

# The new Secondary Curriculum: renewing the Secondary Frameworks

Spring 2008 subject leader development meeting: Sessions 1 and 5

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# Renewing the Secondary Frameworks

Spring 2008 subject leader development meeting:  
Notes for sessions 1 and 5

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# Renewing the Secondary Frameworks

## Spring 2008 subject leader development meeting: Notes for sessions 1 and 5

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# Introduction

These notes and materials represent a flexible set of resources that you can use with teachers in your department. It is vital that all teachers have the opportunity to see how the changes to the programmes of study in their subject are part of a wider approach to the Secondary Curriculum, and that this is itself part of a wider set of 11–19 reforms.

The materials cover the same ground as the opening and final plenary sessions from the subject leader development workshop. There are some core objectives and key messages that you should cover. However, you will need to consider how best to run this session so that it leads appropriately into the notes and materials that relate to the subject-specific sessions. In total, your participation in the subject leader workshop will have provided you with a range of resources for use with your subject teams.

The materials are sufficient for approximately 60–75 minutes of department meeting time.

## Resources

- CD-ROM containing:
  - copies of all handouts
  - materials and notes for subject leaders to use with department
  - copies of the new programmes of study
  - copy of QCA New Secondary Curriculum website, including video clip to show in session 1
- handout 1.1: The big picture
- this document, which includes handout 1.2: Three key questions (page 21)





## Session 1: The new Secondary Curriculum

### Slide 1.1

The National Strategies  
Secondary



The new secondary curriculum

Subject leader development meeting  
Spring 2008  
Slides for use with departments

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### Slide 1.2

The National Strategies  
Secondary

What would you hope to see  
in your learners?




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### Slide 1.3

The National Strategies  
Secondary

What do you hope to  
achieve?



What would you hope to see in a 14- or 16-year-old learner who has been successful in the subject?  
Write words and phrases around the picture and keep adding until you have built up a complete picture.

Think about:

- skills
- attributes
- knowledge
- attitudes

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**Slide 1.4**

The National Strategies  
Secondary

**Why has the secondary curriculum changed?**



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**Slide 1.5**

The National Strategies  
Secondary

**Forces for change in society**



- Changes in society and the nature of work
- The impact of technology
- Increased global dimension to life, learning and work

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**Slide 1.6**

The National Strategies  
Secondary

**What's it all about?**



- An 11–19 system that prepares all for success in life
- New entitlements and qualifications
- New routes for progression
- A more relevant curriculum that provides support and challenge and better meets interests and aspirations
- Choice and design

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### Slide 1.7

The National Strategies  
Secondary

**So that...**

- learners make better progress and achieve higher standards
- young people leave school with the knowledge, skills and attitudes to live and work in the 21st century

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### Slide 1.8

The National Strategies  
Secondary

**What has changed within the whole curriculum?**

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### Slide 1.9

The National Strategies  
Secondary

**Coherence... for the learner**

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**Slide 1.10**

The National Strategies  
Secondary

Three questions driving curriculum design, development and implementation



- **What** are we trying to achieve?
- **How** do we organise learning?
- **How well** are we achieving our aims?

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**Slide 1.11**

The National Strategies  
Secondary

The aims



The curriculum aims to enable all young people to become:

- **successful learners** who enjoy learning, make progress and achieve
- **confident individuals** who are able to live safe, healthy and fulfilling lives
- **responsible citizens** who make a positive contribution to society

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**Slide 1.12**

The National Strategies  
Secondary

Discussion



What specific **opportunities** does the review of the secondary curriculum offer you?

