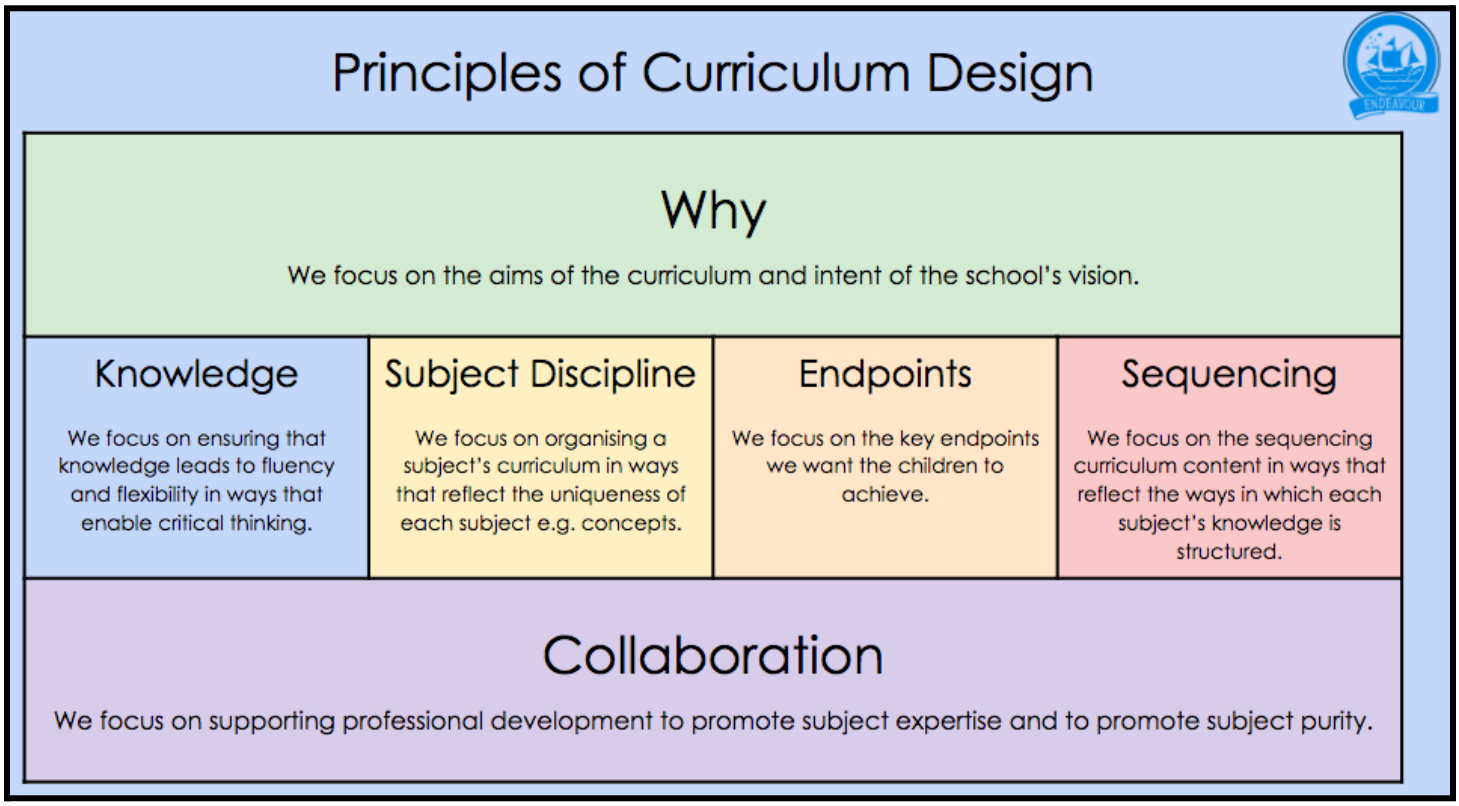
Design and Technology at Endeavour Primary School

When designing our curriculum, we apply our 6 Principles of Curriculum Design.

Principles of Curriculum Design



1. We focus on Why

Why do we educate?

How does Design and Technology support the aims of our curriculum?

At Endeavour, we know that there is some knowledge and values that are so important that we don't want to leave their transmission to chance. When designing our curriculum, we select the knowledge that children will need to achieve the following:

- to experience personal empowerment,
- to gain the knowledge expected of someone living in the UK,
- to be prepared to make informed decisions as part of democratic society,
- to be prepared to become a productive and prosperous member of the workforce.

Our Design and Technology (DT) curriculum is a vital part of achieving our curriculum aims.

Personal Empowerment

At Endeavour, we design our curriculum in ways that lead to children being able to actively participate in their lives. In DT, by learning the knowledge and concepts that we have chosen to learn in detail, children learn to think critically, which prepares them to be active participants in their own lives. For example, repeatedly returning to the design process of 'Design, Make, Evaluate' in increasingly complex ways develops transferable critical thinking that prepares children to make decisions about their lives and to access learning about any area of DT with success in Secondary School.

Furthermore, DT is a crucial component of our curriculum because it helps us to pass on the best that has been thought and known and to ensure that our children leave Primary School with an expected amount of knowledge about the world.

Cultural Transmission

At Endeavour, we design our curriculum in a way that ensures that we pass on the best that has been thought and known. In DT, by developing fluency in the knowledge that we have identified should be developed fluently, we use DT to give our children important knowledge that empowers them to thrive. For example, we want our children to develop fluency in the following areas:

- to be able to apply the process of 'Design, Make, Evaluate' to any given design criteria.
- to be able to strengthen, reinforce and stiffen more complex structures.
- to be able to identify and use a range of stitches in textiles.
- to design, make and evaluate a healthy meal to a set criteria, taking into account the principles of a healthy, balanced diet and seasonality.
- to develop a fluent technical understanding of mechanical structures and electrical systems.
- to be able to apply their understanding of computing to program, monitor and control their products.

