

What would shifting from a 2 to 3 year KS3 look like in reality?

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
New intake Year 7 (Sept 2022)		KS3 (3 year model)	KS3 (3 year model)	KS3 (3 year model)	KS4 (2 year model)	KS4 (2 year model)
Year 7	KS3 (2 year model)	KS3 (adjusted 3 year model)	KS3 (adjusted 3 year model)	KS4 (2 year model)	KS4 (2 year model)	
Year 8	KS3 (2 year model)	KS3 (additional year)	KS4 (2 year model)	KS4 (2 year model)		
Year 9	KS4 (3 year model)	KS4 (3 year model)	KS4 (3 year model)			
Year 10	KS4 (3 year model)	KS4 (3 year model)				
Year 11	KS4 (3 year model)					

This would mean:

- 1st teaching of the new KS3 3 year model would begin in Sept 2022
- 1st teaching of the reviewed 2 year KS4 would begin in Sept 2023
- There will be an adjusted curriculum for Year 7 and 8 to reflect the transition midway through KS3.

What is the process we would need to undertake in order to shift from a 2 to 3 year KS3?

2021-22: Curriculum Intent + KS3 planning

	What and Why?	Where/how can time be allocated?	Quality Assurance?
Step 1: Re-visit whole school curriculum rationale (intent)	<p>Why?</p> <ul style="list-style-type: none"> • Everything stems from this. We need to be clear what we are trying to achieve from our curriculum before we embark on any significant adjustments to it. This will ensure all decisions made are aligned and purposeful. <p>What?</p> <ul style="list-style-type: none"> • Revisit our 7 curriculum principles - do they truly reflect what we are/want to achieve from our curriculum? Do they reflect our vision and values? 	SLT Meeting - Summer Term (14th July)	n/a
Step 2: Establish underpinning principles/approaches to curriculum planning	<p>Why?</p> <ul style="list-style-type: none"> • As a school we are committed to a research based approach to pedagogy. It is important this is also reflected in how we go about approaching curriculum planning and development. • It is important to identify which underpinning theories and approaches will give our pupils the best chance of success. <p>What?</p> <ul style="list-style-type: none"> • MLT/SLT engage in key research/reading around the curriculum, and use this as the basis for agreeing our approach/guiding principles. For example: <ul style="list-style-type: none"> • Knowledge is important to all thinking 	<p>MLT MEETING: Wednesday 1st Sept (INSET)</p> <ul style="list-style-type: none"> • share rationale and implications document - have we missed anything? • Share 'process/timeline' document - thoughts/reflections • <u>Set up reading</u> - add to monitoring schedule. Ready 	n/a

- We understand new things in relation to what we already know
- Retrieving knowledge helps us to remember it for longer, therefore interleaving is crucial

Some recommended reading:

