

Developing the curriculum for real

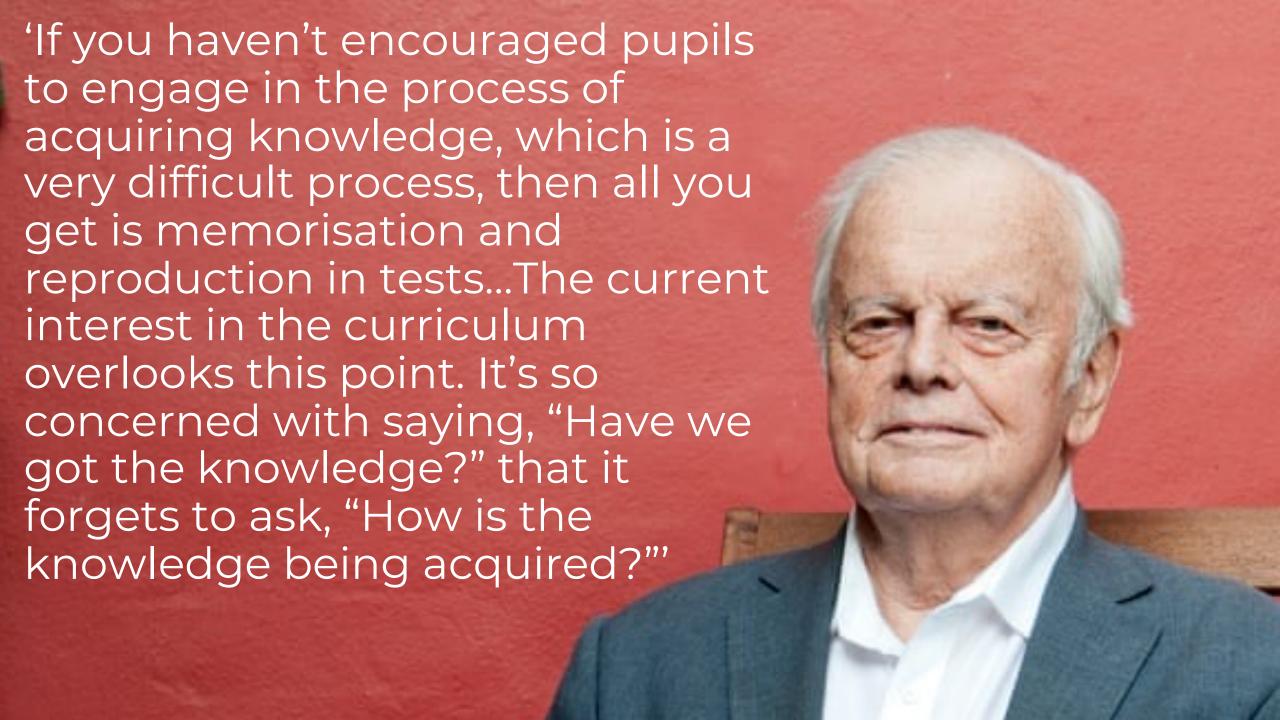
John Tomsett





Gilbert Ryle, 1945

Effective possession of a piece of knowledge-that involves knowing how to use that knowledge, when required, for the solution of other theoretical or practical problems. There is a distinction between the museum-possession and the workshop-possession of knowledge. A silly person can be stocked with information, yet never know how to answer particular questions.





Tom Bennett OBE ② @tombennett71

Apparently @johntomsett just said 'People are what matters'. WHERE'S HIS EVIDENCE oh God I'm having a breakdown #ntenred

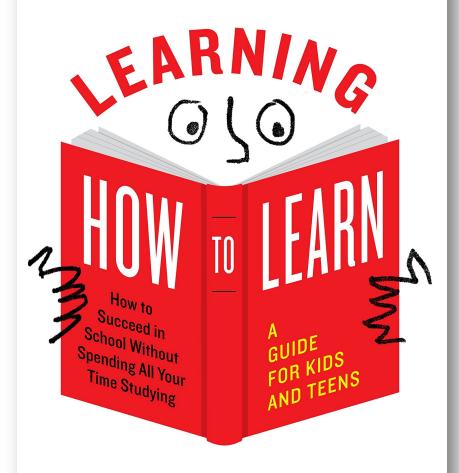
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Sweller's 'Cognitive Load Theory'?

