Adapting the Curriculum -

a toolkit to support planning into the new academic year

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| **Key Messages** |  | You can’t cover everything that has been missed – start from where children are and teach key knowledge in depth – use formative assessment skilfully to determine where gaps in learning are.  Remember that assessment, especially formative, can be carried out through a variety of ordinary activities, including marking, dialogic feedback, guided group work, quizzes, and open-ended questioning.  Identify, within subjects, the key ‘building block’ knowledge that is essential for children to progress to the next stage of the curriculum. Focus on how securely these have been learnt and what you will need to do make sure they are well embedded. Prioritise making the best use of the time you have, before considering additional time.  Support all adults to deliver strong, quality-first teaching in all subjects. This includes on-going assessment, planning and prioritisation (both pedagogy and content).  Review the effectiveness of intervention work – is it focused appropriately both in terms of intent and implementation?  Assessment of children’s social and emotional needs is important, as well as where they are academically. If the majority of children feel safe and secure, you will have more time to support those who need more help.  [**Amanda Spielman, HMCI, speech at the ASCL annual conference 2021** *– click here*](https://www.gov.uk/government/speeches/amanda-spielmans-speech-at-the-ascl-annual-conference-2021)  [**Alex Quigley, EEF Blog 2021** *– click here*](https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-covid-19-and-catching-up/)  [**Debbie Morgan, Prioritisation in primary maths** *– click here*](https://www.ncetm.org.uk/classroom-resources/curriculum-prioritisation-in-primary-maths/) | *Crucially, teachers and schools will have to seek out the actual impact of interruptions caused by the pandemic on individual pupils in their care. It will be* *carefully calibrated assessments, undertaken in classrooms, which will offer a more accurate and complete picture of any necessary ‘catch up’ or otherwise*  Alex Quigley, EEF 2021  *So, this is about schools making intelligent choices, not simply cramming everything in. What do children absolutely have to know? What are the building blocks that will help them move on to their next stage? What’s less important? And crucially, how does this differ from subject to subject? The approach that works for history, might not work for maths.*  HMCI, March 2021  *High quality diagnostic assessment doesn’t just appear in a pack from an exam board – it is borne of the expertise of the classroom teacher.*  *Dr Jo Pearson, Oldham Research School (EEF Blog)*  *This all needs careful consideration and detailed planning. But the pay-off for getting it right is enormous, and not just academically.*  *HMCI*, March 2021  *Prioritise key topics, rather than trying to teach everything. Children should experience a positive* *return to learning maths in school and messages about ‘lost learning’ should be avoided.*  Debbie Morgan, Director NCETM  *We know that most children have learned less than usual over the past year. You need to teach them from where they are, not where you would have liked them to be.*  HMCI, March 2021 |

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|  |  | **Planning your adapted curriculum** |  | **Implementing** |  | **Prepare transition information to help the next teacher**  (See also Y6/7 transition guidance where appropriate) |
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| **Things to consider - general** |  | Schools will need to plan for the right balance between standardised tests (to identify overall attainment) and classroom-based diagnostic strategies that can be built into everyday teaching (see opposite).  *Have suitable assessment strategies been planned to identify the impact that the school closures may have had, or continue to have, on pupils?*  *Are all adults involved in formative, diagnostic assessment in identifying the best learning content for each child?*  From this point, the curriculum will need to be adapted to fit the unique context of your school, keeping an appropriate level of aspiration to the fore.  *Have the key building blocks of the subject curricula, or the knowledge that underpins future progress in learning, been identified?*  Schools will also need to consider how the drivers that shaped their own curricula will affect choices of these key priorities, and how the school’s existing resources and systems will need to be used. |  | *Does all teaching focus appropriately on the key building blocks in each subject?*  *Are all adults familiar with* ***Quality First Teaching*** *(as detailed in the ‘Great Teaching Toolkit’ – see next page)*  *Are adults using these (or similar) techniques to maintain day-to-day diagnostic assessment?*  *- two-way (adult and child) feedback*  *- does short term sequencing continue to support good learning and progress?*  *- are children beginning to connect and reconnect their work with previous learning?*  *- is same day intervention (e.g. pre and post teaching) used effectively?*  *Are longer term, catch-up programmes used effectively, in addition to daily QfT?*  *If any intervention teaching is*  *planned, how will this be monitored, quality assured and aligned to other parts of the curriculum?* |  | *Is there a clear expectation and agreement in school about both the academic information to be shared, and the more holistic description of each child’s needs?*  Adults will need to review and discuss the key building blocks covered, and the next learning in each subject, so that the curriculum continues to meet the needs of all pupils in the coming year  *Are adults ready to share information about curriculum gaps, i.e. subjects covered in depth, reading, writing and knowledge gaps – keeping in mind the adapted curriculum?*  *Are key adults for SEND pupils, vulnerable & newly vulnerable – ready to meet to share and discuss children’s specific needs?*  Adults may want to consider whether bridging activities, pupil passports, or pen portraits, etc., might have value even when the transition is between classes in the same school. |