- In search of senior curriculum leadership, Christine Counsell:
<https://thedignityofthethingblog.wordpress.com/2018/03/27/in-search-of-senior-curriculum-leadership-introduction-a-dangerous-absence/>
- Standing on the Shoulders of Giants, Fran Haynes:
<https://classteaching.wordpress.com/2018/01/19/standing-on-the-shoulders-of-giants-why-a-knowledge-based-curriculum-could-be-the-future/>
- Improving curriculum, Tom Boulter:
<http://thinkingonlearning.blogspot.com/2017/10/improving-curriculum.html>
- 10 steps for reviewing your KS3 curriculum, Tom Sherrington:
<https://teacherhead.com/2019/02/15/10-steps-for-reviewing-your-ks3-curriculum/>
- A Knowledge-led curriculum: pitfalls and possibilities, Michael Young:
<https://impact.chartered.college/article/a-knowledge-led-curriculum-pitfalls-possibilities/>
- A 'mastery-light' subject curriculum model, Andy Tharby:
<https://classteaching.wordpress.com/2018/03/12/a-mastery-light-subject-curriculum-model/>
- Ofsted research, phase 3:
<https://www.gov.uk/government/publications/curriculum-research-assessing-intent-implementation-and-impact>
- How knowledge helps, Daniel Willingham
<https://www.aft.org/periodical/american-educator/spring-2006/how-knowledge-helps>
- Taking Curriculum Seriously, Christine Counsell
<https://impact.chartered.college/article/taking-curriculum-seriously/>
- Josh Vallence Blog - Curriculum
 - Curriculum - what are we really talking about?
<https://mrvallanceteach.wordpress.com/2021/03/13/curriculum-what-are-we-really-talking-about/>
 - Knowledge rich :
<https://mrvallanceteach.wordpress.com/2021/03/20/knowledge-rich-what-are-we-really-talking-about/>
 - Disciplinary and substantive knowledge - what are we really talking about?
<https://mrvallanceteach.wordpress.com/2021/04/04/disciplinary-and-substantive-knowledge-what-are-we-really-talking-about/>
 - Sequencing and Coherence:
<https://mrvallanceteach.wordpress.com/2021/04/24/sequencing-and-coherence-what-are-we-really-talking-about/>
 - Core and Hinterland knowledge:
<https://mrvallanceteach.wordpress.com/2021/05/15/core-and-hinterland-what-are-we-really-talking-about/>
 - Curriculum as the progression model:
<https://mrvallanceteach.wordpress.com/2021/06/27/curriculum-as-the-progression-model-what-are-we-really-talking-about/>
- 'Knowledge in the Future School' and 'Curriculum and the Specialisation of Knowledge' by Michael Young
- 'Curriculum: theory, Culture and the Subject Specialisms' Ruth Ashbee 2021 - chapter 2 & sections, 3.5, 3.6
- EEF: Improving Literacy in Secondary Schools
https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf
- 'Why Students don't like School' D. Willingham Book Summary by Mrs Pearce -
https://drive.google.com/drive/folders/1ffJwNNe9hiJ9O2Vq8oAm3Mqstaf2_s5

for 9th Sept MLT meeting

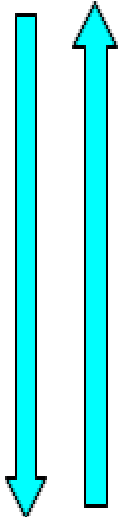
CTM: Wednesday 1st Sept (INSET)

Discussion around implications of shift to 3 year KS3

MLT/SLT MEETING: Thursday 9th September

- MLT meeting - what are our underpinning principles to curriculum planning and development.
- Lay foundations for visioning activity on October INSET

<p>Step 3: Departments revisit their curriculum vision - are they still fit for purpose?</p>	<p>Why?</p> <ul style="list-style-type: none"> Everything stems from this. We need to be clear what we are trying to achieve from our subject curriculums before we embark on any significant adjustments to them. This will ensure all decisions made are aligned and purposeful. It will also ensure ongoing improvements to the subject curriculums are prioritised against the curriculum vision. <p>What? Departments should review their curriculum vision in light of the following questions, amending & updating as appropriate:</p> <ul style="list-style-type: none"> What is the rationale for studying your subject? What is its place and value in the curriculum? What are you trying to achieve with your curriculum? What are the indicators/signs that a student has been properly and richly educated in your subject by the time they drop it (e.g. Year 9 and 11)? What are the things a child should know, enjoy and be able to do at the end of their time studying your curriculum? How should they be able to see the world? What does the success of this curriculum 'look like'? What does it mean to get better in this subject? What research, theories and influences will shape your curriculum design? How will your curriculum be reinforced through community and cultural connections? What will the teaching of your subject at LIS be characterised by? What will lessons in your subject feature? <p>N.B Examples from other schools can be utilised and used to support this process.</p> <p>Recommended Reading:</p> <ul style="list-style-type: none"> 'Curriculum: theory, Culture and the Subject Specialisms' Ruth Ashbee 2021 Links to subject blogs: https://www.ruth-ashbee.com/directory 	<p>INSET PRE-READING: based around the list in step 2 and or set by CTLs as appropriate for the subject. Set by 20th Sept.</p> <p>1st October INSET Share with all staff:</p> <ul style="list-style-type: none"> decision re: KS3 curriculum Rationale timeline for change underpinning principles <p>Within departments:</p> <ul style="list-style-type: none"> Discussion on reading/timeline/underpinning principles Visioning activity in departments 	<p>SLT LM discussion</p> <ul style="list-style-type: none"> Added to monitoring schedule JES to frame questions <p>Presentation to SLT by CTLs (Jan 2022) Focussed on: Curriculum Intent (Steps 3 & 4)</p>
<p>Step 4: What do students need to/have a right to learn in your subject? What is the powerful knowledge of your subject?</p>	<p>Why?</p> <ul style="list-style-type: none"> Powerful knowledge is the 'best' knowledge as defined by the subject community and is an entitlement of all, regardless of background. Students are entitled to the best our subjects have to offer. (Young, 2014) Powerful knowledge is knowledge that opens things up to students: opportunities, further knowledge, and transcendence of the every day. <p>What?</p> <ul style="list-style-type: none"> Departments should establish answers to the following questions: <ul style="list-style-type: none"> What is the nature of knowledge in your subject? What is the substantive knowledge of your subject? <ul style="list-style-type: none"> What knowledge is foundational to future success in your subject? 'The Canon' - the best of your subject; what are the parts of your subject which enable students to access society in a way which would be impossible if they didn't know them (cultural capital)? What is the disciplinary knowledge that students need to know which enables them to critique 'the Canon'? What is the experiential knowledge that students need to have that will underpin their understanding of your curriculum? Exploration of models/approaches in other schools would be really useful at this stage - how do our thoughts/judgements on what to include/leave out within our subject curricula compare to those in other schools? 	<p>MLT Pre-Reading Ruth Ashbee chapters - nature of knowledge + Subject chapters</p> <p>MLT MEETING: Monday 4th October Preparation for Step 4 inc:</p> <ul style="list-style-type: none"> What do we mean by PK? Types of knowledge What is the nature of knowledge in your subject? identification of pre-reading for departments (e.g. review of National Curriculum, Education for Change agenda, any Subject specific research/discourse etc.) - 20mins <p>https://www.ruth-ashbee.com/director</p> <p>MLT MEETING: Monday 1st</p>	

