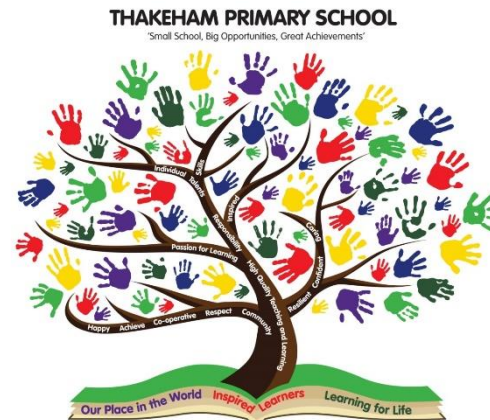


Curriculum Development: Step by Step

In a Nutshell:

Step 1	Step 2	Step 3	Step 4	Step 5
Define timetable non-negotiables.	Map out knowledge from EYFS to Year 6.	Use Knowledge Overview to create Class Overviews & Medium Term Plans.	Deep Dive each subject systematically to build a 'model' that subject leaders can then use to lead others on. Do it cold then do it hot .	Monitor, monitor, monitor & train, train, train. Think: how we do we KNOW pupils are remembering more over time?



Curriculum Development: Step by Step

The details:

Timetabling	Knowledge Overview	Medium Term Plans	Assessment	Workload
<p>Define timetable non-negotiables. Audit the National Curriculum.</p> <p>Does every teacher know it?</p> <p>How can you fit everything in?</p> <p>Do you need 2 cycles?</p>	<p>Map out knowledge from EYFS to Year 6.</p> <p>Get subject leaders to do it.</p> <p>Give teachers ownership.</p> <p>Define what knowledge is? Procedural versus declarative.</p>	<p>Clearly define WHAT knowledge pupils must know by the end of a unit. LOs track along to that end point.</p> <p>Knowledge organisers to assess declarative knowledge.</p> <p>Books align with planning.</p>	<p>End of unit assessments.</p> <p>Progression in books.</p> <p>INSIGHT linked to our knowledge overview.</p> <p>PPMs structured to target the knowledge being acquired by each pupil in the school.</p>	<p>Cut out anything and everything that gets in the way of teaching.</p> <p>Move to:</p> <ol style="list-style-type: none"> 1] Verbal feedback 2] Less planning documents 3] One side of A4 rule 4] Does it have impact? 5] Who is it REALLY for?
Behaviour & SEND	SLOAP	How We Monitor	Team Effort & Buy-in	Vision & Research
<p>Does the behaviour policy sufficiently support good teaching?</p> <p>It is time consuming and getting in the way of lessons?</p> <p>SEND team are there for QFT first and foremost.</p> <p>Are all SEND learners accessing the curriculum?</p> <p>Do SEND interventions aid or hinder?</p>	<p>Subject Leadership On A Page</p> <p>What are the non-negotiables?</p> <p>How are we NOT meeting them?</p> <p>What are we doing about it?</p>	<p>Weekly learning walks.</p> <p>Scheduled deep dives.</p> <p>Moderation and books looks as a team at least 2/3 times a term.</p> <p>Leadership walk the walk.</p>	<p>Every voice matters.</p> <p>CPD each time. Teaching is a science and pedagogy should be unpicked and refined.</p> <p>Fixed models that make it easy to understand what to do:</p> <ol style="list-style-type: none"> 1] 555 in phonics 2] VIPERs 3] Readwriteinc 	<p>HT and DHT must know what they want. It comes from them, ultimately.</p> <p>Is the curriculum ECT proof?</p> <p>What research underpins what we do? EEF '5 a day', 'simple view of reading'.</p> <p>Do staff really know why we teach phonics? Why EYFS is so focused on language and communication?</p>