



Introducing the new primary curriculum



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NaPTEC and the
GTC(E)
19 March 2010

National Curriculum



The Observer

‘The QCA is a fascinating organisation staffed by responsible adults in suits. It produces tons of earnest documents, all of them possessing a single common property, namely that of reducing their readers’ will to live.’



‘Develop a modern, world-class curriculum that will inspire and challenge all learners and prepare them for the future’



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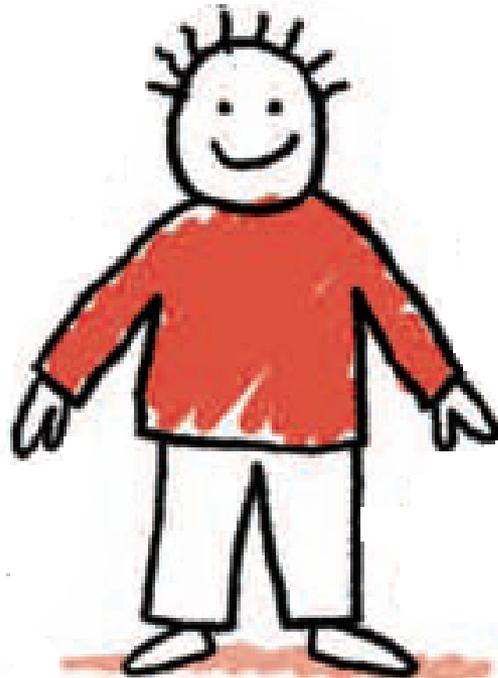


*‘Develop a modern, world-class curriculum that will inspire and challenge **all learners** and prepare them for the future’*



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What do we want all learners to be like?



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What do we want all learners to be like?

make connections

questioning

confident – take risks

skilled

creative

thirst for knowledge

curious

persevere

communicates well

literate

flexible

willing to have a go

be shapers

generate ideas

'can do' attitude

act with integrity

critical – self editing

think for themselves

independent

learn from mistakes

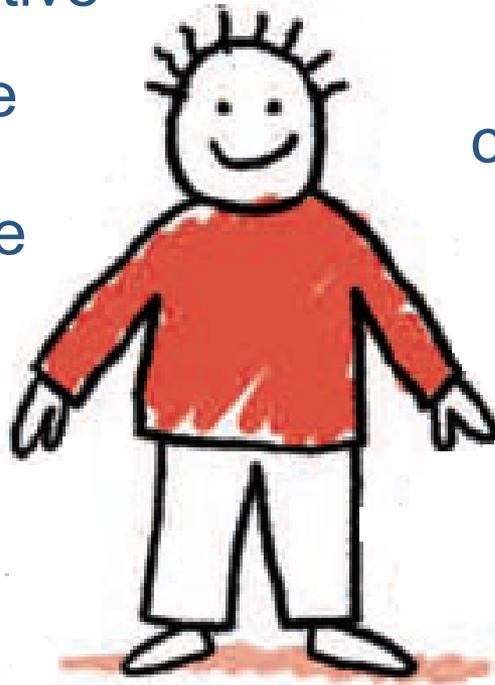
show initiative

make a difference

listen and reflect

get on well with others

self-esteem



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Skills for life and learning...



sensitivity

tact

diplomacy

generosity

teamwork

commitment

procedural

reliability

organisation

honesty

independent thought

flexibility

determination

customer awareness

punctuality

reading writing

mathematics

speaking and listening



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ruthlessness

assertiveness

fearless

competitiveness



The Teacher in Charge of Saving the Planet
Hill Brook First and Middle School
Dayton Road
Newcastle
NE5 3HF



Three key questions

Three key questions

1

What are we trying to achieve?

2

How do we organise learning?

1
What are we trying to achieve?

2

How do we organise learning?

3

How well are we achieving our aims?

3

How well are we achieving our aims?