	<p>N.B Our subject curricula must be at least as broad and ambitious as the National Curriculum N.B Ensuring staff have access to subject associations and resources will be important here.</p> <p>Recommended reading:</p> <ul style="list-style-type: none"> • Ruth Ashbee Subject Directory: https://www.ruth-ashbee.com/directory • 'Curriculum: theory, Culture and the Subject Specialisms' Ruth Ashbee 2021 - chapter 4 	<p>November Allocated agenda item - KS3 Curriculum (revisit powerful knowledge Step 4 ready for Twilight)</p> <p>PRE-READING: set by CTLs in advance of Twilight (1st Nov).</p> <p>TWILIGHT: Thursday 11th November KS3 curriculum planning (Step 4 - identification of powerful knowledge)</p> <ul style="list-style-type: none"> • 3.15-3.30pm (auditorium) - what do we mean by the term powerful knowledge? Etc. • 3.30-5pm (within departments) Identification of powerful knowledge within subject areas (guidance provided) <p>CTM: Monday 13th December Curriculum focus - identification of powerful knowledge</p>	
<p>Step 5: Specify the knowledge in detail</p>  <p>Step 6: Curriculum Sequencing (Long Term Planning)</p>	<p>Why?</p> <ul style="list-style-type: none"> • There is nothing more important than the content of your curriculum; taking the time to codify this, in as much detail as possible, is the foundation of good curriculum planning • Defining precisely the 'powerful knowledge' in any subject is difficult and controversial. Being as precise as possible in defining this enables high-quality and ongoing debate. • Some knowledge/facts/skills are essential (for a variety of reasons) and need to be committed to memory. We must identify these and their place in the curriculum <p>What? Departments should:</p> <ul style="list-style-type: none"> • Specify exactly what substantive/declarative knowledge will be taught for each topic area and in as much detail as possible. For example, what exactly do you expect/need students to know about the topic of 'sound and light' in Science. • Specify precisely the disciplinary/procedural and experiential knowledge students will have by the end of KS3. • Potentially at this point - create knowledge organisers for each topic area (if this is an approach we decide to be valuable). <p>N.B Examples from other schools can be utilised and used to support this process</p> <p>Why?</p> <ul style="list-style-type: none"> • The aim is to build 'schema' (cognitive frameworks that help organise and interpret information). To do this we must sequence information in an order which maximises understanding and transfer to Long Term Memory (LTM) • <i>'The main purpose of a curriculum is to build up the content of long-term memory (the Schema)</i> 	<p>Middle leaders - pre-reading must be distributed pre Christmas</p> <ul style="list-style-type: none"> • Sweller's Cognitive Load Theory in Action by Oliver Lovell • Sequencing and Coherence (Ashbee and Vallance) • TBC: Pick key piece of research on Knowledge Organisers and use <p>MLT Meeting: Thursday 6th January Preparation for Steps 5+6</p> <ul style="list-style-type: none"> • Specifying the detail - how/what? • Are knowledge organisers a useful tool? (Review examples from other schools. If yes, agree format/guidelines for creation) • Exploration of ideas for grouping knowledge (e.g. substantive spines and disciplinary satellites, enquiry questions etc.) 	<p>SLT LM discussion</p> <ul style="list-style-type: none"> • Added to monitoring schedule • JES to frame questions <p>Presentation to SLT by CTLs Start of March 2022 (talking through rationale behind LTPs, and examples of 'specified knowledge')</p> <p>LP/SLT sample moderation of knowledge organisers within SLT/LP Meeting (if approach adopted) and feedback given by LP Curriculum Development Team</p>

