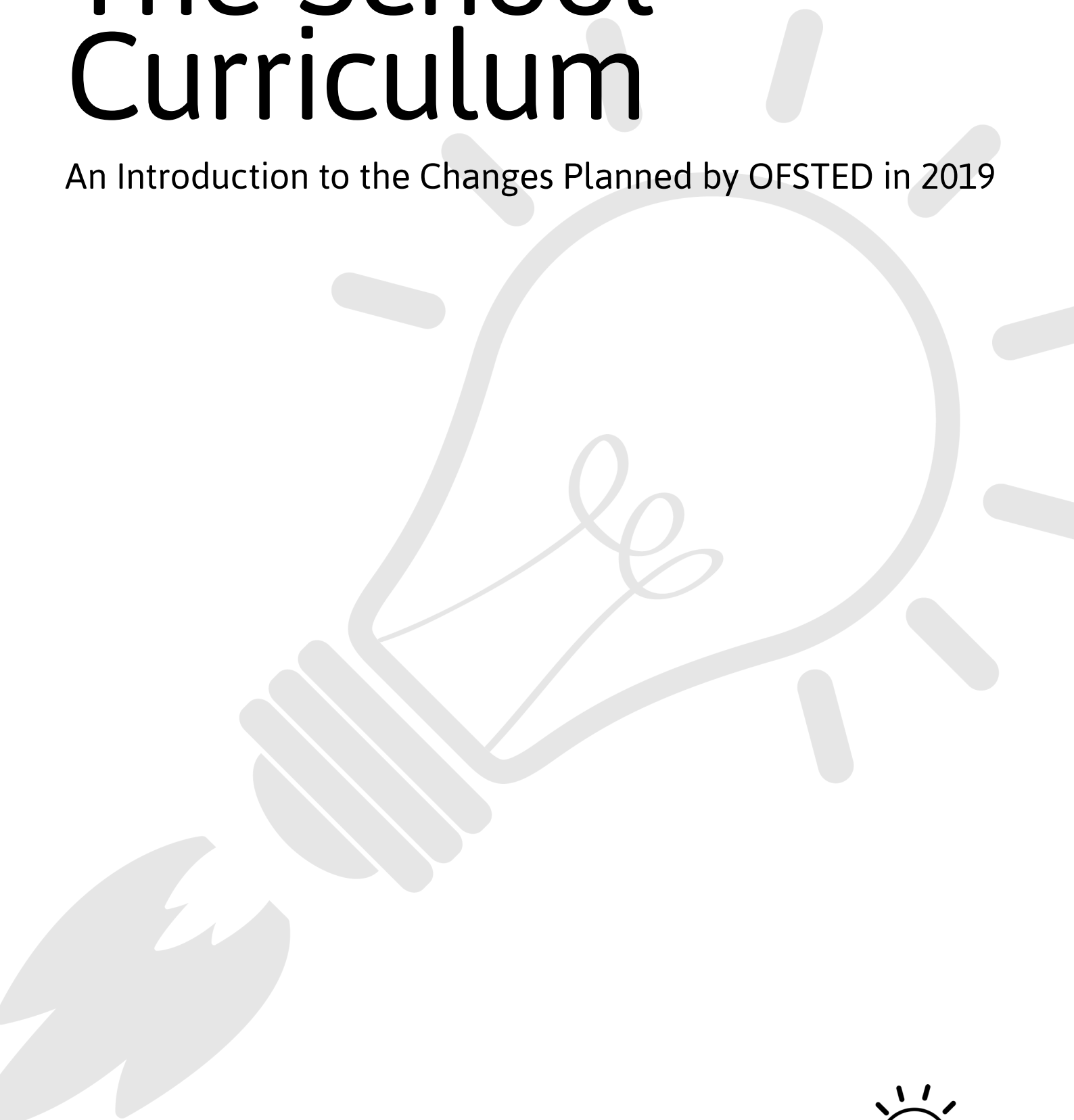


The School Curriculum

An Introduction to the Changes Planned by OFSTED in 2019



January 2018 Version

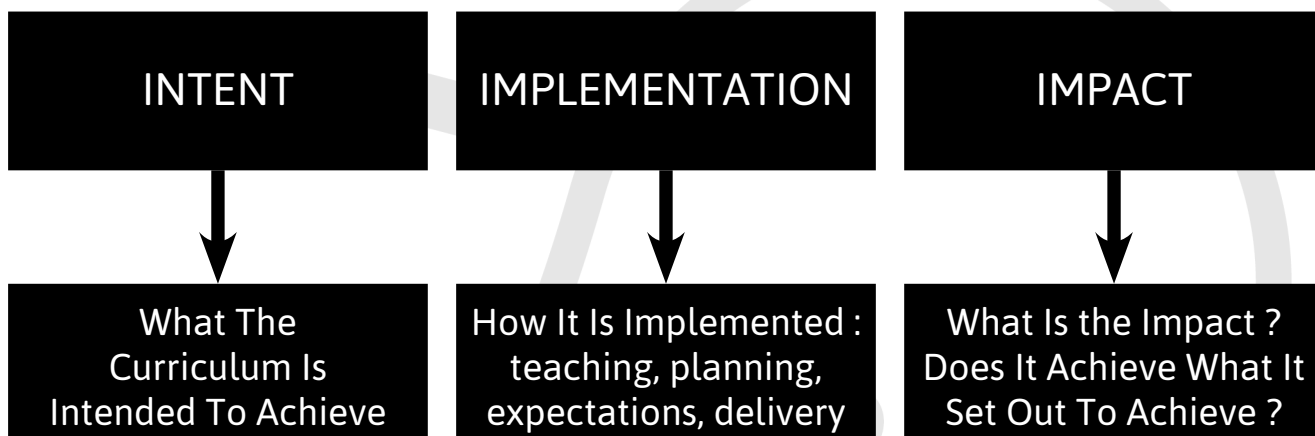


An Important Caveat ...

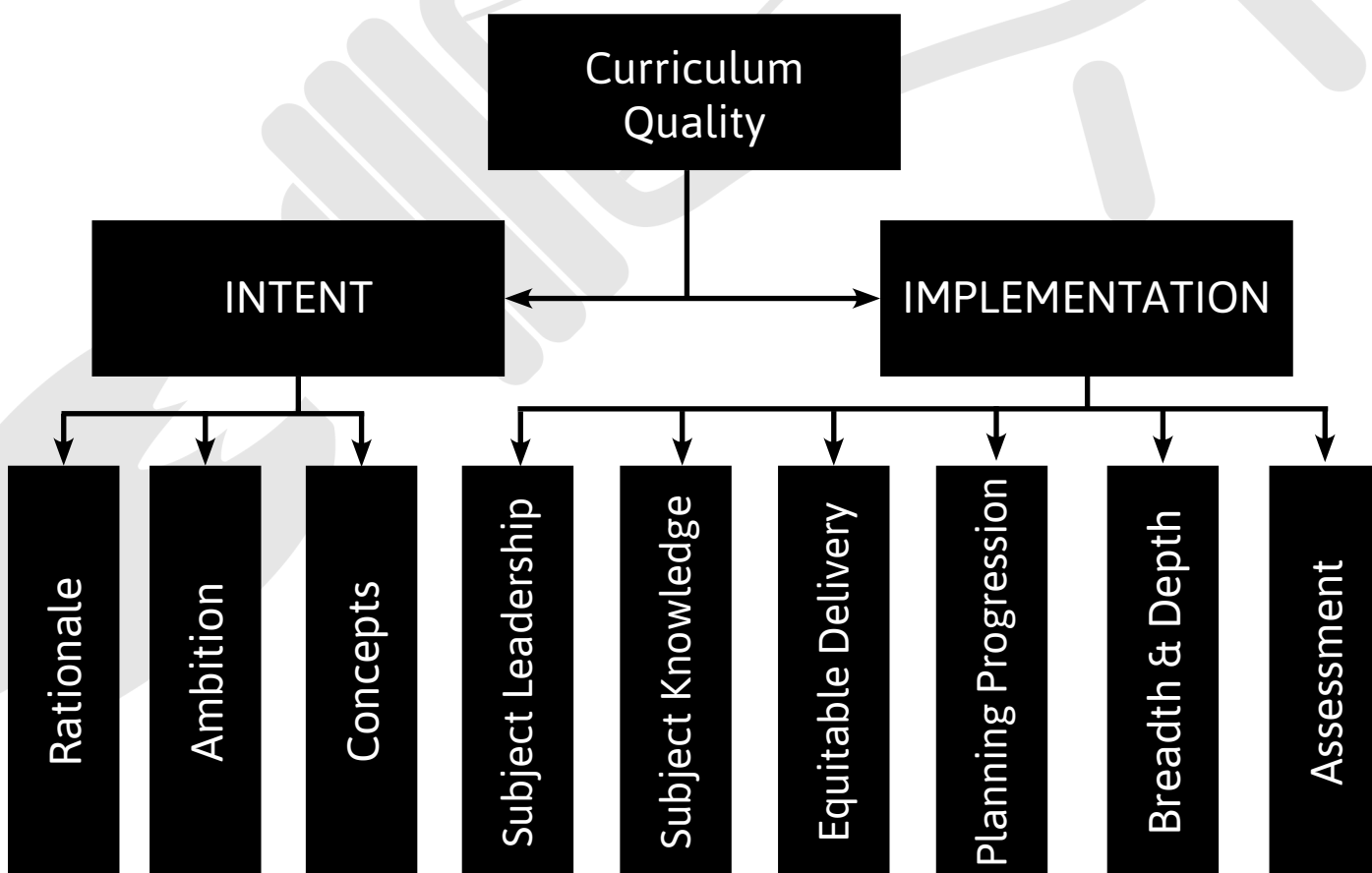
This fact-sheet has been produced based on the current thinking of OFSTED as outlined by them in December 2018. This is the model they are currently consulting on. Whilst it is accepted that this 'summarises' their position and current thinking, it must also be noted that there may be changes following the consultation. It is expected that this will become one of the changes in the School Inspection Framework from September 2019.

