



National
Curriculum



National
Curriculum



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Introducing the **new primary curriculum**

Guidance for primary schools
February 2010

“...a well-planned, vibrant curriculum recognises that primary children relish learning independently and co-operatively; they love to be challenged and engaged in practical activities; they delight in the wealth of opportunities for understanding more about the world.”

Sir Jim Rose

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How this booklet will help you

This booklet explains the benefits of the new curriculum, and will help you make the most of its opportunities and flexibility in your drive for improved outcomes for your pupils.

- **Section 1** outlines the main features of the new primary curriculum and the opportunities it provides for schools to design and plan a curriculum that drives school improvement.
- **Section 2** provides a more detailed look at the structure of the new curriculum and its components.
- **Section 3** offers practical advice for schools and teachers on effective approaches to curriculum design and planning.

This booklet will help you to reflect on your current curriculum and will explain how the new curriculum can support you to improve the outcomes for your pupils, based on your school and national priorities. Throughout the booklet there are prompt questions that you could use to guide discussions with colleagues and stimulate your own thinking. Such reflection can really help to inform your whole-school self-evaluation processes.



Visit the **National Curriculum** website www.qcda.gov.uk/curriculum where you'll find an interactive curriculum design tool, case studies and lots of other support materials.

Introducing the new primary curriculum

The curriculum is at the heart of the government's policies to raise standards and help all schools to continuously improve.

A school's curriculum should help its children become the very best that they can be. Following an independent review of the primary curriculum, the first in ten years, a new curriculum has been developed to prepare our children for the opportunities and challenges of life in the 21st century.

The new curriculum is based on what is already happening in many schools to bring learning to life, and the structure reflects what other successful countries are doing with their national curricula. It is an opportunity for all primary schools to evaluate their curriculum and think again about teaching and learning in the context of school improvement.

Key features of the new curriculum

The new primary curriculum promotes:

- high standards and good progress for all learners, with no child left behind
- a strengthened focus on securing essential literacy and numeracy skills, with opportunities to develop, use and apply these skills embedded throughout the curriculum
- increased expectations of children's information and communication technology (ICT) capability and the use of technology to enhance their learning across the curriculum
- a continued entitlement to a broad, balanced and coherent curriculum through the creation of broad areas of learning
- recognition that children need a well-rounded school experience to succeed, and that personal development is essential to wellbeing and achievement
- better transition from the early years to primary and from primary to secondary education.



How the curriculum supports school improvement

It:

- gives you a powerful tool to tackle continuous school improvement through self-assessment, renewal, development and review of the effectiveness of your curriculum
- reduces prescription, encouraging teachers to use their professional judgement and expertise to design the curriculum
- allows you increased flexibility to tailor learning to local circumstances and the needs of all children in your school's care
- encourages a focus on deeper learning through a range of curriculum opportunities and cross-curricular studies
- aids planning for progression through three curriculum phases to help reduce the dip in performance in the middle years of primary
- promotes inclusion, diversity and community cohesion
- recognises the opportunities that play-based learning offers in key stage 1 and encourages more active learning throughout the whole primary phase
- promotes the curriculum as dynamic and always evolving.

Section 1:

What has changed and why?

There are several new features of the national primary curriculum – giving your school more flexibility to meet the needs of its pupils, to **personalise learning** and encourage **personal development**. You'll be able to focus on **promoting high standards** in the essential areas of **literacy, numeracy and ICT**, while keeping the curriculum **broad and exciting**. The increased flexibility gives you more opportunities to consider and address local priorities for improvement throughout the curriculum and ensure a strong, coherent experience for pupils.

A broad and balanced curriculum

The primary curriculum has been reorganised. The programmes of learning are set out in six broad areas of learning which incorporate subjects, allowing better links between them and giving schools more flexibility to tailor learning to local circumstances and the needs of all children.

Your school may already be providing a combination of subject lessons and cross-curricular studies. Offering a variety of approaches will help children to use and apply what they have learnt in new contexts. Subject teaching and cross-curricular studies are complementary and act together to benefit children's learning. Ofsted is clear that some of the most effective learning occurs when connections are made between subjects. Setting out the curriculum in areas of learning can make many of these connections more explicit and makes planning for them more manageable for schools.

Promoting high standards in literacy, numeracy and ICT

The new curriculum promotes the learning of literacy, numeracy and ICT throughout the curriculum. Opportunities to develop literacy and numeracy, and to use and apply ICT, are highlighted in each area of learning. Explicitly embedding opportunities to develop literacy and numeracy skills throughout the curriculum can give your school more scope to develop these crucial skills through a broad and balanced curriculum. This could include report writing in history or science, or using numeracy in PE and geography.

Planning for progression

The content of the new curriculum is set out in three phases – early, middle and later primary. This will help schools plan for curricular progression and tailor learning that supports and challenges all learners. The phases should be viewed flexibly and not as age-related stages.

In the early primary stage, content is generic to the broad area of learning and links more easily to the early years foundation stage (EYFS). The early stage of primary promotes the extension of play-based learning from the early years and encourages active learning in the whole primary phase.