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Three key questions

1 What are we trying to achieve?

The curriculum aims to enable all young people to become

Curriculum aims	Successful learners who enjoy learning, make progress and achieve	Confident individuals who are able to lead safe, healthy and fulfilling lives	Responsible citizens who make a positive contribution to society		
Every Child Matters outcomes	Be healthy	Stay safe	Enjoy and achieve	Make a positive contribution	Achieve economic wellbeing
Focus for learning	Attitudes and attributes eg determined, adaptable, confident, risk-taking, enterprising	Skills eg literacy, numeracy, ICT, personal, learning and thinking skills	Knowledge and understanding eg big ideas that shape the world		

2 How do we organise learning?

The curriculum as an entire planned learning experience underpinned by a broad set of common values and purposes

Components	Environment	Events	Extended hours	Learning outside the classroom	Lessons	Locations	Routines							
Approaches to learning	Varied and matched to learning need eg enquiry, instruction, active, practical, theoretical	Assessment is fit for purpose and integral to learning and teaching	Opportunities for spiritual, moral, social, cultural, emotional, intellectual and physical development	In tune with human development	Assessment develops learners' self-esteem and commitment to their learning	Personalised - offering challenge and support to enable all learners to make progress and achieve	Relevant, purposeful and for a range of audiences	Assessment uses a wide range of evidence to encourage learners to reflect on their own learning	Involve learners proactively in their own learning	Resource well matched to learning need eg use of time, space, people, materials				
Whole curriculum dimensions	Overarching themes that have a significance for individuals and society, and provide relevant learning contexts: Identity and cultural diversity - Healthy lifestyles - Community participation - Enterprise - Global dimension and sustainable development - Technology and the media - Creativity and critical thinking.													
Statutory expectations	Communication, language and literacy		Creative development		Knowledge and understanding of the world			Personal, social and emotional development		Physical development	Problem solving, reasoning and numeracy			
	A & D	Ci	D & T	En	Ge	Hi	ICT	Ma	MFL	Mu	PE	PSHE PWEW+FC	RE	SC

3 How well are we achieving our aims?

To make learning and teaching more effective so that learners understand quality and how to improve

Evaluating impact	Looks at the whole child eg curriculum aims, progress in skills, subjects and dimensions	Uses information intelligently to identify trends and clear goals for improvement	Uses ' critical friends ' to offer insights and challenge assumptions	Uses a wide range of measures , both qualitative and quantitative	Creates a continuous improvement cycle	Uses a variety of techniques to collect and analyse information	Chooses assessment fit for purpose	Involves the whole school community eg learners, parents, teachers, employers, governors
Accountability measures	To secure Attainment and improved standards Behaviour and attendance Civic participation Healthy lifestyle choices Further involvement in education, employment or training							

What teachers asked for ...

Mrs Holland

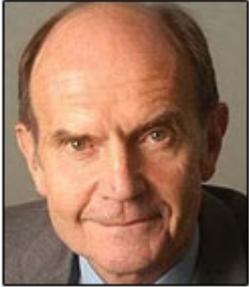


- flexibility to **tailor learning** to individuals and local circumstances and less prescription
- opportunity to **make connections** between subjects
- focus on **skills** such as teamwork, managing self,
- focus on **personal development** and wellbeing
- opportunity for **using and applying skills** across the curriculum
- focus on securing the **fundamental skills** of literacy and numeracy



Mr Wilson

The job Sir Jim Rose did...



Develop a primary curriculum that will ensure:

- **prescription is reduced** and **flexibility is increased** so schools can personalise
- **children develop essential literacy, numeracy and ICT skills**
- children acquire essential **personal, social and emotional attributes**
- **The curriculum builds on prior learning in the EYFS**
- children experience a **broad and balanced** entitlement to learning and a **smooth transition** between phases