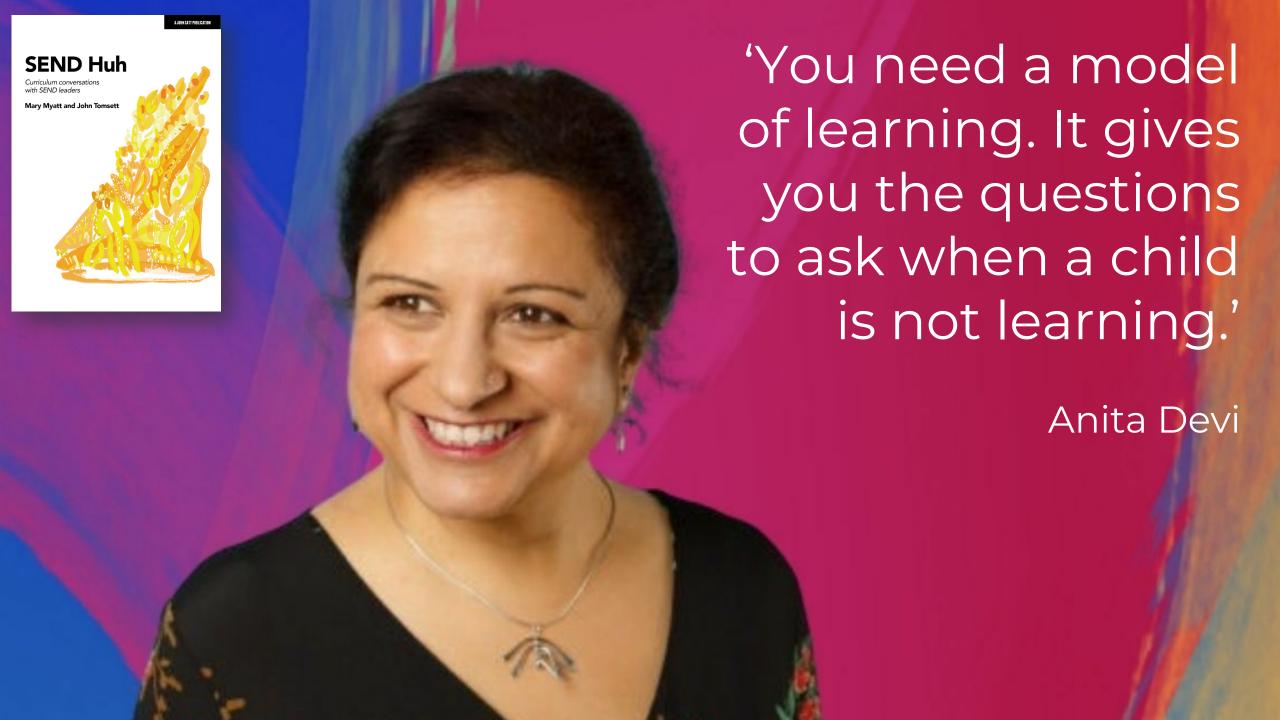


From the bestselling author of *A Mind for Numbers* and the creators of the popular online course Learning How to Learn