Personalising the curriculum

The new curriculum gives you much greater discretion to select content according to local circumstances and resources, making links between your locality and other places in the UK and beyond. For example, in the revised curriculum children will be taught the broad chronology of major events in British history. However, your school can choose which periods of history children should learn about in depth.



Reflect, discuss, respond.

What new opportunities will the changes bring for your school?

Section 2: The curriculum at the heart of school improvement

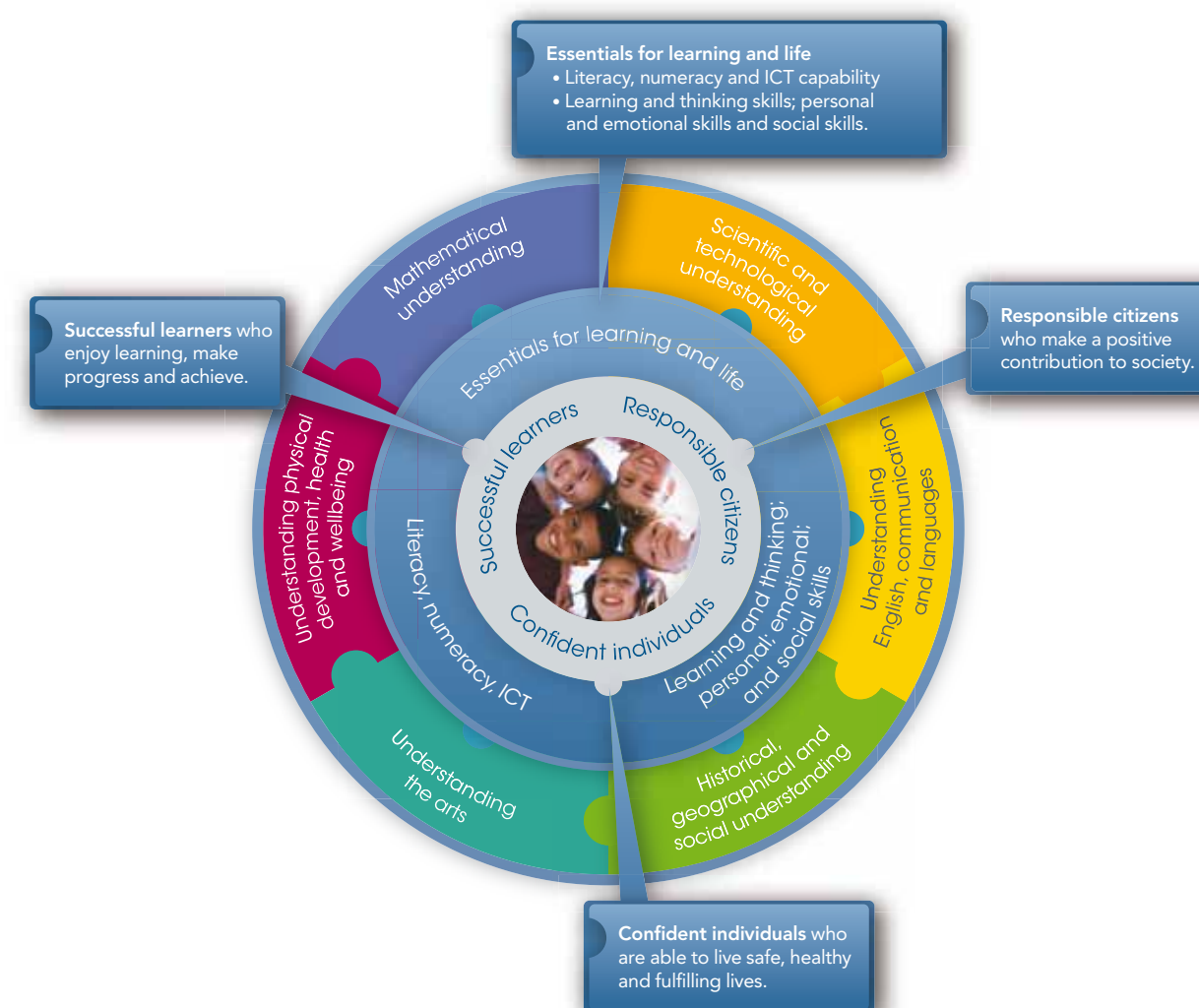
Ofsted's grade descriptor of an outstanding curriculum states:

The school's curriculum provides **memorable experiences and rich opportunities** for high-quality learning and wider personal development and wellbeing. The school may be at the forefront of successful, **innovative curriculum design** in some areas. A curriculum with overall **breadth and balance** provides pupils with their full entitlement and is customised to meet the **changing needs of individuals and groups**. There are highly **tailored programmes** for a wide range of pupils with different needs. Cross-curricular provision, including literacy, numeracy and ICT, is mainly outstanding and there is nothing less than good. As a result, **all groups of pupils benefit from a highly coherent and relevant curriculum which promotes outstanding outcomes**.