Consider this:

- a) from a whole-school perspective
- b) from a subject perspective

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**Slide 1.13**

The National Strategies  
Secondary

**What are we trying to achieve in the core subjects?**



Renewed Secondary Frameworks that will support you in:

- raising standards and improving rates of progress
- teaching the new programmes of study
- planning for progression for all pupils from Year 7 to Year 11

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**Slide 1.14**

The National Strategies  
Secondary

**A society where...**



all children and young people achieve their full potential and where the momentum of success, enjoyment and learning continues into their adult lives

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## Session 5: Plenary

### Slide 5.1

The National Strategies  
Secondary

**The renewed Framework**



Phased development

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### Slide 5.2

The National Strategies  
Secondary

**Phasing**



**Three phases of development leading up to September 2008**

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### Slide 5.3

The National Strategies  
Secondary

**Phase 1**



**April 2008**

Live web-based materials:

- revised strands of progression in the subject, learning objectives, and key links to essential subject guidance and materials to support planning
- links to APP English and mathematics

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### Slide 5.4

The National Strategies  
Secondary

**Phase 2**

**Summer term 2008**

- an electronic planning tool that will provide adaptable templates for long-, medium- and short-term planning
- additional links to a range of Strategy materials and resources
- exemplification of planning

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### Slide 5.5

The National Strategies  
Secondary

**Phase 3**

**Autumn term 2008**

- additional exemplification and case studies of effective planning using the renewed Frameworks
- ideas for teaching activities and further links to a wide range of resources including links across subjects
- APP in science and ICT to come

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### Slide 5.6

The National Strategies  
Secondary

**Additional funding**

Each secondary school has been allocated additional funding (15 days' supply cover) for Framework developments. It can be used for:

- local authority organised subject leader and lead teacher training
- network meetings

(continued)

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### Slide 5.7

The National Strategies  
Secondary

**Additional funding (cont.)**



- development of new schemes of work based on the new programmes of study, using the renewed Secondary Frameworks covering both Key Stages 3 and 4
- school planning
- curriculum coordination

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### Slide 5.8

The National Strategies  
Secondary

**Three questions driving curriculum design, development and implementation**



- **What** are we trying to achieve?
- **How** do we organise learning?
- **How well** are we achieving our aims?

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# Session 1: The new Secondary Curriculum

## Starter activity: What are we trying to achieve?

The following short activity can be used to focus attention onto learners and to look at the opportunities presented by the new curriculum from their perspective, and from the point of view of the subject.

Introduce this activity by explaining that the new Secondary Curriculum provides an opportunity to create a relevant, coherent and engaging curriculum for all learners. An important starting point is being clear about what you want to achieve for your learners.

You will need:

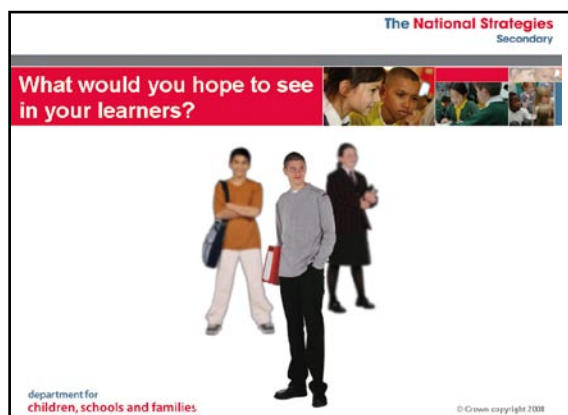
- sufficient large sheets of paper and different coloured felt-tip pens for small groups to use
- space to display the posters.

## Slide 1.2: What would you hope to see in your learners?

Show **slide 1.2**, and ask groups to draw a large figure of a young person on the large sheet of paper.

They should label the drawing (selecting the appropriate subject):

A successful learner in English/mathematics/science/ICT



Ask groups to think about what they would hope to see in a 14- or 16-year-old learner who has been successful in the subject. They should write words and phrases around the picture, continuing until they feel they have built up a complete picture.

## Slide 1.3: What do you hope to achieve?

Use **slide 1.3** to prompt participants to think about:

- skills
- attributes
- knowledge
- attitudes.

Allow about 7 minutes for this, and then invite groups to display their posters around the room. Invite participants to look at the other posters, and consider whether the results of this activity provide a shared understanding of the distinctive features of successful learning in the subject.

As a next stage you can ask your subject team to highlight aspects of subject learning that are already a strength in your learners, and those that might be aspects that are in need of development. This can be a useful way of establishing some collective thinking about priorities for curriculum development.

(Based on an activity in the QCA booklet *The new Secondary Curriculum: Activities to support design and development*, QCA/07/3173.)

