

# High quality curriculum for all

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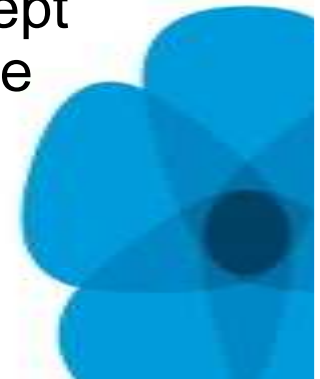
# Introduction of the “New” National Curriculum 2014

- New NC programmes of study - challenging, slimmer, and focused on what the current government sees as essential subject knowledge
- Maths, science and English - detailed and prescriptive, with new lists of objectives for year and/or stage
- Non-core subjects - programmes of study are radically slimmed down
- Key Stages 1, 2 and 3: 4-14 national curriculum?



# Statutory Assessment reforms

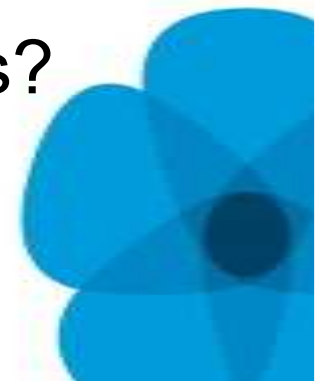
- Early Years Baseline assessment?
- KS1 and KS2 secure fit teacher assessment and scaled scores tests (KS2 maths and reading)
- No statutory assessment in KS3
- Staggered GCSE Reform
  - a new grading scale 1 to 9
  - terminal assessment not modules
  - exams as the default method of assessment, except where they cannot provide valid assessment of the skills required



# Outcomes



Is education just about tests and exams?



# Curriculum: the entire planned learning experience for every pupil

National  
Curriculum

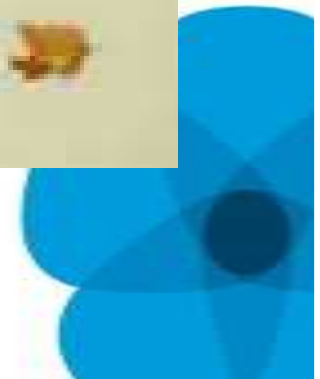
School's own programmes of study including knowledge that is contextually relevant to their pupils

Environment, Extended hours, Events, Routines, Learning outside the classroom, Lessons, etc.