These criteria are wholly consistent with the approach of the new curriculum. The new primary curriculum provides a wealth of opportunities to design engaging, challenging and coherent learning experiences. The guidance being made available to primary schools will help you to design a purposeful and relevant curriculum that provides deeper and richer learning to improve progression and achievement for all children.

The new curriculum

With the three **aims** at its heart, the curriculum organises essential knowledge and key skills into six **areas of learning**, plus religious education*. Underpinning the aims and running throughout the curriculum are the skills and qualities that enable children to become well-rounded individuals and lifelong learners. These are the **essentials for learning and life**.



* Religious education is a statutory subject. The syllabus is locally determined, supported by a non-statutory national framework, and a programme of learning consistent with the new primary curriculum.



Curriculum aims

The aims of the National Curriculum have been carefully developed to underpin and drive curriculum design. It should be possible to see how each learning experience will contribute to achieving different aspects of the aims.

We want all children to become:

- **successful learners** who enjoy learning, make progress and achieve
- **confident individuals** who are able to live safe, healthy and fulfilling lives
- **responsible citizens** who make a positive contribution to society.

The curriculum aims link with the *Every Child Matters* outcomes and are the same as the aims of the secondary curriculum.



You can download the curriculum aims in full from the **National Curriculum** website, www.qcda.gov.uk/curriculum

Visit the **Every Child Matters** website, www.dcsf.gov.uk/everychildmatters, for more information on the outcomes.

National and local priorities

The aims and priorities that you've identified as part of your school self-evaluation process are linked to the national aims of:

- raising the educational achievement of all children and young people
- narrowing the gap in educational achievement between children from lower income and disadvantaged backgrounds and their peers.

These school-wide priorities are unique to your school, your children and your environment. It is important to keep them in mind when you're designing and planning learning.

Some of your priorities might have a national or global perspective. Others might reflect local issues or focus on underachievement of certain groups of pupils, or the need to develop language skills or improve standards of behaviour. They are derived from the evaluation of current pupil outcomes, the vision and values of your school and local community, and your analysis of the quality of teaching and learning. They should be reflected throughout the entire planned learning experiences for your pupils. Curriculum design plays a significant role in improving standards and wellbeing, and can complement the development of the quality of teaching and therefore learning.



Reflect, discuss, respond.

Consider how national priorities are reflected in your school's curriculum.

The aims should be derived from the values we hold essential for living fulfilled lives and for contributing to the common good in a civilised society.

Independent review of the primary curriculum

Essentials for learning and life

The new curriculum defines literacy, numeracy, ICT capability and personal learning, thinking and social skills as the essentials for learning and life. If children are to achieve the curriculum aims, they will need to secure the essentials for learning and life. These skills, attitudes and dispositions are key to personal development and to unlocking and developing a lifelong love of learning. We want children to achieve, make progress and develop specialised skills and understanding. And we want them to enjoy education so they continue to learn throughout their lives. By enabling them to secure these essential skills in the primary phase we are giving children the capacity to learn, to collaborate and to reflect.



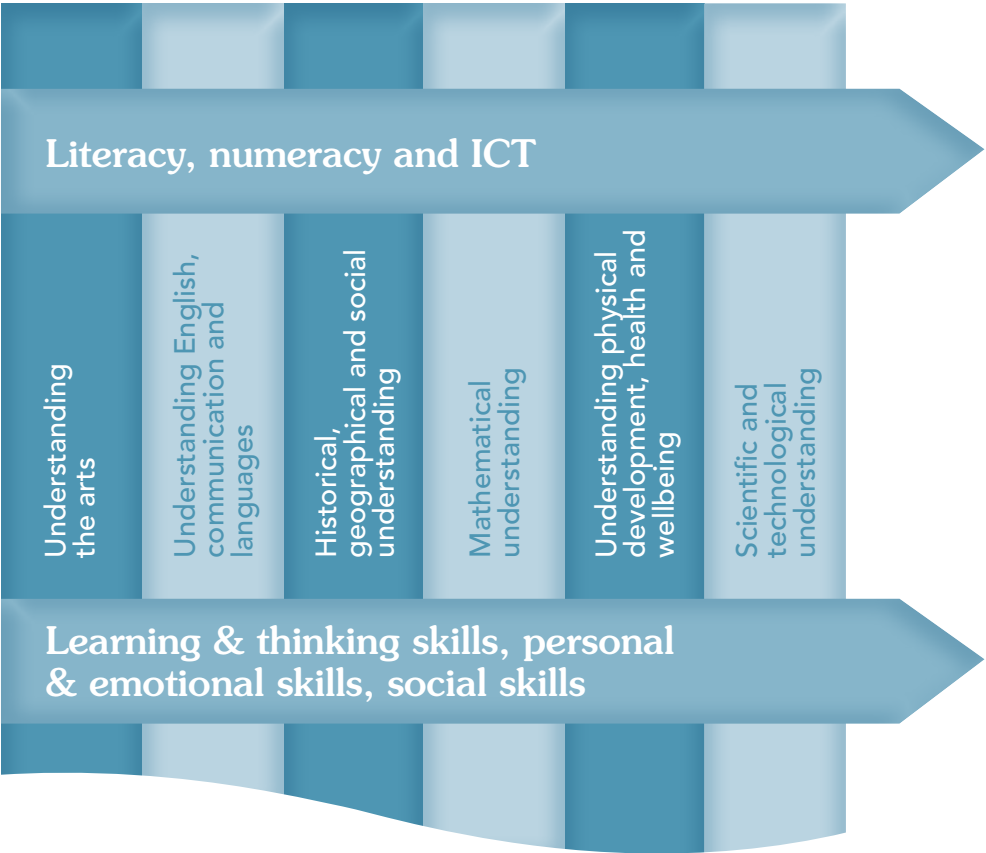
Reflect, discuss, respond.

