Curriculum 3 Year Plan 2019:

		What needs to be improved	Actions: Year 1	Timing – By When:	Actions: Year 2	Actions: Year 3	By Whom
Intent	**There is a clear rationale for the curriculum design.**	2019 Intent and Rationale document created, shared and approved by SLT and Governors.	Full Governors Meeting February 2019	Feb 2019	Full Governors to review 2020	Full Governors to evaluate 2021	PL
	Rationale and aims of the curriculum design are shared across the school and fully understood by all.	Share the curriculum intent with all stakeholders.	Dispersed through the CTL/HOH meeting and Teaching and Learning Meetings.	April 2019	Dispersed through the CTL/HOH meeting and Teaching and Learning Meetings.	Dispersed through the CTL/HOH meeting and Teaching and Learning Meetings.	PL, PS
	Curriculum leaders show understanding of important concepts related to curriculum design, such as knowledge progression and sequencing of concepts.	To improve the sequencing within schemes of work/programmes of study across all curriculum areas across 5- 7 years. To map out department and whole school sequencing to provide the most coherent plan. Delivery of concepts needs to be more explicit in all subject areas and the basis for knowledge.	CTL's to meet with PL and PS. CTL's to identify within their current scheme a pathway that indicates how prior knowledge is built upon. Whole school mapping exercise to be completed	April 2019 July 2019	Review Key concepts and evaluate sequencing of programmes of study and SOW taking into account how the SOW links to other curriculum areas.	Review Key concepts and evaluate sequencing of programmes of study and SOW taking into account how the SOW links to other curriculum areas.	PS,CTL
	Curriculum coverage allows students to develop character traits, and core learning skills to access the content and make progress through the curriculum.	To define and establish the character traits and learning skills for the school. To implement a tracking system to enable quality assurance. The learning skills will focus on **Creativity, Collaboration, Critical Thinking and Core Digital skills.** The character trait will focus on **Leadership, Organisation,**	CTL's/HOH to map skills on existing Schemes of Work.	July 2019	CTL's/HOH to map skills on existing Schemes of Work following the evaluation.	CTL's/HOH to map skills on existing Schemes of Work following the evaluation.	PS,ST,CTL,HOH

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		Resilience, Initiative and Communication					
	The curriculum is at least as ambitious as the standards set by the national curriculum/external qualifications.	To ensure that there is full coverage of the National Curriculum and that it meets the requirements of the Exam Boards.	CTL's to review the requirement of the National Curriculum across all Key stages and exam specifications in order to update schemes of work.	July 2019	CTL's to review the requirement of the National Curriculum across all Key stages and exam specifications. CTLS to research best practice of different settings to support planning.	CTL's to review the requirement of the National Curriculum across all Key stages and exam specifications. CTLS to research best practice of different settings to support planning.	PS,CTL
	Curriculum principles include the requirements of centrally prescribed aims.	To review the current Teaching and Learning Quality Assurance processes to ensure that the prescribed curriculum matches the delivered curriculum.	PS to review the QA systems and to include student and staff discussions.	July 2019 for implementation Sept 2019	PS to review the QA systems and to include student and staff discussions. Governors and SLT to discuss the timing of the options process within the 5 year curriculum.	PS to review the QA systems and to include student and staff discussions. Governors and SLT to evaluate the timing of the options process within the 5 year curriculum.	PS
	Reading is prioritised to allow pupils to access the full curriculum offer.	To identify reading opportunities in all subject areas. To improve the reading ages for those students behind their chronological age. To improve the vocabulary and the understanding of vocabulary.	CTL's and HOH to review schemes of work in all subjects and tutor programmes. To implement PIXL "Unlock" across all subjects. To implement Reading strategies across all	July 2019 February 2019 September 2019	CTL's and HOH to review schemes of work in all subjects and tutor programmes. To evaluate and develop PIXL "Unlock" across all subjects.	CTL's and HOH to review schemes of work in all subjects and tutor programmes. To evaluate and develop PIXL "Unlock" across all subjects.	PS,SAL,CTL,HOH AMS/LT AMS/LT

