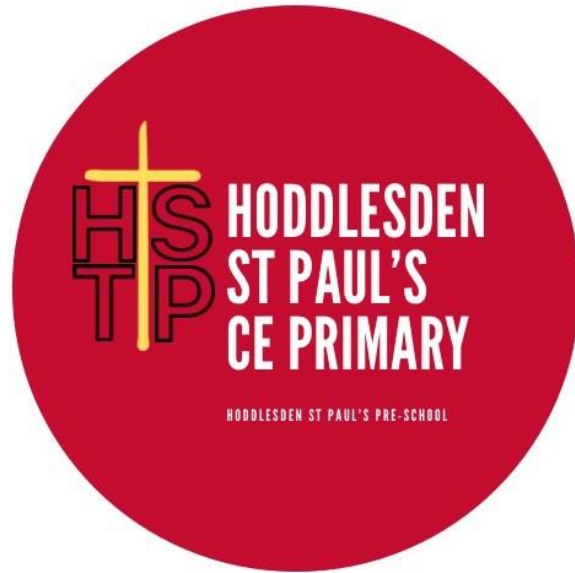


The Primary Curriculum

Chris Dugdale



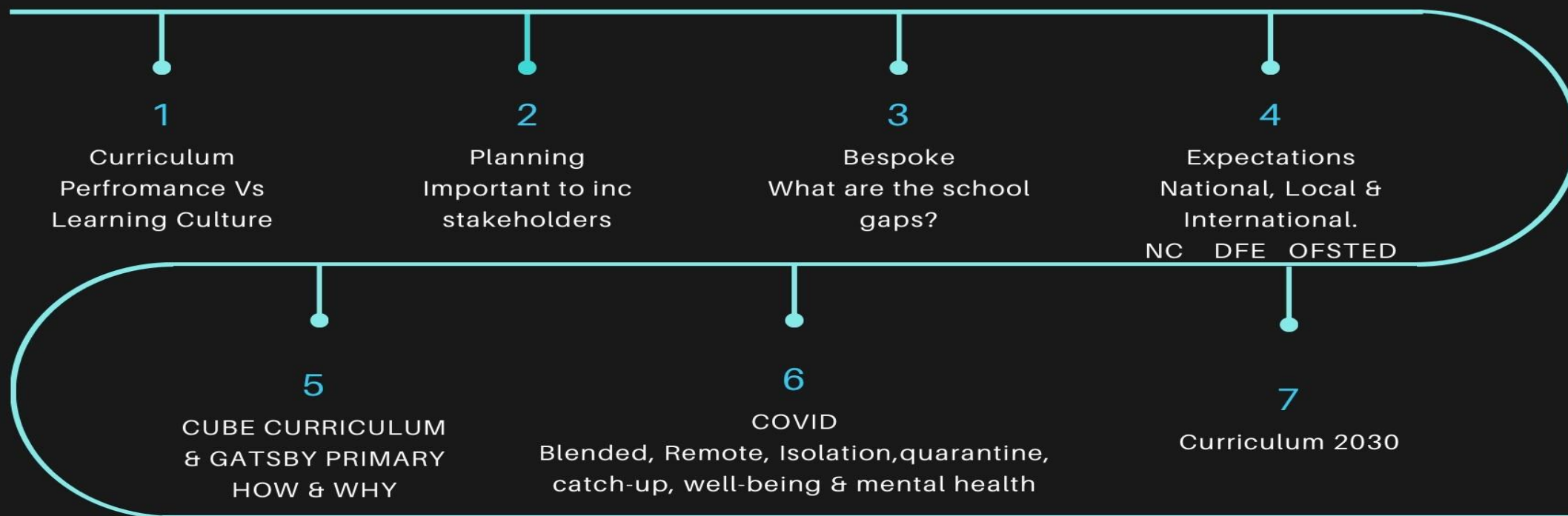
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Outcomes