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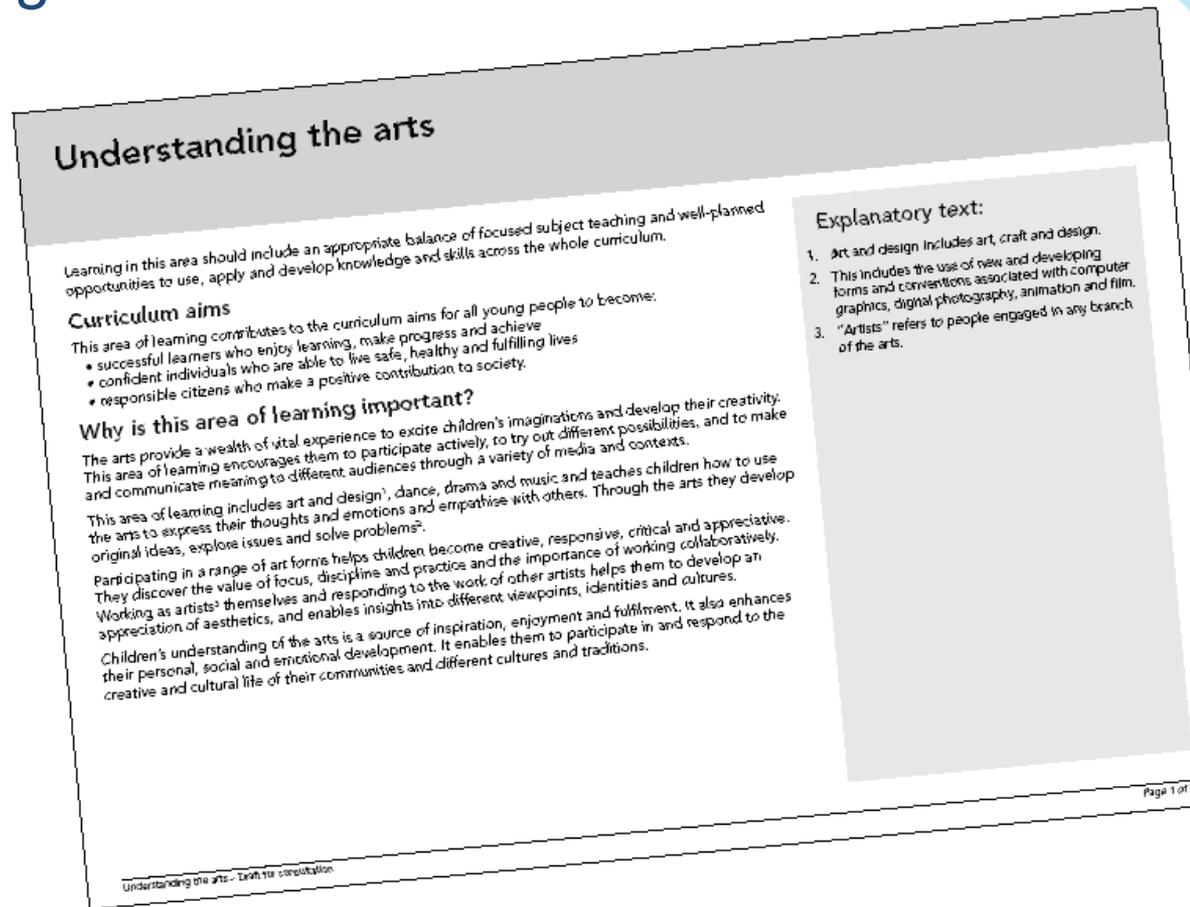


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What's in an area of learning

- Each area of learning has a common format and includes:
 - an importance statement
 - essential knowledge
 - key skills
 - cross-curricular studies
 - breadth of learning
 - curriculum progression



So what do you think?

