

Our CLF Curriculum

Where we are, where next?

August 2020





CURRICULUM

-  **3-19 CLF Curriculum** | Evolve, Enact, Critique and Embed
-  **Subject Communities** | Experts, Guardians and Curators
-  **Vertical Strands** | Progression 3 to 19
-  **CLF Curriculum on-line** | Blended learning
-  **Recovery Response** | supporting re-connection



ASSESSMENT (USE OF)

-  **Trust-wide assessment** | key milestones and standards
-  **Assessment that informs teaching** | responsive planning
-  **Responsive teaching** | assessment informed pedagogy
-  **Strong transition 3-19** | sticky assessment for progression
-  **Quality Assurance** | ARMs, ARVs and PRs



PEDAGOGY

-  **Professional Development (PD) Strategy** | PD Curriculum
-  **Professional Development on-line** | Fully accessible
-  **CLF Pedagogy** | Quality of Teaching | Loftier Goals
-  **Communities of Practice** | Teacher Research Groups
-  **Professional Learning Culture(s)** | PD Policy | Networks



EMPOWERMENT (LEADERSHIP)

-  **Trust-wide Disadvantaged Strategy** | 3-year investment
-  **Senior Leader Empowerment** | Talent Management
-  **Mental Health and Well-being** | Colleagues and children
-  **Empowering School Improvement Team(s)** | Engine Room
-  **Pupil Parliament** | Student/Pupil leadership

The politics of curriculum

Volatility, contention, collaboration and alignment



How exactly is the curriculum benefitting all children?



“Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.”

Etienne Wenger



Collaborators see collaboration not as “an addition to their workload but as their work”.

Uhl and Perez-Selles

The importance of communities

“To teach well, it is not enough to just know the content you want the children to know – you need to know more than that so that you can respond to questions, make links yourself and ignite your own interest in the subject.”

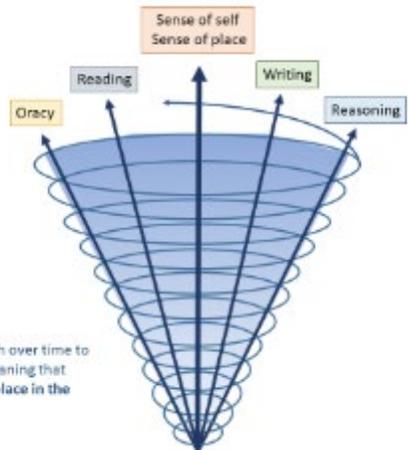
Clare Sealy

How expert are our teachers?

Our Trust, our curriculum



CLF 3-19 Progressive Curriculum
Interleaved, revisiting to depth over time to secure understanding and meaning that develops a sense of self and place in the world.



Destinations
Post-16
KS4
KS3
KS2
KS1
EYFS



The aim of the Curriculum



The curriculum enables children to have **self agency**, now and in adulthood, because of a developed **sense of self** and an awareness of their **place in the world**. This is the result of children **seeking meaning** and making connections as they build **understanding** from a foundation of **knowledge and skills**




Sense of Place	Space Less Prescribed opinions provoke challenge question aggravate Higher conflict needs assimilation into schema Pedagogy Challenge
Sense of Self	
Meaning	
Understanding	Known Prescribed Low conflict often new to learner Curriculum Challenge
Knowledge and skills (expertise)	

Self Agency: the ability to understand, shape, control and develop the environment they live and work in.



Sense of self – Sense of place
Bigger purpose of Education

“The idea that young people need to be more resilient is a popular thing to say at the moment... I’ve never liked the connotations of the word... I’ve always preferred the concept of agency. Resilience is about being able to cope with what is done to you; agency suggests being able to understand, shape, control and develop the environment you live and work in.”

David Hughes, Chief Executive of the Association of Colleges

Our Trust and beliefs about curriculum

“If you want to attack inequity, then attack it with excellence.”

Michael Fullan

What does it really mean to be a scientist, a writer, a linguist?

Joined up thinking for students, families and colleagues



What matters most?



