

Primary Curriculum Development

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Children, Families and Education



Our challenge is :
To support schools in design and development of their own locally determined modern, world-class curriculum that will inspire and challenge all their learners and prepare them for the future



What's the current situation? (1)

- The New Primary Curriculum was **NOT** included in the Children, Schools and families Act 2010, and **will not** be implemented from September 2011
- The New Primary Curriculum documents have been sent out to schools, and are still available on the QCDA web site:
<http://curriculum.qca.org.uk/new-primary-curriculum/>
- The National Curriculum 2000 is still a statutory requirement



What's the current situation? (2)

- Primary schools will still have an additional Development day during 2010-2011 for 'Curriculum Development'
- Many schools are already working collaboratively across networks to design and develop exciting, engaging and effective curricula that will meet the needs of their pupils,
- All schools should be encouraged to do so, and to make use of all available resources, including the materials provided by QCDA.



What do we want your pupils to be like by end of KS2?



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What do we want our learners to become?

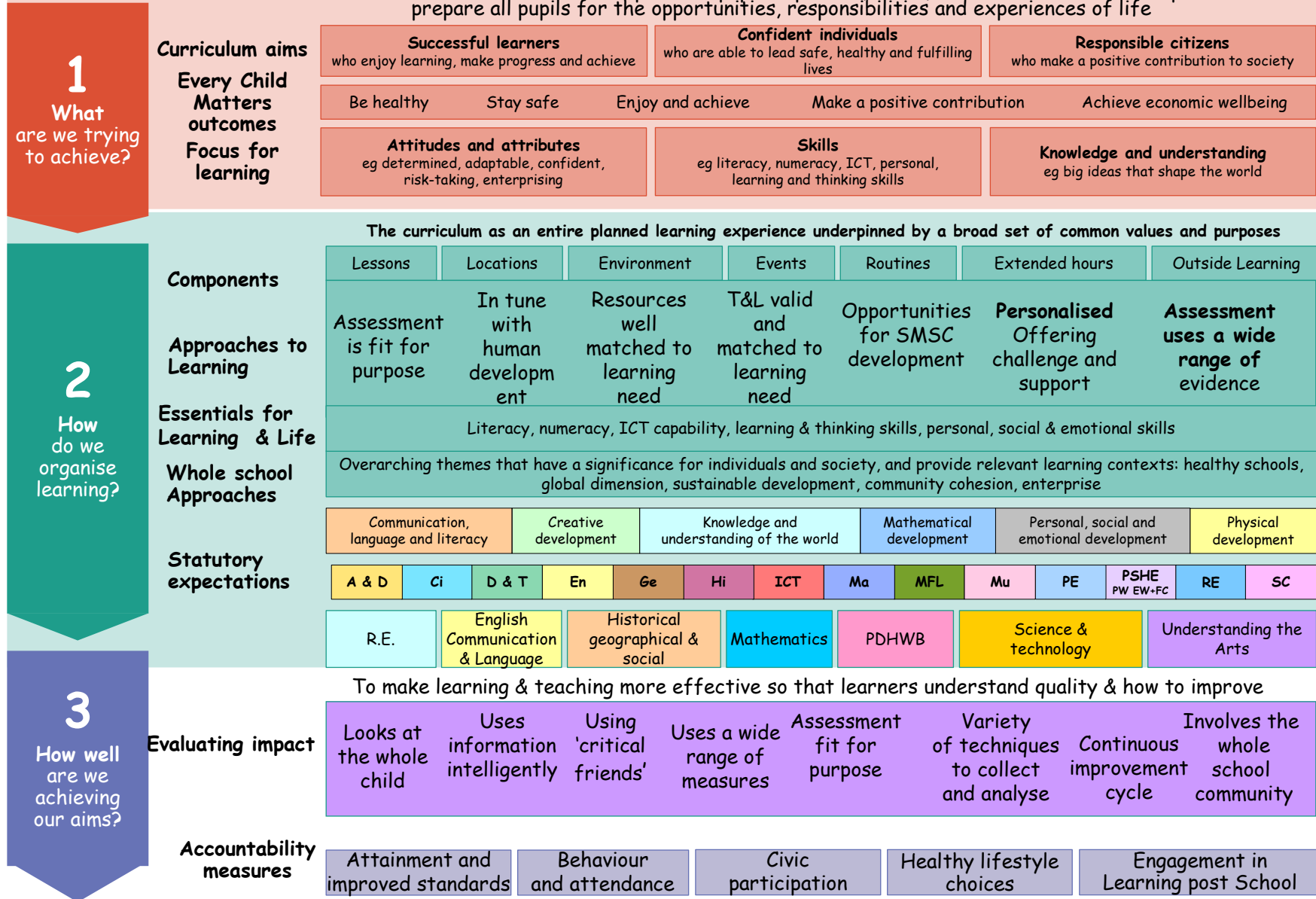
What are:

- the skills you would like them to develop?
- the attitudes, characteristics and behaviours you would like them to develop?
- the knowledge and understanding you would like them to develop?