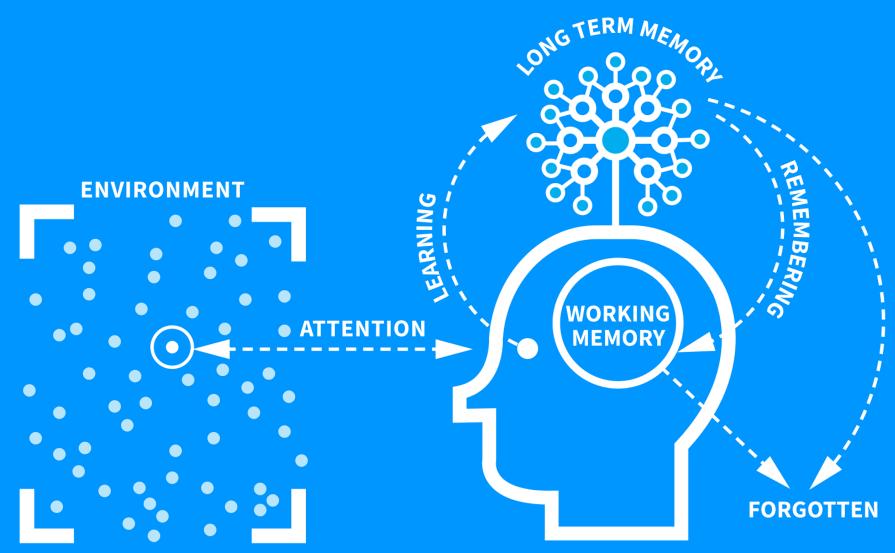


BARBARA OAKLEY, PhD, AND TERRENCE SEJNOWSKI, PhD,

WITH ALISTAIR McCONVILLE



THE LEARNING MODEL





The 'enacted' curriculum

'Neither the intended curriculum nor the implemented curriculum is the real curriculum. A great intended curriculum badly taught is likely to be a much worse experience for young people than a bad intended curriculum well taught. Pedagogy trumps curriculum. Or, to be more precise, because the real curriculum – sometimes called the "enacted" or "achieved" curriculum – is the lived daily experience of young people in classrooms, curriculum is pedagogy.'

Dylan Wiliam in 'Principled Curriculum Design'

Content

What should my pupils learn?

Adaptive teaching

How do I teach this subject specific content so that my pupils learn it?

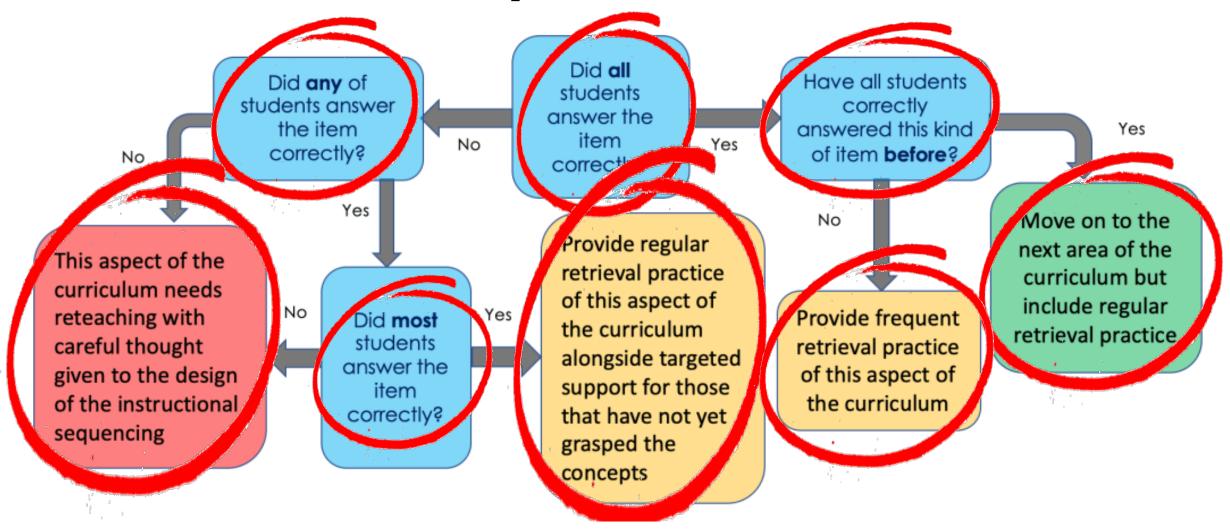
Assessment

How am I assessing whether my pupils have learnt what I have taught them?



