

Good afternoon and welcome

Opening doors by sharing great
practice:
A curriculum for now



Schedule:

1:40-2:25pm	A curriculum for now Aimee Floyd & Lee Selby
2:25-3:00pm	Adaptive teaching Tania Harding
3:00-3:10pm	Refreshments
3:10-3:40pm	Break out 1
3:45- 4:15pm	Break out 2
4:15-4:30pm	Reflections and conference close



Breakouts:

	Main Room Oak Suite	Willow Room	Maple Room	Ash Room
3:10 3:40pm	Yateley: Student leadership	Swanmore: Innovative geography curriculum design	Cranbourne: Culture of reading	John Hanson: MFL curriculum improvement
3:45 – 4:15pm	Brighton Hill: Developing my world (PD)	Portchester: Curriculum leadership	Harrow Way: Reading development	

4:15-4:30 Main room – reflections, evaluation and conference close

‘Ultimately we must be prepared to be challenged, to frequently interrogate our own beliefs and to have the confidence to admit when we see a better way than our own’

‘Education a manifesto for change’

Richard Gerver, 2019



'Avoid fixating on the curriculum as the solution to almost every problem. Without good behaviour and pedagogy, a perfect curriculum roadmap will remain a curriculum roadmap and little more.'

'The next big thing in school improvement'

Rebecca Allen et al 2021



A quality curriculum

A curriculum for all

Identifying and building on what
pupils know and can show


Lee Selby and Aimee Floyd
Senior His Majesty's Inspectors - South East Region



A quality curriculum



Curriculum principles



Department
for Education

Design and technology programmes of study: key stage 3

National curriculum in England

Purpose of study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Aims

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

Key stage 3

- understand and apply the principles of nutrition and health
- cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- understand the source, seasonality and characteristics of a broad range of ingredients.

Composite skill

Cook a repertoire of predominantly savoury dishes

alter methods, cooking times and/or temperatures

measure accurately and calculate ratios of ingredients to scale up or down from a recipe

cut, peel and grate ingredients, including measuring and weighing ingredients

Explain how food availability may be affected by seasonality

adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma

select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer

measure accurately and calculate ratios of ingredients to scale up or down from a recipe

Component knowledge

Physical education programme of study for key stage 4

Key stage 4

Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

Pupils should be taught to:

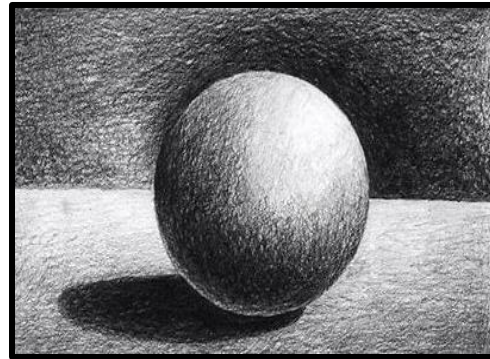
- use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports,[for example, athletics and gymnastics], or other physical activities [for example, dance]
- take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.

Sequencing curriculum content



Careful curriculum thinking ensures that the right components are embedded in long-term memory to enable pupils to perform more complex tasks

Knowledge acquisition: Broken down



Shields, on the river Tyne
William Turner

Isolated components

Complexity and
sophistication

Questions to consider

- Is the scope as ambitious as the National Curriculum?
- Have the smaller building blocks of content been identified that allow pupils to understand more complex ideas?
- Are appropriate building blocks positioned to make subsequent learning possible?
- Is the curriculum designed in such a way that pupils can build sufficient competence and confidence within each episode of learning?