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			subjects e.g. Reading for Meaning. To implement reading strategies e.g. PIXL "Code" for students below expectations.	September 2019	To continue to develop Reading strategies across all subjects e.g. Reading for Meaning/reading for enjoyment. To continue to develop reading strategies e.g. PIXL "Code" for students below expectations.	To continue to develop Reading strategies across all subjects e.g. Reading for Meaning/reading for enjoyment. To continue to develop reading strategies e.g. PIXL "Code" for students below expectations.	AMS/LT
	Mathematical fluency and confidence in numeracy are regarded as preconditions of success across the national curriculum.	To review the focus of the numeracy programmes to meet the needs of the full curriculum. To identify mathematical opportunities in all subject areas. To improve the numeracy ages for those students behind their chronological age.	CTL's/HOH to map skills on existing Schemes of Work. CTL's and HOH to review schemes of work in all subjects and tutor programmes. Review the Numeracy programmes.	July 2019	CTL's/HOH to map skills on existing Schemes of Work. CTL's and HOH to review schemes of work in all subjects and tutor programmes. Review the Numeracy programmes.	CTL's/HOH to map skills on existing Schemes of Work. CTL's and HOH to review schemes of work in all subjects and tutor programmes. Review the Numeracy programmes.	PS/TH/CR
Implementatio	**Subject leaders at all levels have clear roles and responsibilities to carry out their role in curriculum design and delivery.**	Review of job descriptions of all leaders at all levels to improve the emphasis in curriculum design and delivery	Re-design all job descriptions where appropriate for all SLT and CTLS/HOH	July 2019	Re-design all job descriptions where appropriate for all Subject leaders/TLR Holders	Review all job descriptions where appropriate for all leadership levels.	PL/PS

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	Subject leaders have the knowledge, expertise and practical skill to design and implement a curriculum.	Find out gaps in knowledge of all leaders across the curriculum	Devise an audit tool to identify gaps. Leaders at all levels to complete audit to identify gaps.	July 2019	Annual audit completed to continually identify knowledge gaps and inform strategic planning.	Annual audit completed to continually identify knowledge gaps and inform strategic planning.	PL/PS
	Leaders at all levels, including governors, regularly review and quality assure the subject to ensure that it is implemented sufficiently well.	Governor quality assurance visits to be timetabled throughout the year with an emphasis on curriculum.	Governors to schedule curriculum focused visits.	September 2019	Governors to schedule curriculum focused visits. Governors to report back to SLS/Full Governor meetings.	Governors to schedule curriculum focused visits. Governors to report back to SLS/Full Governor meetings.	PL/PC
	Leaders ensure that ongoing professional development/training is available for staff to ensure that curriculum requirements can be met.	Leaders identify knowledge gaps and plan CPD based on curriculum audits.	Produce curriculum specific CPD plans	July 2019	Evaluate current CPD needs and produce curriculum specific CPD plans	Evaluate current CPD needs and produce curriculum specific CPD plans	PS
	Leaders enable curriculum expertise to develop across the school.	CPD strengths and weaknesses are identified and mapped across the curriculum areas.		October 2019	Where leaders have identified Curriculum CPD gaps and have produced plans. A strategic overview produced and common strengths and weaknesses	From CPD Plans, a strategic overview produced and common strengths and weaknesses identified to share good practice.	PS

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					identified to share good practice.		
	Curriculum resources selected, including textbooks, serve the school's curricular intentions and the course of study and enable effective curriculum implementation	All curriculum areas need to audit the resources to fully support the scheme of work.	Complete a resource audit. Curriculum teams to produce a resource plan as part of the scheme of work.	Sept 2019	Review the resources required following any changes to the scheme of work. Resource plans adjusted accordingly.	Review the resources required following any changes to the scheme of work. Resource plans adjusted accordingly.	PS
	The curriculum is planned to meet all students' needs and takes into account the current local context.	A regular review of the local context and the overall curriculum intent.	SLT agendas and Governor agendas will review the intent annually.	September 2019	SLT agendas and Governor agendas will review the intent annually.	SLT agendas and Governor agendas will review the intent annually.	PL/PC
	The way the curriculum delivery meets individuals and groups of students and their needs. Leaders ensure that interventions are appropriately delivered to enhance students' capacity to access the full curriculum	Curriculum leaders review schemes of work to take into account the needs of the students.	Schemes of work need to include how they are going to be delivered to different groups of students.	September 2019	SLT agendas and Governor agendas will review the intent annually.	SLT agendas and Governor agendas will review the intent annually.	PL/PC
	The curriculum has sufficient depth and coverage of	To ensure that there is full coverage and sufficient depth to include the National	CTL's to quality assure the schemes of work to ensure coverage and	October 2019	CTL's to quality assure the schemes of work to ensure	CTL's to quality assure the schemes of work to ensure	PS,CTL

