

Curriculum: intent, implementation & impact

AAIA South West Regional Event: Deepening Learning

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Bradley Simmons HMI, Regional Director, South West

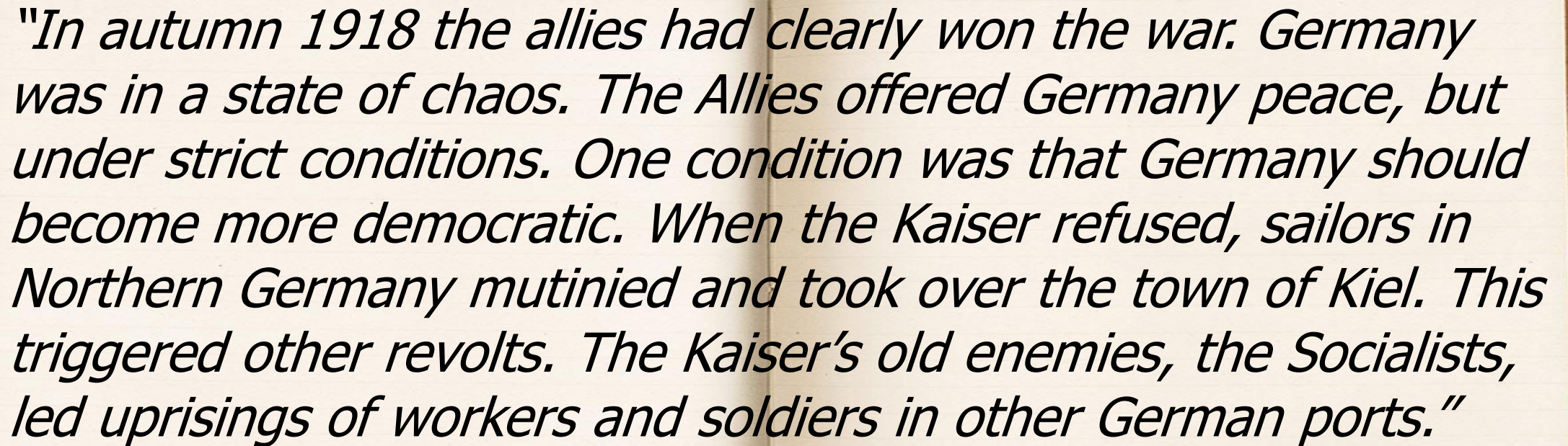


Session overview

- What is the curriculum?
- Purposes and principles of this work
- The framework for the survey
- Overview of the research
- Emerging findings



From a very popular GCSE history text book. "The Modern World" by Ben Walsh. These are the opening lines of the German history chapter:

An open book with cream-colored pages. The text is written in a black, italicized serif font. The right page has the number "1169" written in the top right corner.

"In autumn 1918 the allies had clearly won the war. Germany was in a state of chaos. The Allies offered Germany peace, but under strict conditions. One condition was that Germany should become more democratic. When the Kaiser refused, sailors in Northern Germany mutinied and took over the town of Kiel. This triggered other revolts. The Kaiser's old enemies, the Socialists, led uprisings of workers and soldiers in other German ports."

What hidden knowledge allowed comprehension of the passages?

1918, 'the war', 'the allies'

'state of chaos'

democratic

mutinied, revolts

Kaiser

socialist

Republic

The importance of knowledge acquisition for progress has been highlighted by HMCI

*"Twelve years of education should give children a lot more than a disposition to learn and some ill-defined skills. Yet the evidence from the first stage of our research this year is that **the focus on substance, on the knowledge that we want young people to acquire, is often lost...***

*...If their entire school experience has been designed to push them through mark-scheme hoops, rather than developing **a deep body of knowledge, they will struggle in later study.**"*



The meaning of 'curriculum'

- What does 'curriculum' mean to you?
- What do you think we mean by 'curriculum' in the context of education?
- Why is it important to have a definition?



Ofsted working definition of 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)**...

