

NEW: ASSESSING STUDENT MILESTONES: CURRICULUM PLANNING TO MAXIMISE STUDENT OUTCOMES

CODE 8808

ABOUT THIS COURSE

This brand new and innovative course focuses on ways to structure your English curriculum to maximise student outcomes. The programme for the day will place emphasis on how to plan an English curriculum to develop and build on skills based upon appropriate assessment points, deliver an enriching and engaging curriculum to boost student engagement and planning for effective interleaving as a way to revisit content.

It will also look for ways to embed assessment and feedback and guarantee student reflection/ response to this to in order to capitalise on student potential.

PROGRAMME

TIME

Key messages for successful curriculum planning

10.00 – 11.00am

- Assessing current provision: how is your curriculum planned? Who are your main stakeholders? Does your curriculum take into account the whole school calendar?
- Identify and explore the English curriculum aims as outlined by the national curriculum, our own professional viewpoints and Ofsted 3 I's inspection framework.
- Remembering the "end game" and foreseeing potential barriers in student's learning and how to plan for these.

Discussion: coffee break

11.00 – 11.15am

Identifying starting points and the curriculum model

11.15 – 12.15pm

- Identifying starting points and capitalising on Primary knowledge and skills to ease transition
- Considering the "end game" and assessing which parts of the course content are the most important (not just those that are worth the most marks)
- Planning the 'spiral' and planning for how 'mastery' can be achieved – defining these terms and exploring how to avoid 'limiting' the curriculum breadth whilst ensuring depth of study.
- Closing the COVID gap- which parts of the curriculum to focus on to maximise potential- where might our "quick gains" and "marginal gains" be?

Revisiting content: judging the best strategies

12.15 – 1.00pm

- Starting right: building good habits from the start and where to place these in the curriculum plan- what are the vital skills or habits or students o have?
- Simple and easy to implement strategies for using existing schemes of work within your school to ensure gaps are plugged
- Using metacognitive strategies to increase independence and student ownership of learning

Lunch and informal discussion

1.00 – 2.00pm

Assessment points: when is the best time to assess in order to embed maximum attainment?

2.00 – 3.30pm

- Identifying what you want to assess and why – skills or content – a cyclical not linear approach
- Ensuring the assessment is timed to maximise student potential and the data is useful and used- does the whole school assessment calendar benefit or detract from your student's achievements?
- Using the data- what to do if the data doesn't match expectations? Effective strategies to avoid staff demoralisation as well as students, methods to use this as a planning tool and ways to move forward.
- Utilising metacognition and feedback techniques to maximise learning for students as part of the assessment process
- Ensuring feedback from students is acting upon and time is built in for this

LOCATION/DATE

London

Friday 25 November 2021

Friday 04 February 2022

COURSE LEADER

Sarah Eggleton is an Assistant Head teacher at a secondary school in Manchester with a proven track record for improving student outcomes after turning round an underperforming English department of her own. She is currently Head of English and Assistant Head teacher with whole school responsibility for Literacy, Developing Staff, Parent Engagement and Marking and Feedback.

WHO SHOULD ATTEND?

- Heads of English faculties
- SLT links with responsibility for English within the SDP/ school context

BENEFITS OF ATTENDING

- Gain insightful knowledge into ways to prepare and plan a successful curriculum and when to change it to ensure progression.
- Explore meaningful ways to diversify the English curriculum
- Explore the curriculum in relation to the 3 I's and how to prepare for curriculum deep dives
- Develop tried and tested strategies for increasing pupil engagement
- Increase your understanding of when is the best time assess in order to gain the best from your students
- Develop tried and tested strategies to embed feedback and ensure it is acted upon
- Explore ways to revisit and revise content to maximise potential