Ever onwards

Publication and guardianship

The layers and roles in our curriculum



The Layers of Curriculum Curation

Specification

- The curriculum document, sequenced and progressive through medium term planning
- A clarity of subject vision and ethos in line with our HEART values
- Broad headlines of content and concepts
- A subject rope which identifies the key threads of learning

Application

- Subject leaders and teachers use the specification to design learning which meets the needs of their students
- Learning episodes are built around the medium term plans
- Quality assurance focuses on 'through the eyes of the child'

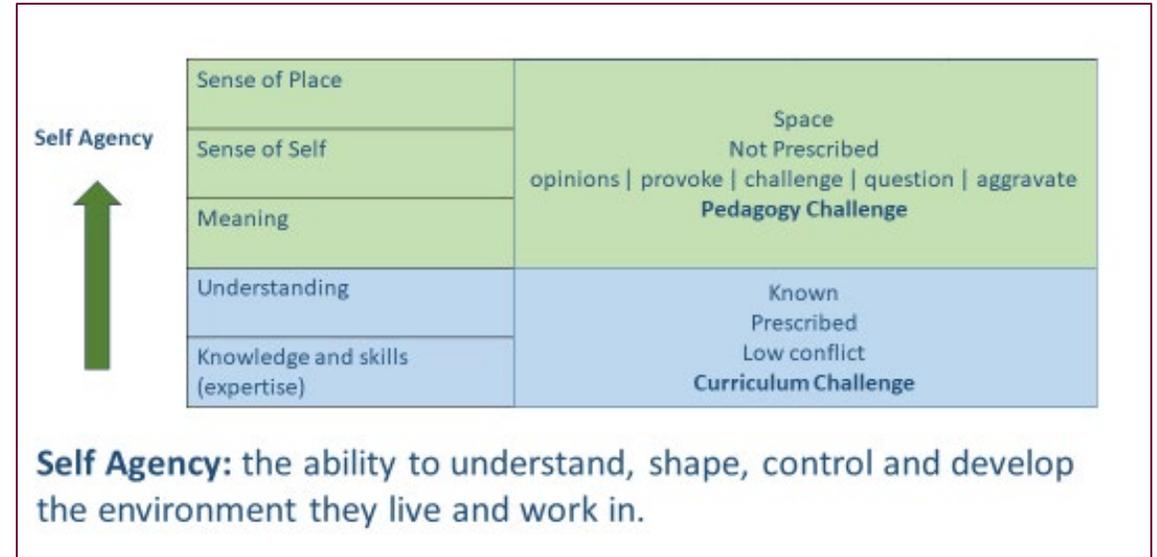
Illustration

- The use of our Community of Practice – FNN/PAC and beyond
- The CLF platform exemplifies the best enactment of the specification
- A resource space showcasing subject specific pedagogy and formative assessment
- Core learning opportunities - what matters most?
- Used by all teachers, subject leaders and senior leaders



Medium term planning: why are children learning this?

- Understanding the states of being... a scientist, artist, geographer etc
- Understanding the states of being... a human in a challenging world
- Defining the pedagogical challenge at subject level to enable this
- Recognising the possibility of social change as opposed to filling gaps
- Articulating how the subject curriculum considers equality, diversity and inclusion



The Importance of Subject

- **Communities of Practice**
- **Collaboration**
- **Leadership**
- **Specification, application, illustration**
- **Curriculum, pedagogy, assessment**

How well equipped are you as guardians?



We know that our work is not complete

“However, on its own, stipulating the knowledge content of the curriculum is not enough. You also need an equivalent emphasis on the pedagogy of teachers, and the process through which students produce knowledge. If pedagogy is forgotten, any curriculum can lead to memorisation rather than understanding... all teachers face a pedagogic problem in enabling their pupils to transform the knowledge they bring to school by engaging with the subject knowledge within the curriculum. This transformation is not just a mechanical process... but also a social one. If a school is to achieve its purpose of emancipation, it will rely even more on the specialist subject knowledge of its teachers and their knowledge of how to involve pupils in engaging with that knowledge.”

Michael Young, Professor of Sociology of the Curriculum, UCL Institute of Education

Pedagogy and assessment...

We know that our work is not complete

- We will continue to **develop the role and work of Curriculum Advocates and Guardians** with a determined focus upon subject progression from 3-19, ensuring that Subject Communities are accessed across phases.
- We will continue to **build and curate our distance learning platform**, CLF Curriculum On-line to include a complete year of learning.
- We now have **clearly articulated and exemplified the progression for children** in their reading, writing and maths across the primary years which we are poised to develop as the bedrock of our 3-19 vertical strands of oracy, reading, writing and reasoning.
- At KS4 we have aligned our choice of exam board specification and can now look to consider the advantages of **different awards**: GCSEs, BTECs, Cambridge Nationals...
- We will be developing **Curriculum Critics**, particularly with reference to protected characteristics and the experience of our young people.

“All curricula should be reviewed by a community of stakeholders (i.e. teachers, students, school leaders and parents) to ensure that it meets the individual needs of students.”

Edmund Adjapong, Columbia University

What are the implications of these aims for us as a Trust?