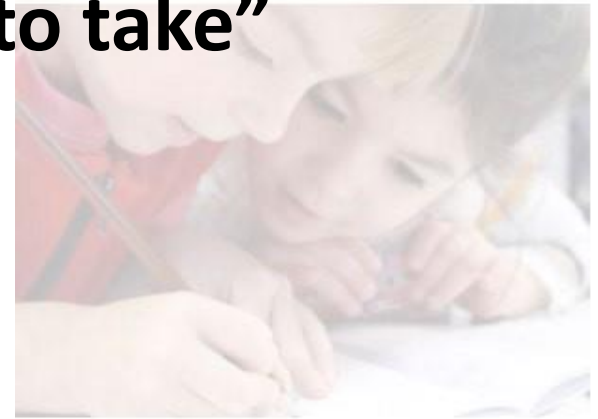
Curriculum Session: Edge Hill



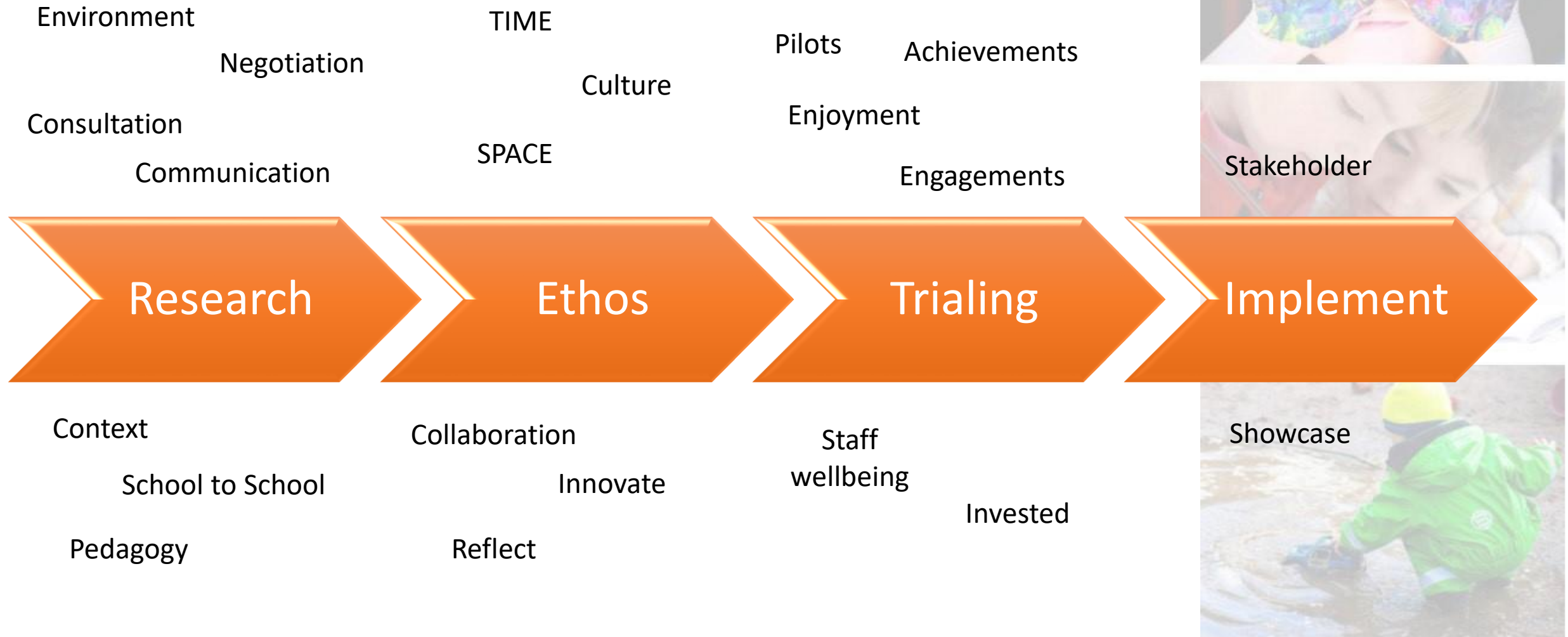
Curriculum Performance

“The curriculum defines the purpose of a school and the journey a school wants its pupils to take”

- Meeting the needs of ALL with a holistic outcomes that prepares them for the next stage.
- Ambitious and aspirational
- Broad and Balanced- *What does this mean? What does it look like?*
- Performance Vs Learning Cultures
- Non-negotiables set by SLT and subject leaders
- HOW and WHAT is taught
- Subject specialism are more important than ever! Immersion
- Long term retention Vs Short term performance- *How do we create that long term thinking?*
- Take responsibility for their own learning.



Planning- Begin to fill the gaps?



