

Developing our KS3 curriculum at Springwest – planning our journey.

Continuing realisation that current KS3 Curriculum does not equip students with the knowledge they need for reformed GCSES

New Ofsted framework

Recognition that there isn't sufficient opportunity in all disciplines to build on prior learning. Insufficient opportunity for students to forget and retrieve knowledge

All Middle Leaders need to engage in meaningful conversations about curriculum in both their discipline and across the academy

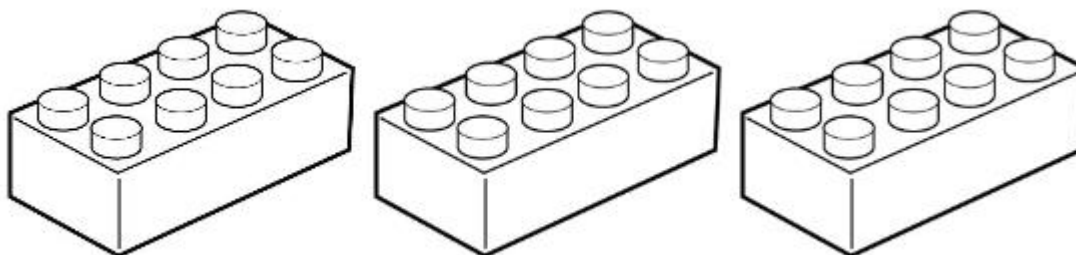
Timely to build on the work we have done focusing on metacognition & literacy over last 18 months

Our next steps. June – October:

1. Deciding who will initially lead on this?
Essential pre reading. Lots of excellent books and articles available (Ofsted curriculum documentation and films, Roy Blatchford's Curriculum Handbook, Mary Myatt & publications/blogs from subject associations).
2. Curriculum mapping. Where are we now? Do simple audit (Tom Sherrington v good & has plenty of resources and models).
3. Work with SLT to share what we understand and mean by curriculum? Then start engaging Middle Leaders. This will mean a shift in focus. Not about Schemes of Work or Programmes of Study. This is about **the what and the why**? In other words, what do we *intend* our curriculum to be and to do?

'Subject-specific curricular thinking evident in planning detail, the role each element plays in grasping what comes next...'
4. SLT and MLs to discuss and agree a shared curriculum vision. It is the 'everything' of our

school.



So once we have an agreed curriculum vision what are the essential building bricks for MLs to use? October – May 2020

- A focus on working backwards.

What does a student need to know at A Level for my subject? What knowledge is needed at GCSE? Therefore, what do I need to be able to assess at the end of Y7, Y8 & Y8?

- Ensure teachers understand the distinction between curriculum and teaching and assessment, but also the way in which these two interconnect. Constant emphasis on knowledge and content and not on skills.
- Ensure Schemes or Programmes of Study allow multiple opportunities for the building up and forgetting of knowledge, so that long term memory is developed and strengthened. Layering of knowledge. Retrieval. Development of the long-term memory. Developing & deepening cognition in all our learners. We will do this through continuing to focus on meta cognitive skills in the classroom. Checking all the time how are we *implementing* the curriculum. What is happening in the classroom?
- As new Schemes are developed SLT need an overview; so that they are assured students have the chance to build on knowledge of vocabulary, events, people and places, concept and procedures. Research is clear that this is significantly more important than e.g. a child's reading comprehension. 'Weaker readers do better if they know stuff.'
- If we know there is a 35-million-word gap between the poorest and the most affluent families what are we doing about that? Ask the question: *How do I close that gap in my school?*

The opportunity to read, to be read to and for all students to access demanding and challenging (non-fiction) texts should be provided across all subjects. So we are putting in a reading lesson for Y7 with a focus on reading non-fiction texts such as articles from journals and newspapers

- During this process regular checking by senior & middle leaders that the sequencing across the whole KS3 curriculum is coherent? Does it allow for cumulative fluency?
- SLT will plan for this change across the next 18+ months using development & INSED sessions. Middle Leaders need substantial time to develop the curriculum.
- In a year's time we should begin to see the result of our journey. Is it having the desired *impact* as evidenced by student progress?