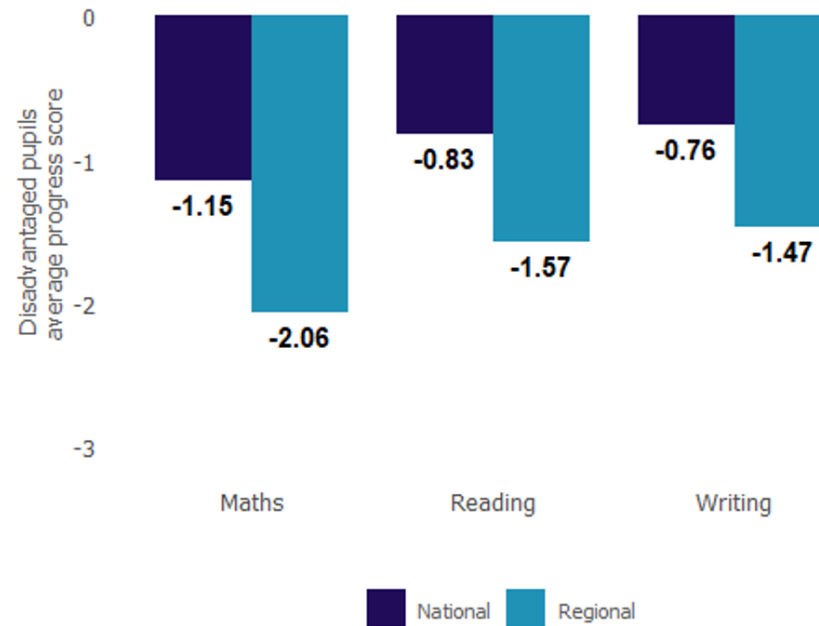
A curriculum for all



Attainment and progress by pupil characteristics

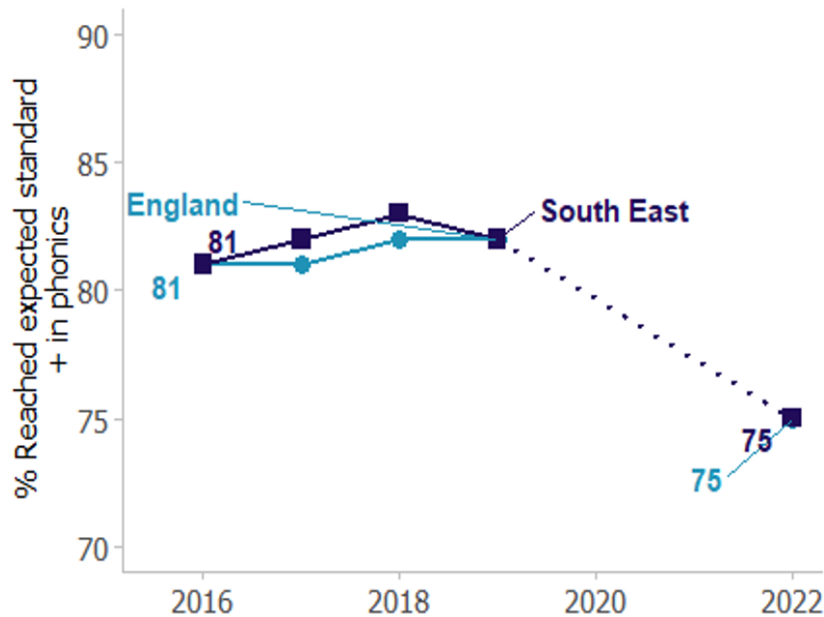
Disadvantaged pupils average KS2 progress, by subject, 2022

The continuing south east story of the disadvantaged

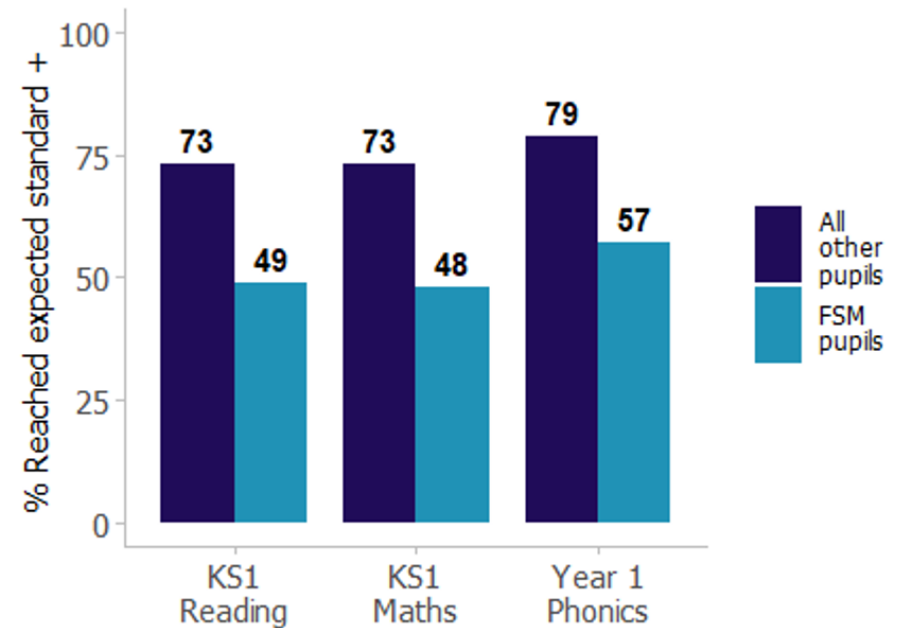


The story starts early

Percentage of pupils meeting the expected standard in phonics decoding over time, 2016 - 2022

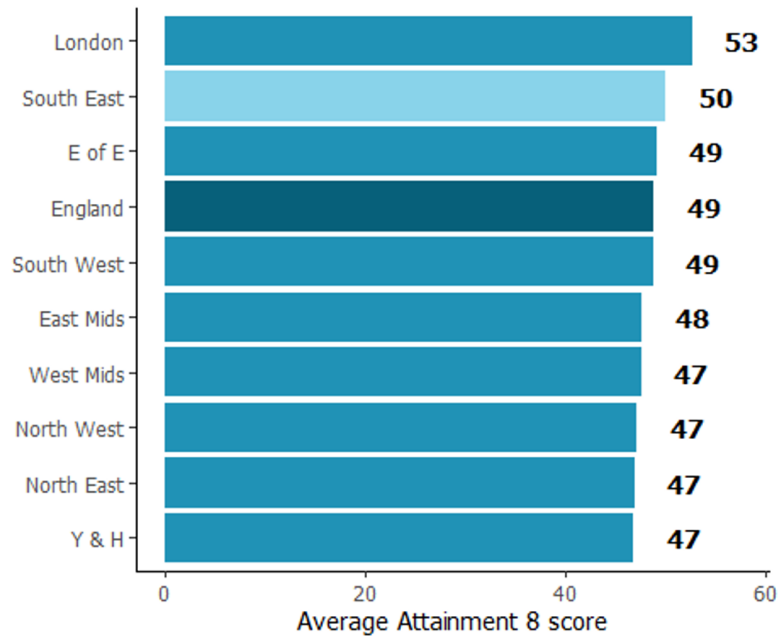


Percentage of pupils in the the South East meeting the expected standard, by subject and FSM eligibility, 2022