### **Slides 1.4–1.7: Why has the curriculum changed?**

Use the notes below to make some key points about why the curriculum has had to change. This is not meant to be a script to be read out or followed word for word. The important thing is to position the developments with the new Secondary Curriculum in the wider context of 11–19 reform. The changes to the programme of study and the developments in the Secondary Frameworks are part of a wider landscape of reform.

#### **The aim**

The aim is to develop a system of 11–19 education that prepares all young people for success in life. This requires a world-class system with at least 90 per cent participation, with every young person able to secure the basics and achieve high standards, and with the link between deprivation and low achievement finally broken.

If we are to achieve this aim, we need to give every 11–19-year-old a new entitlement to better and more engaging curriculum choices, to highly-valued qualifications that recognise their talents and ensure that they are learning the things they need to learn, and to more stretching routes that enable progression.

#### **The need**

Young people are moving into a society and an economy where the need to have skills, to be able to learn and to be adaptable are ever more important. The future success of the young people in our education system now will be determined more than ever by the education and skills they acquire.

So we must create an education system in which all young people are engaged and motivated by what they are learning, stay in learning for longer, are stretched to achieve while they are there, and are learning things that will prepare them well for life.

#### **The approach**

These aims are being tackled with a reinvigorated and more flexible Secondary Curriculum; more stretching A levels; more chances to pursue an apprenticeship; functional skills qualifications in English, mathematics and ICT to help young people develop those essential skills; and the opportunity to study an entirely new qualification which brings together the very best of theoretical and practical learning – the new diploma.

#### **Conclusion**

The changes to the 11–19 curriculum are all about choice and design: choices for headteachers and curriculum planners; choices for subject teachers and diploma consortia; and choices for young people. This is a chance for schools and colleges to rethink and redesign what they offer, and to make sure it is engaging and relevant and really meets the needs of young people in their communities.

## Slides 1.8 –1.11 : What has changed within the whole curriculum?

This section is designed to offer an insight into the thinking behind the whole of the new Secondary Curriculum, so that the developments being put into place for subjects can be seen as part of a whole.

Four slides (**slides 1.8–1.11**) are provided that can be used but, either in addition or instead, the CD-ROM contains a short video presentation by Mick Waters, Director of Curriculum at QCA. The video, which lasts for approximately 6 minutes, provides a very useful and engaging introduction to the principles of curriculum design that QCA is recommending. It also puts the place of the statutory subjects of the curriculum into a wider concept of curriculum design, based on three key questions:

- What are we trying to achieve?
- How do we organise learning?
- How well are we achieving our aims?
- How to find the video sequence:
  - On the CD-ROM, locate the folder: 'curriculum.qca.org.uk'
  - Open it, then find and double-click the file 'index'.
  - Open this to open the National curriculum website home page.
  - From the menu on the top left, select and open 'Organising your curriculum'.
  - From the new menu, select and open 'Principles of curriculum design'.
  - Scroll down this page until you find: 'See Mick Waters, Director of Curriculum at QCA, talking through the big picture of the curriculum'. Double-click on the link to start the video.

**Handout 1.1** is the completed 'big picture' that is shown developing on the screen alongside the commentary.

As participants watch, invite them, individually, to note down on **handout 1.2** against the three key questions:

- any key points raised that will be important to take back
- opportunities that this new way of thinking about the Secondary Curriculum offers the department and/or the school as a whole.

These notes, which are just for personal use, will be helpful in starting the discussion task that follows.

The video is structured in three sections. You may wish to pause briefly at the end of each section to allow for a few moments, reflection and note-taking.

## Discussion

It may be helpful to provide a short time for some relatively open-ended discussion at this point in order to allow for some reflection on the points that have been made so far, and the vision of a new curriculum that has just been offered. If so, you may wish to use the following as a prompt for discussion, and then take brief feedback.

Look through **handout 1.1: The big picture** together, and use it as the starting point for some discussion around the following question, which is also on **slide 1.12**.

## Slide 1.12

What specific opportunities does the review of the Secondary Curriculum offer you?

Consider this:

- from a whole-school perspective
- from a subject perspective.

In taking and handling feedback, aim to focus attention on the positive opportunities, rather than allowing participants to raise problems or issues at this point.

You may wish to draw out some of the following points in feedback.