Influencers

- Begin a lesson with a short review.
- New learning should be in short frequent bites.
- Questioning- Help children practice new learning & connect prior gains.
- Modelling- Is not cheating!
- Guiding children- Rephrase, Elaborate and Summarise.
- Check understanding- Agree or Disagree Polls (**Are there any questions?**)
- Well informed background knowledge – Don't let children practice errors.
- Scaffold difficult learning- organisers/planners/topic boards (Show a thought process).
- Independent practice- Children need to be fluent learners.
- Review of learning- Quizzes



Expectations- Ofsted, DFE & LA

The Good

“Without a curriculum, a building full of teachers, leaders and pupils is not a school.”

What is the body of knowledge that a child needs so that they will flourish in the future and not be left behind?

A good curriculum should lead to good results.

The Bad

Ofsted research and review highlighted a number of areas of initial focus:

- Little debate or reflection about what is taught.
- Timetable more focus than curriculum
- ‘Woolly’ meanings behind language such as ‘skills’, ‘progression’, ‘enrichment’ and ‘repetition’.
- Lack of shared understanding and weak theoretical understanding.

The Ugly

Inspectors found that school leaders reported that recruiting staff who could curriculum design was becoming difficult. HTs shared that trainee teachers learning is focused on teaching English and mathematics tests. Little attention is given to developing more rounded curriculum knowledge.



C.U.B.E

Equip children for a lively, constructive place in society, and also to fit them to do a job of work.'

Sir Jim Callaghan, Great Debate 1976

Learning Principles Intent

The CUBE also represents the six year groups that follow the National Curriculum and also is representative of the six half terms that form a child's learning over one academic year.

The latter is important as this allows for a running theme to be a shared stimulus for all year groups.

This approach was tried and tested over the 2018/19 academic year; in our whole school writing topic for World Book Day. In addition, a Career Related Learning pilot provided all stakeholders with the evidence that a shared stimulus engaged children to a deeper level.