Beyond the knowledge of the design process and the technical knowledge that we have chosen for our children to develop fluently, we also choose for our children to develop awareness of important designers and important inventions that we believe it is important for our children to have awareness of.

As well as giving children empowering knowledge that allows children to participate in their own lives and to enter society with an expected amount of knowledge, DT also prepares children for citizenship.

Preparation for Citizenship

At Endeavour, we design our curriculum in a way that prepares children to make informed decisions as members of a democratic society. In DT, by developing fluent knowledge of the design process (Plan, Make, Evaluate) and our chosen key concepts of 'Design', 'Innovation', 'Creation' and 'Progress' we prepare our children to make informed decisions. For example, we know that children who can evaluate the effectiveness of a final product will be more able to evaluate the potential effectiveness of a proposal that will impact on their lives or the relative strengths and weaknesses of the proposals of two local political candidates. Furthermore, we know that children who have developed fluent knowledge of the concept of 'progress' will be better prepared to develop informed opinions about the future development of society (e.g. widespread use of solar panels).

In addition to empowering children to participate in their lives, giving an expected amount of knowledge and preparing children to make informed decisions, the DT curriculum prepares children to thrive in the workplace.

Preparation for Work

At Endeavour, we design our curriculum in a way that prepares children for work. In DT, by developing fluent knowledge of the design process (Plan, Make, Evaluate) and our chosen key concepts 'Design', 'Innovation', 'Creation' and 'Progress' we prepare our children to succeed at work. We know that DT develops transferable skills and that knowledge of the design process and our key concepts prepares children with mental models that can be applied to any industry. For example, developing knowledge of how to plan according to a given criteria prepares children to work in any industry and, indeed, to succeed in jobs that do not yet exist.

When designing our curriculum, we ensure that we select knowledge and structure its implementation in ways that lead to personal empowerment, cultural transmission, preparation for citizenship and preparation for work. However, we also acknowledge that there exists the injustice of disadvantage and so we shape our curriculum around the core aim of tackling disadvantage.

Tackling Disadvantage

At Endeavour, we take seriously the responsibility to address the fact that children do not enter school with the same starting points. For example, we know that children enter school with different amounts of background knowledge, knowledge of vocabulary and having had different opportunities to access a range of life experiences.

At Endeavour, we tackle disadvantage by intentionally giving children background knowledge and vocabulary and by ensuring that our curriculum is a window to the world beyond their lived experience.

Importantly, we ensure that our curriculum is a window for *all* of our children and that we, therefore, promote representation and diversity. In some subject areas, strategies to promote representation and diversity are more overt. For example, in Reading, we make deliberate choices through the lense of representation and diversity, choosing texts for the children to read that have diverse characters, settings, themes and are written by diverse authors. In other subjects, strategies are more subliminal. For example, in all subject areas, we promote representation and diversity by giving the message that 'you don't have to be a certain way to be successful'.

In DT, we have selected a diverse range of designers to teach the children about and we deliberately infuse the curriculum with the message that 'you don't have to be a certain way to be successful'. For example, in Year __, when children learn_____, we ensure that our focus is on celebrating the diverse ways that children may invent to meet the design criteria. In doing so, we avoid celebrating uniformity and instead promote the notion that there are many ways to be 'good'.

Knowledge, Sequencing, Endpoints

What do we teach? When do we teach it? What are the Endpoints

'Knowing where your curriculum is headed is important: 'The clearer you are about where you want to go, the better chance you have of getting there' (Mccrea, 2015, p. 32)

Our DT curriculum focuses on the key endpoints we want the children to achieve and we focus on breaking content down into appropriately-sized chunks and teaching them in a meaningful order.

Mechanisms	Curriculum Endpoints	Term Taught
Year 5	Space Children know the following: ● Children know the meaning of the words pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor circuit, switch, circuit, electrical system, input, process, output. Children can do the following: ● Children can make a vehicle using gears and pulleys. Design, Make, Evaluate Children can design a product including gears and pulleys. Children can make a product that requires gears and pulleys. Children can test and evaluate the effectiveness of their design and make adaptations to their plan.	Aut 2

Mechanisms	Curriculum Endpoints	Term Taught
Year 4	Spy Torch Children know the following: ● Children know the meaning of the words circuit, switch, bulb, torch, conductor, insulator, paperclip. Children can do the following: ● Children can make a torch using an electrical circuit. Design, Make, Evaluate Children can design an electrical circuit within a product. Children can make an electrical circuit within a torch. Children can test and evaluate the effectiveness of their design and make adaptations to their plan.	Sum 2

Mechanisms	Curriculum Endpoints	Term Taught
Year 3	<u>The Promise</u> Children know the following: ● Children know the meaning of the words sliders, lever, split pin, fulcrum, pivot, mechanism. Children can do the following: ● Children can make linked sliders and levers. <u>Design, Make, Evaluate</u> Children can design a linkage according to a success criteria. Children can make a linkage. Children can test and evaluate their product and make adaptations to their plan.	Sum 2

Mechanisms	Curriculum Endpoints	Term Taught
Year 2	<u>From One Island to Another</u> Children know the following: ● Children know the meaning of the words mechanism, wheel, axle, chassis, friction. Children can do the following: ● Children make a wheel/axle combination that allows a vehicle to move. <u>Design, Make, Evaluate</u> Children can design a vehicle according to the success criteria. Children can make axles that will allow wheels to move. Children can test and evaluate their product against the success criteria.	Spr 2