# What is a school's curriculum for?

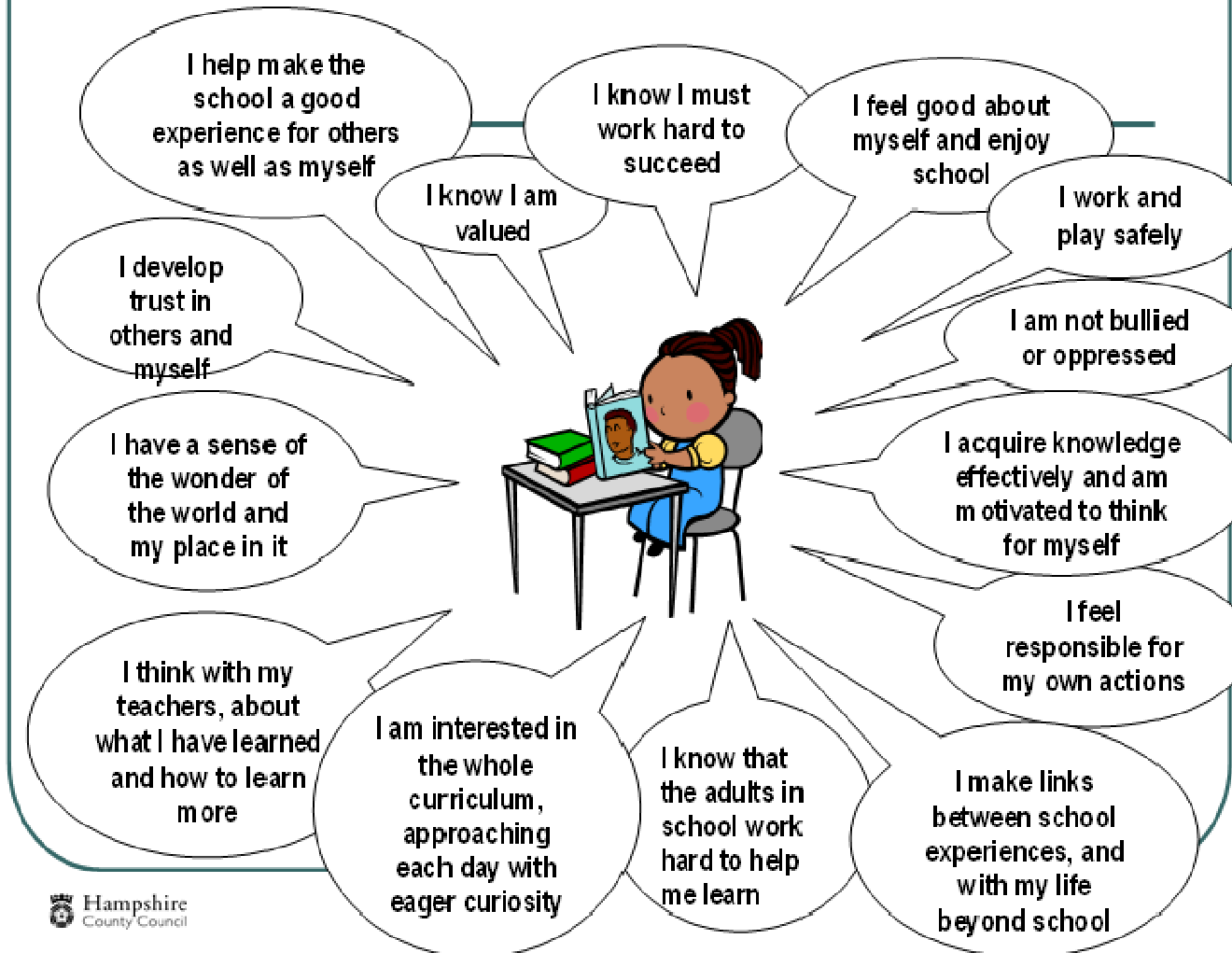
*'A striking conclusion is .....that despite the fact that the curriculum is what is taught, there is little debate or reflection about it (in schools).'*