The Primary Curriculum 'Big Picture'

Three key questions

The school curriculum should aim to provide opportunities for all pupils to learn and to achieve
The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life



What do we mean by *successful learners*?
How will we recognise them and how can we tell when we see one?

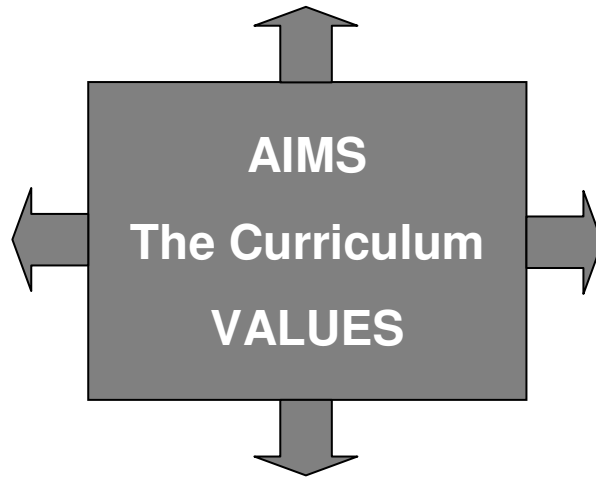
How does our curriculum enable learners to become *confident individuals*?

What do pupils learn that helps them to become *responsible citizens*?

What are the main aims of our curriculum?
What do we want our children and young people to become?

How do we link pupils' experiences across the school and in the community? How can pupils' learning have coherence?

How does our curriculum promote the wellbeing of all our children and young people?



What are the main priorities for us?

What's special about our school and what is important to our pupils and their families?

How do we make sure that our curriculum is inclusive and offers the same quality of opportunity for each individual learner?

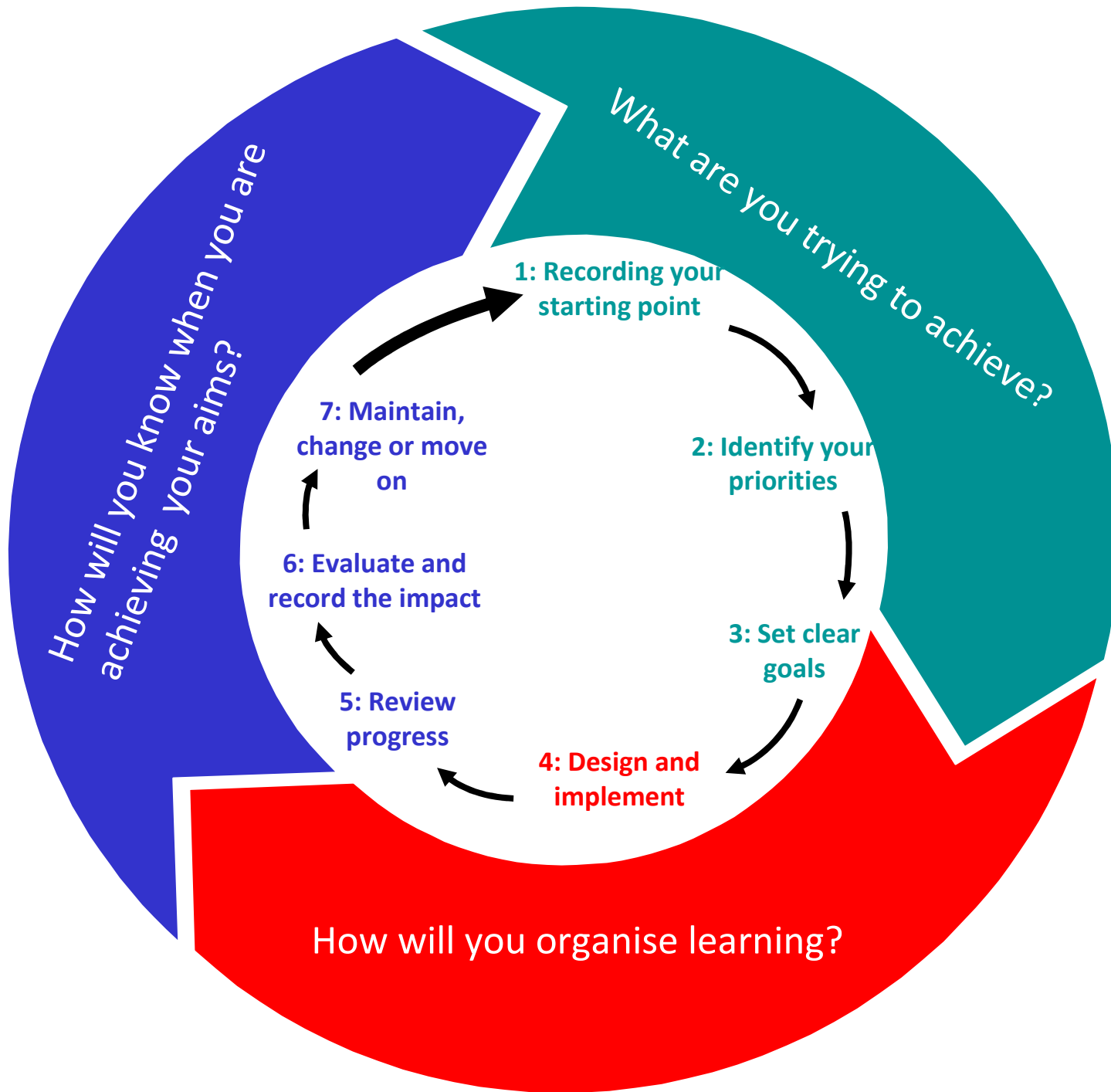
How does our school curriculum reflect the core values in our mission statement?
How does our curriculum promote those values?