Mechanisms	Curriculum Endpoints	Term Taught
Year 2	<u>Time to Celebrate</u> Children know the following: ● Children know the meaning of the words sliders, lever, split pin, pivot, mechanism. Children can do the following: ● Children make a slider and lever in the same product. <u>Design, Make, Evaluate</u> Children can design a slider/lever combination. Children can make a slider/lever combination, according to their design. Children can evaluate the effectiveness of their product and make adaptations to their design.	Spr 2

Mechanisms	Curriculum Endpoints	Term Taught
Year 1	<u>Fire! Fire!</u> Children know the following: ● Children know the meaning of the words push, pull, lever, slider, pivot and slot. Children can do the following: ● Children can make a slider by choosing appropriate materials and tools. <u>Design, Make, Evaluate</u> Children contribute to a shared design. Children make a slider, choosing materials and tools to use. Children contribute to a shared evaluation of the effectiveness of their slider.	Aut 2

Mechanisms	Curriculum Endpoints	Term Taught
Year R	<u>All about me</u> Explore and talk about how things work	Aut 1

Structure	Curriculum Endpoints	Term Taught
Year 6	<u>Marble Run</u> Children know the following: ● Children know the meaning of the words frame structure, stiffen, strengthen, reinforce, stability, shape, join, permanent. Children can do the following: ● Children can make a structure for a game using complex structures that stiffen and reinforce. <u>Design, Make, Evaluate</u> Children can design a game according to a success criteria. Children can make a product including a complex structure, using a range of tools and resources (including glue guns). Children can test their product run with children from Year R and evaluate their product.	Sum 2

Structure	Curriculum Endpoints	Term Taught
Year 3	<u>All fun and games</u> Children know the following:	Aut 2

	• Children know the meaning of the words user, purpose, product, function, shell structure, three-dimensional, 3D shape, material, stiffen, recycle, reuse, net, font, lettering, text. Children can do the following: • Children can choose and use a range of tools and materials to create a strong, stable structure. <u>Design, Make, Evaluate</u> Children can design ways to reinforce a structure. Children can make a user-friendly game in line with a success criteria. Children can test and evaluate their product on the target audience.	

Structure	Curriculum Endpoints	Term Taught
Year 1	<u>Once Upon A Time</u> Children know the following: • Children know the meaning of the words structure, frame, freestanding, buttress, join. Children can do the following: • Children can choose materials and tools to strengthen, stiffen and make a structure more stable. <u>Design, Make, Evaluate</u> Children can create a design that details their ideas. Children can choose materials and tools to make a stable structure. Children can test and evaluate their end product.	Aut 2

Structure	Curriculum Endpoints	Term Taught
Year R	<u>All about me</u>	

	Begin to develop complex stories using small world equipment. <u>Autumn Leaves</u> Explore different materials freely , to develop their ideas about how to use them and what to make. <u>Let's celebrate</u> Make imaginative and complex 'small worlds' with blocks and construction kits. Explore different materials freely , to develop their ideas about how to use them and what to make. <u>Story makers</u> Develop own ideas and then decide which materials to use to express them. Join different materials and explore different textures.	

Textiles	Curriculum Endpoints	Term Taught
Year 5	<u>Title</u> Children know the following: ● Children know the meaning of the words running stitch, cross stitch, blanket stitch, seam, seam allowance, finishing techniques, pattern pieces, appearance. Children can do the following: ● Children will make a product using a range of stitches. <u>Design, Make, Evaluate</u> Children can design a product including a range of stitches and according to success criteria. Children can make a product using a range of stitches with fluency. Children can evaluate their final product according to the success criteria and their peer's feedback.	Spr 2

Textiles	Curriculum Endpoints	Term Taught
Year 4	<u>Dragonology</u> Children know the following:	Aut 2

	• Children know the meaning of the words strength, seam, seam allowance, finishing techniques, functional, pattern pieces. Children can do the following: • Children can make a product using different stitches and closing off. <u>Design, Make, Evaluate</u> Children can design a product according to a set criteria, using a range of stitches. Children can make a product, using a range of stitches. Children can evaluate their product including peer feedback.	

Textiles	Curriculum Endpoints	Term Taught
Year 1	<u>Eye Spy</u> Children know the following: • Children know the meaning of the words felt, cotton, tools, mark out, decorate. Children can do the following: • Children can use a running stitch. <u>Design, Make, Evaluate</u> Children can design a product that requires the joining of two materials. Children can make a product that meets their success criteria. Children evaluate their product based on their experience of using it (on a school trip).	Sum 2

Textiles	Curriculum Endpoints	Term Taught
Year R	<u>Let's celebrate</u> To experience simple weaving, e.g. twigs, fabric and paper. <u>Growing</u> To experience simple weaving, e.g. twigs, fabric and paper.	

Nutrition	Curriculum Endpoints	Term Taught
Year 6	<u>Pizza Time</u> Children know the following:	Aut 2

	• Children know the meaning of the words carbon footprint, climate, seasonal, calculate, gut inflammation. Children can do the following: • Children can make a healthy pizza with an alternative pizza base incorporating toppings considering their carbon footprint. <u>Design, Make, Evaluate</u> Children can design a healthy pizza considering the carbon footprint of foods used. Children can make a healthy pizza with an alternative pizza base. Children can test their products on a focus group, survey responses and evaluate their product and cooking process.	

