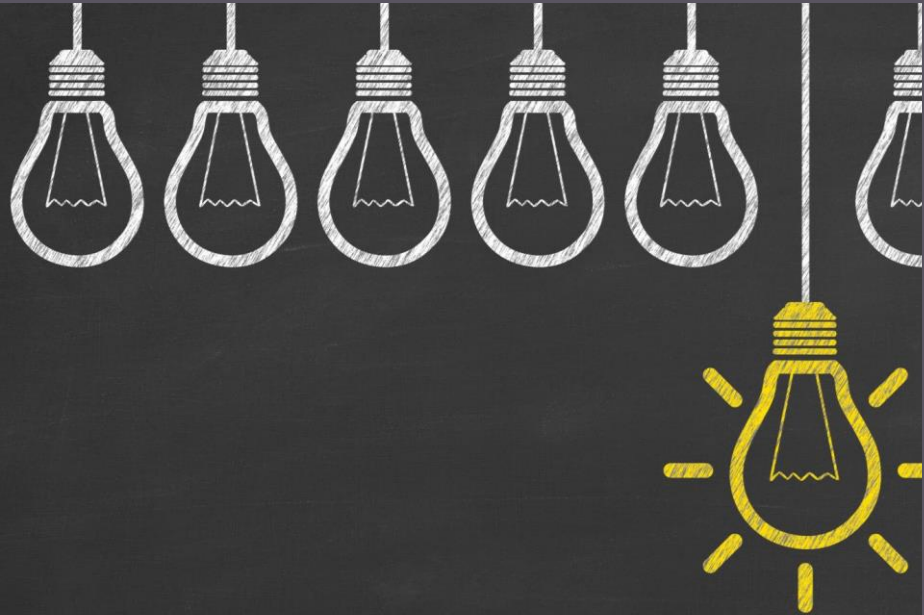


Articulating the Curriculum

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Progress – new definition

Pupils learning the curriculum and making progress in the sense of knowing more, remembering more and being able to do more.



Ofsted's definition of curriculum

The framework for setting out the aims of a programme of education, including the knowledge to be gained at each stage

Quality of education

What will inspectors look at?

The extent to which your curriculum sets out the knowledge and skills pupils will gain at each stage (**intent**)

The way you teach and assess your selected curriculum, to support pupils to build their knowledge and to apply that knowledge as skills (**implementation**)

The outcomes pupils achieve as a result of the education they've received (**impact**)

Ofsted says this judgement will place more focus on the "substance of education" and less on performance data.



Learning can be defined as an alteration in long-term memory.

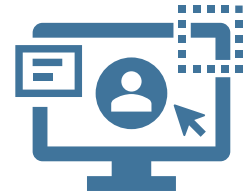
If nothing has altered in long-term memory, nothing has been learned.

However, transfer to long-term memory depends on the rich processes described....

- In order to develop understanding, pupils connect new knowledge with existing knowledge.
- Pupils also need to develop fluency and unconsciously apply their knowledge and skills. (to other subjects?)
- This must not be reduced to, or confused with, simply memorising facts.

Or simply put...

The curriculum is the **totality of student experiences** that occur in the educational process





DON'T

GET IT

WRONG



An example explaining the difference between components and composites: Learning to paint with colour



Composite

- To learn to paint effectively with colour

Components

1. Understand basic colour theory
2. Know about the effects / properties of different painting media
3. Know about different paint effects e.g. stippling, layering
4. Understand and use key art-related resources

Subject	Hints: What was it like? What have you done? What difference have you made? Define – Impact as What is the difference you’ve made	
Criteria	RAG	Next Steps/Evidence
Curriculum is ambitious with clearly defined big ideas and end points		
Curriculum is coherently planned and sequenced		
Curriculum is personalised to address local context and typical gaps		
Curriculum is adapted/ designed/developed to be ambitious and meet the needs of vulnerable learners and/or those that need to catch up		
Curriculum and teaching are designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas		
Reading, writing, speaking and listening skills are developed across the wider curriculum		
There is a clearly identified progression in Subject Specific Vocabulary		

Assessment used to help learners embed and use knowledge fluently or to check understanding and inform teaching		
Teachers check understanding systematically, identify misconceptions accurately and provide clear, direct feedback		
Teachers have good subject knowledge and leaders provide effective support		
Cross-Curricular connections are established when appropriate to reinforce content and integrate new knowledge into larger ideas		
Broader Skills and School Values are reinforced and developed through the curriculum		
Enrichment and extra-curricular opportunities are provided		
Rigour: Does the curriculum develop disciplinary habits of the mind? Think like a Scientist or Artist What research has been taken into account when designing the curriculum?		