so that when students are asked to think, they are able to think in more powerful ways because what is in the long-term memory makes their short-term memories more powerful. That is why curriculum matters.' (William 2018)

What?

Departments will:

- Map out the big picture to create a curriculum map - how will the curriculum unfold year on year?
- Organise units of work into a sequence that makes sense in terms of hierarchy and flow i.e. that foundational knowledge is covered first and prior learning is built on over time
- Consider disciplinary knowledge development. Break each skill down into its component parts and decide which order these should be taught in and where they should be combined.
- Map spiralling concepts. Look for opportunities to space concepts and themes over time. Revisiting topics at incremental levels of difficulty.

Key questions for departments to consider:

- What are the aims of our curriculum? What changes do we need to effect in our students as a result of them studying it? What are things that need to happen in order for those changes to be realised? What is the best order for these things?
- How should knowledge be grouped in our curriculum?
- What is your rationale for the order of what is taught through the years?
- How do these curriculum components together mean that a student leaves with a good understanding of your subject?
- What are the big ideas/themes/strands within your curriculum and how do you build on them across three years? When will pupils re-visit X in the future?
- What broad recurring vocab/themes/principles will this detail in Years 7/8/9 render secure in Year 11?
- How does your sequencing help to manage cognitive load? How are effective schema's being built?
- How does the sequencing established help enable acquisition and retrieval without overloading working memory?
- How does your sequencing build from KS2 and into KS4?
- From looking at things pupils find hard in Years 10 & 11, what can you deduce about what pupils need more of in Years 7,8 & 9? Or what curriculum components need to be better sequenced/more prevalent?
- Can you explain why you are choosing to teach each topic at a particular time and not another?
- What are the advantages and disadvantages of positioning a particular topic/unit where you have (purely in the context of sequencing rationale)?
- How would the position of a unit/topic/text in one year impact upon pupils' study of a different unit/topic/text in another?
- What prior reference points (previous week, month, term, year?) will be enabling pupils to tackle this new topic/issue/concept without overloading working memory? What is the necessary prior knowledge needed in order to access X?

Recommended Reading:

- Sweller's Cognitive Load Theory in Action by Oliver Lovell
- Josh Vallance: Sequencing and Coherence:
<https://mrvallanceteach.wordpress.com/2021/04/24/sequencing-and-coherence-what-are-we-really-talking-about/>
- Curriculum: theory, Culture and the Subject Specialisms' Ruth Ashbee 2021 - sections 2.2.3, 3.5, 3.6
- JES to add in additional recommendations

- Format of LTP - guiding principles

TWILIGHT: Thursday 13th January

- 3.15-3.30pm (auditorium) - rationale + Cognitive Load Theory/Building Schema
- 3.30-5pm (within departments) - Steps 5 and 6 - specify the knowledge in detail & curriculum sequencing