How can you embed aspects of the essentials for learning and life in your day-to-day planning?

“Our best primary schools already demonstrate that, far from narrowing learning, these priorities – literacy, numeracy, ICT skills and personal development – are crucial for enabling children to access a broad and balanced curriculum. Excellence in the basics supports the achievement of breadth and balance in primary education.”

Independent review of the primary curriculum

Essentials for learning and life in areas of learning



Embedding the essentials

The essentials for learning and life are implicit in each of the areas of learning, making experiences richer and more memorable. To ensure that the essentials are secured, they should be embedded when learning experiences are designed.

<div>LITERACY</div> <div>FOCUS: Children use and apply their literacy skills confidently and competently in their learning and in everyday contexts. They convey ideas and opinions clearly and respond creatively and critically to a wide range of information and ideas.</div> <div>CHILDREN LEARN HOW TO:</div> <div><div>1. listen attentively, talk clearly and confidently about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves effectively</div><div>2. read accurately and fluently to comprehend and critically respond to texts of all kinds, on paper and on screen, in order to access ideas and information</div><div>3. write, present and broadcast a range of ideas, in a wide variety of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts</div><div>4. analyse, evaluate and criticise a range of uses of language in order to draw out meaning, purpose and effect.</div></div>	<div>NUMERACY</div> <div>FOCUS: Children use and apply mathematics confidently and competently in their learning and in everyday contexts. They recognise where mathematics can be used to solve problems and are able to interpret a wide range of mathematical data.</div> <div>CHILDREN LEARN HOW TO:</div> <div><div>1. represent and model situations using mathematics, using a range of tools and applying logic and reasoning in order to predict, plan and try out options</div><div>2. use numbers and measurements for accurate calculation and an understanding of scale, in order to make reasonable estimations</div><div>3. interpret and interrogate mathematical data in graphs, spreadsheets and diagrams, in order to draw inferences, recognise patterns and trends, and assess likelihood and risk</div><div>4. use mathematics to justify and support decisions and proposals, communicating accurately using mathematical language and conventions, symbols and diagrams.</div></div>	<div>ICT CAPABILITY</div> <div>FOCUS: Children use and apply their ICT knowledge, skills and understanding confidently and competently in their learning and in everyday contexts. They become independent and discerning users of technology, recognising opportunities and risks and using strategies to stay safe.</div> <div>CHILDREN LEARN HOW TO:</div> <div><div>1. find and select information from digital and online sources, making judgements about accuracy and reliability</div><div>2. create, manipulate and process information using technology to capture and organise data, in order to investigate patterns and trends; explore options using models and simulations; and combine still and moving images, sounds and text to create multimedia products</div><div>3. collaborate, communicate and share information using connectivity to work with and present to people and audiences within and beyond the school</div><div>4. refine and improve their work, making full use of the nature and pliability of digital information to explore options and improve outcomes.</div></div>	<div>LEARNING & THINKING SKILLS</div> <div>FOCUS: Children have the skills to learn effectively. They can plan, research and critically evaluate, using reasoned arguments to support conclusions. They think creatively, making original connections and generating ideas. They consider alternative solutions to problems.</div> <div>CHILDREN LEARN HOW TO:</div> <div><div>1. investigate, asking relevant questions, identifying problems, analysing and judging the value of information and ideas, questioning assumptions. They plan systematically using time and resources effectively, anticipating, taking and managing risks</div><div>2. create and develop, using their imagination to explore possibilities and generate ideas. They try out innovative alternatives, looking for patterns, recognising differences and making generalisations, predicting outcomes and making reasoned decisions</div><div>3. communicate, interacting with different audiences in a variety of ways using a range of media</div><div>4. evaluate, developing criteria for judging work and suggesting refinements and improvements.</div></div>	<div>PERSONAL & EMOTIONAL SKILLS</div> <div>FOCUS: Children take responsibility for their own learning and show initiative, perseverance and a commitment to self-improvement. They recognise that achievement builds self-confidence and resilience, enabling them to deal positively with praise and constructive criticism.</div> <div>CHILDREN LEARN HOW TO:</div> <div><div>1. identify their strengths and areas for development, reflecting on the significance of their learning</div><div>2. manage their feelings using appropriate strategies, becoming increasingly aware of their own and others' feelings</div><div>3. reflect on past achievements and experiences to manage future learning and behaviour</div><div>4. set goals for their personal development and learning, and work towards them</div><div>5. work independently, knowing when to seek help, dealing with pressures and deadlines</div><div>6. develop control over their physical skills and movements in a range of contexts with dexterity and confidence.</div></div>	<div>SOCIAL SKILLS</div> <div>FOCUS: Children develop the skills to work well with other people. They are responsible and adaptable and anticipate others' views and feelings. They appreciate the value of rules for working together, and play an active part in group and classroom activities.</div> <div>CHILDREN LEARN HOW TO:</div> <div><div>1. listen and respond appropriately to a wide range of people, showing empathy and understanding, and having the confidence to raise their concerns</div><div>2. adapt their behaviour to suit different situations</div><div>3. work collaboratively towards common goals</div><div>4. take turns and share as appropriate, stating their own views and needs</div><div>5. negotiate, respecting others' rights and responsibilities, and use strategies to resolve disputes and conflicts</div><div>6. give constructive support and feedback to benefit others as well as themselves.</div></div>
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Areas of learning