Opportunities

Challenges

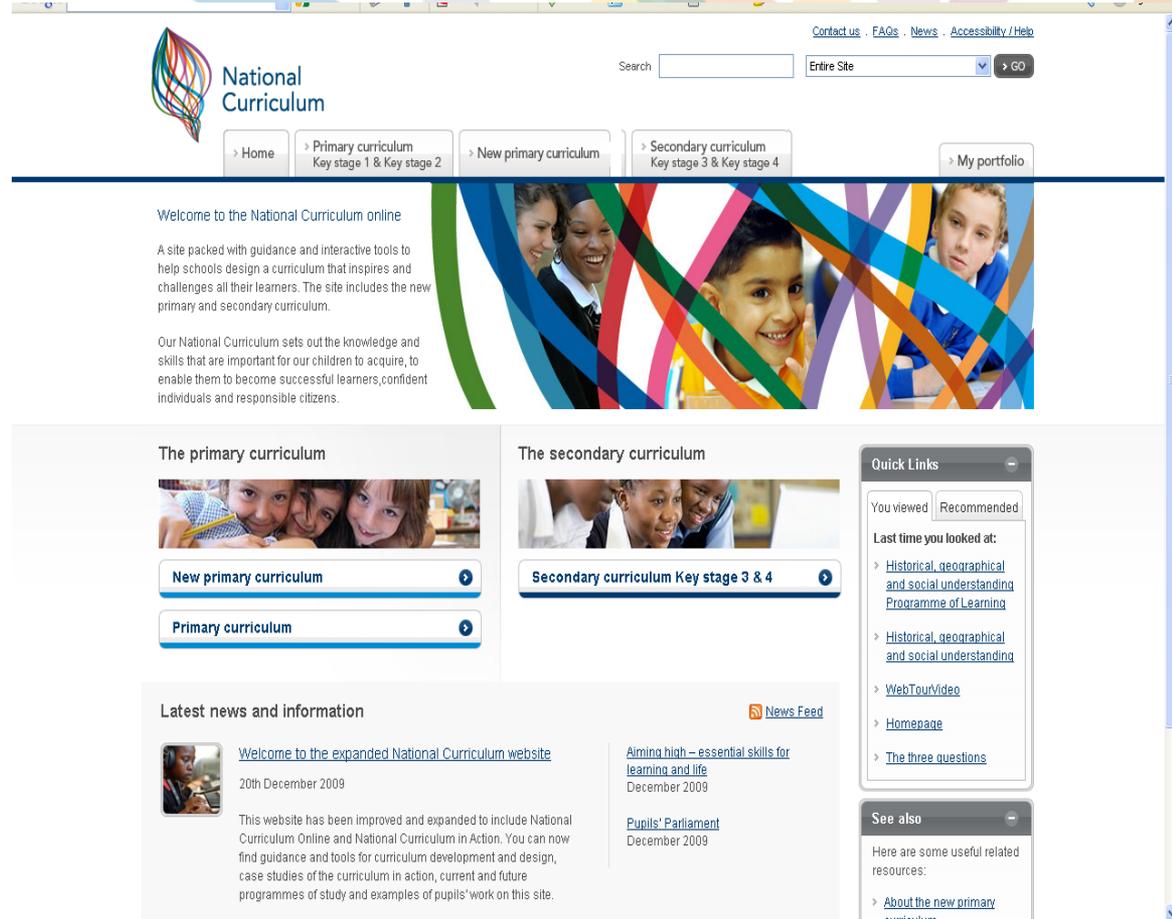
Questions



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New primary curriculum online

Guidance and interactive tools to help schools design a curriculum to inspire and challenge all learners



The screenshot shows the National Curriculum website homepage. At the top, there is a navigation bar with links for 'Contact us', 'FAQs', 'News', and 'Accessibility / Help'. Below this is a search bar and a dropdown menu for 'Entire Site'. The main navigation area includes buttons for 'Home', 'Primary curriculum Key stage 1 & Key stage 2', 'New primary curriculum', 'Secondary curriculum Key stage 3 & Key stage 4', and 'My portfolio'. The central banner features a large image of diverse children and text welcoming visitors to the site, highlighting its purpose in providing guidance and tools for curriculum design. Below the banner, there are sections for 'The primary curriculum' and 'The secondary curriculum', each with a featured article and a 'New primary curriculum' or 'Secondary curriculum Key stage 3 & 4' button. A 'Quick Links' sidebar on the right lists 'You viewed', 'Recommended', and 'Last time you looked at' items, including 'Historical, geographical and social understanding Programme of Learning' and 'WebTourVideo'. At the bottom, a 'Latest news and information' section features a news feed with a 'News Feed' icon and a recent article titled 'Welcome to the expanded National Curriculum website' dated 20th December 2009.

Guidance and support for schools

Phase 1:

National Curriculum **website** – January 2010

Handbook and guidance **publications** delivered to schools – February 2010

Primary curriculum network advisors: **regional support** working with local authorities – from January 2010

National College **regional conferences** – Feb/March 2010

Phase 2:

Additional website materials including **CPD, ICT guidance** and support, **embedding essentials**, using the structure of the areas of learning to deepen understanding, guidance for **parents, governors** – April 2010-Sept 2011



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Key partnership organisations:

DCSF, National College, National Strategies, Becta

The education system working together



department for
children, schools and families



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Support to LAs
Guidance, advice & website
Regional networks



National College
for Leadership of Schools
and Children's Services

Supporting school leaders

Becta leading
next generation
learning

Advice on ICT

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The National Strategies

Refreshing frameworks
Teacher day materials

From special measures to outstanding

Using the curriculum to drive school improvement : West Drayton Primary School





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What can you do now?

- Visit the new primary curriculum website

<http://curriculum.qcda.gov.uk>

- Register to receive curriculum updates at

www.qcda.gov.uk and follow the links to e-newsletters



