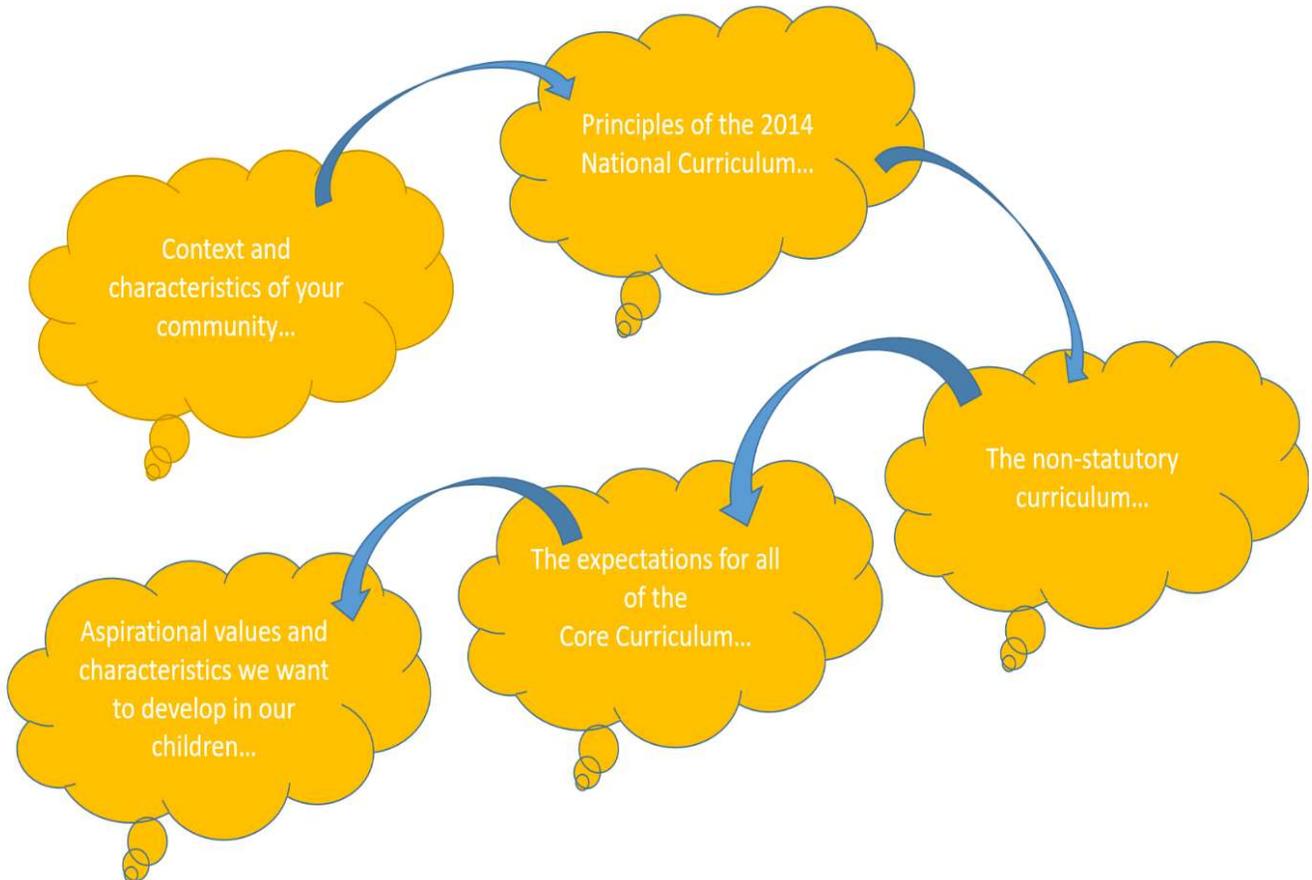


Establishing the rationale:



Meeting the needs and characteristics of the school community

Characteristics of your children:

Privilege, disadvantage, ethnicity, minority groups, spoken languages, proportion/level of SEND, parents' education, parental capacity, military, mobility, aspiration, language and communication, fitness, health.

Characteristics of the locality:

Rural, urban, coastal, industrial, housing, transport links, high/low employment, primary types of employment, history, culture, main industries, facilities.

Reflecting the principles of the National Curriculum (2014)

Tim Oates, Chair of the expert panel who conducted the review into the National Curriculum from 2010 – 2013, identified a number of key aspects that now form the basis of the revised National Curriculum 2014. These included:

Depth of Learning

Instead of demonstrating that children can do something, they demonstrate they have a deep level of understanding enabling them to apply the knowledge or skill in various and less familiar contexts. They are required to explain and justify their thinking with reasoning. This is what we know as mastery style learning.

Mastery for all:

The revised national curriculum removed levels and set clear expectations for all. We can no longer be satisfied that lower attaining pupils are doing well if they are making good progress. We must ensure that we are scaffolding and supporting the learning to enable all children to access age expectations. This has implications for the way we teach and those who find learning harder. The new Ofsted Framework has chosen to measure this by setting an expectation that the bottom 20% of learners are supported achieve age related expectation. It is important to recognise that just because a pupil gets off to a slow start in their education, this does not mean they are not capable of ARE or greater depth.

Ambition for learners

Knowing more and remembering more:

While the national curriculum attempts to present fewer things to be learned in greater depth, it also sets the expectation that we know and remember more than has been the case in the past. There is an expectation that the knowledge outlined in your school's curriculum has been given careful thought and is presented to children in a way that is embedded in long term memory. We now have an obligation to organise and sequence the knowledge and skills in our curricula in a way that builds term-on-term and year-on-year. Children have the opportunity to revisit learning, recall it and apply it in new learning. The theory of cognition and learning is therefore central to any rationale for successful learning.

Consider how the theory of cognition and memory is reflected in your approach to organising your curriculum so that children are supported to know and remember more.

Breadth:

The National Curriculum is the minimum entitlement for pupils. Does your curriculum go beyond that in terms of breadth and balance? Do your plans simply reiterate National Curriculum objectives or take them too literally without expanding on them. Are your units of work fully representative of the knowledge, skills and understanding required by the National Curriculum? It is important that you have considered the breadth and balance of your curriculum. You do not want to over complicate the curriculum but at the same time you do not want to leave anything out. It is unlikely that there would be a statement to this effect in any rationale for the curriculum as a whole, but it should certainly be referred to in any subject rationale.

Prompts for Consideration

What are the values and characteristics we want to develop in our children and how is that delivered through the curriculum?

Productivity: Tasks are valuable, enable pupils to embed learning in their memory. Pupils do not undertake activities that keep them busy.

Context: The curriculum and experiences reflect the unique nature and character of your school

Disadvantage: How do you ensure that you provide the breadth of experiences and opportunity that non-disadvantaged pupils have.

Minority: How do you celebrate and value the cultures, countries and faiths of all pupils?

Locality: What unique opportunities and challenges does your locality offer?

Children and family characteristics: Are there local cultural behaviours or experiences which affect what you deliver?

What do we want for these children as they grow and mature? How do we enable our pupils to become future leaders and contributors to the community?

Does the curriculum plan reflect the aims and intent of the 2014 Curriculum?

Are experiences, skills and knowledge built upon over time to enable deep learning and long term memory?

What is in the non-statutory curriculum that will have a bearing on the rationale?

How are SMSC, British values and PSHE planned and taught so they are valuable, appropriate and relevant?

If we want our pupils to be:

- Entrepreneurs
- Environmentalists
- Philosophers
- Communicators
- Problem solvers

What do we teach them to enable this?