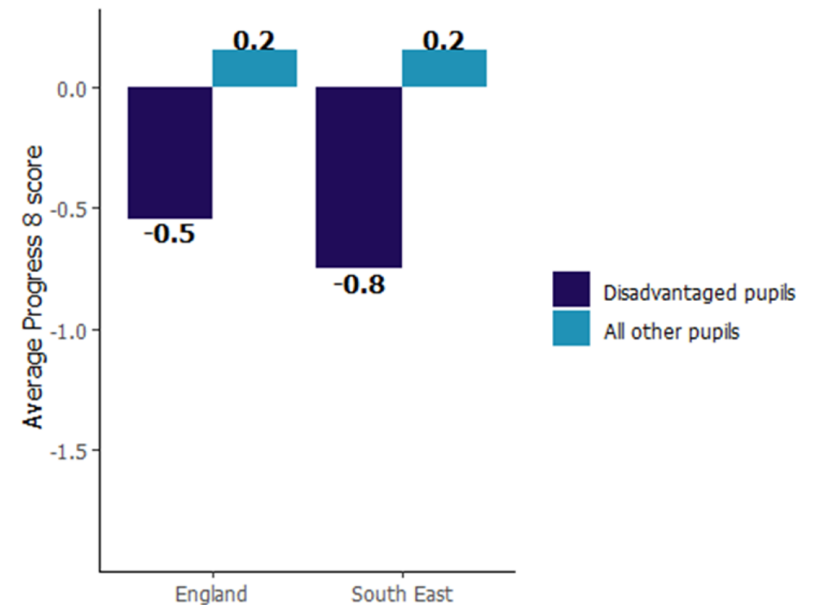


And sadly continues later

Average Attainment 8 by region, 2022



Average Progress 8 by disadvantage status, 2022



SEND: Old issues, new issues, next steps

- The last 10 years have been a period of reform to the way in which the needs of children and young people with SEND are identified, assessed and met.
- The report reflects on these reforms and their impact and considers what has been working well in the SEND system over time and where the reforms have not had the desired impact.
- It includes:
 - SEND at the start of 2020, when the pandemic began
 - findings from Ofsted's visits to local areas
 - broader findings from our other COVID-related work.
- It ends by reflecting on what needs to change in the system in order for children and young people with SEND to get a better deal

SEND: Old issues, new issues, next steps

Headlines

- Children and young people with special educational needs and/or disabilities (SEND), their families and those who work with them have faced **significant challenges** during the pandemic.
- The extent to which education, health and care providers in different local areas rose to these challenges to meet children and young people's needs led to **hugely varied experiences**.
- Yet, **few of the negative experiences** that many children and young people with SEND and their families had during this time **are new**.

SEND: Old issues, new issues, next steps

Headlines

- There are **long-standing issues** in the SEND system.
- The pandemic has **highlighted and intensified** these issues.
- It has also **deepened the effects** that they have on children and young people with SEND.
- It is evident that children and young people with SEND are now **even more vulnerable** than they were before.

Part 3 of the school inspection handbook

- How well leaders identify, assess and meet the needs of pupils with SEND.
- How well leaders develop and adapt the curriculum so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future.

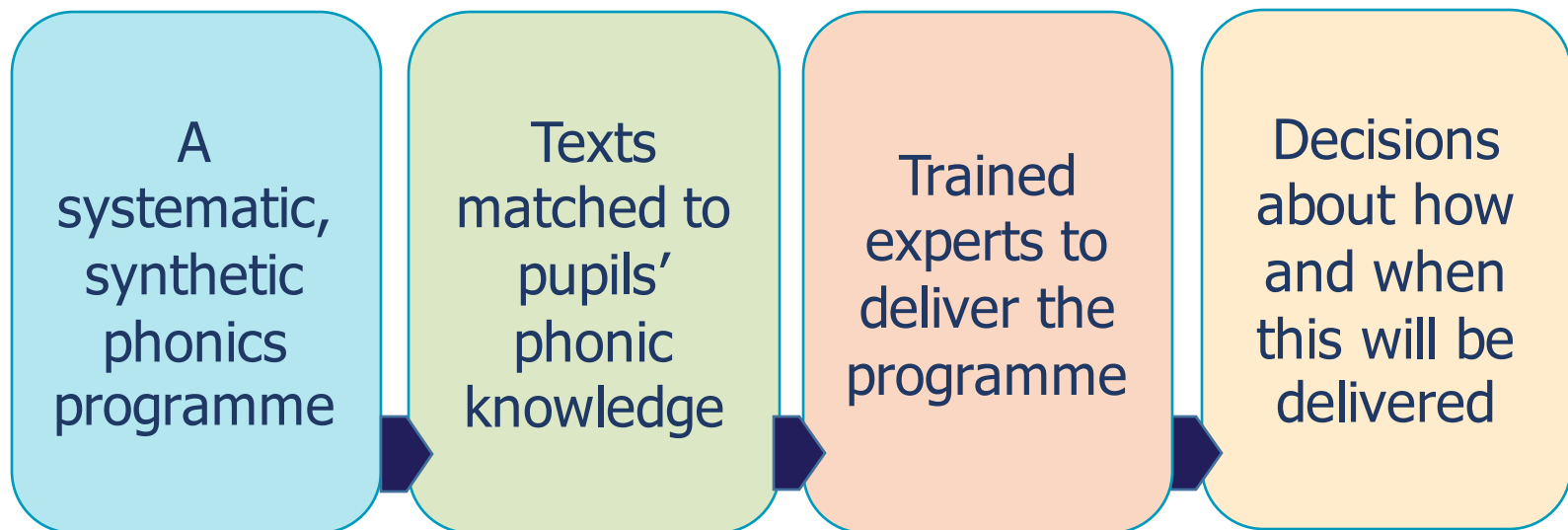


Catch Up and SEND

‘Without identification of their reading needs and targeted additional teaching, pupils who arrive in secondary school as poor readers are likely to continue to struggle. As the secondary curriculum places increasing demands on reading comprehension, older pupils who struggle with reading comprehension do not catch up. Each year, **only 10% of disadvantaged** children who leave primary school with their reading below the expected standard get passes in English and mathematics at GCSE’

[‘Now the whole school is reading’: supporting struggling readers in secondary school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school)

Pupils who cannot read accurately automatically will need:



Some questions to consider

- What evidence is there of curriculum ambition for all pupils?
- What is the understanding and use of adaptive teaching (CCF) to help all pupils access the curriculum?
- Do all pupils have the reading knowledge and expertise required to access the school's planned ambitious curriculum?

