



**English  
Mastery**

**Leading curriculum change: how  
do we ensure curriculum design  
change is successful for  
students and teachers?**

**Claudia Parkes**

# Outline



- **Why curriculum?**
- **Overview of Ofsted's terminology: Intention, Implementation, Impact**
- **Experiences in implementation**

# Outline



- **Why curriculum?**
- Overview of Ofsted's terminology: Intention, Implementation, Impact
- Experiences in implementation

# What is English Mastery?



# About English Mastery



- Launched in Ark Schools in 2014
- A focus on designing and launching an English curriculum, CPD offer, implementation infrastructure, and assessment framework
- Following on from positive findings from the 2014 cohort, taking part in a Randomised Control Trial in partnership with the Education Endowment Foundation
- Currently working with ~140 schools across the country



Write a “Curriculum Intent” statement	Internal lesson observation forms re-written to focus on what students know, remember and do	Attend a course on the new inspection framework
Require knowledge organisers for all units of work	Re-write existing schemes of work with an ‘Intent Statement’ or ‘Implementation plan’	Insert “retrieval practice” into every lesson
Visited another school to focus on their work on curriculum	Undertake a ‘curriculum audit/review’	Updated ‘Book Look’ policy

# How did we get here?



## The Ofqual blog

Organisations: [Ofqual](#)

## GCSE and A level reform is nearly complete

[chrisshadforth](#), 1 February 2019 - [A levels and GCSEs](#)

The recent reforms to GCSEs and A levels in E generation. The new qualifications have been first awarded to students in 2017. This summer reform process because the qualifications awarded in few subjects will be new.

## Sajid Javid pledges £400m further education funding

31 August 2019

[f](#) [m](#) [t](#) [e](#) [Share](#)



## The education inspection framework

Framework for inspections carried out, respectively, under section 5 of the Education Act 2005 (as amended), section 109 of the Education and Skills Act 2008, the Education and Inspections Act 2006 and the Childcare Act 2006

The education inspection framework sets out how Ofsted inspects maintained schools, academies, non-association independent schools, further education and skills provision and registered early years settings in England.

The leaked paper put a focus on **tackling poor behaviour** in schools, a measure apparently informed by recent polling that suggested strong public support for tougher disciplinary measures. The paper included explicit support for headteachers who used **“reasonable force”** in their efforts to improve discipline.

# Observations



- Be aware of change fatigue: not just from across the system, but within an institution

# Outline



- Why curriculum?
- **Overview of Ofsted's terminology: Intention, Implementation, Impact**
- Experiences in implementation

# Origins of Intent / Implementation / Impact



Best overview is probably ‘Principled Curriculum Design’ (SSAT, 2013) by Dylan Wiliam

There, he provides a description of:

- **The intended curriculum:** the knowledge we want students to learn
- **The implemented curriculum:** comprises textbooks, long-term plans, schemes of learning and lesson plans
- **The achieved curriculum:** what young people experience

# Origins of Intent / Implementation / Impact



Ofsted's description is a little different.

‘Curriculum is

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

‘There’s no need to write new statements, adapt websites or restructure staffing to cover intent... Intent is about “the substance of education.”’

# Intent



High-quality, hand-roasted beans  
Ethical and sustainable sourcing  
Change perceptions from *coffee as commodity* to *coffee as experience*

# Specific issues we wanted to address in English teaching:

Subject Domain	How we Learn	Reading	Writing	Assessment	Training and Community
----------------	--------------	---------	---------	------------	------------------------

## RESEARCH, EVIDENCE AND INFLUENCE

- GSCE reform
- Ark mission
- E. D. Hirsch

- Mastery theory
- Daniel Willingham

- E. D. Hirsh
- Ruth Miskin
- Isabel Beck
- Doug Lemov
- Hart & Risley

- Project Follow through
- Siegfried Engelmann

- Dylan William
- Daisy Christodoulou
- GCSE reform
- Tim Oates

- Ark English teachers
- Doug Lemov

## INTENTIONS

Texts will be challenging and culturally significant.

The lessons will focus on what we want students to learn.

The highest leverage activity will always be chosen.

The curriculum will be differentiated.

The curriculum will teach tier 2 vocabulary explicitly.

The curriculum will be knowledge rich.

The curriculum will teach grammar explicitly.

There will be repetition of key learning within units and across units.

Reading will also be marked for Writing.

One assessment per term.

Students will sit the same assessment under the same conditions.

Assessments will be norm-referenced.

Establish a subject community.

Professional Development will focus on curriculum topics.

# Why focus on intent?



- Ofsted say that Intent is ‘what you are going to teach, and the order in which you are going to teach it’...
- ...but it is also much more than that.