Nutrition	Curriculum Endpoints	Term Taught
Year 5	<u>Happy Guts</u> Children know the following: • Children know the meaning of the words gut health, digestion, blood sugar levels, starchy foods, nutritional values. Children can do the following: • Children can make a pizza using an alternative pizza base to aid gut digestion. <u>Design, Make, Evaluate</u> Children can design a healthy snack using an alternative to starchy food. Children can make a healthy pizza incorporating an alternative pizza base with a balance of toppings. Children can test their products on a 'focus group', survey responses and evaluate their product and cooking process.	Sum 2

Nutrition	Curriculum Endpoints	Term Taught
Year 4	<u>Energy Balls</u> Children know the following: • Children know the meaning of the words nutritional information, informed decision, healthy fats, sustain, prototype. Children can do the following: • Children can make a healthy snack (considering healthy fats). <u>Design, Make, Evaluate</u> Children can design a healthy snack according to a set criteria. Children can make a healthy snack incorporating healthy fats and considering ratios. Children can test their products on a 'focus group', survey responses and	Spr 2

	evaluate their product.	

Nutrition	Curriculum Endpoints	Term Taught
Year 3	<u>Ice Trap</u> Children know the following: ● Children know the meaning of the words healthy, protein, snack, prototype, sugar, stored, transport. Children can do the following: ● Children can make a healthy snack (no added sugar). <u>Design, Make, Evaluate</u> Children can design a healthy snack according to the success criteria - no added sugar. Children can choose tools, ingredients and quantities to make a snack that can travel well. Children can test their product on a focus group, survey responses and evaluate their product.	Spr 2

Nutrition	Curriculum Endpoints	Term Taught
Year 2	<u>All Creatures Great and Small</u> Children know the following: ● Children know the meaning of the words hygiene, healthy, nutrition, portion, balanced, diet, measuring. Children can do the following: ● Children can use a knife safely to cut a range of fruit and vegetables (e.g. cucumber, tomatoes). <u>Design, Make, Evaluate</u> Children can design a healthy snack according to a success criteria. Children can make a balanced, healthy snack. Children can evaluate their product by surveying a focus group.	Aut 1

Nutrition	Curriculum Endpoints	Term Taught
Year 1	<u>Healthy Bodies</u> Children know the following: ● Children know the meaning of the words healthy, diet, food groups, nutrition, prepare, cut, rinse, slice. Children can do the following: ● Children can use a knife safely.	Aut 1

	<u>Design, Make, Evaluate</u> Children can design a meal based on a success criteria. Children can choose and use the right tools to cut food safely. Children can use a focus group to evaluate the effectiveness of their product.	

Nutrition	Curriculum Endpoints	Term Taught
Year R	<u>PSHE - SCARF</u> Talk about how to keep their bodies healthy and safe. Name and recognise how healthy choices can keep us well.	

3. We focus on Subject Discipline

To avoid a curriculum that is 'a mile wide and an inch thick' subject leads focus the curriculum on 'fewer topics pursued to greater depth' (Oates, 2010, p.17)

When designing our curriculum, we focus on organising a subject's curriculum in ways that reflect the uniqueness of each subject.

Key takeaways regarding key concepts in the Endeavour Curriculum:

- Each subject is unique and has its own concepts;
- There are numerous concepts but some can be deemed as being 'key';
- The selection of 'key concepts' is contestable;
- When selecting 'key concepts', subject leaders are steered by the school's vision and the aims of the curriculum;
- Concepts are complex and 'knotty';
- The knowledge to be learned about each concept must be broken down, sequenced and returned to repeatedly;
- Developing fluent, flexible knowledge will allow for critical thinking about our chosen 'key concepts'.

	Design
Year 6	Children can design a healthy pizza considering the carbon footprint of foods used. Children can design a game according to a success criteria.
Year 5	Children can design a product including gears and pulleys.

	Children can design a product including a range of stitches and according to success criteria. Children can design a healthy snack using an alternative to starchy food.
Year 4	Children can design a product according to a set criteria, using a range of stitches. Children can design a healthy snack according to a set criteria. Children can design an electrical circuit within a product.
Year 3	Children can design ways to reinforce a structure. Children can design a healthy snack according to the success criteria - no added sugar. Children can design a linkage according to a success criteria.
Year 2	Children can design a healthy snack according to a success criteria. Children can design a vehicle according to the success criteria. Children can design a slider/lever combination.
Year 1	Children can design a meal based on a success criteria. Children can create a design that details their ideas. Children contribute to a shared design. Children can design a product that requires the joining of two materials.
Year R	Children talk about their ideas before and as they are making things.

	Make
Year 6	Children can make a healthy pizza with an alternative pizza base. Children can make a product including a complex structure, using a range of tools and resources (including glue guns).
Year 5	Children can make a product that requires gears and pulleys. Children can make a product using a range of stitches with fluency. Children can make a healthy pizza incorporating an alternative pizza base with a balance of toppings.
Year 4	Children can make a product, using a range of stitches. Children can make a healthy snack incorporating healthy fats and considering ratios. Children can make an electrical circuit within a torch.
Year 3	Children can make a user-friendly game in line with a success criteria. Children can choose tools, ingredients and quantities to make a snack that can travel well. Children can make a linkage.
Year 2	Children can make a balanced, healthy snack. Children can make axles that will allow wheels to move. Children can make a slider/lever combination, according to their design.
Year 1	Children can choose and use the right tools to cut food safely. Children can choose materials and tools to make a stable structure. Children make a slider, choosing materials and tools to use. Children can make a product that meets their success criteria.