The Introduction ...

OFSTED believe that the curriculum should be assessed under three key themes / dimensions. These are :



They also believe that flowing from this is a Curriculum Quality Model, which looks like this ...



The Proposed Changes to the Inspection Framework ...

The revised framework proposes four inspection judgements ...

Quality of Education

Intent : Curriculum Design, Coverage And Appropriateness

Implementation :

- (a) Curriculum Delivery
- (b) Teaching (pedagogy)
- (c) Assessment (Formative and Summative)

Impact :

- (a) Attainment and Progress (National Tests and Assessments)
- (b) Reading
- (c) Destinations

Behaviour & Attitudes

- Attitudes To Learning
- Behaviour
- Exclusions
- Attendance
- Bullying

Personal Development

- SMSC
- Fundamental British Values
- Careers Guidance
- Healthy Living (Incl Well-being)
- Citizenship
- Equality and Diversity
- Preparation for the Next Stage

Leadership & Management

- Vision and Ethos
- Staff Development
- Staff Workload and Well-being
- Off-rolling
- Governance / Oversight
- Safeguarding

PLUS : There will still be one single overall effectiveness judgement from a four point scale, including 'Outstanding'.

What Is A 'Broad And Balanced Curriculum' ?

Ofsted found that there's no common definition for 'curriculum', and schools use the term in different ways. So it came up with a working definition, to help inspectors have the right conversations with schools about their curriculum:

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) ... [and] evaluating what knowledge and understanding pupils have gained against expectations (impact).

HMCI Amanda Spielman puts this in simpler terms. A curriculum is: 'The yardstick for what school leaders want their pupils to know and to be able to do by the time they leave school. The national curriculum is an "important benchmark", but the content, structure and how it is developed is down to school leaders to decide.'

This means being clear on your answers to 3 key questions :

What are you trying to achieve through your curriculum? (Intent)

How is your curriculum being delivered? (Implementation)

What difference is your curriculum making? (Impact)

What Does A Good Curriculum Look Like?

The current inspection handbook (2015), defines a broad and balanced curriculum (under 'leadership and management'), as one which: *provides a wide range of opportunities... subjects and courses [to help] 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.*

The Head of Research at Ofsted, and Ofsted's latest curriculum research, describes a high quality curriculum as one which :

- Is deliberately thought through and planned, in terms of its intent, implementation and impact
- Is ambitious - at least as ambitious as the national curriculum
- Clearly considers the sequence of content necessary for pupils to make progress
- Has a clear purpose for assessment
- Provides pupils with the transferable knowledge they need for subsequent learning
- Is one where all pupils have access to its content
- Is one where subjects aren't dropped to make space for exam preparation
- Depends on a number of factors relevant to a school's context, pupils' backgrounds and the knowledge and expertise of curriculum leaders
- Has clear methods for reviewing and evaluating its content, checking what pupils know and can do
- Has clear leadership (often distributed) and ownership

How The Created Curriculum Links With the Classroom

SCHOOL

CLASSROOM

INTENT

What are you trying to achieve with your school's curriculum ?

To what extent have you made the **objectives** of your curriculum clear ?

To what extent do your objectives align with national policy objectives ?

What do teachers think is their objective in teaching this subject / lesson ?

How does the individual lesson fit into the wider curriculum framework and scheme of work ?

To what extent does the objective of the teacher align with the schools objectives ?

IMPLEMENTATION

How effectively are your curriculum objectives translated into processes and policies ?

1. What subjects are you teaching ?
2. What is the content of those subjects ?
3. How do subjects join together ?
4. Are subjects adequately resourced ?

How likely is it that the teaching methods used will deliver the teacher's objectives for that subject / lesson ?

IMPACT

What is the potential impact of your curriculum objectives on pupils ?

How well prepared are pupils for the next stage of their education ?

What is the potential impact of this course of study on pupils ?

How does this lesson further pupils' learning ?