Identifying and building on what pupils know and can show



Distinguishing curriculum from teaching and assessment



Curriculum:

WHAT is taught

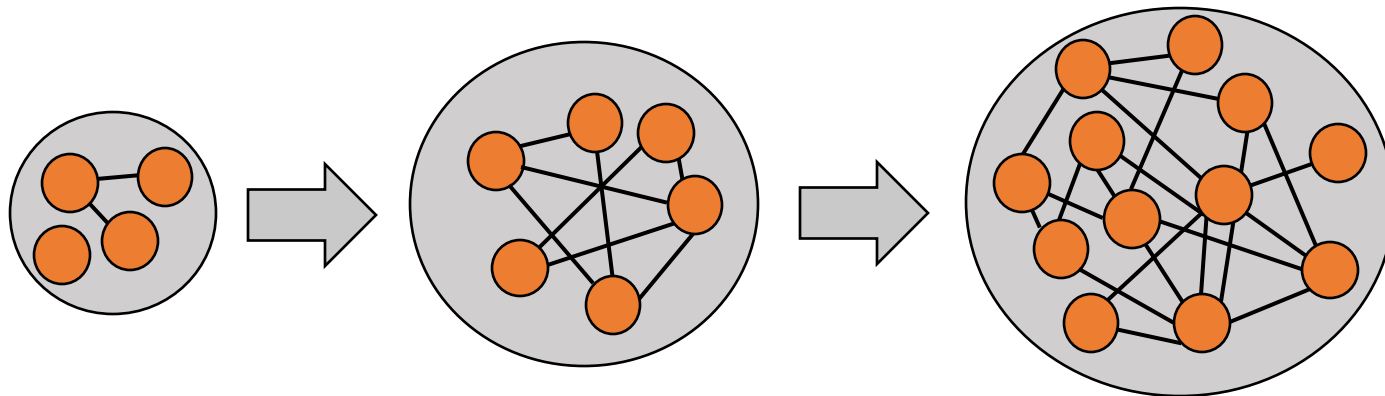
Pedagogy:

Teaching activities or
HOW the curriculum
content is taught

Assessment:

Desired high-level outcomes
and measures of those
outcomes

Selecting appropriate pedagogical approaches



Practice

High rates of success

Adequate levels of feedback

Desirably difficult

Faded scaffolding



Using assessment wisely

- Summative approaches to assessment requiring pupils to utilise a range of knowledge will tend to be less useful than formative approaches used to check understanding of specific content.
- The importance of aligning curriculum and assessment.
- Does the assessment approach provide all pupils the opportunity to demonstrate 'what they know, understand and can do'? (Stobart, 2008)

Some questions to consider

- Is the scope as ambitious as the National Curriculum?
- Have the smaller building blocks of content been identified that allow pupils to understand more complex ideas?
- Are appropriate building blocks positioned to make subsequent learning possible?
- Do activities require confident knowledge of too many fragile building blocks?
- What do pupils know, and what can they show?

Research reviews and subject reports

GOV.UK

Home > Education, training and skills > Inspections and performance of education providers > Research review series: science

Ofsted
raising standards
improving lives

Research and analysis
Research review series: science
Published 29 April 2021

Applies to England

Contents
Introduction
Ambition for all
Curriculum progression: what it means to get better at science

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This review explores the literature relating to the field of science education. Its purpose is to identify factors that can contribute to high-quality school science curriculums, assessment, pedagogy and systems. We will use this understanding of subject quality to

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Ofsted
raising standards
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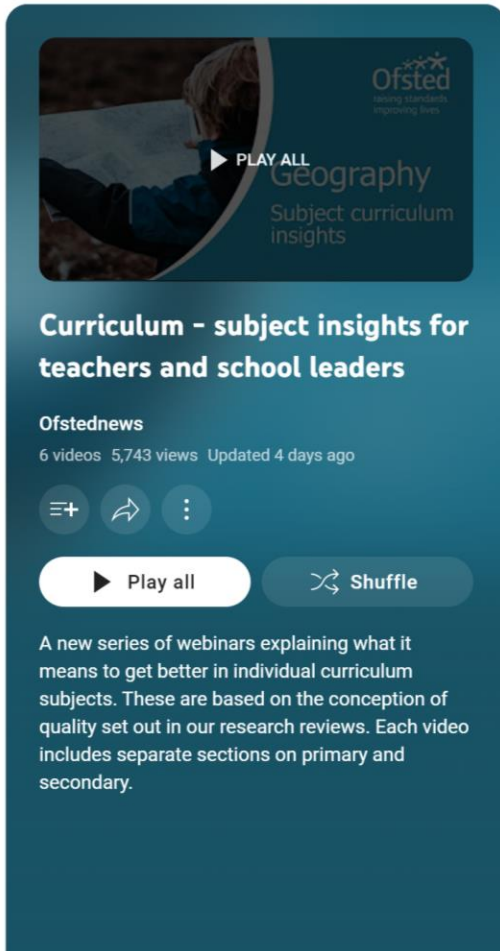
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Curriculum - subject insights for teachers and school leaders

Ofstednews
6 videos 5,743 views Updated 4 days ago

Play all Shuffle

A new series of webinars explaining what it means to get better in individual curriculum subjects. These are based on the conception of quality set out in our research reviews. Each video includes separate sections on primary and secondary.