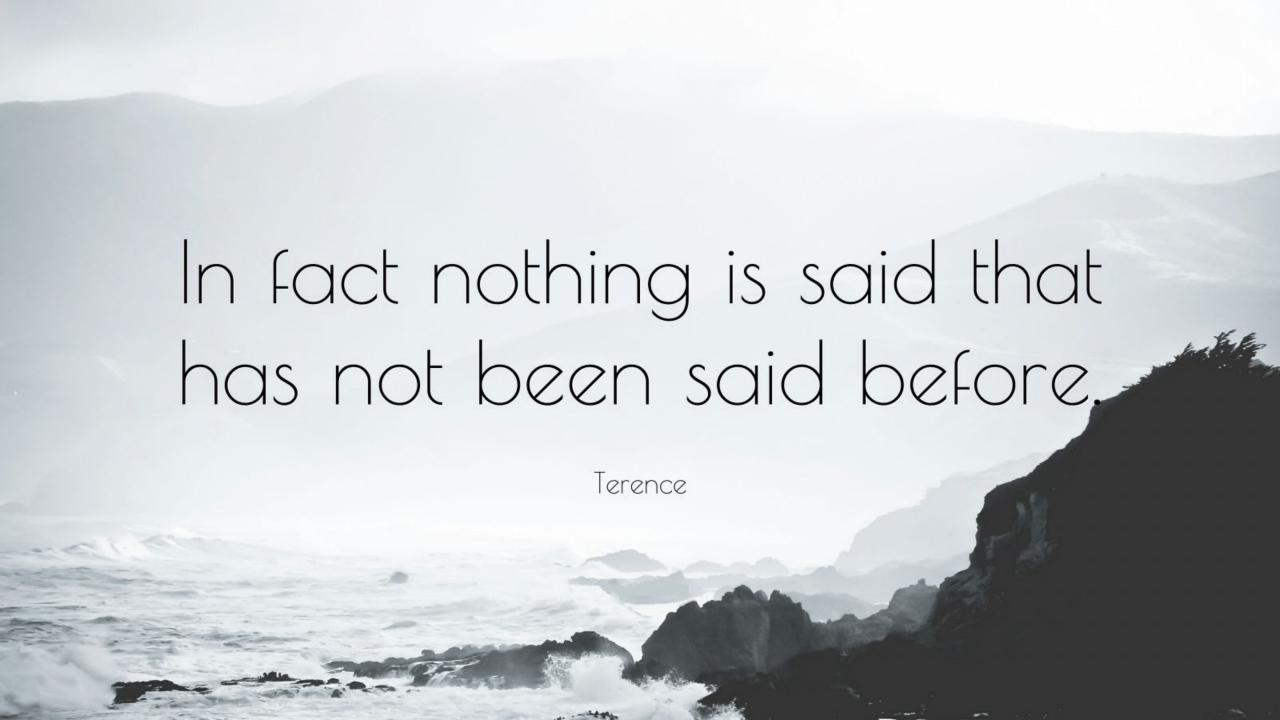
Curriculum

David Didau, September 2021



https://learningspy.co.uk/assessment/why-using-the-curriculum-as-a-progression-model-is-harder-than-you-think/

To what extent does this analysis resonate for you?



- 1. Learning is a permanent change to a child's long-term memory. (Daniel Willingham et al.)
- **2.Retrieval** of what has been learnt is essential to making the change in long-term memory permanent. (Kate Jones et al.)
- **3. Teaching a class of 30** so that they all learn what you intend is a hugely complex business. (Lee Shulman)

- **4."Opportunity cost"** is the most important principle for people working and learning in schools. (Dylan Wiliam)
- 5. "Less but better". (Dieter Rahms)
- 6."(Consistently) Good is good enough". (David Carter)
- 7. Never assume you have communicated clearly check, check and check again that pupils understand what you want them to do. (Experience)

- 8. In all things abide by the design principle of **"simplexity"** make it as simple as possible to do complex things. (Jeffrey Kluger)
- 9. In a time poor environment for both teachers and pupils, whatever we do must have as much impact as possible upon progressing pupils' learning. (Experience)
- 10. Curriculum is the complex interplay between **content-adaptive pedagogy-assessment**. If any one of these three curriculum pillars is out of kilter, the curriculum falls over like a badly made three-legged stool. (Becky Allen)

- 11. In England, the National Curriculum is the minimum entitlement for children. (Mary Myatt)
- 12. The primary curriculum is, fundamentally, an interconnected curriculum. (Emma Turner)
- 13. Pedagogy trumps curriculum content it is the enacted curriculum that matters. (Wiliam)
- **14. Learning intentions** is the clearest term for expressing what you want pupils to know, understand and be able to do. (Wiliam)

