Foundation subject skills will have a clear progression across the school with limited repetition. Children's learning and understanding of each subject will grow and develop year on year e - there will be clarity of intent and implementation across the whole school 	<ul style="list-style-type: none"> PDM slides and resulting documentation Subject skills documents Curriculum document and assessment grids Updated curriculum documents
CD3. Devise revised units of learning to promote high levels of interest and engagement across the school	<ul style="list-style-type: none"> a. Elicit children's/teachers' feelings about topics/units b. Develop five new units per year group c. Trip overview for the year with set trips including RE d. PDM to embed understanding of Central Ideas 	<ul style="list-style-type: none"> Subject leaders Year group leaders/PL RS/RG HB 		<ul style="list-style-type: none"> a. 15.12.18 		<ul style="list-style-type: none"> b. 08.03.19 d. 15.04.19 	<ul style="list-style-type: none"> c. 05.04.19 		<ul style="list-style-type: none"> a, b - Teachers will feel a strong sense of ownership of the curriculum and will be highly engaged with its delivery c - Children will have a broad experience with different trips across the curriculum and less overlap d - Teachers will be confident about the purpose of the Central Idea and how to embed it throughout the Units of Inquiry 	<ul style="list-style-type: none"> Survey of teachers' ideas and experiences New curriculum with five units across the year Database of school trips available for teachers to use in planning PDM slides
CD4. Further develop assessment across the foundation subjects to ensure an accurate understanding of children's knowledge	<ul style="list-style-type: none"> a. Six children from each class to be assessed in all foundation subjects b. Subject leaders to be included in monitoring cycle c. Subject leaders to monitor assessment grids and produce data reports d. Adapt monitoring cycle to incorporate cross-curricular opportunities including IT e. Subject leaders to collect feedback on the assessment grids f. Subject leaders to refine assessment grids for 2019-2020 in line with the updated curriculum 	<ul style="list-style-type: none"> Class teachers Subject leaders Subject leaders Subject leaders Subject leaders/HB/RG/KT 	<ul style="list-style-type: none"> a. 12.10.18 b. 28.09.18 d. 12.10.18 	<ul style="list-style-type: none"> a. 09.11.18 c. 09.11.18 d. 09.11.18 	<ul style="list-style-type: none"> a. 25.01.19 d. 25.01.19 	<ul style="list-style-type: none"> a. 22.03.19 c. 09.11.18 d. 22.03.19 	<ul style="list-style-type: none"> a. 17.05.19 d. 17.05.19 	<ul style="list-style-type: none"> a. 28.06.19 c. 28.06.19 d. 28.06.19 e. 21.06.19 f. 05.07.19 	<ul style="list-style-type: none"> a-c All subjects will be monitored and visible around the school. Gaps in learning will be identified and addressed d Monitoring cycle will reflect a cross-curricular approach and Computing will be highly visible e, f Subject leaders will be experts on the assessment of their subject and will be able to advise staff on progression 	<ul style="list-style-type: none"> Subject leaders' reports and action plans Data report Lesson observations, monitoring cycle Updated curriculum and related assessment grids