- 1  **Geography | Subject curriculum insights for primary and secondary teachers and leaders**
Ofstednews • 4.6K views • 4 days ago
- 2  **History | Subject curriculum insights for primary and secondary teachers and leaders**
Ofstednews • 2.4K views • 4 days ago
- 3  **Physical education | Subject curriculum insights for primary and secondary teachers and leaders**
Ofstednews • 2.9K views • 4 days ago
- 4  **Music | Subject curriculum insights for primary and secondary teachers and leaders**
Ofstednews • 2.3K views • 4 days ago
- 5  **Science | Subject curriculum insights for primary and secondary teachers and leaders**
Ofstednews • 1.9K views • 4 days ago
- 6  **Personal development | Subject curriculum insights for primary and secondary teachers and leaders**
Ofstednews • 1.7K views • 4 days ago

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Opening Doors by Sharing Great Practice – A curriculum for now

Adaptive Teaching

Tania Harding Tania.Harding@hants.gov.uk



Adaptive Teaching – The Bigger Picture

Adaptive teaching in action – think with a teacher in mind

What we know – credit & my disclaimer



How can leaders grow this as a teaching and learning strength and strategy – what is the role of SLT, ML and teachers

Questions



A complex interplay of many factors

Investigate adaptive teaching, and focus on making learning accessible as well **as thrilling to all.**

Prior knowledge, AfL, close gaps, maximise curriculum time.

Pitch and progression of subject

Success is possible, desirable and teacher confidence and accountability will ensure it happens

Meet the needs of all pupils – labels not a barrier but informative

I know my subject and will convey the passion and enthusiasm for it.

We will have a good time learning this subject here – irrespective of whether you're thrilled by it or not...

Reading – consider its part and oneself as a teacher of reading

There's a palpable thirst for learning in a positive environment in my lessons



Adaptive Teaching in Action

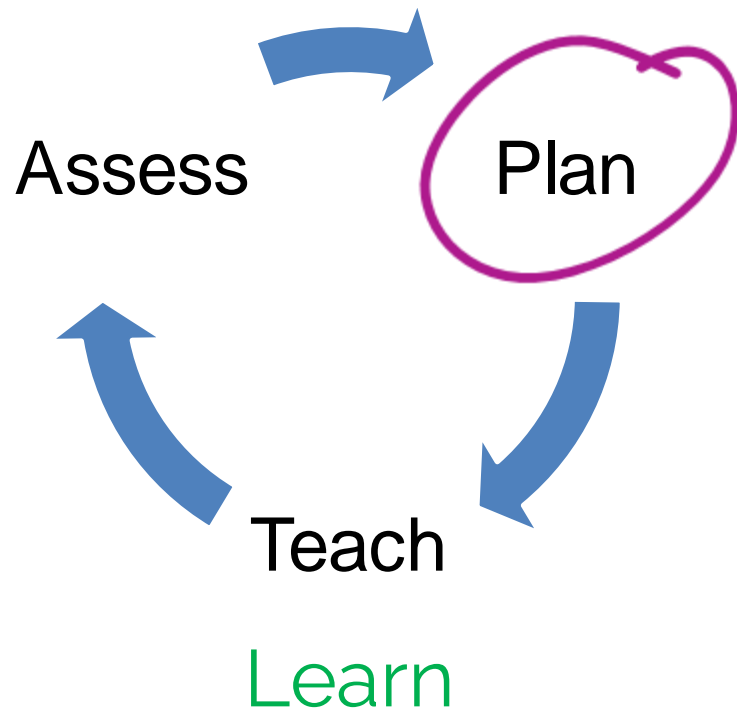
The interplay of these aspects by a professional in a nuanced manner which maximises time with pupils for learning.

The cumulative impact of this versus when it is not done well....

- Know my students well, have strong relationships
- Know my subject, links and relatedness/
connectedness to pupils
- Absolute confidence within the classroom
- Teaching repertoire strong
- Absolute confidence with assessment
- *A teacher of reading*



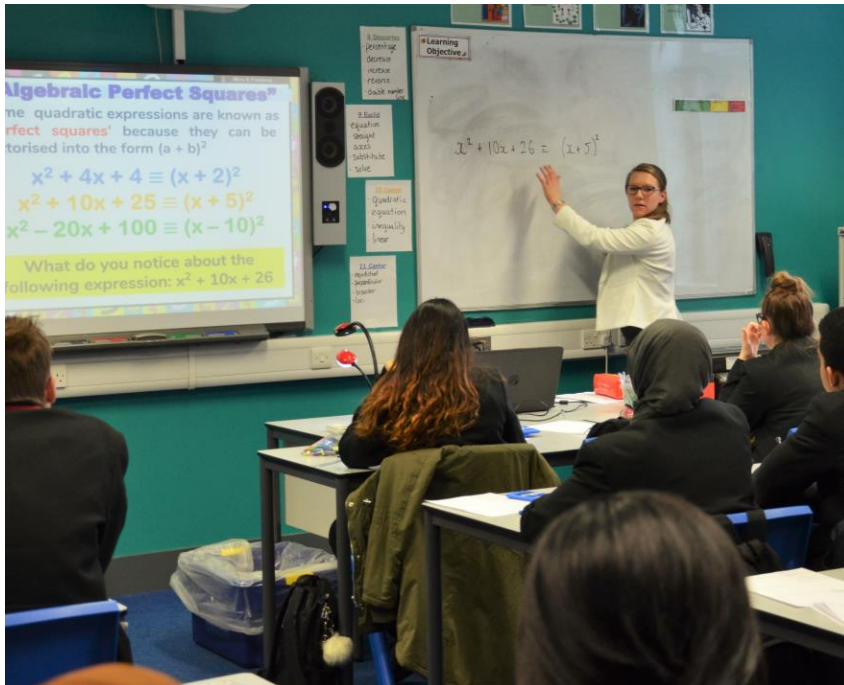
In Adaptive Teaching...