The areas of learning capture the essential knowledge, key skills and understanding that comprise a rounded primary education. Building on the six areas of learning in the early years foundation stage (EYFS), each area of learning sets out the statutory curriculum for planning well-balanced learning experiences. Through purposeful curriculum design and planning, connections can be made within the components of an area of learning and between areas of learning. Areas of learning provide an introduction to the principal subject disciplines, and prepare children for further specialist study at the later primary stage and at secondary school. Organising learning in this way gives schools greater flexibility to tailor learning to children’s needs and to the opportunities that exist in their locality.



You can download the programmes of learning from the **National Curriculum** website www.qcda.gov.uk/curriculum

There are six areas of learning:

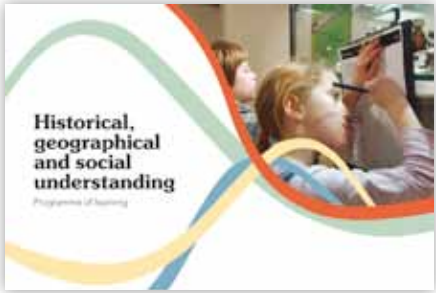
Understanding the arts



Understanding English, communication and languages



Historical, geographical and social understanding



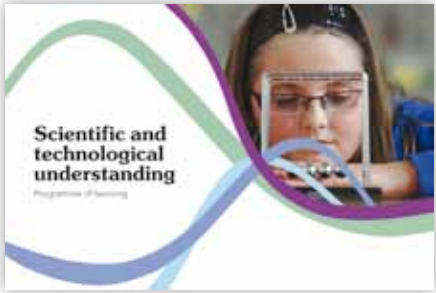
Mathematical understanding



Understanding physical development, health and wellbeing



Scientific and technological understanding



In addition to the six National Curriculum areas of learning there is also a revised non-statutory programme of learning for **religious education**.





How an area of learning is organised

Each area of learning is set out in a common programme of learning that contains the overall purpose and content of the curriculum, and includes:

Curriculum aims

The three broad aims set out what we all want children to aspire to. They underpin the process of curriculum design.

Importance statement

The distinctive contribution of the area to a child's development and how this area of learning helps to meet the curriculum aims.

Essential knowledge

The big ideas children need to know about and understand to lay the foundations for deeper learning in further stages of their education.

Key skills

The important skills and processes children need to develop in this distinct phase of education to prepare them for future learning. The four strands of 'investigate', 'create and develop', 'communicate' and 'evaluate' are implicit in the key skills and in the learning and thinking skills section of the essentials for learning and life.

Cross-curricular studies

Opportunities to enrich and enhance children's learning and make connections across the curriculum.

Breadth of learning

The range and context for learning to help children acquire the essential knowledge and key skills.

Curriculum progression

What children should be taught at early, middle and later primary stages to help curriculum planning.

The touchstone of an excellent curriculum is that it instils in children a love of learning for its own sake.

Sir Jim Rose

Section 3: Effective curriculum design and planning

This section outlines some principles and processes that contribute to effective curriculum design. An innovative online tool supports this process to help schools design and plan their curriculum.

Principles of curriculum design

The following principles can support you in designing and planning a curriculum that is broad, coherent and relevant to your learners. They should provide a reference point for curriculum design.

Effective curriculum design ensures:

- the curriculum meets the needs and interests of all learners
- a broad and balanced curriculum is an entitlement for all learners
- the curriculum is integrated with effective teaching, learning and assessment
- the curriculum is at the heart of schools' strategies to raise achievement and improve outcomes for all their learners.



Reflect, discuss, respond.

What are the benefits of a designed curriculum?

How do you know how effective your curriculum is in achieving national aims and your school-wide priorities?



Designing and planning your curriculum

The following three questions can be used when you review, design and evaluate the curriculum in your school:

- what are you trying to achieve?
- how can you organise learning to achieve these aims?
- how will you know if you have been successful?