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	knowledge in the subjects	Curriculum and that it meets the requirements of the Exam Boards.	depth of the National Curriculum across all Key stages and exam specifications.		coverage and depth of the National Curriculum across all Key stages and exam specifications...	coverage and depth of the National Curriculum across all Key stages and exam specifications.	
	There is a model of curriculum progression for every subject and over time.	To improve the sequencing within schemes of work/programmes of study across all curriculum areas across 5- 7 years. To map out department and whole school sequencing to provide the most coherent plan. Delivery of concepts needs to be more explicit in all subject areas and the basis for knowledge.	CTL's to meet with PL and PS. CTL's to identify within their current scheme a pathway that indicates how prior knowledge is built upon. Whole school mapping exercise to be completed	April 2019 July 2019	Review Key concepts and evaluate sequencing of programmes of study and SOW taking into account how the SOW links to other curriculum areas.	Review Key concepts and evaluate sequencing of programmes of study and SOW taking into account how the SOW links to other curriculum areas.	PS,CTL
	Assessment is designed thoughtfully to shape future learning. Assessment is not excessive or onerous.	Success criteria is closely linked to the Schemes of Work. Assessment points reflect the need to identify how students are making progress in their learning and to inform intervention.	Review success criteria and ensure that PLCs include each aspect for each point in the school year. Reduce the number of assessment points through the year. Assessment will take place at Autumn 1, Autumn 2, Spring (2) and early Summer (2).	September 2019	Review success criteria and ensure that PLCs include each aspect for each point in the school year.	Review success criteria and ensure that PLCs include each aspect for each point in the school year.	PS/JF/CTLs

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	Assessments are reliable. Teachers ensure systems to check reliability of assessments in subjects are fully understood by staff.	Success criteria is closely linked to the Schemes of Work. Quality assurance processes, including standardisation are in place to check assessment reliability and consistency across each subject and across other curriculum areas.	Quality assurance processes, including moderation and standardisation, on whole school assessment calendar and departmental meeting agendas.	July 2019	Review QA processes based on work scrutiny evaluations and student assessments.	Review QA processes based on work scrutiny evaluations and student assessments.	AMS/CTLs
	There is no mismatch between the planned and the delivered curriculum	Quality assurance processes to be further developed to include assessment of curriculum delivery within Learning Walks, Lesson Observations and work scrutiny.	Update Sisra Observe to take account of curriculum delivery strengths and areas to improve.	September 2019	Review of quality assurance processes.	Review of quality assurance processes.	PS
Impact	**The curriculum is successfully implemented to ensure students' progression in knowledge students successfully learn the curriculum.**	Outcomes and progress for all students are secured. Students are able to secure ambitious progression routes.	Systems and data sets to quality assure outcomes and progress are reviewed to assess effectiveness of the curriculum are developed.	September 2019	Review of quality assurance processes though outcomes	Review of quality assurance processes though outcomes	PL/PS/JF/ SLT/Govs
	The curriculum provides parity for all groups of pupils.	Outcomes, progress and differences are diminished for vulnerable students are secured. Students are able to secure ambitious progression routes.	Systems and data sets to quality assure outcomes and progress are reviewed to assess effectiveness of the curriculum are developed.	September 2019	Review of quality assurance processes though outcomes	Review of quality assurance processes though outcomes	PL/PS/JF/CJ/ SLT/Govs