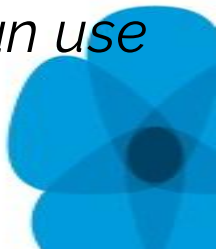
- This is all done beautifully well
 - Planning is multifaceted for the pupils I am teaching and includes my preparation, for example the crafting of a succinct explanation.
 - Planning *has* to be great for dynamic adaptive teaching to be successful

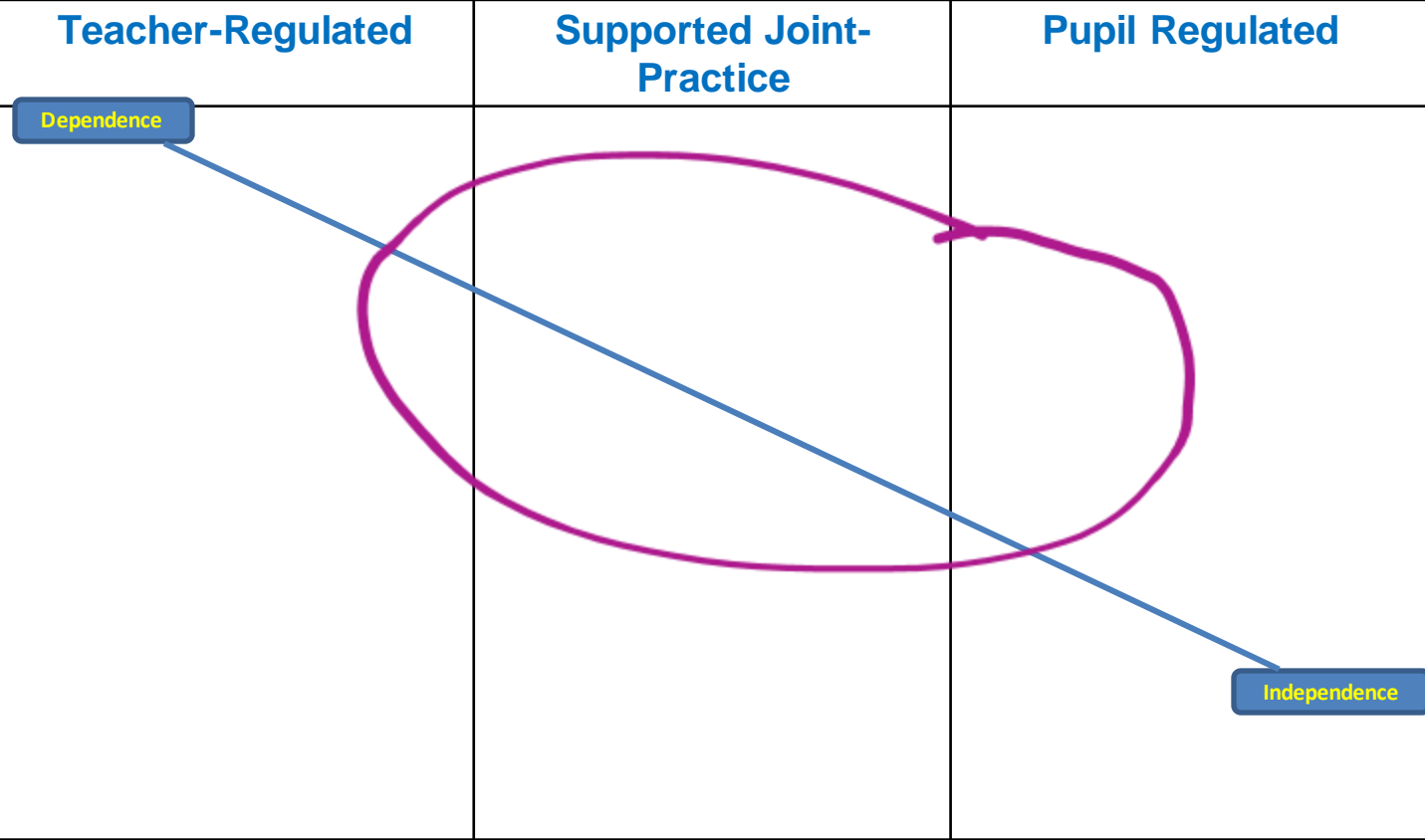


Adaptive Teaching - Teach



- Complete presence
- Attentive to response to explanations, instructions, readiness to start tasks, questions from pupils where new knowledge doesn't 'fit' schema, wealth of ways to model in different ways if needed.
- *Can deepen or accelerate, knows when students have the knowledge, don't need more deliberate practice and can use time effectively.*