VALUES

CAREER
READINESS

KNOWLEDGE



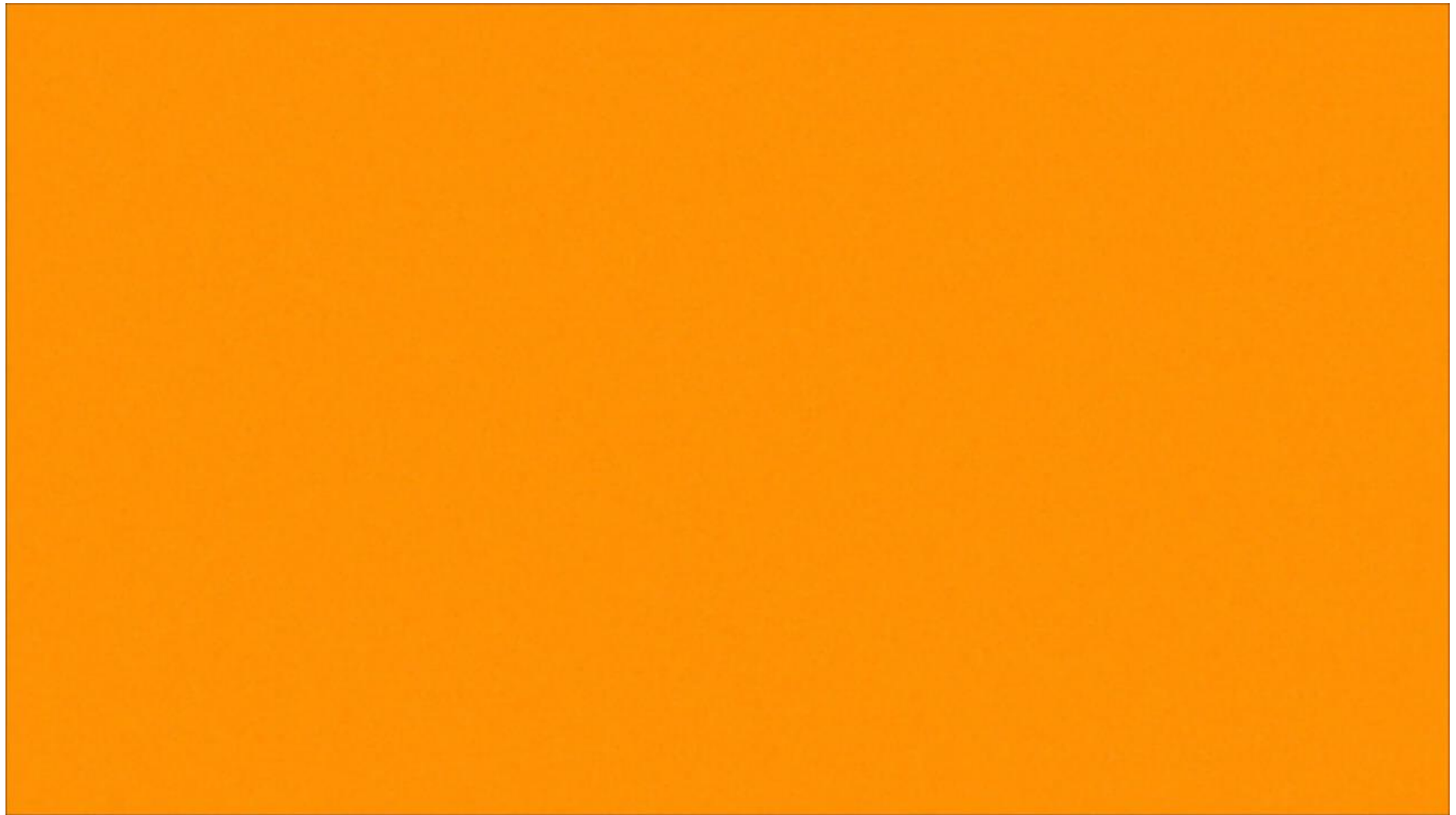
SKILLS

SELF
AWARENESS

CULTURE



What is wellbeing
and why is it so
important?



COVID-19

Our recovery curriculum will have a balance of '*how to learn best with what to learn*'. This is summarised from the work of Barry Carpenter, taken from his Recovery Curriculum model:

- Lever 1: Relationships
- Lever 2: Community
- Lever 3: Transparent Curriculum
- Lever 4: Metacognition
- Lever 5: Space

EYFS & Key Stage 1 Remote Learning Action Plan



Remote Learning Plan KS1 EYFS.pdf

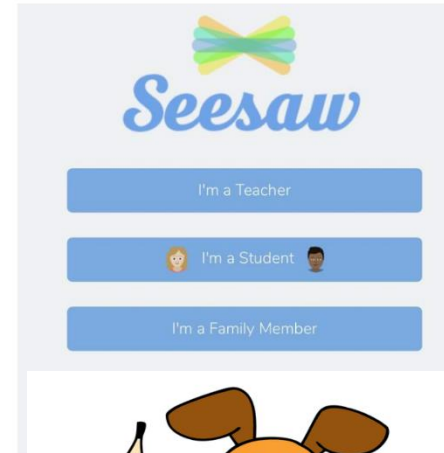
The image shows the login page for Tapestry, an online learning journal. It features the Tapestry logo at the top, followed by fields for 'Email address' and 'Password'. Below these fields is a blue 'Log in' button. At the bottom, there is a link that says 'Having trouble logging in?'.



Department
for Education

The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction – Explanatory Note

This document explains the purpose of the various provisions within the [Coronavirus Act 2020 Provision of Remote Education \(England\) Temporary Continuity Direction](#) ('the Direction').