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| **Great Teaching Toolkit Summary** | | | |
| **Understanding the content** | | | |
| Having deep and fluent knowledge and flexible understanding of the content you are teaching | Knowledge of the requirements of curriculum sequencing and dependencies | Knowledge of relevant curriculum tasks, assessments and activities, their diagnostic and didactic potential | Knowledge of common student strategies, misconceptions and sticking points |
| **Creating a supportive environment** | | | |
| Promoting interactions and relationships with all students that are based on mutual respect, care, empathy | Promoting a positive climate of student-student relationships, characterised by respect, trust, cooperation and care | Promoting learner motivation through feelings of competence, autonomy and relatedness | Creating a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go; encouraging learners to attribute their success or failure to things they can change |
| **Maximising opportunity to learn** | | | |
| Managing time and resources efficiently in the classroom to maximise productivity and minimise wasted time | Ensuring that rules, expectations and consequences for behaviour are explicit, clear and consistently applied | Preventing, anticipating & responding to potentially disruptive incidents; reinforcing positive student behaviours |  |
| **Activating hard thinking** | | | |
| **Structuring**: giving students an appropriate sequence of learning tasks; signalling learning objectives, rationale, overview, key ideas and stages of progress | **Explaining**: presenting and communicating new ideas clearly, with concise, appropriate, engaging explanations; connecting new ideas to what has previously been learnt | **Questioning**: using questions and dialogue to promote elaboration and connected, flexible thinking among learners (e.g., ‘Why?’, ‘Compare’, etc.); using questions to elicit student thinking; | **Interacting**: responding appropriately to feedback from students about their thinking/ knowledge/understanding; giving students actionable feedback to guide their learning |
| **Embedding**: giving students tasks that embed and reinforce learning; requiring them to practise until learning is fluent and secure | **Activating**: helping students to plan, regulate and monitor their own learning; progressing appropriately from structured to more independent learning |  |  |

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| **Use this template to explain how teaching staff should apply the above steps in your school, or for your subject.**  **What resources, systems, plans, and policies need to be followed for consistent impact?** | | | | | | **Subject: (all, or individual?)** |
| **Things to consider – specific to your school** |  | **This page could be used by schools to identify essential factors in adapting the curriculum – use of existing systems, procedures or resources, or more recent changes, agreed in the current context.**  **The page could cover aspects common to all subjects. It could also be used by subject leaders to guide class teachers in adapting the subject for their children.** |  |  |  |  |

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| **Key questions for subject leaders to consider** |  | Teachers need to be able to articulate an informed rationale for short term changes to curriculum intent and implementation; therefore, leaders need to satisfy themselves that the curriculum is being adapted appropriately, based on sound, diagnostic assessment. | How have we used assessment to identify the gaps and relative strengths in children’s learning?  Have we identified key topics and fundamental building blocks in each subject been and linked them to teachers’ planning?  Have we discussed, and clearly identified, what we want to achieve in our curriculum?  Have we also made a clear decision about the best way for the subject to be taught for **all pupils**?  How will we know that the children are making progress over time?  Are formative, diagnostic assessments being used by all teachers to plan learning, and to inform the work of the subject leader?  How will we know that the knowledge is being retained?  How do we ensure that pupils with SEND benefit from the curriculum in this subject?  How does your curriculum adaptation build on the learning in Early Years? (primary)  How does your KS3 curriculum build on the learning in KS2? (secondary)  How well do governors know and understand the adapted curriculum? |

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|  |  | **General** |  | **Subject specific** |  | **Pastoral / well-being** |
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| **Some sources of information** |  | [Department for Education](https://www.gov.uk/government/organisations/department-for-education)  [EEF - Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/)  [Early years foundation stage - GOV.UK](https://www.gov.uk/early-years-foundation-stage)  National Association for Special Educational Needs (NASEN):  [Home page | Nasen](https://nasen.org.uk/)  [Ofsted - GOV.UK (www.gov.uk)](https://www.gov.uk/government/organisations/ofsted)  [Curriculum research reviews - GOV.UK (www.gov.uk)](https://www.gov.uk/government/collections/curriculum-research-reviews#research-reviews)  Ofsted Subject Blogs:  [Ofsted blog: schools, early years, further education and skills](https://educationinspection.blog.gov.uk/)  ***Or contact your LIS General Adviser*** |  | [Home - NATE](https://www.nate.org.uk/) (English)  [STEM Learning - Resources, CPD, STEM Ambassadors and enrichment | STEM](https://www.stem.org.uk/)  [Home | NCETM](https://www.ncetm.org.uk/) (mathematics)  [Geographical Association - For Geography Teachers](https://www.geography.org.uk/)  [Royal Geographical Society - Royal Geographical Society (with IBG) (rgs.org)](https://www.rgs.org/)  [Historical Association – the UK national charity for history](https://www.history.org.uk/)  [Design and technology education in schools - D&T Association (data.org.uk)](https://www.data.org.uk/)  [SACRE - Cumbria County Council](https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/lis/sacre.asp)  [Teaching music in schools - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/teaching-music-in-schools)  [Physical Education](https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study)  [Art and Design](https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study)  [Modern Foreign Languages](https://www.gov.uk/government/publications/national-curriculum-in-england-languages-progammes-of-study/national-curriculum-in-england-languages-progammes-of-study) |  | Barry Carpenter (Five Levers)  [A Recovery Curriculum – Evidence for Learning](https://www.evidenceforlearning.net/recoverycurriculum/)  [Personal, social, health and economic (PSHE) education - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education)  Transition:  [EEF Blog: Getting transition right](https://educationendowmentfoundation.org.uk/news/eef-blog-getting-transition-right-part-1-of-2/)  [School Transition Adjustment Research Study (STARS):](https://www.ucl.ac.uk/pals/sites/pals/files/teacher_booklet.pdf)  <https://www.ucl.ac.uk/pals/sites/pals/files/teacher_booklet.pdf> |