Scaffolding used and skilfully removed upon deliberate practice over episodes

I do
You watch

I do
You help

You do
I help

You do
I watch

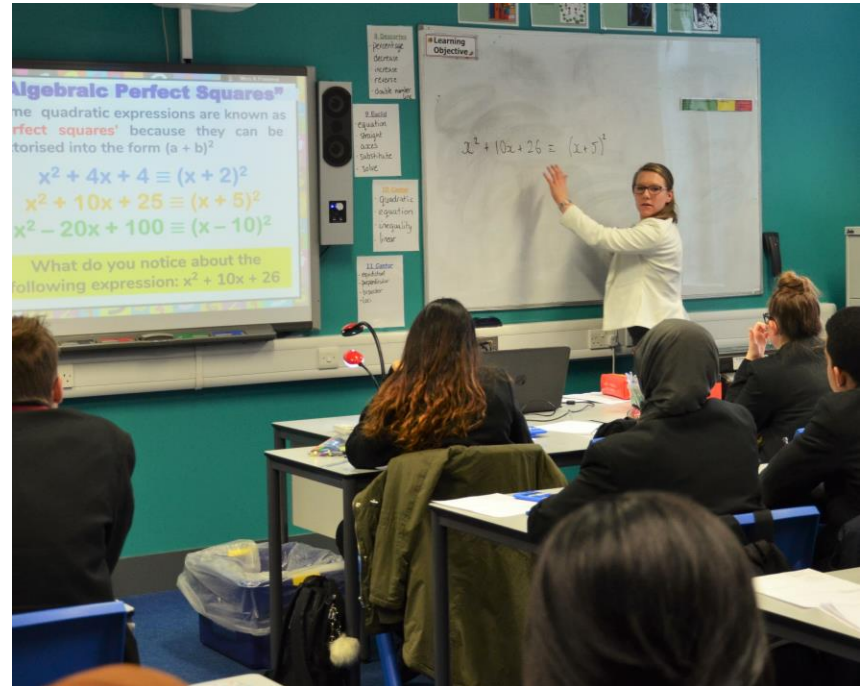
Adapted from Wilhelm, J., Baker, T., and Dube, J. (2001) *Strategic Reading: Guiding Students to Lifelong Literacy 6-12*. Portsmouth, NH: Heinemann Boynton Cook Publishers. For more information on adolescent literacy, go to: www.carnegie.org/literacy.



Assessment

Should be a really great thing.

In action – telling us ‘where is the learner’ and ‘where do they need to go next’...



Assessment

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

Adapted from Wiliam, Thompson 2007



Assessment

Dylan Wiliam:

That's why we say that assessment for learning becomes formative assessment only when the **evidence** of student learning is actually used to adapt the teaching work to meet student learning needs.

If you're not using the evidence to do something that you couldn't have done without the evidence, you're not *doing* formative assessment.



The balance of formative and summative assessment...

- How is the sequence of learning designed to maximise assessment for learning opportunities and response
- *Are the summative assessment(s) used formatively...in the way you envisage....*



Using formative assessment to give summative data...

- Do pupils see the assessment point as an opportunity to understand where they are in their learning and how to move forward
- Is this enabling the teacher-pupils to have a dialogic approach to securing knowledge, understanding and skills *whilst also* providing data as a snapshot of where pupils are?
- *Approach of securing success, confidence building, 'mode of assessment technique building'...*



Adaptive Teaching (Standard 5 – ‘Adapt teaching’)	
Learn that...	Learn how to...
<ol style="list-style-type: none"> 1. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. 2. Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. 3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. 4. Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils. 5. Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils. 6. There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and 	<p>Develop an understanding of different pupil needs, by:</p> <ul style="list-style-type: none"> • <i>Receiving clear, consistent and effective mentoring in supporting pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Identifying pupils who need new content further broken down.</i> • <i>Making use of formative assessment.</i> • <i>Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead (DSL) under supervision of expert colleagues.</i> <p>Provide opportunity for all pupils to experience success, by:</p> <ul style="list-style-type: none"> • <i>Observing how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach.</i> • <i>Discussing and analysing with expert colleagues how to balance input of new content so that pupils master important concepts.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Making effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues.</i>

attempting to tailor lessons to learning styles is unlikely to be beneficial.

7. Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.

Meet individual needs without creating unnecessary workload, by:

- *Discussing and analysing with expert colleagues how they decide whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.*

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- *Making use of well-designed resources (e.g. textbooks).*
- *Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge*
- *Building in additional practice or removing unnecessary expositions.*
- *Reframing questions to provide greater scaffolding or greater stretch.*

Group pupils effectively, by:

- *Discussing and analysing with expert colleagues how the placement school changes groups regularly, avoiding the perception that groups are fixed.*
- *Discussing and analysing with expert colleagues how the placement school ensures that any groups based on attainment are subject specific.*

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- *Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum.*

Notes

Learn that... statements are informed by the best available educational research; references and further reading are provided below.

Adaptive Teaching (Standard 5 – Adapt teaching)

Learn that...	Learn how to...
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7. Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.

- *Considering carefully whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.*

Group pupils effectively, by:

- *Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum.*
- *Changing groups regularly, avoiding the perception that groups are fixed.*
- *Ensuring that any groups based on attainment are subject specific.*

Notes

Learn that... statements are informed by the best available educational research; references and further reading are provided below.

Learn how to... statements are drawn from a wider evidence base including both academic research and additional guidance from expert practitioners.



ECT Conference 2

What is adaptive teaching?

Making assessment meaningful

What does adaptive teaching look like in practice?

