

Planning the implementation of the new National Curriculum for September 2014

Curriculum Audit

The following proposals will be given priority when we are planning the new national curriculum

Enrichment	Expand our whole-school curriculum weeks, with an emphasis on visits and visitors with specialist knowledge and experience
Use of extra freedom	Consider Forest Schools Maintain School Curriculum Model (Personalised Learning) Modified Curriculum ASC Curriculum Supplementary Curriculum Functional Curriculum Well-being Curriculum Sensory Curriculum
Adjustments to time allocation	Suspend the normal timetable for the whole-school curriculum week
Embedding literacy and numeracy	<ul style="list-style-type: none"> • Revise our schemes of work to incorporate the new requirements for teachers to develop pupils' numeracy, spoken language, reading, writing and vocabulary to the teaching of every subject • Indicate on short and medium term plans where literacy and/or numeracy will be taught or applied • Carry out an audit of the teaching of literacy and numeracy across the curriculum twice yearly

Strategic Planning for Implementation of the new National Curriculum in September 2014

Key Development	Targets	Success Criteria
<p>Step 1: Design relevant and purposeful content</p> <p>Step 2: Engagement: Finding engaging and inspiring ways to deliver the content</p> <p>Step 3: Planning for and measuring pupils' accomplishments</p>	<p>Establish school curriculum drivers</p> <p>Ensure the formal curriculum is strategic, planned and clear</p> <p>Write the new NC</p> <p>Establish Long term Curriculum Map</p> <p>Identify programmes of study to be covered by each year group</p>	<p>Curriculum content cover is statutory (POS)</p> <p>Curriculum drivers are established</p> <p>Pupils' needs drive the design of the curriculum</p> <p>Basic skills are used in everything we do</p> <p>Curriculum areas in core subjects identified for each year group</p>
<p>Provide clarity of learning objectives and progress milestones</p>	<p>Modify POS to meet pupil need</p> <p>Include communication and personal development</p> <p>MTPs cover Enterprise, Environment, Spiritual & Moral, Communities</p> <p>Establish assessment criteria e.g.</p> <p>Learning objective: Key Milestones indicators linked to Basic, Advanced and Deep (across Key Stages)</p>	<p>All staff understand the new NC</p> <p>The designed curriculum enables teachers to inspire</p> <p>Essential learning objectives identified and link to assessment</p> <p>Depths of learning are established: Basic, Advanced or Deep linked to cognitive challenge</p>
<p>Establish Planning Principles</p> <ul style="list-style-type: none"> • Make the content real to pupils • Use a stimulus to ensure engagement • Let pupils steer • Don't over plan 	<p>Ensure support for pupils that are not ready for the Primary Years' materials i.e. B Squared</p> <p>Ensure challenge for the most able</p>	<p>Planning principles established</p> <p>Assessment is linked to revised P levels for those pupils requiring a modified curriculum</p>