You can find out more about how schools have used this process to design a curriculum that is tailored to their learners by visiting the case studies section of the **National Curriculum** website www.qcda.gov.uk/curriculum



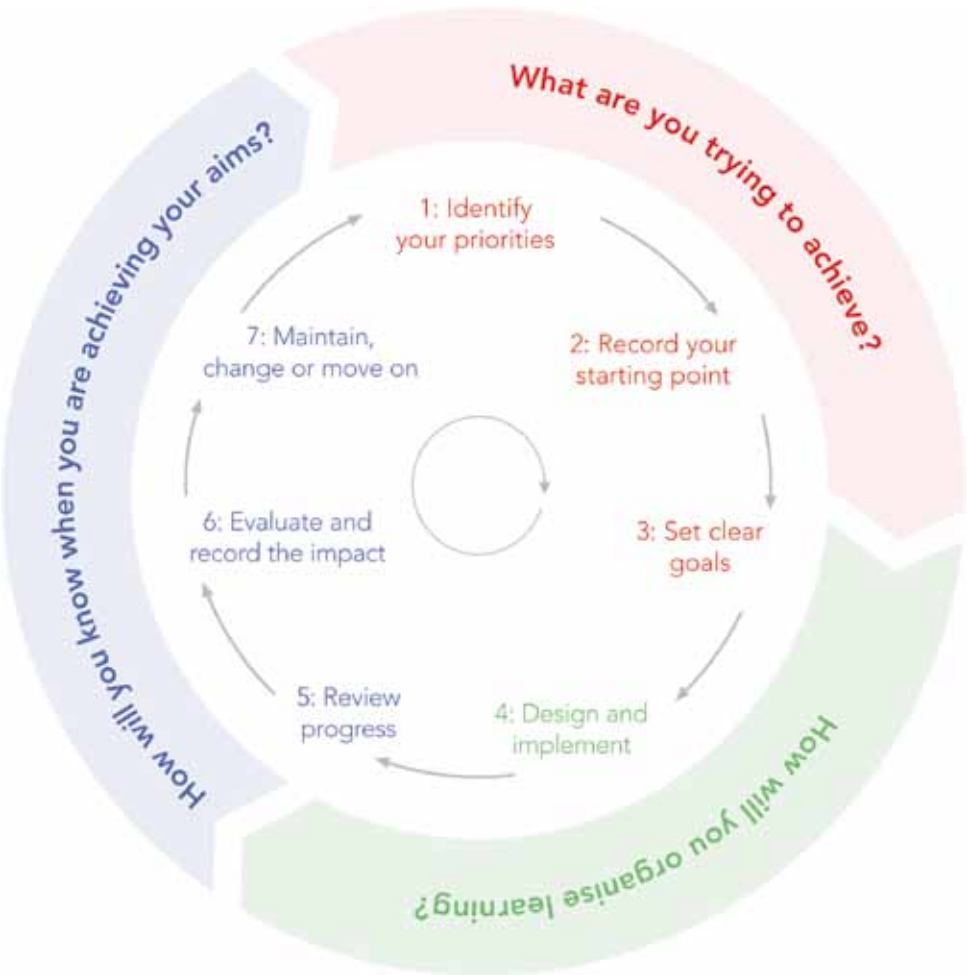
You can find out more about the design tool on the **National Curriculum** website www.qcda.gov.uk/curriculum



The National Curriculum website includes an interactive design tool that allows you to create, store and review medium-term curriculum plans. The tool will help you to design a curriculum that addresses your school's priorities, and takes account of your children's particular needs.

Seven-step design and planning process

Here are seven steps to think about when you're planning and designing your curriculum.



The curriculum design tool supports schools with their approaches to step 3 (setting clear goals), step 4 (designing and implementing) and step 5 (reviewing progress). You can find out more about the design tool on the [National Curriculum website](http://www.qcda.gov.uk/curriculum) www.qcda.gov.uk/curriculum

1. Identify your priorities

What do you need to focus on to create a coherent curriculum that builds on the three aims and the priorities for your learners? This could be, for example, six or seven school-wide priorities.

2. Record your starting point

Describe what your curriculum is like now and how the curriculum design supports your priorities. Carry out some baseline surveys such as monitoring pupil attendance or pupil and parent views of their attitudes to learning. Collate the data, which you can use later to review and measure the impact of your new curriculum.

3. Set clear goals

Use the evidence from baselining and data collection to set goals that are qualitative and quantitative. What will success look like?

4. Design and implement

Identify progression through skills and knowledge as a whole school, and agree and allocate priorities to classes and year groups. Use your goals to design a curriculum that has school improvement at the core and identifies priorities for the whole school and for groups of learners. Consider good starting points for design. The web-based design tool will help you construct the curriculum to meet your identified goals.

5. Review progress

Plan for points of reflection and evaluation when you assess progress towards meeting your goals. For each priority, collect evidence and use this to help you decide what you need to do next.

6. Evaluate and record the impact

Evaluate and record the impact of your curriculum developments on learners by analysing the evidence and data you have collected against success criteria. Record the progress made between your starting point and the recording point. This is a good moment to publish details of the progress made and to gather and share stories of success.

7. Maintain, change or move on

When you know the extent of the impact of curriculum design on your learners you're in a position to decide whether you need to sustain what you are doing, change your approach or move on to another priority.