- 15. Begin by establishing, and then building upon, **what the pupils already know**. (Ausubel via Sarah Cottingham)
- 16. For each topic, decide what pupils **NEED** to know and what it would be **NEAT** for them to know. (Wiliam)
- 17. The main purpose of assessment is to use the data to help improve learning. From the conclusions you are able to draw from the data, plan the next steps of your teaching and the pupils' learning. (Becky Allen & Wiliam)

- 18. We assume pupils will remember things, so we need some form of **synoptic assessment**. (Wiliam)
- 19. We must have a rudimentary understanding of how learning happens if we are to design teaching which helps pupils learn. (Barbara Oakley)

20.Knowledge vs skills is a false dichotomy - teachers and pupils need both. Teachers need both knowledge of subject/subject specific pedagogy and generic teaching skills if they are going to teach in a way that children learn. Children need a physical representation of curriculum content to learn from and to be taught the learning skills to be able to make the content their own and apply it to new contexts. (Tom Sherrington et al.)

- 21. Go higher no matter how high your expectations are of your pupils, they will always be able to do more than you think they can. (Experience)
- 22.You have to teach in a way that convinces pupils to become part of a community of learners; the important question is "How, do we encourage children to acquire the knowledge?" not "Have they got the knowledge?". (Michael Young)
- **23.Good behaviour** is an essential prerequisite to effective teaching. (Tom Bennett)

- 24. Seneca said, "There is no learning without remembering". And then there is Willingham's truism, "Memory is the residue of thought". Therefore, getting pupils to think hard for as long as they can in every lesson is the main element of helping children learn.
- 25. Inclusive teaching that is teaching where every pupil has to engage with what is being taught and think hard about it is the aim. No pupil can be allowed to opt out of the learning going on in your classroom. (Wiliam)

- 26.If you unsure about what to include in your curriculum content, ask yourself **the William Morris test**: only include it if it is either useful or beautiful. (Myatt)
- 27.Children need to encounter something in three different contexts if they are going to secure the learning that is, if they are going to make permanent change to their long-term memory. (Graham Nuthall)

- 28.Anticipating the misconceptions in children's understanding and knowing how to address those misconceptions effectively is an important element of curriculum planning.
- 29.'Curriculum development must rest on teacher development.' (Lawrence Stenhouse)
- **30.'Teaching and learning should bring joy.'** (Rita Pierson)

What aphorisms, principles, ideas drive your curriculum planning?

- Let's plan how to teach a unit on Magnets in Year 3
 which is rich, challenging and ambitious, in a way that
 makes things as simple as possible without making
 the process and the teaching & learning simplistic, and
 that is interesting. (API 8 & 30)
- 2. Refer closely to the NC throughout. (11)

3. Begin by deciding what you want all pupils to know, understand and be able to do with regard to magnets by the end of the unit. Decide what pupils NEED to know about magnets and what it would be NEAT if they knew, but not essential. If it were a five lesson unit, plan the NEED to know over 3.5 lessons. For the second half of lesson four, assess whether the pupils have understood the NEED to know. Give yourself three routes, post NEED to know formative assessment:

- I. If all the pupils have securely understood what you have taught them, teach the NEAT to know in the final lesson(s).
- II. If a significant number of pupils haven't understood what you have taught them, then reteach the NEED to know in the final lesson(s).
- III. If only a small number of pupil (2-4 in a class of 30) haven't understood what you have taught them, teach the NEAT to know in the final lesson(s) in a way that allows you to reteach the NEED to know to the 2-4 pupils who haven't yet understood what you have taught them.