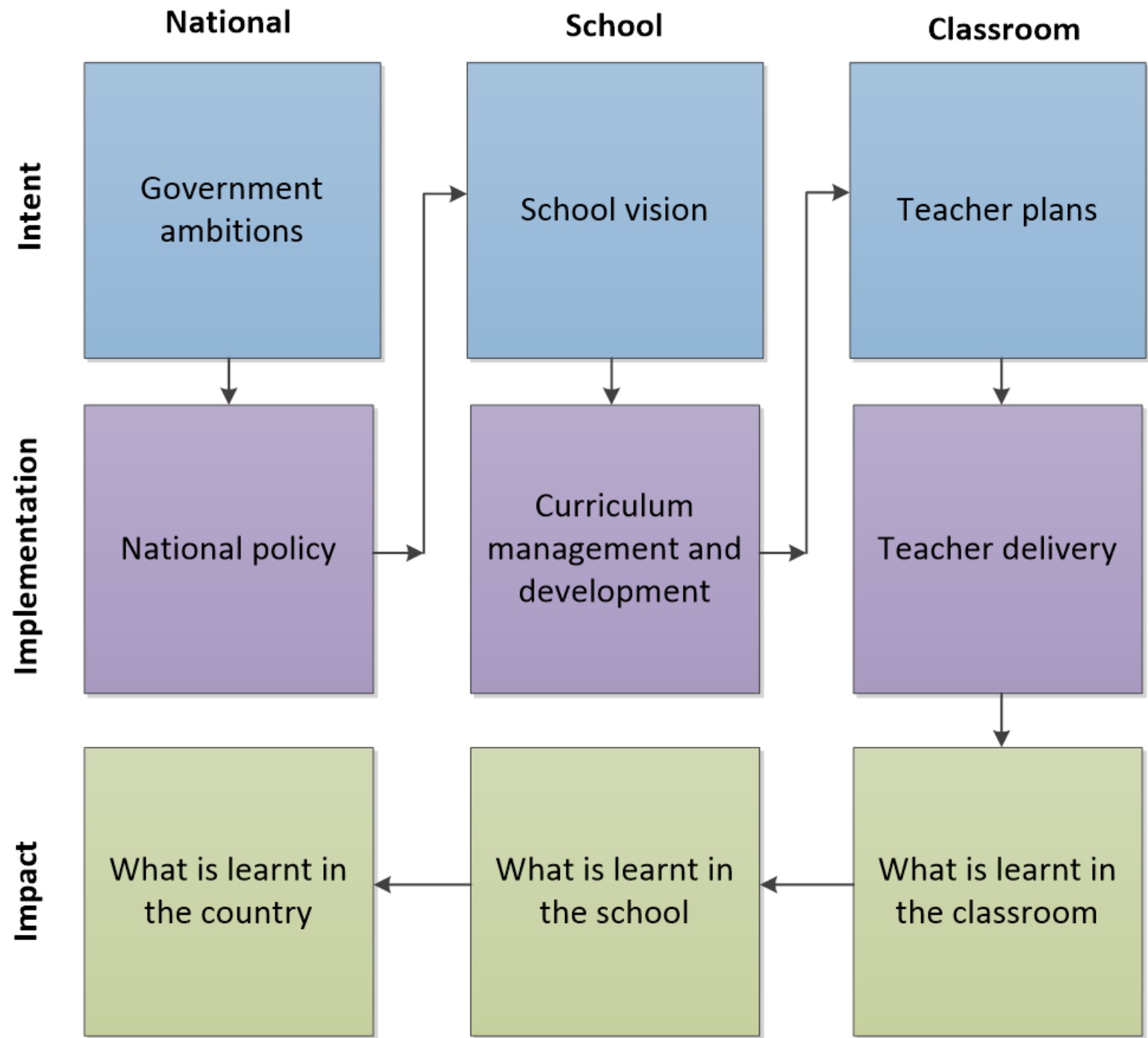
...for translating that framework over time into a *structure and narrative*, within an institutional context **(implementation)**...

...and for evaluating what knowledge and understanding pupils have gained against expectations **(impact)**.”

Curriculum survey work

- Purposes & principles of the work:
 - Influence wider thinking – role & importance of the curriculum
 - Inform & reflect on inspection policy
 - Inform policy making in DfE – influence of national policy levers

- Framework for the survey:
 - Intent, implementation & impact at...
 - ...national, school & classroom levels



Survey activity to date...

- **Reception:**
 - 40 schools visited and 'Bold Beginnings' report published
- **Schools (primary and secondary):**
 - 40 visits, first analysis complete, now planning next set of visits to complement initial findings
 - Also analysed qualifications data, Year 9 options forms and spoke to parents and headteachers
 - HMCI commentary on findings was published in October
 - No judgements by inspectors!
- **Level 2 in Colleges:**
 - 15 visits and paper set for publication this coming term
 - Also collected views from learners

The emerging challenge

- Having analysed our first phase visits to schools, we have been presented with a challenge...
- ...the **language being used is ambiguous**, by both teachers and inspectors
- We want to develop a very detailed understanding of the techniques being applied in schools **to develop and deliver the curriculum...**
- ...but, from our early evidence, there **does not appear to be a shared understanding**, across the sector, of how to describe the techniques and subsequent development of curricula
- One simple example...

'Broad and balanced'

- This term is used frequently by schools and in evidence forms by inspectors, but we have no clear indication of **when a narrow, imbalanced curriculum becomes a broad, balanced curriculum, or vice versa...**
- ...or whether this is **age-dependent**.
- Also, the comments tend to refer to **curriculum offering**, and may not relate to the **actual content** of what pupils are studying, merely the subjects on the timetable.

Questions about who controls curricula:

- Should all schools offer the same curriculum?
- How much influence should parents have here?
- What about teachers? Government?



HMCI's Commentary – October 2017

- 'Education as substance' – but importance of testing & qualifications
- Support for the new SATs, GCSEs & A-Levels – rigour
- Symbiosis of these and a good curriculum
- Challenge to the inspectorate – recognition of part played
- Understanding of language
- Lack of curriculum training leading to expertise
- KS2 narrowing; the point of KS3; KS4 low-attainers curriculum

Your thoughts about HMCI's commentary:

- What do you think about the points raised by HMCI?
- What role do you think this means Ofsted should play in reporting on the curriculum?



'Bold Beginnings' in Reception

- The importance of:
 - play and the balance with 'formal' teaching
 - early reading
 - early writing
 - early maths
 - social development

- Tweets... let's just say it has divided opinion... 😊 😞

The new framework – EIF2019

- Build on the curriculum work
- Build on other research work – see the new Ofsted Strategy
- Time to develop and engage with the sectors
- Time for sectors to adjust, so...
- ...commence in September 2019

In the meantime, providers need to...

- ...know their curriculum – **design and intent**
- ...know how their curriculum is being **implemented**
- ...know what **impact** their curriculum is having on children and young people's knowledge and understanding

Thank you