Year R	Use large muscle movements to wave flags and streamers, paint and make marks Use shoulder and wrist pivots effectively to move objects and make marks on different sized surfaces To begin to use one handed tools and equipment

	Evaluate
Year 6	Children can test their products on a focus group, survey responses and evaluate their product and cooking process. Children can test their product run with children from Year R and evaluate their product.
Year 5	Children can test and evaluate the effectiveness of their design and make adaptations to their plan. Children can evaluate their final product according to the success criteria and their peer's feedback. Children can test their products on a 'focus group', survey responses and evaluate their product and cooking process.
Year 4	Children can evaluate their product including peer feedback. Children can test their products on a 'focus group', survey responses and evaluate their product. Children can test and evaluate the effectiveness of their design and make adaptations to their plan.
Year 3	Children can test and evaluate their product on the target audience. Children can test their product on a focus group, survey responses and evaluate their product. Children can test and evaluate their product and make adaptations to their plan.
Year 2	Children can evaluate their product by surveying a focus group. Children can test and evaluate their product against the success criteria. Children can evaluate the effectiveness of their product and make adaptations to their design.
Year 1	Children can use a focus group to evaluate the effectiveness of their product. Children can test and evaluate their end product. Children contribute to a shared evaluation of the effectiveness of their slider. Children evaluate their product based on their experience of using it (on a school trip).
Year R	Children talk to their partners and their class about things they have made.

Subject Discipline: Key Concepts

What key concepts do we focus on? What do children learn about them?

'The more detailed and interconnected the mental model, the more flexible the knowledge, and the more likely pupils will be able to transfer their knowledge to different contexts' (Willingham, 2002)

When designing our curriculum, we focus on ensuring that knowledge leads to fluency and flexibility in ways that enable critical thinking that allows children to think in depth about chosen curriculum content.

Key takeaways regarding developing fluent knowledge in the Endeavour Curriculum:

- To achieve the aims of our curriculum, we want children to be able to think critically;
- Thinking critically is cognitively challenging;
- Children need to be able to transfer knowledge;
- Subject leaders identify knowledge that will be developed flexibly;
- Children need to develop fluent knowledge;
- Subject leaders select the knowledge that will be developed fluently;
- Critical thinking is different in each subject.

In DT, we have chosen to focus on the following key concepts:

- Design
- Innovation
- Creation
- Progress

Why did we choose these concepts?

These concepts have been chosen because they support the overall aims of our curriculum: they instill knowledge that tackles disadvantage and promote understanding that supports social mobility.

'When considering how to sequence knowledge across a curriculum, it is useful to consider the ways in which subjects differ. Different subjects may have different bodies of knowledge; this knowledge is structured in different ways (Bernstein, 1999).'

Why focus on design?

By focusing on design, our children learn to be intentional planners who are able to consider success criteria when making plans. They gain knowledge that can be transferred to many other contexts

and that will remain relevant as they approach new challenges in the future.

Why focus on innovation?

By focusing on innovation, we celebrate original ideas and self-expression. We recognise that we are preparing children for a world that does not yet exist. By focusing on innovation, we give children the confidence to have a new idea, to pursue that idea and to test that idea. We believe that this prepares children for their futures.

Why focus on creation?

By focusing on creation, we celebrate the act of making something new and the value this can have. In a world where orders can be placed with the click of a button, we want our children to experience and appreciate the power of creation.

Why focus on progress?

By focusing on progress, we instill the notion that designing, innovating and creating contribute to society's journey and can improve people's experience of life by adding value or solving problems. We want our children to understand that their learning can equip them to help us make progress.

	Design
Year 6	Children learn the effectiveness of communicating ideas and designs to a wider audience e.g. to use focus groups.
Year 5	Children learn the role of functional and aesthetical elements in design.
Year 4	Children learn that prototypes are used in the design process.
Year 3	Children learn that a design purpose and users' preferences need to be considered.
Year 2	Children learn that a success criteria is required.
Year 1	Children learn that a plan is needed.
Year R	Children learn how to generate ideas.

	Innovation
Year 6	Children learn that small innovations can contribute to resolving global problems.
Year 5	Children learn that innovation is easiest when skills have been mastered.

Year 4	Children learn that design should consider the audience.
Year 3	Children learn that new ideas should be tested.
Year 2	Children learn that, when innovating, some things change and some things stay the same.
Year 1	Children learn that mistakes are part of getting better.
Year R	Children learn through free play.

	Creation
Year 6	Children learn to use a wider range of tools and equipment accurately and fluently.
Year 5	Children learn to choose a range of construction materials, textiles and ingredients according to their functional properties.
Year 4	Children learn to use a range of shaping, cutting and joining techniques accurately.
Year 3	Children learn to use different cutting and joining techniques.
Year 2	Children learn to select materials according to their characteristics.
Year 1	Children learn to select suitable materials and tools for a specific application.
Year R	Children learn to choose materials and tools.

	Progress
Year 6	Children learn that the choices they make have an impact on the world.
Year 5	Children learn that mastery can lead to high-quality outcomes.
Year 4	Children learn that they can solve problems in new ways.
Year 3	Children learn that their ideas can benefit others.
Year 2	Children learn that good skills can make a better product.
Year 1	Children learn that a good design can make a product better.
Year R	Children learn that some ideas are better than others.

Implementation

How is our History curriculum implemented?

How is our DT curriculum implemented?

'Learning involves a lasting change in long term memory (DfE 2020).'

Curriculum intent is important: what should be taught and in what order. Curriculum implementation is about how that content is taught (DfE, 2021).

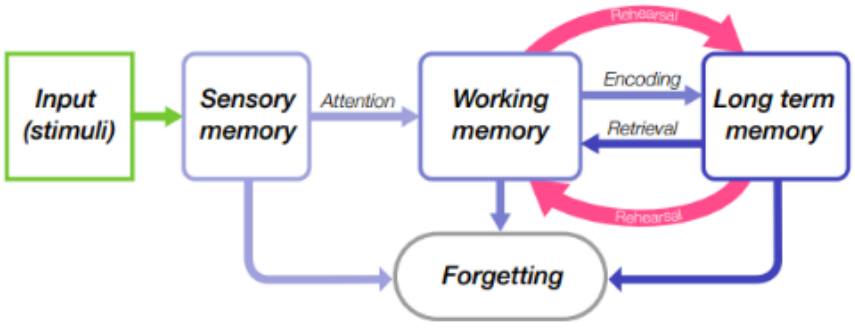
We recognise that curriculum implementation is key to achieving the aims of our curriculum.