A fourth way forward might be to defer the reteaching of the NEED to know, especially if you have built some slack into the way you have designed the next unit of work. (10, 11, 13, 14, 16 & 21)

- 4. Decide how many lessons you need to teach the specified content. (4, 9 & 10)
- 5. Be clear about where this unit of work fits in with what else has gone before and what is to come across the whole primary curriculum, and not just in the science curriculum, and then decide how explicit you are going to make those connections to your pupils. (12)

- 6. Design an activity which will determine what it is the children already know about magnets. (13 &15)
- 7. Decide what resources you might need for the pupils to learn: what resources you will use will depend upon what they already know/understand/can do subtracted from what you want them to K/U/CD. (5, 10, 13, 15, 22 & 26)

- 8. Decide the most cost-efficient, easy-to-access way of packaging up the knowledge-content you want the pupils to learn is it a PPT slide deck, a booklet, a text book, a video? (5, 6, 10, 13 & 20)
- 9. Decide how you are going to explain the knowledge you want them to know about magnets. (13, 19, 20 & 22)

- 10. Identify possible misconceptions in the pupils' understanding of magnets and plan ways to address those misconceptions effectively. (28)
- 11. Decide what questions you are going to ask, and what activities you are going to design, to get every single pupil thinking about what you are going to teach them about magnets. (13, 22, 24 & 25)

12. Decide what style of in-the-classroom formative assessments you are going to use to determine whether every single pupil has learnt what you intended them to learn. These assessments should not require teachers doing any work post-lesson. (16, 17 & 24)

13. Design a synoptic assessment which gives you a clear picture as to how much more your pupils know, understand and can do. In this case, as it is a science unit, include some practical, as well as other evidence like double-page spreads, MCQs, writing, and what they can tell you about magnets. (18)

14. Design retrieval activities which you will use at certain points in the future to check whether the pupils have learnt the knowledge on magnets, in terms of a change to their long-term memory. (2, 22 & 27)



Working with @johntomsett and @GillCGeorgiou I have redesigned our KS3 RE curriculum to make it knowledge rich and as ambitious as possible. It is driven by key texts and need vs neat to know content. Comments and feedback are more than welcome @TeamRE_UK docs.google.com/document/d/1LM...

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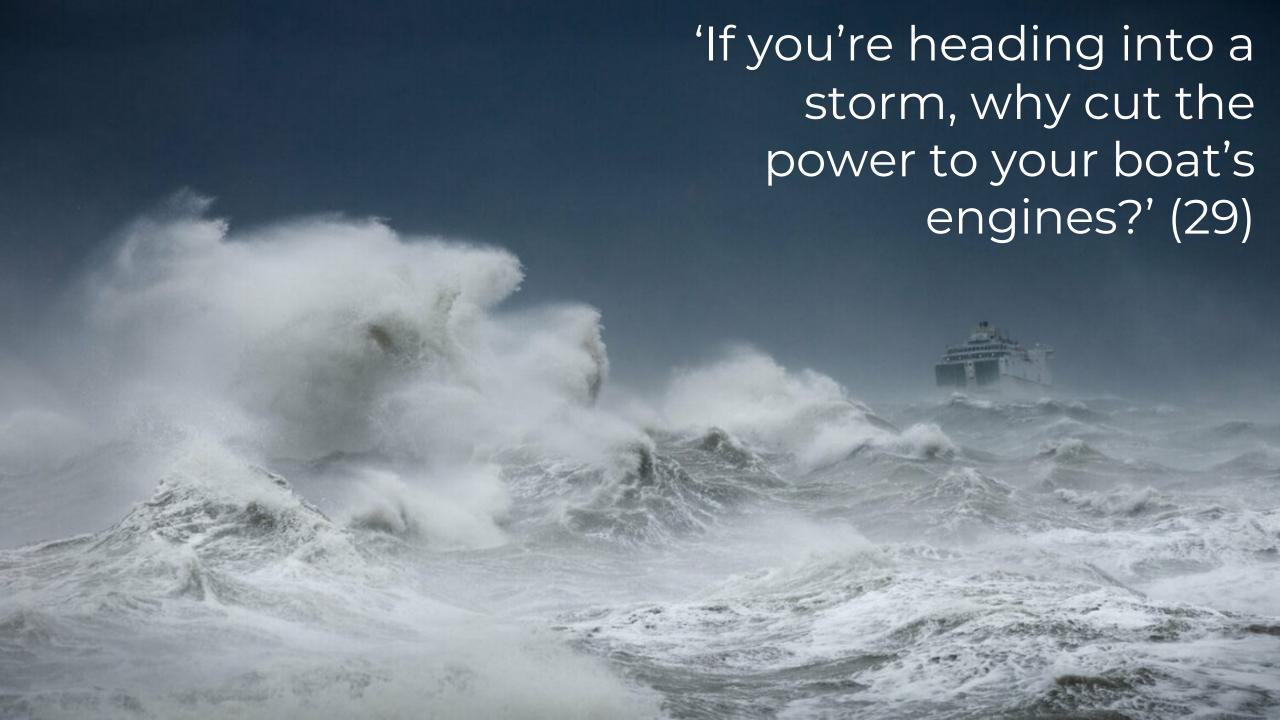
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SPECIFIC UNIT LAYOUT - What will be taught in each unit?

