Working Draft: April - June 2008

A big picture of the curriculum

Qualifications and Curriculum Authority

Three key questions

1 What are we trying to achieve?

The curriculum aims to enable all young people to become

Curriculum aims	**Successful learners** who enjoy learning, make progress and achieve	**Confident individuals** who are able to lead safe, healthy and fulfilling lives	**Responsible citizens** who make a positive contribution to society
Every Child Matters outcomes	Be healthy	Stay safe	Enjoy and achieve	Make a positive contribution	Achieve economic wellbeing
Focus for learning	**Attitudes and attributes** eg determined, adaptable, confident, risk-taking, enterprising	**Skills** eg literacy, numeracy, ICT, personal, learning and thinking skills	**Knowledge and understanding** eg big ideas that shape the world

2 How do we organise learning?

The curriculum as an entire planned learning experience underpinned by a broad set of common values and purposes

Components: Environment | Events | Extended hours | Learning outside the classroom | Lessons | Locations | Routines

Approaches to learning:

- **Varied and matched to learning need** eg enquiry, instruction, active, practical, theoretical
- **Assessment is fit for purpose and integral** to learning and teaching
- Opportunities for **spiritual, moral, social, cultural, emotional, intellectual and physical development**
- **In tune with human development**
- **Assessment develops learners' self-esteem and commitment to their learning**
- **Personalised - offering challenge and support** to enable all learners to make progress and achieve
- **Relevant, purposeful and for a range of audiences**
- Assessment uses a wide range of evidence to **encourage learners to reflect on their own learning**
- **Involve learners proactively** in their own learning
- **Resource well matched to learning need** eg use of time, space, people, materials

Whole curriculum dimensions

Overarching themes that have a significance for individuals and society, and provide relevant learning contexts:
Identity and cultural diversity - Healthy lifestyles – Community participation – Enterprise – Global dimension and sustainable development – Technology and the media – Creativity and critical thinking.

Statutory expectations

Communication, language and literacy	Creative development	Knowledge and understanding of the world	Personal, social and emotional development	Physical development	Problem solving, reasoning and numeracy

A & D	Ci	D & T	En	Ge	Hi	ICT	Ma	MFL	Mu	PE	PSHE PW EW+FC	RE	SC

3 How well are we achieving our aims?

To make learning and teaching more effective so that learners understand quality and how to improve

Evaluating impact:

- Looks at **the whole child** eg curriculum aims, progress in skills, subjects and dimensions
- **Uses information intelligently** to identify trends and clear goals for improvement
- **Uses 'critical friends'** to offer insights and challenge assumptions
- Uses a **wide range of measures**, both qualitative and quantitative
- Creates a **continuous improvement cycle**
- Uses a **variety of techniques** to collect and analyse information
- Chooses **assessment fit for purpose**
- **Involves the whole school community** eg learners, parents, teachers, employers, governors

To secure

Accountability measures: Attainment and improved standards | Behaviour and attendance | Civic participation | Healthy lifestyle choices | Further involvement in education, employment or training

Adapted with thanks to colleagues at the Council for Curriculum, Examinations and Assessment (CCEA)