At Endeavour, we have developed the following mechanisms to support consistent, effective implementation of our curriculum:

- An evidence-informed approach to High Quality Inclusive Practice (HQIP);
- A 'Model Lesson' format
- An embedded Coaching and Mentoring Programme;
- ECT support programme that goes beyond statutory requirements;
- Strong, supported subject leadership;
- A robust programme of professional development that is aligned with school improvement priorities and is responsive to unfolding development needs of our staff.
- Pupil Progress Meetings

Our approach to implementing our curriculum is founded on our understanding of cognitive science.

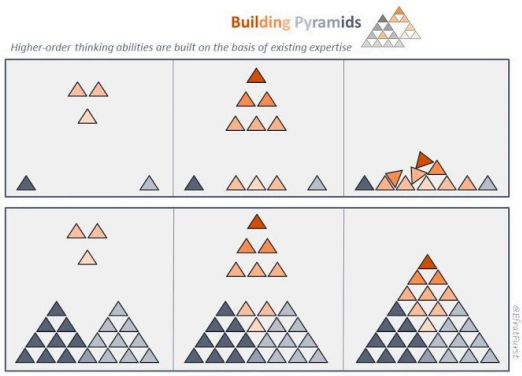
Cognitive Load Theory



Cognitive Load Theory, EEF

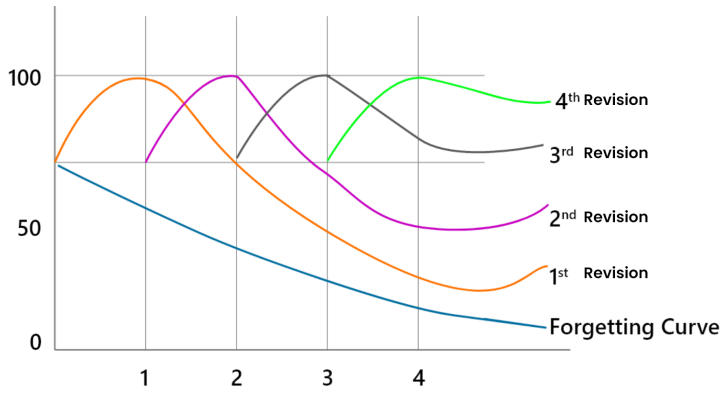
- Learning requires attention
- Learning is processed in the Working Memory
- The Working Memory is supported by knowledge that is stored in the Long Term Memory
- Practice is required to encode new learning and to prevent forgetting.

Secure prior learning supports new learning



- Working Memory is limited
- Secure Prior Learning supports the Working Memory to integrate new ideas with existing knowledge.

Repeated practice prevents forgetting



Ebbinghaus, 1885

High Quality Inclusive Practice

In light of our understanding of cognitive science, we have designed a consistent approach to High Quality Inclusive Practice (HQIP) which is applied in all areas of our curriculum to ensure that the chosen content of our curriculum is well delivered and that delivery leads to lasting change.

Characteristic 1	Characteristic 2	Characteristic 3	Characteristic 4	Characteristic 5
Inclusive, empowering learning environments	Effective learning journeys	Effective scaffolding	Effective modelling	Assessment for learning

Pupil Progress Meetings

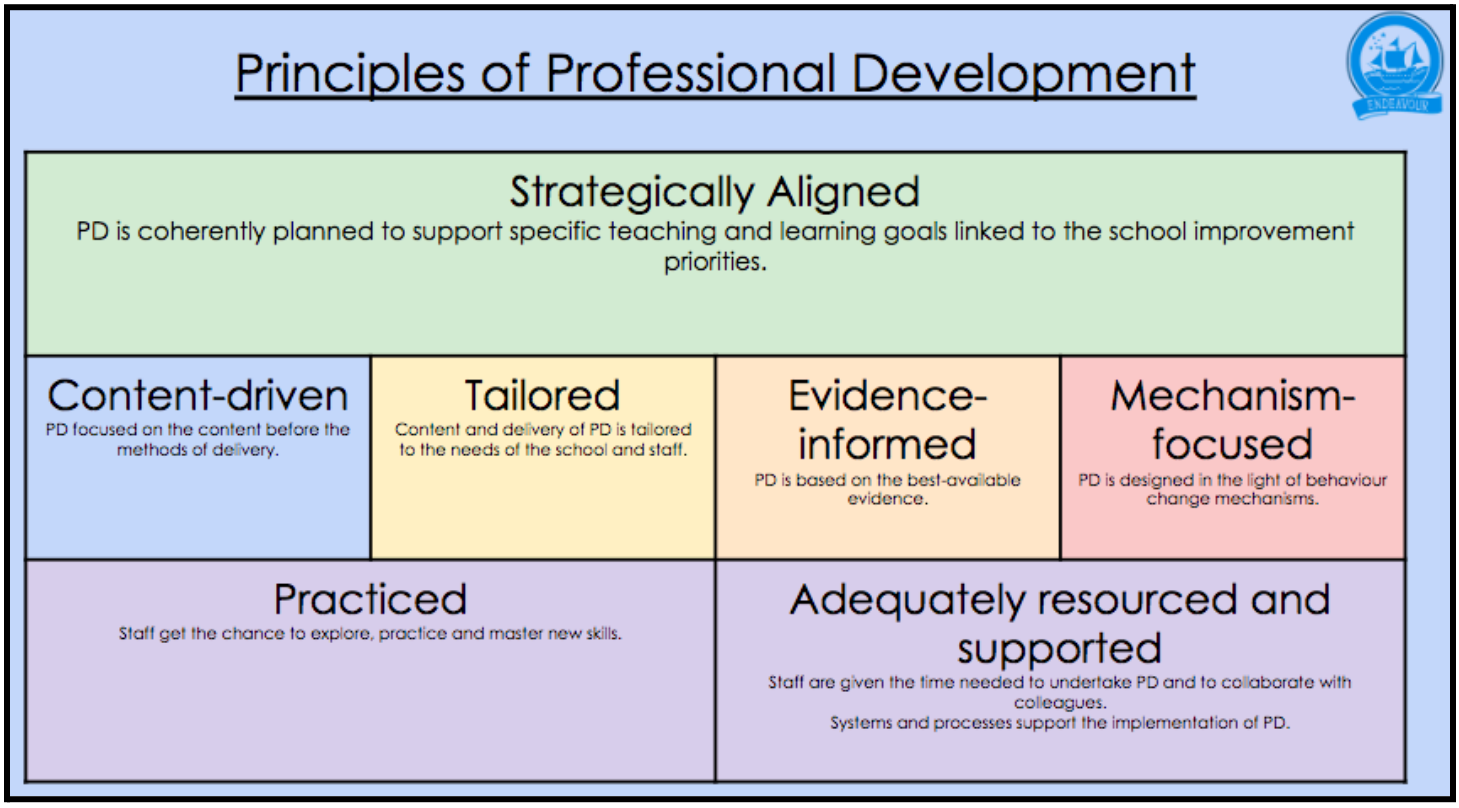
Pupil Progress Meetings take place termly. They are used as a central vehicle to supporting and challenging our teachers to improve outcomes for our children. In the meetings, class teachers work alongside senior leaders to evaluate the information that can be gained from children's bookwork and all the assessment information that can be drawn upon. A significant amount of time is invested in these meetings. The meetings are used to identify children who need further support to achieve and adaptations to delivery (HQIP) and curriculum design are planned with a view to ensuring that all children achieve aspirational targets.