Designing and planning a curriculum with progression, continuity and challenge

The curriculum progression section of the new curriculum helps schools to plan appropriately challenging experiences that relate to the stage of learning the children have reached. Successive learning experiences take account of assessment and build on what has been learnt. You'll need to review breadth, balance, progression and continuity throughout the process of design and these should continue to be reviewed on a long-term basis. Your reflection on the goals achieved and the experiences already provided will inform the next steps of your design. This will ensure that experiences present new challenges and reinforce what has been learnt.

Time, place and space

Primary schools vary their approaches to the use of time, place and space to take advantage of the flexibilities each one offers.

Use of time

Many schools adopt a range of approaches that include regular focused learning time around subjects, blocking periods of time to teach cross-curricular studies, whole days of learning outside the classroom and combinations of these and others. Schools are flexible in their use of time according to what they are trying to achieve. The time allocated should be flexible – instead of allocating a fixed period of time to what needs to be learnt, it's a good idea to allocate time according to the depth and breadth of the learning. Schools will also need to take account of children's learning beyond the school day from homework, clubs and wider community commitments.



Reflect, discuss, respond.

How do you make effective use of time during a school year, term, or week?

To what extent do you enable children to spend time practising, reflecting and devoting a sustained period of time to deepen learning?



Use of space

Closely linked to the flexibilities of time, you could consider the imaginative use of space both within and beyond the school. When allocating blocks of time to cross-curricular studies, the space the children learn in can also be transformed. Many schools use the classroom space to create environments that stimulate and facilitate learning – using the principles of role-play areas to transform spaces in the class, or even the whole classroom or parts of the school. They successfully link what is learnt inside the classroom with opportunities in the school grounds, such as planning gardens or window boxes. Schools have also developed their use of outdoor learning areas within the school grounds – building on the good work of the EYFS.

Use of place

Many schools give careful consideration to where learning takes place. Opportunities in the local community to learn in places such as theatres, sports facilities, places of worship or places of work can bring to life and emphasise the context in which pupils are learning knowledge and skills. Visits to local shops, local parks or further afield can be used to stimulate, enhance and/or consolidate the learning and widen horizons. These approaches can offer opportunities to teach children how to manage risks and evaluate safety issues.



Reflect, discuss, respond.

What imaginative and creative solutions would enable you to use time, place and space more effectively? What are the constraints and how can you overcome them?



You can learn more about the effective use of time, place and space by viewing the case studies on the **National Curriculum** website www.qcda.gov.uk/curriculum

Meeting the needs of all learners

The new curriculum provides opportunities to extend, support and challenge children at different phases in their education. The use of a wide range of resources, including specialist teachers, intervention and support, expertise from the community, and effective technology, will help to develop greater depth and richness of learning for all children. Specialism and external support from people such as musicians, artists and sports coaches help to strengthen the skills and capability of the workforce. Teachers who are confident in their subject matter will become more confident in their ability to innovate.

Extended schools and partnerships

There is now an expectation that schools will work together, have extended hours, and may be part of a network of extended provision. Extended schools provide opportunities to share resources and expertise and plan learning opportunities across schools. Extended schools are a link between wider services and the community, allowing children a coherent experience that can support transition and develop their wider interests. Evidence from Ofsted has shown that schools that are a part of wider networks and partnerships are likely to be more successful, open to change and innovation.

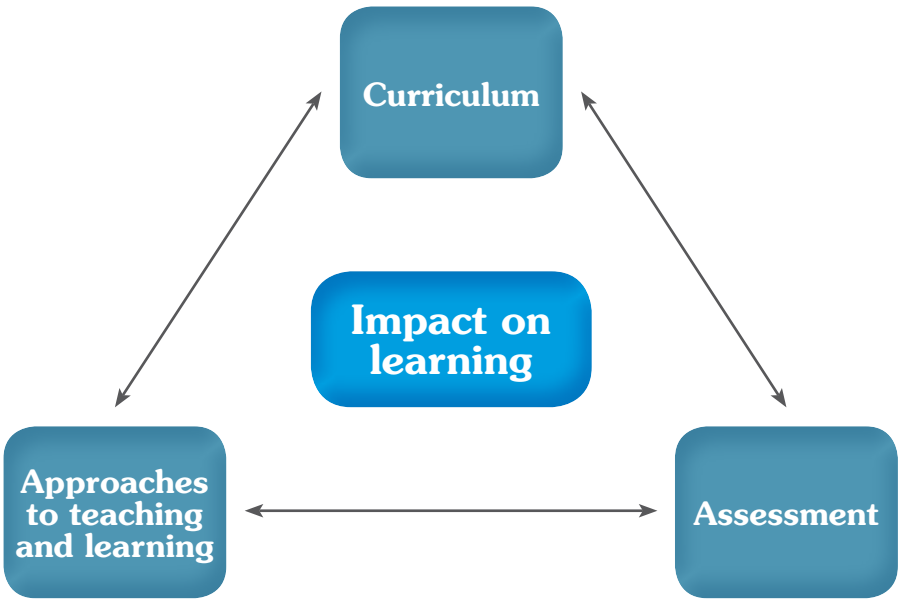


Reflect, discuss, respond.