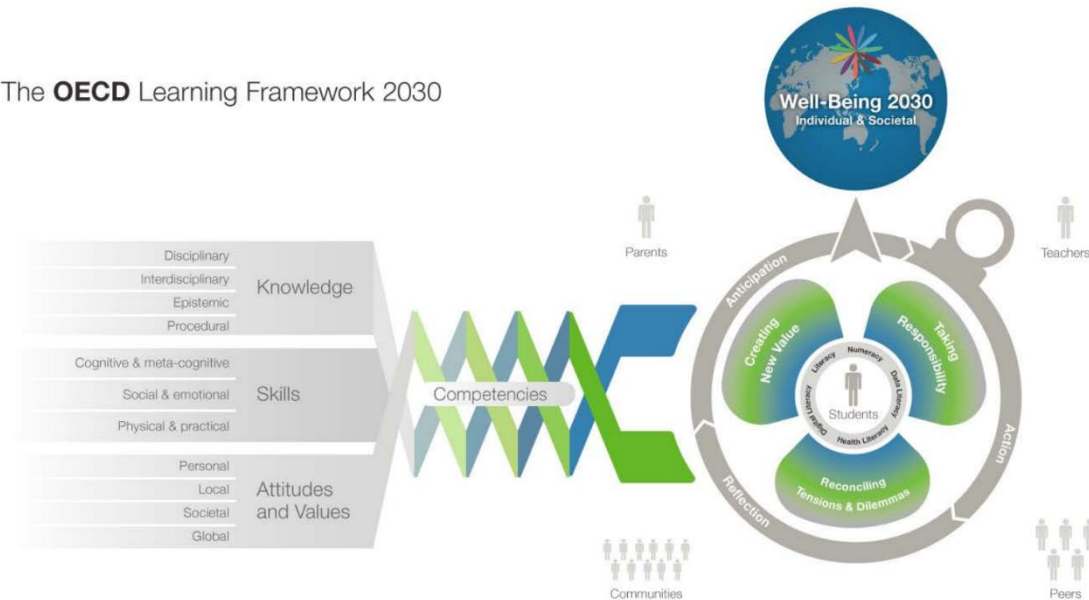


Curriculum 2030

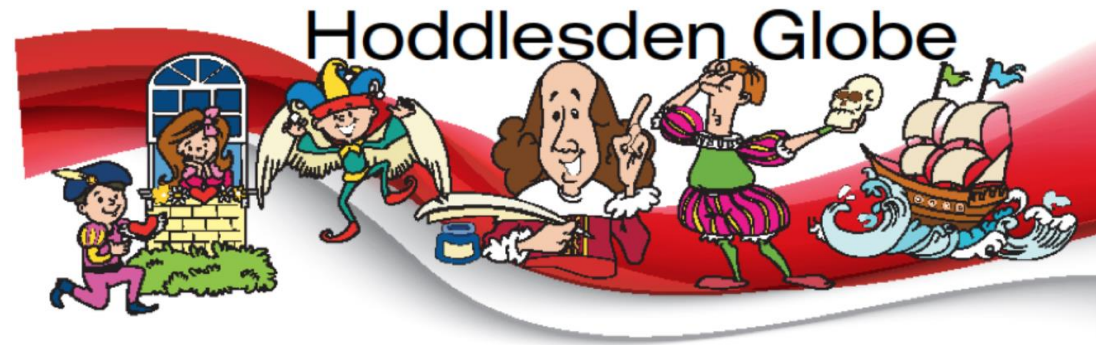
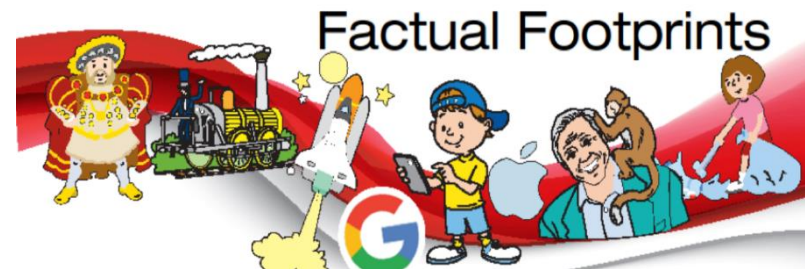
...educators must not only recognise learners' individuality, but also acknowledge the wider set of relationships – with their teachers, peers, families and communities – that influence their learning. A concept underlying the learning framework is “co-agency” – the interactive, mutually supportive relationships that help learners to progress towards their valued goals. In this context, everyone should be considered a learner, not only students but also teachers, school managers, parents and communities.



The **OECD Learning Framework 2030**

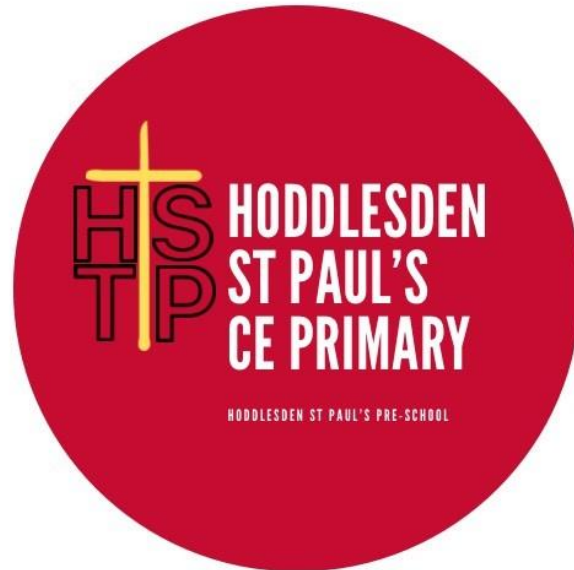


Questions



The Primary Curriculum

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