Delivering the new national curriculum

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Aims

To discuss the three strands of the government’s approach to delivery within a school-led system:

1. System leadership
2. Teaching materials
3. Communications – raising awareness

…providing a sense of what’s being done by government, and what by others
Overall approach

“But what really matters is that this is a new approach to education, one that gives head teachers and schools far greater freedom. How they implement the national curriculum is down to them.

It is a massive opportunity for teachers, and especially head teachers. We know that many will grab it with great gusto and be eager to share best practice.”

Elizabeth Truss, Parliamentary Under-Secretary of State (education and childcare) Speech at: http://www.education.gov.uk/inthenews/speeches/a00222888/felcom
Recap on the review

- New national curriculum sees government setting out the ‘what’ and not the ‘how’
- Shorter programmes of study setting out core content
- Fuller for key stage 1-2 maths and English
- Disapplication – giving schools time to prepare by adapting curriculum in 2013/14
1. System leadership

- Moving to a school-led system

- Real expansion of system leaders across England:
  - 345 teaching schools, 299 alliances, with c.20 schools per alliance
  - over 860 national support schools (NLEs)
  - over 1800 LLEs
  - over 3700 SLEs
1. System leadership - supporting the new curriculum

- £2m to help teaching schools provide support to others and help them plan for change
  - Focus on primary, mathematics, English, science, computing and languages
  - Supporting change management
    - auditing strengths
    - identifying materials
Leading curriculum development

Explore these resources. The materials have been developed by and for headteachers to stimulate discussion about what makes an outstanding school curriculum. Investigate how a well designed curriculum can provide opportunities to innovate, raise standards and, most importantly, excite and inspire children and their teachers.
Talking Heads: What makes a great curriculum?
1. System leadership - supporting the new curriculum

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  - Focus on primary, mathematics, English, science, computing and languages
  - Supporting change management
    - auditing strengths
    - identifying materials
Askwith Community Primary School TSA

- Raised awareness – a comprehensive programme of events / conferences / workshops delivered by their own staff and open to schools from any area of the country.
- Set up subject network teams to improve teachers’ confidence – led by SLEs they developed an individualised action plan and training package.
- Developed a new assessment tool – individual assessment ladder that capture a child’s progress (Developing; Expected; Exceeded)
- Worked in partnership with local museums to brief them on the new curriculum so they could tailor their offer to meet the new requirements.
2. Teaching resources

- New curriculum makes new demands of teachers’ subject knowledge:
  - More challenge in Mathematics
  - Greater emphasis on Science
  - A new subject – Computing
  - Emphasis on British History
  - Changes to years or Key Stages where some topics have been taught
  - Languages

- Schools’ needs will differ and it is for them to identify their areas for development
2. Teaching resources
3. Communications - raising awareness
Results

National Curriculum is the most popular DfE document collection on GOV.UK with over 1 million views.

Primary curriculum documents have had 220,000 views since publication.

Twitter followers hit 100k after NC twitter chats.

National Curriculum films had 10k views.
Assessment – removal of levels

Rationale:

▪ Over-reliance on data
▪ Sub-levels went beyond initial intentions
▪ Detracted from real feedback
▪ A single detailed approach to assessment does not fit with the curriculum freedoms that we are giving schools
4. Assessment – changes

▪ Freedom to design a school curriculum that guarantees pupils a rigorous and balanced education

▪ Introduction of new approaches to formative and summative assessment, to support pupil attainment and progression

▪ Schools to explain pupil progress measurement clearly and simply to parents

▪ Benchmarking of performance through statutory end of key stage assessments, including national curriculum tests
4. Assessment - support

- NAHT Assessment Commission Report – published
- Materials from publishers and other providers
- Teaching Schools Enquiry
- Assessment Innovation Fund
- Case studies
Looking ahead

September 2014
First teaching of new national curriculum (except English, Maths and Science for yrs 2&6 and KS4)

2014/15

Summer 2015
Final KS2 tests based on previous curriculum

2015/16

September 2015
First teaching of new GCSEs in English, English Lit and Maths

Summer 2016
First new KS2 tests and whatever baseline assessment is decided on following consultation

2016/17

Summer 2015
First examination of new GCSEs in English, English Lit and Maths
Summary

- Far greater freedom and autonomy for schools
- New demands on subject knowledge
- Slimmer national curriculum will enable schools to develop their school curriculum
- Less prescription – teachers decide how to teach
- New school-led system – teaching schools are a key source of support
- DfE making sure that materials and resources are in place
- Using communications to ensure that teachers know what is available and where to access it.
- More support to be announced to help with assessment.
Information and resources

▪ **Main national curriculum page:**
  https://www.gov.uk/government/collections/national-curriculum

▪ **DfE TES page:**
  http://community.tes.co.uk/national_curriculum_2014/b/default.aspx

▪ **Expert Subject Advisory Groups:**
  http://www.expertssubjectgroups.co.uk/

▪ **National College for Teaching and Leadership:**
  http://www.education.gov.uk.nationalcollege

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