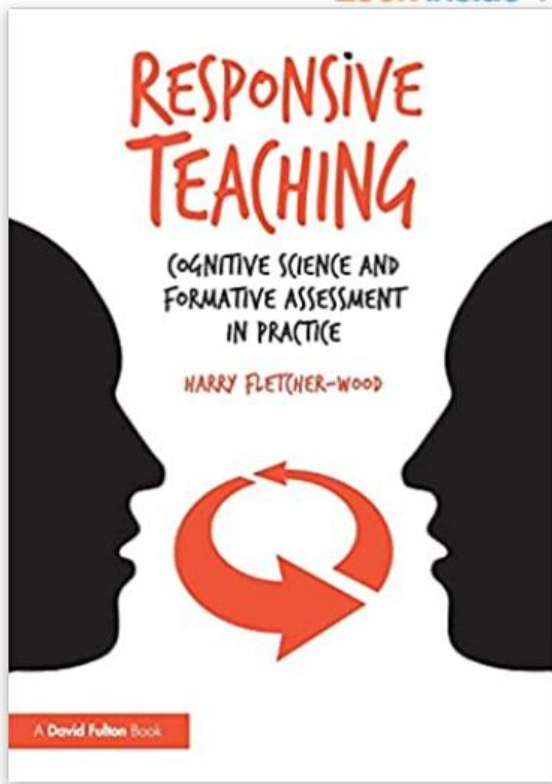
How can we respond?

Action planning

Close



Responsive Teaching



Consequence 2: students need knowledge and skill in the subject

Developing expertise means gaining knowledge and skill in a subject. This requires identifying the building blocks of knowledge and skill, sequencing them carefully and ensuring students gain and retain them. This process, known as deliberate practice, is the route to improving performance, taken by experts in fields as varied as chess, memorisation and musical performance (Ericsson and Pool, 2016). Formative assessment has been criticised for focusing on general skills and techniques, overlooking the substance students are thinking about and the value of domain-specific knowledge (Bennett, 2011; Coffey et al., 2011). Responsive teaching requires planning and sequencing what students are to learn: responding to what students have learned is worthwhile only if the curriculum is rigorous, challenging and carefully structured.

- Responsive teaching recognises that skill and success rely on what students know. This entails:**
- Identifying what students already know.
 - Planning and sequencing learning based on the knowledge we hope students will gain.

Planning learning is essential, but it does not guarantee learning. The third consequence of the importance of knowledge is the need to check what students have learned. Assessment for Learning should have helped, but instead it was my third area of confusion.

Confusion 3: Assessment for Learning was a bunch of techniques



"Through the use of vignettes, stories, and teachers' own accounts, Harry Fletcher-Wood takes us on a journey, from the tokenistic adoption of assessment for learning that was so common in the Key Stage 3 Strategy, to a deep understanding of how we can make our teaching responsive to our students' needs. I know of no other book that comes close to this in helping teachers really understand, at the deepest level, what makes teaching responsive to students, and how every teacher can use these ideas to improve their practice."

Dylan William, Emeritus Professor of Educational Assessment at the UCL Institute of Education, UK on Harry Fletcher Wood – Responsive Teaching



Student perspective and co-owners of their learning

- In a classroom with adaptive teaching as regular practice – students will know a teacher helps when they don't understand and wants them to do well.
- Adaptive teaching means the teacher expects **every** pupil to respond in assessment for learning opportunities and that their answer is used as evidence to inform the teacher's decision on what is next...
 - *Divergence.....????? Variability.....?????*
 - *Coaching opportunities. Professional development dialogue.*



Search

Hampshire Count...



ECT Align Cohort 2 Secondary ECT C...

Chat

Files

Attendance

5 more ▾



Join

CT

C Taylor (Guest) 09/02 15:13

Could you direct the pupils who understand to help relay it in their words, as they may more sense to their peers



A

Ayesha (Guest) 09/02 15:13

split screening- teacher can reteach and the TA can walk around and prompt pupils on the deepening task



JR

J Rule (Guest) 09/02 15:13

You could ask pupils with correct answers to share their understanding to the whole class (Outcome 3)



VO

Vicki Ostersen (Guest) 09/02 15:14

3. I might demonstrate a skill again using the visualiser and ask certain students to make sure they are watching whilst letting others carry on.



Achievement: attainment and progress

- Standards- nationally defined

Learning in action – the experience of learning

- The learning environment
- Timetable
- Blocking and interleaving

Curriculum of the planned curriculum

- Curriculum map for learning stages and subjects
- Thematic links and cross curricular planning
- Schemata

Pedagogy

- Development of a school- based narrative to shape and improve teaching and learning
- Clarity of subject and overarching pedagogy

Cognitive

- Understanding
- Retrieval and recall
- Maturation and cognitive

Epistemology

- The knowledge base of 'subjects' - how knowledge is acquired and the developmental stages of acquisition
- Relationships of subjects- their organisation and how they interact to construct knowledge

Context

- Key drivers
- School's health- Ofsted outcome
- Socio-economic profile
- Performance data in the context of expectations
- Prior attainment
- Experience of pupils- cultural profile
- Pupil mobility

Core beliefs

- Values of the school

Aims

- Hampshire and school's overarching aims
- Support for British values

Hampshire LA



Adaptive Teaching – short and long term

- Teacher has full awareness of curriculum pathway and time allowance to make the correct decisions for pupils ensuring curriculum coverage and readiness for summative assessment points.
- Adaptive Teaching requires continual professional development and reflection



How can leaders grow this as a teaching and learning strength and strategy

- Adaptive teaching is already taking place in classrooms in your school. To what extent is it successful? What next?
- What are the opportunities for professional discussion on the aspects of adaptive teaching?
- What opportunities to co-plan, co-review a lesson (video?) and collaboratively agree strengths *and next steps*.

Questions



Breakout sessions

	Main Room Oak Suite	Willow Room	Maple Room	Ash Room
3:10 3:40pm	Yateley: Student leadership	Swanmore: Innovative geography curriculum design	Cranbourne: Culture of reading	John Hanson: MFL curriculum improvement
3:45 – 4:15pm	Brighton Hill: Developing my world (PD)	Portchester: Curriculum leadership	Harrow Way: Reading development	

4:15-4:30 Main room – reflections, evaluation and conference close

Conference Reflections

