

Curriculum: intent, implementation & impact

Survey & evaluation work to support our understanding and the development of the EIF2019

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Session overview

- What is the curriculum?
- Purposes and principles of this work
- The framework for the survey
- Overview of the research
- Emerging findings

Working definition of the curriculum

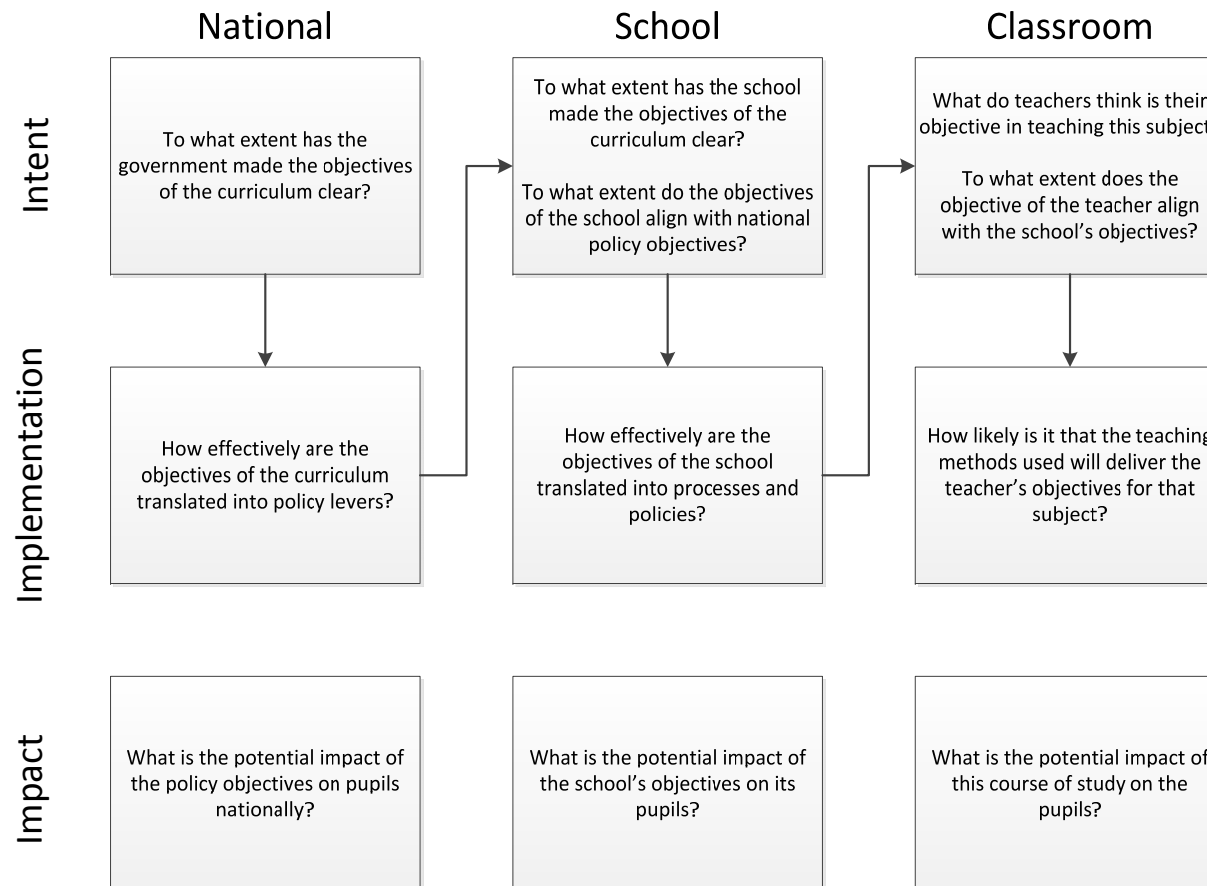
*“The curriculum is a **framework** for setting out **the aims** of a programme of education, including the knowledge and skills to be gained at each stage (**intent**); for translating that framework over time into a **structure and narrative**, within an institutional context (**implementation**) and for **evaluating** what **knowledge and skills** pupils have **gained** against expectations (**impact/achievement**).”*

Curriculum survey work

- Purposes & principles of the work:
 - Influence wider thinking – role & importance of the curriculum
 - Inform & reflect on inspection policy
 - Inform policy making in DfE – influence of national policy levers

- Framework for the survey
 - Intent, implementation & impact at...
 - ...national, school & classroom levels

Nine Box Framework



Survey activity to date...

- Reception:
 - Schools visited and 'Bold Beginnings' report published
- Schools (primary and secondary):
 - Visits and first analysis complete, now planning next set of visits to complement initial findings
 - Also analysed qualifications data, Year 9 options forms and spoke to parents and headteachers
 - HMCI commentary on findings was published in October
 - No judgements by inspectors!
- Level 2 in Colleges:
 - Visits and paper set for publication this coming term
 - Also collected views from learners
 - Paper to be published soon

The emerging challenge

- Having analysed our first phase visits to schools, we have been presented with a challenge...
- ...the **language being used is ambiguous**, by both teachers and inspectors
- We want to develop a very detailed understanding of the techniques being applied in schools **to develop and deliver the curriculum**...
- ...but, from our early evidence, there **does not appear to be a shared understanding**, across the sector, of how to describe the techniques and subsequent development of curricula

HMCI's Commentary – October 2017

- 'Education as substance' – but importance of testing & qualifications
- Support for the new SATs, GCSEs & A-Levels – rigour
- Symbiosis of these and a good curriculum
- Challenge to the inspectorate – recognition of part played
- Lack of curriculum training leading to expertise
- KS2 narrowing; the point of KS3; KS4 low-attainers curriculum

'Bold Beginnings' in Reception

- The importance of:
 - play and the balance with 'formal' teaching
 - early reading
 - early language development
 - early writing
 - early maths
 - social development

- Tweets... let's just say it has divided opinion... 😊 😞

The new framework – EIF2019

- Build on the curriculum work
- Build on other research work – see the new Ofsted Strategy
- Time to develop and engage with the sectors
- Time for sectors to adjust, so...
- ...commence in September 2019

In the meantime, providers need to...

- ...know their curriculum – **design and intent**
- ...know how their curriculum is being **implemented**
- ...know what **impact** their curriculum is having on children and young people's knowledge, skills and understanding

Any questions?