Interim Pupil Progress Meetings

During the half term following Pupil Progress Meetings, Intertim Pupil Progress Meetings take place. These meetings are used to check progress against the actions that were planned during Pupil Progress Meetings and to support and challenge staff to remove barriers to pupil progress.

How is professional development used to support effective curriculum implementation?

Implementation of our curriculum is supported through a robust programme of professional development. All of our professional development is underpinned by our Principles of Professional Development.

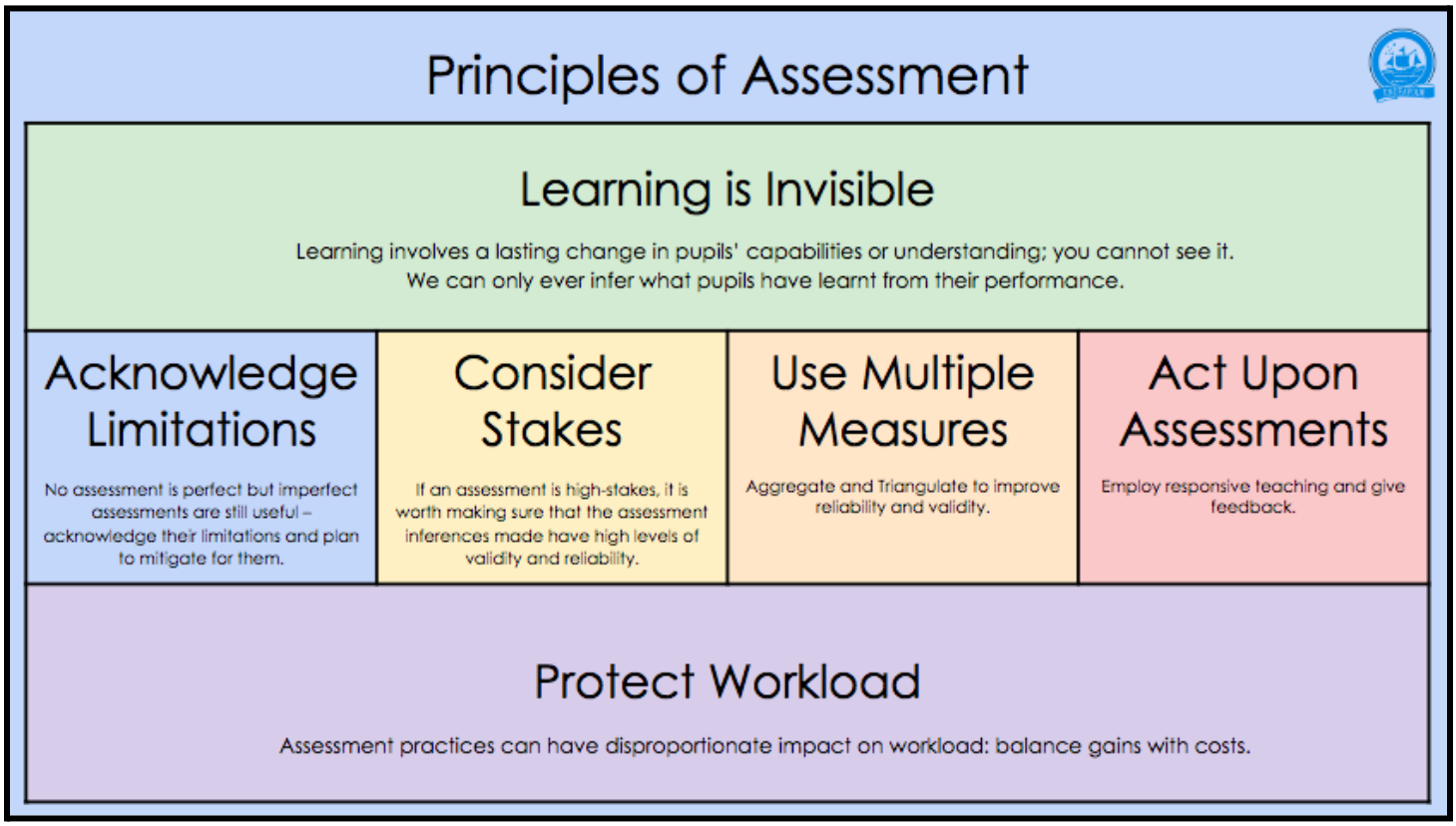


Professional development is planned to support the school improvement plan. Professional development plans are updated to respond to information gained through monitoring, assessment information and Pupil Progress Meetings. Professional development sessions take place weekly and each one is aligned with the milestones of our school improvement plans.