CTM: Tuesday 25th January

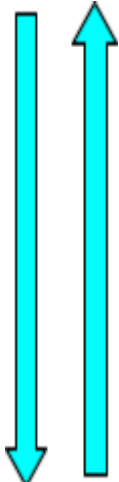
Within departments (Steps 5 and 6 - specify the knowledge in detail & curriculum sequencing)

TWILIGHT: Tuesday 25th January

Within departments (Steps 5 and 6 - specify the knowledge in detail & curriculum sequencing)

CTM: Monday 28th February

Within departments (Steps 5 and 6 - specify the knowledge in detail & curriculum sequencing)

	<p>N.B Examples from other schools can be utilised and used to support this process. N.B once this process is 'complete', there could be an opportunity for departments to look at where they can cooperate, co-ordinate and co-plan so that the curriculum strands interweave.</p>		
<p>Step 7: Generating and reviewing assessment</p> 	<p>Why?</p> <ul style="list-style-type: none"> To ensure our assessments provide a true reflection of student learning, from which we can make meaningful adjustments to our teaching/curricula to maximise student outcomes. <p>What?</p> <ul style="list-style-type: none"> The ACES team will work with departments to explore the key principles of outstanding assessment, considering both purpose and design. Departments will generate/review assessments for each key unit of work in light of this learning. <p>Key questions for departments to consider:</p> <ul style="list-style-type: none"> What is the rationale for each assessment? What do we need to learn about students and their learning from each individual assessment? Which assessment format/approach will best demonstrate student learning for this unit of work? <p>Recommended reading: TBC</p>	<p>MLT: Friday 11th February (INSET) Led by ACES team</p> <p>TWILIGHT: Thursday 10th March Step 7 - Reviewing and Generating Assessment</p>	<p>SLT LM discussion</p> <ul style="list-style-type: none"> Added to monitoring schedule JES to frame questions <p>Moderation by ACES team <i>All departments submit example assessment for Year 7, 8 and 9 for QA (deadline 01.04.22). QA completed by ACES team and feedback provided to CTLs/SLT LM</i></p>
<p>Step 8: SoL</p>	<p>What?</p> <ul style="list-style-type: none"> Creation/review of SoL. This will include: <ul style="list-style-type: none"> Generation of key enquiry question/overarching objectives of the unit Create Lesson questions/foci and objectives Identification of common misconceptions and how they can be addressed by teachers Creation of consistent approaches/explanations of key concepts Identification of key vocabulary Identification of key takeaways from the unit and each lesson Identification of assessment opportunities Planned scaffolding and challenge (SEND, HPA) Embedded retrieval practice (interleaving of powerful knowledge) Planned approach to homework <p>Recommended reading:</p> <ul style="list-style-type: none"> Fiorella + Mayer 'Generative Learning in Action' Tom Sherrington 'Rosenshine Principles in Action' 	<p>Pre-reading/Pre-meeting activity For example:</p> <ul style="list-style-type: none"> Tom Sherrington - Strand one Fiorella - Generative Learning in Action <p>MLT Meeting: Thursday 31st March</p> <ul style="list-style-type: none"> What should be the key underpinning principles to SoL development? Agreed 'format' <p>Pre-twilight reading + activity for all staff (distribute before Easter)</p> <p>TWILIGHT: Thursday 28th April</p> <ul style="list-style-type: none"> 3.15-3.30pm what are our underpinning principles? 3.30-5pm - within departments planning SoL <p>CTM: Monday 9th May Within departments, planning and generating SoL</p> <p>TWILIGHT: Thursday 19th May Within departments, planning and generating SoL</p> <p>MLT Meeting: Thursday 12th May Reviewing SoL - critical friend</p>	<p>SLT LM discussion</p> <ul style="list-style-type: none"> Added to monitoring schedule JES to frame questions <p>SLT/LP sampling:</p> <ul style="list-style-type: none"> Each department uploads Autumn Term SoL for Year 7, 8 and 9 for review, by Friday 10th June SLT Meeting: 15th June - SoL moderation Feedback provided to departments

		approach	
Additional Steps Step 9: Planning of individual lessons Step 10: Ongoing review (in light of evaluation)			

2022-23: KS4 planning (adjusting from 3 to 2 years)

Process TBC