There are opportunities to:

- build on the school's and department's strengths
- engage in renewal not wholesale change
- develop an evolutionary approach to curriculum change
- develop a curriculum to meet local needs
- increase the relevance of the subject and engage all pupils in learning
- develop better, more coherent links across subjects to link learner's experiences across the school
- use the increased flexibility at Key Stage 3 to support pupils who are working below expectations, improve their grasp of the basics, and to engage and challenge the most able.

## Slide 1.13: What are we trying to achieve in the core subjects?

Use **slide 1.13** to make a direct link from the wider Secondary Curriculum changes, to the subject programmes of study, and to the renewed Secondary Frameworks in the core subjects.

Renewed Secondary Frameworks that will support you in:

- raising standards and improving rates of progress
- teaching the new programmes of study
- planning for progression for all pupils from Year 7 to Year 11.

## Slide 1.14

This final slide for this session is provided so that you can remind participants of the moral purpose behind the changes:

A society where...

all children and young people achieve their full potential and where the momentum of success, enjoyment and learning continues into their adult lives.

# Session 5: Plenary

These notes relate to the final plenary session from the subject leader development workshop.

## Slides 5.1–5.5

There are five slides (**slides 5.1–5.5**) that show how the Frameworks will build up capacity through the summer term in order to be fully functional in the autumn.

Show the slides and make the following points.

- In addition to the lines of progression and the bank of learning objectives, the renewed Frameworks contain much more.
- The Frameworks are being introduced in a phased way to allow schools and teachers to work with the resources over time in order to review, renew and revise existing schemes of work, and to develop teaching plans in line with the introduction of the new programmes of study from September 2008.
- There will be **three phases of development** leading up to September 2008 when all of the materials and resources will be functioning and available.
- The phasing will enable you to use the renewed Frameworks and associated materials as you review your current planning and begin to develop new schemes of work that reflect the new curriculum. This is about renewing and developing what you already do, rather than starting again from scratch.
- Two further slides (**slides 5.6–5.7**) outline the additional funding that is to be allocated to every secondary school from April 2008 to support the use of the renewed Frameworks in planning and curriculum development by creating time for planning and CPD. (The funding goes to local authorities as part of Grant 1.8 'Support for all schools', and is then passed directly to schools.) This amounts to the equivalent of 15 days supply cover per school. The slides set out some of the different ways in which this funding can be used.

## Slide 5.8: Three questions driving curriculum design, development and implementation

Conclude by returning attention to the whole-school context. You might wish to remind teachers of the three key questions that should underpin any decisions they make as a department, and which will be linked to the whole-school approach to curriculum development.

- What are we trying to achieve?
- How do we organise learning?
- How well are we achieving our aims?

These materials have focused mainly on the first two questions. Future support will enable you and your department both to deepen and extend your approaches to these first two questions, but also start to address in more detail the implications of the third question, especially through the developments associated with assessing pupils' progress (APP).

## The National Curriculum website

The CD-ROM contains a snapshot of the whole QCA National Curriculum website which, if you wish, you can use to explore together how to navigate this site from a subject perspective.

- Open the website in the same way that you did to find the Mick Waters video presentation.
- On the CD-ROM, locate the folder 'curriculum.qca.org.uk'.
- Open it, then find and double-click on the 'index' file.
- Open this to open the National Curriculum website home page.
- From the home page, select 'Subjects' from the menu on the top left, then the appropriate core subject tab.
- From here you can show some of the following features, as well as explore other wider elements of the site:
  - curriculum case studies (these change regularly on the live site) – you might wish to show the video clip
  - links to functional skills and/or personal, learning and thinking skills
  - the 'Planning and Assessment' tab – where you can show the link to, for instance, guidance on inclusion, or new opportunities.

This website and the renewed Frameworks from the Secondary National Strategy provide a rich source of guidance and support for planning compelling learning experiences that enable all pupils to make good progress.



# Handout 1.2

## Three key questions

<b>Key question</b>	<b>Key points</b>	<b>Opportunities for our department/school</b>
<b>What are we trying to achieve?</b>		
<b>How do we organise learning?</b>		
<b>How well are we achieving our aims?</b>		

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