



A curriculum that enables learners to


- linger longer *to secure learning
to follow through
to recap*
- dig deeper *reach conceptual
understanding
go beneath the surface*
- cross boundaries *link subjects
go beyond the school gates*






Rethinking the whole curriculum

- the aims
- personal, learning and thinking skills
- personal development






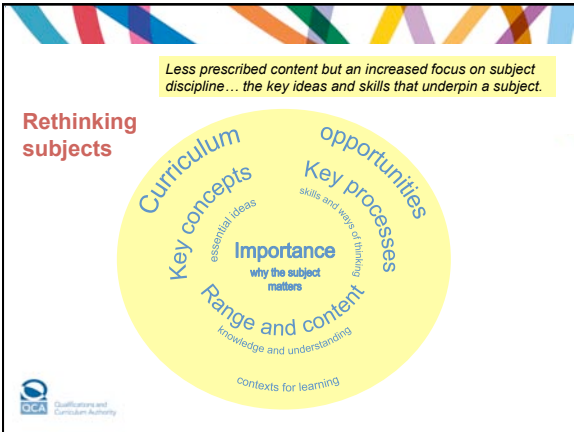
All around the three curriculum questions

- What are we trying to achieve?
- How will we organise learning?
- How will we know when we are achieving our aims?

Vision Organisation Evaluation










5 Key messages


- Increased coherence from the learner perspective 11- 19
- Systematic planning for the whole curriculum
a deeper look at embedding subjects PLTs and dimensions
- Develop approaches to increase learners' engagement, motivation and commitment to their learning
- Develop the conversation about assessment
(making good use of the Assessing Pupils' Progress framework and the Making Good Progress pilot)
- Disciplined curriculum innovation
- tools that help tell your story or the impact you are making




Increased coherence from the learner perspective 11- 19

A coherent curriculum:

- **makes sense to learners** – it is clear, carefully considered, and different aspects of learning and assessment connect in a logical and sensible way
- **is relevant, engaging and motivating**, reflecting learners' diverse interests, specialisms, needs and aspirations
- **enables learners to make good progress and transitions** throughout their time at school.



"At school we learn about things that interest me and I can really see the point of lessons. I make choices about what and how I learn, specialise in things that interest me and, as a result, feel the curriculum I'm following is my own. I enjoy learning in different places and different ways and believe that I can learn and achieve as well as anyone else."
Year 9 pupil




Increased coherence from the learner perspective 11- 19

A coherent curriculum will help our young people to:

- be successful learners, confident individuals and responsible citizens
- achieve higher standards and make better progress in subjects and sector-related learning
- have and be able to use high-quality personal, learning and thinking skills
- have and be able to use high-quality functional skills
- be more engaged, motivated and committed to their learning
- engage with learning to the age of 19 and beyond.


"The curriculum in my school is helping me become what and who I want to be in life. The teachers give me plenty of information about how I'm doing, which helps me decide what I want to achieve next and the steps I need to take to get there. I'm learning lots of skills that will be useful in life beyond school and college – I've got big plans for the future and I can see that the curriculum will help me achieve them."
Year 10 pupil



What do we want to achieve?

We want fewer learners who are...

- **Disenchanted** – they can't see the point of what they are being asked to learn and do. It doesn't reflect their interests, specialisms or needs
- **Disengaged** – they are switched off from learning and try to avoid getting involved often because they see themselves as failures
- **Disappeared** – around 450,000 learners are absent from school each day – often because they don't like the experiences they have there
- **Disappointed** – they go to school but are bored by the work and don't feel they are achieving as much as they could



Disciplined Innovation



Curriculum innovation
How do you know you're making a difference?



Personal, young people, change, who the healthy, and full

PSHE: Personal, Social, Health and Economic Education

Programme of study (non-statutory)

Confident individuals who...

- have a sense of self-worth and personal identity
- relate well to others and form good relationships
- are self-aware and deal well with their emotions
- have secure values and beliefs and have principles to distinguish right from wrong
- become increasingly independent, are able to take the initiative and organise themselves
- make healthy lifestyle choices
- are physically competent and confident
- take managed risks and stay safe
- recognise their talents and have ambitions
- are willing to try new things and make the most of opportunities
- are open to the excitement and inspiration offered by the natural world and human achievements.

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...race
...ive about
...enjoy
...onsible

www.qca.org.uk/curriculum



3. How will you know if your curriculum is working?
 What would you look for?
 Who would you ask?

Eng, Ma and Sci / 5 A*-C

Resource sheet D and E

QCA Qualifications and Curriculum Authority

How do you know if your curriculum is working?

Unintended outcomes

Standard range of measures (Ofsted)

Eng, Ma and Sci / A*-C (test scores)

Parental / community / staff impact

Attainment levels in NC subjects

Personal development / attitudes / motivation

Skills / competencies / qualities

QCA Qualifications and Curriculum Authority

How do you know if your curriculum is working?

There is increased staff retention or promotion to posts with more responsibility.

There is more collaboration and evidence of teamwork, including input from the wider school community as well as students.

Better and more regular communication improves relationships and there is greater harmony.

Children want to come to school and attendance improves.

Feedback is positive from the schools that students move on to.

Information about improvement across a broad range of measures comes from other sources such as OFSTED inspection, local authority advisers, community members and employers as well as children and parents.

There is a change in the way children conduct themselves both in and out of school.

The quality of homework improves.

Teachers are more enthusiastic, there is more teamwork and relationships are good.


They are more willing to participate in activities outside school time and learning beyond the classroom.

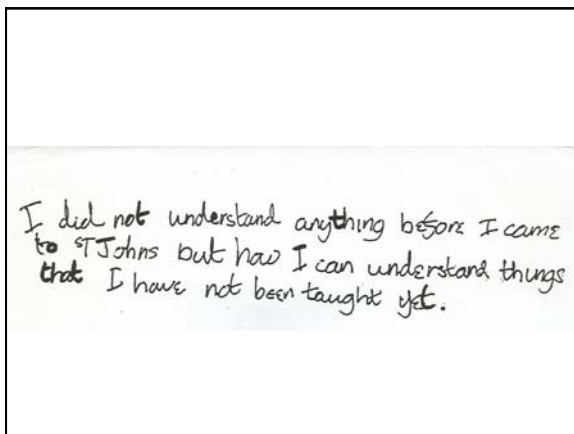
Learners show increased self-esteem. They are more confident, independent and are motivated to learn.

QCA Qualifications and Curriculum Authority

What next?

- ... try things in schools and settings or your local area
- ... let us know what you are doing
- ... tell us what works and what doesn't
- ... **make learning irresistible**





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