What do pupils learn about valuing themselves as individuals?

What do pupils learn about valuing their relationships with others?

What do pupils learn about valuing the society they live in?

What do pupils learn about valuing the environment?





The Freedoms – enshrined in the Curriculum

- **Which aspects of a subject pupils will study in depth** – the requirement is that schools cover the programme of study, but it is for individual teachers to decide which aspects they wish to emphasise.
- **How long to spend on each subject** – it is for schools to decide how they are going to organise their timetable.
- **How to arrange learning in the school day** – there is no requirement for subjects to be taught discretely – they can be grouped, or taught through projects.
- **To use sections of previous or later programmes of study** – some pupils' learning needs will be better matched by programmes of study from earlier or later key stages.
- **How to teach** – the programmes of study say in outline what is to be taught, but not how it is to be taught. QCA units of work are an optional tool. The NLS and NNS can be adapted to meet schools' particular needs.



“Twenty outstanding primary schools - excelling against the odds in challenging circumstances” Ofsted 2009. ref. 090170

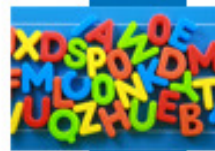
- Interesting, **stimulating curriculum fundamental** to effective schools
- **Know pupils** well and **shape curriculum** around them
- Subject leaders take **strong whole school role**
- If pupils **learn well**, no need to teach to the test
- Schools **confident** to reject national materials, based on evidence



Good curriculum

Well organised, **imaginative** opportunities for learning... **broad range** of experiences... **adjusted effectively** to meet needs... activities have a **high take up across groups** and are **much enjoyed**

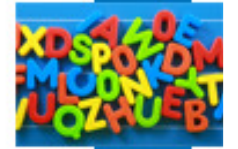
“The evaluation schedule for schools”; Ofsted. 2009



Outstanding curriculum

Memorable experiences... rich opportunities for **high quality learning**... may be at the forefront of successful, **innovative** curriculum design... **customised** to changing needs of individuals and groups... **highly tailored** programmes... highly **coherent and relevant**... promoting **outstanding outcomes**

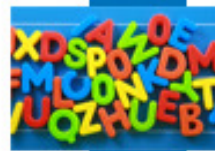
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Last word:

“Primary education is not just about targets and results in league tables, nor is it simply a preparatory step for secondary school; it is much more than that. We want children to have a **memorable experience** that encourages and inspires them to achieve in life and to aim to exceed their potential. I'm convinced that if you provide an innovative, creative curriculum that encourages children there's **no need for cramming, no need for teaching to the test.** That kind of approach will achieve those results.”

Headteacher



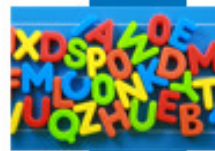
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