Consider the positive impact that extended schools and partnerships could have on the curriculum and children's learning experiences.

Linking curriculum design with approaches to teaching, learning and assessment

A well-designed curriculum takes account of approaches to teaching, learning and assessment. This model shows the interdependence between these components and how they impact on learning.



- The curriculum determines what children need to learn and the experiences that help them learn.
- Teachers and the wider school workforce decide which teaching and learning approaches are appropriate in given situations and relate this to the views of the pupils themselves.
- Assessment for learning informs teachers and pupils what has already been learnt, and what the next steps in learning are and how to achieve them.

When all three aspects of this model work together effectively, the impact on learning will be greater.



Reflect, discuss, respond.
How well do the three aspects of this model work together to develop learning in your school?

We should be concerned with the development of the whole child as well as their level of attainment.

Secretary of State for Children, Schools and Families

Assessment

Assessment is an essential part of curriculum design. Selecting what children learn will depend on what you already know about the children in your class. What knowledge and skills do they already have? What do they need to develop? Your assessment of what the children need will determine the focus of each learning experience.

Key principles of assessment

The following four key principles of assessment are designed to help you take a fresh look at your practice and to consider what the experience of assessment is like for your children.

- The learner is at the heart of assessment.
- Assessment needs to provide a view of the whole child.
- Assessment is integral to teaching and learning.
- Assessment includes reliable judgements about how children are performing related, where appropriate, to national standards.

www

You can find out more about each of these four principles on the **National Curriculum** website www.qcda.gov.uk/curriculum

Attainment targets

Attainment targets set out national standards of performance – what children should know, understand and be able to do – in National Curriculum subjects at nine different levels. Each target consists of eight level descriptions, plus a description of exceptional performance above level 8.

These national standards allow children, parents/carers and teachers to see how well children are doing, how this relates to what they have done before and how it compares to children of similar ages across the primary phase.

Primary schools should use the level descriptions for English, mathematics and science. You don't have to use the level descriptions for other subjects. However, teachers may choose to refer to the subject attainment targets in the later stages of the primary phase to develop a sense of level of achievement. The areas of learning outline curriculum progression more explicitly than before, and this will support planning for the next steps in learning.

Assessing pupils' progress

Assessing pupils' progress (APP) is a structured approach to the periodic assessment of mathematics, reading and writing. It has been designed to help you assess your learners against national standards and build profiles of achievement for all children.



You can download the attainment targets from the **National Curriculum** website www.qcda.gov.uk/curriculum



Find APP guidance, assessment guidelines and examples of children's work on QCDA's website www.qcda.gov.uk/assessment



Reflect, discuss, respond.

To what extent are assessment processes embedded in your curriculum design?

How will we know if we are successful?

Throughout the design process you'll need to review progress, and think about how and when you can effectively measure the impact of curriculum design on learner outcomes. You'll also want to see how your curriculum design is contributing to your wider strategies for school improvement. You can make the cycle of curriculum design an integral part of your self-evaluation process.



School-wide impact

Curriculum design is a dynamic process that can both inform and reflect the school's priorities for all pupils. At a school-wide level, the analysis of outcomes for previous cohorts will form part of your review, as will relevant information about pupils' progress. You can use this information to ask further questions, looking at patterns and trends that might inform your self-evaluation process.

The key to reviewing progress and measuring impact is to focus on the extent to which children have learnt, made progress and achieved. There should also be related improvements in attendance, behaviour and learners' enjoyment. There may also be other effects such as increased satisfaction with teaching the new curriculum. But the central focus should always be the impact on the learner.

In setting clear goals you will have described what you think success will look like in this context. These success criteria are a good benchmark to help you know and understand if curriculum design has had a positive impact on learning.

The following questions may help you to evaluate the impact of curriculum design to inform the next steps for your learners:

- What does success look like in this learning experience?
- Did you achieve what you set out to do?
- To what extent did the learning experiences promote what you wanted to achieve?
- How well did the children learn?
- What were the barriers to learning?
- What kinds of learning experiences worked for certain groups of children?



Visit the **National Curriculum** website, www.qcda.gov.uk/curriculum, to find out more about how schools are baselining and measuring the impact of curriculum design.

Keeping the curriculum under review

Carefully planned curriculum innovation enables you to keep the curriculum under review by evaluating and recording the impact on learners and teachers. The curriculum design process will help you review your curriculum on a day-to-day, periodic and a longer-term basis. The curriculum is dynamic, adaptable and evolving and is a vital part of the drive for ongoing school improvement.

The design of the curriculum is fundamental in helping schools to improve, to promote and raise standards, to secure the essentials for learning and life and to make learning the best it can be for all children in all schools.



Reflect, discuss, respond.

How frequently do you review your curriculum? How do you use the evaluation analysis to continually inform curriculum design?



Find out more about the curriculum design support for schools and the range of materials that support the new curriculum on the **National Curriculum** website www.qcda.gov.uk/curriculum