# Core Beliefs



## The Hampshire Learner



**A primary curriculum  
for learning**

An entitlement for Hampshire children

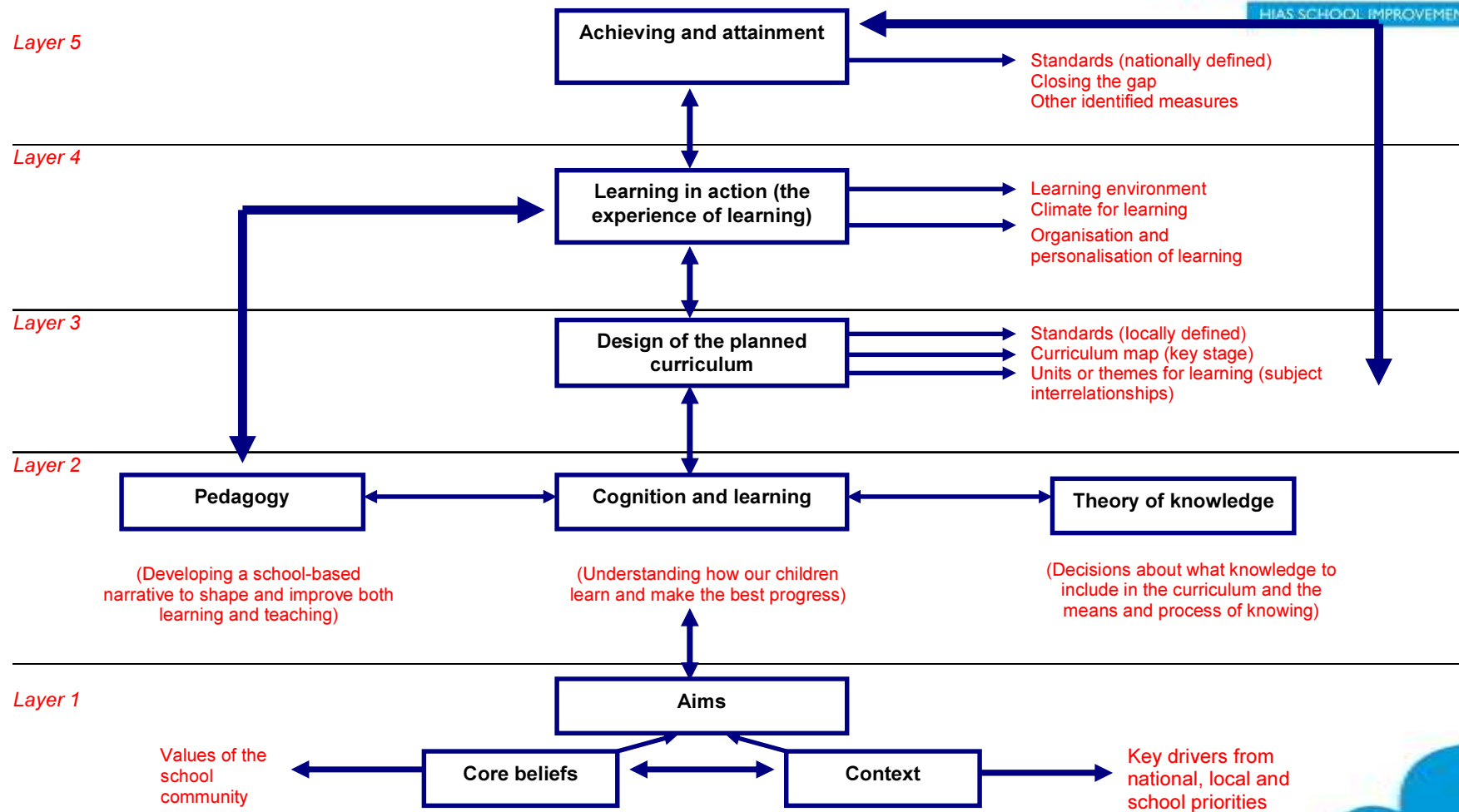


July 2008





# A curriculum for learning: an entitlement for Hampshire children



# Headteachers as curriculum leaders

- Headteachers....conceptualise and design a curriculum that ‘inspires and challenges all learners’.
- A curriculum that **only** meets the need for children to reach statutory assessment standards by 5,7,11,16 years of age.....

is a curriculum that cannot fulfil its moral obligation for children growing up to adulthood in the last three quarters of the 21 century.



# A framework for 2018?

The goals of education in our school community include.....

We pledge that our school's curriculum, and teaching and learning approaches will reflect **key articles from the UNCRC**.....

We share the following **key beliefs** about teaching , cognition and learning and how knowledge and understanding develops. These act as a guide for the consistency and distinctiveness of our school's curriculum.....

Our whole school curriculum comprises an **entire planned learning experience** underpinned by a broad set of common principles and approaches.....

Our curriculum has an **ambition for high achievement of all pupils** irrespective of background and starting point. This achievement is represented in.....

The impact of our curriculum is systematically monitored, evaluated and reviewed in the following ways...



# Impact on outcomes



# HM Chief Inspector Amanda Spielman - 11 October 2017



“A good curriculum should lead to good results. However, good examination results in of themselves don’t always mean that the pupil received rich and full knowledge of the curriculum.”

“Without a curriculum, a building full of teachers, leaders and pupils is not a school. Without receiving knowledge, pupils have learned nothing and no progress has been made – whatever the measures might indicate.”

“Exams should exist in the service of the curriculum rather than the other way around....any test can only ever sample.”



# National curriculum as an entitlement?

- The primary curriculum is narrowing in some schools as a consequence of too great a focus on preparing for KS2 tests
- The intended curriculum in some secondary schools was associated with the qualifications that count in league tables but not with the knowledge students should acquire.
- Is a higher scaled score or GCSE APS the same as a good education for all pupils?
- Time allocations for KS3 subjects vary widely school to school (46 to 222)
- Is it right that curriculum is narrowing earlier and earlier?
- Equity/equality question if LA and disadvantaged pupils are most affected by narrowing of curriculum?



# Ongoing steps

- Primary curriculum conferences and seminar/  
project groups
- Secondary KS3 and KS2/3 transition projects



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