How is the impact of our curriculum assessed?

In order to achieve the aims of our curriculum, we ensure that children are remembering the chosen curriculum content and make sure that children are knowing and doing more as a result of the implementation of the curriculum, making adaptations and responding to children's achievement.

When evaluating the impact of our curriculum, we apply our Principles of Assessment.



We use the following vehicles to evaluate the impact of curriculum implementation:

- In-class formative assessment techniques
- Focus 5s
- Summative assessments
- Subject leader monitoring
- Senior Leader monitoring
- Governor monitoring
- External partner auditing

In-class formative assessments

Teachers employ a range of formative assessment techniques to make learning 'visible' in order to adapt teaching to meet children's emerging needs. Techniques include using questioning and live marking.

Focus 5s

'Focus 5s' are used across the curriculum to assess whether or not children have remembered key knowledge that was taught in a previous lesson. Focus 5s are designed to strengthen learning through recall, to allow teachers to ensure that children have remembered essential prior learning and to support children to make links between what has been previously taught and the day's new learning. If children struggle with an element of a Focus 5, teachers make adaptations to scaffold, remodel and ensure that gaps in knowledge are filled. Subject leaders and senior leaders review the success that children experience with Focus 5s as a key mechanism for evaluating the impact of curriculum implementation.

Summative assessments

Summative assessments are used across the curriculum to provide information about whether or not children have remembered and can still use what they have been taught. Summative assessment information is used by the subject leader where adaptations to the use of HQIP, adaptations to the curriculum and actions for individual children are considered.

Subject leader monitoring

Having supported the understanding of curriculum intent and planning, subject leaders monitor the implementation of their subject. Subject leaders carry out learning walks, they check Focus 5s, they carry out 'book looks', they carry out pupil conferencing and they evaluate the results of summative assessments. Subject leaders support teachers to respond to assessment information gathered during a learning journey and ensure that appropriate and effective adaptations and interventions are executed in response to assessment information.

Senior Leader monitoring

At Endeavour, we see ourselves as learners. Senior leaders carry out monitoring to ensure that expectations are being met consistently, to identify development needs and to support our team to develop. Senior leaders evaluate the effectiveness of curriculum implementation each week:

- 'Deep Dives' are used to ensure that the full curriculum is being delivered to all children according to curriculum plans and that children are benefiting from the use of High Quality Inclusive Practice.
- Learning Walks are used to monitor the impact of professional development and to ensure consistent delivery of the curriculum according to agreed expectations.
- Termly lesson observations are used as a way to embrace the fact that we are all learners, as a supportive mechanism and as a way to evaluate the effectiveness and consistency of curriculum implementation.
- Pupil conferencing is used to gain an overview of children's experience of all aspects of school life.

Governor monitoring

Our Governors routinely monitor the effectiveness of curriculum implementation:

- They join senior leaders during Deep Dives.
- They join senior leaders and subject leaders during learning walks.
- They ask questions of subject leaders during Curriculum and Standards Committee meetings.
- They seek evidence to support leaders' assertions that school is on track to meet its aspirational 'Assessment Flightpath'.

External partner auditing

At Endeavour, we welcome support and challenge from the Local Authority and benefit from our work being scrutinised. We embrace challenge and celebrate the validation that we are on track to meet and exceed all the targets that we are set.

Collaboration

How are subject leaders supported?

How do subject leaders support others?

Subject leaders provoke a 'continuous culture of discussion, debate, disagreement and exploration' that forms the foundation of effective curriculum design (Ashbee, 2020).

We recognise that designing and implementing a curriculum is challenging. At Endeavour, we embrace this challenge and subject leaders play a central role in championing and pioneering the development of their subjects.

Key takeaways:

- Designing a curriculum is a challenging, ongoing process
- No-one is an expert in every area of the primary curriculum
- Subject leaders are challenged and supported to improve their expertise
- Subject leaders provide clear expectations and clear support to develop the expertise of the teaching team
- Implementation is crucial
- Successful implementation is achieved through our understanding of the science of learning and our model of High Quality Inclusive Practice
- Subject Leaders champion effective assessment in their subjects, applying the school's Assessment of Curriculum Impact principles

How are subject leaders supported?

- Initial 'Curriculum Conversations' training

- Ongoing half termly curriculum discussions with senior leaders
- Planned, protected time to develop curriculum plans
- Planned, protected time to support planning
- Planned, protected time to monitor implementation
- Planned, protected time to evaluate impact
- Released to attend external PD where appropriate

How do subject leaders support others?

- Curriculum plans are clear e.g. knowledge, concepts, endpoints, sequencing (overviews, knowledge planners and plotters)
- Planning is supported
- Teachers are briefed on key endpoints and implementation expectations
- Implementation expectations are clear, specified and supported
- Teachers are supported to know how to respond to assessment information
- Professional development is planned in response to monitoring
- Principles of change management are applied when needed (Engage with beliefs, Secure Alignment, Specify Behaviours, Match Challenge and Support, Revisit and Refine)