Below are guides for how each unit will be set out detailing what the theme of the lesse. " be. This will be flexible and teachers responsible for the creation of each unit will be able to adjust this provided the "need to know" content is still covered throughout the unit.

						Year 7						
	1		1 3 1	4		Teal	7	8	9	10	11	12 1
									,	10		3
1. Worldviews	What do we	What are my	NEAT VS NEED	What is a	What categories	NEAT VS NEED	What is	End of unit				
Explored	mean by	worldviews?		eligion and	of religion are	·	spirituality	assessment				
	worldviews		Why could	how is this	there?	Religion vs	and how does					
	and their	· AND	worldviews	d fferent fron		cults	it link to					
	categories?		cause issues?	worldview?	AND .		religion and	OR				
		Mini-			Mini-assessment	OR	worldviews?					
	Theos Animation	assessment	OR		Mini-assessment			How do these interact with				
	Lenses		Re-teach			Re-teach		each other?				
	Lenses		Re-teach					each other:				
2. Drawing	Why are	Creation –	Creation -	Creation –	NEAT VS NEED	Rama and Sita:	Rama and	Rama and	Life of Pi: Your	Life of Pi:	End of Unit	
from Special	special texts	Genesis 1 & 2:	Genesis 1 & 2:	Genesis 1 & 2:		Story and your	Sita: Yogic	Sita: Feminist	Interpretation	Religious vs	Assessment	
Texts	important	Your	Different	Other	Alternative	interpretation	interpretatio	interpretatio	s	Secular		
	and how can	interpretation	Christian	Worldview's	Interpretations	5	n	n		Interpretation	OR	
	we analyse		interpretation	Interpretation	(Feminist/LGBTQ+					5		
	them?		S	S)						Do special	
											texts have a	
				AND	OR						place in 21st	
				Mini-							Century	
				assessment	Re-teach						Britain?	
3. Acting Upon	Retrieval:	Creation -	Creation –	NEAT VS NEED	Actions in Dharmic	Dharma –	Dharma –	NEAT VS	Orthodox	Orthodox	End of unit	
Beliefs	Creation	Environmenta	Animal Rights	11221 1311223	Worldviews:	Varnas and	conflict	NEED	Judaism	Judaism	assessment	
beliefs	O'CUCIO!!	I sustainability	Anima rigita	Extinction	Dharma –	Ashramas:	within	14225	300013111	30003111	ussessinent	
	How could		AND	Rebellion –	Exploration of	impact upon	Dharmas	Dharma in			OR	
	the story			Vicars &	what Dharma is	actions		Buddhism				
	cause		Mini-	Christian	within Hinduism		AND	comparison			How can	
	people to		assessment	Climate Action							beliefs lead	
	act?						Mini-	OR			people to	
				OR			assessment				act in a	
								Re-teach			questionable	
				Re-teach							fashion?	
4. Making a	Why should	Making a	Case Study:	Case Study:	NEAT VS NEED	Case Study:	Case Study:	End of Unit				
Difference	we be	Difference	Jesus	Jesus		Malala	Malala	Assessment				
	making a	because of			Did Jesus really	Yousafzai	Yousafzai					
	difference and how can	Worldviews: Charity –		AND	make a difference or was he just an			OR				
	worldviews	Langar &		Mini-	or was ne just an ordinary man?			How can we				
	inspire this?	Christian Aid		assessment	ordinary man?			make a				
	anapire una:	Simistiani Aid		assessinent	OR			difference				
								without a				
					Re-teach			worldview?				

In the light of this morning, how might you refine your schemes of learning, if at all!?



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