Year	Autumn 1a	Autumn 1b	Spring 2a	Spring 2b	Summer 3a	Summer 3b
7	<b>Autobiography (Transition)</b>  <b>Writing Assessment</b>	<b>Short Story</b> <i>The Landlady</i>  <b>Reading Assessment</b>	<b>Theme Park</b>  <b>Writing Assessment</b>	<b>Contemporary Novel</b> 'Neverwhere' 'Lord of the Flies'  'The Book Thief' 'The Incident of the Dog in the Night-Time' <b>Reading Assessment &amp; Writing Assessment</b>	<b>Shakespeare</b> <i>Macbeth</i>  <b>Reading Assessment</b>	<b>Comics</b>  <b>Speaking &amp; Listening Assessment</b>
8	<b>Dystopian Fiction</b> 'Delirious' 'Birthmarked' <b>Reading Assessment</b> GCSE Lit skills - PEE essay IGCSE Reading skills  <b>Writing Assessment</b>		<b>Shakespeare</b> <i>The Tempest</i>  <b>Reading Assessment</b>	<b>Travel Writing</b>  <b>Writing Assessment</b>	<b>Poetry</b> <i>School Days</i>  <b>Reading Assessment</b>	<b>Contemporary Drama</b> <i>Our Day Out</i>  <b>Speaking &amp; Listening Assessment</b>
9	<b>War Texts</b> Pre1914-Contemporary  <b>Reading Assessment</b>	<b>Spoken Language</b>  <b>Writing Assessment</b>	<b>Short Stories</b> Pre1914-Contemporary  <b>Reading Assessment</b>	<b>Gaming OR Film Review</b>  <b>Writing Assessment</b>	<b>GCSE Literature</b> <i>Romeo &amp; Juliet</i>  <b>Reading Assessment</b> **End of KS3 assessment	<b>Novel</b> <i>Heroes</i>  <b>Introduce IGCSE skills</b>



## Curriculum Map

		Autumn term	Spring term	Summer term
Year 7	Text and assessment	<b>Oliver Twist</b> What kind of character is Bill Sikes?	<b>A Midsummer Night's Dream</b> Is the love potion good or bad?	<b>Poetry anthology</b> How does the poet describe the tom cat?
	Key knowledge	Life in Victorian London; Victorian crime; the form of a novel; Bill Sikes, Fagin, the Artful Dodger, Oliver; morality	Life in Elizabethan England; life in ancient Athens; Shakespeare's life; the four lovers; the love potion; Elizabethan family relationships; the form of a play	Structure and use of metaphor; poetic forms; 'The Tyger'; 'The Eagle'; lives of Blake and Tennyson
	Vocabulary instruction	villains and victims; vulnerable; corrupt; naive; orphan; moral	soliloquy, severe, conflict, unrequited love, to mock, chaos	metaphor, literal language, metaphorical language, tenor, vehicle, ground
Year 8	Grammar and writing	Composing a topic sentence; the subject; subject / verb agreement; the past simple tense	Using evidence; pronoun ambiguity; prepositional phrases; run-on sentences; punctuating speech	Writing about unseen texts; temporal clauses; paragraphing; avoiding fragments; extended narrative writing
	Text and assessment	<b>The Adventures of Sherlock Holmes</b> What kind of Character is Sherlock Holmes?	<b>The Tempest</b> How is Caliban presented in the extract and in the rest of the play?	<b>Animal Farm</b> How and why does the farm fail in Animal Farm?
	Key knowledge	Scientific developments in the Victorian era; class and society in Victorian England; the detective genre; duality; periodicals	The Elizabethan age of exploration; colonialism; nature / nurture; the form of a comedy; subplots; soliloquy and monologue; Italian city-states	Allegory; Orwell's life and times; the Russian Revolution; recurring imagery; irony and corruption
Year 9	Vocabulary instruction	to enlighten, deduction, scandal, periodical, introspective, dual nature, observation	colonialism, to usurp, tempest, treason, callous, pathos, nurture, tragicomedy	allegory, tyrant, rebellion, harvest, propaganda, cult of personality, treacherous; authorial intent
	Grammar and writing	Discourse markers; linking paragraphs; complex sentences; correcting fragments; independent clauses	Closed book analysis; composing a balanced argument; subordinate clauses; correcting comma splices	Creative writing; extended metaphor; writing character; describing settings
	Text and assessment	<b>Jane Eyre</b> Explore the way Brontë presents Jane's childhood experiences.	<b>Romeo and Juliet</b> How does Shakespeare present Juliet as a tragic hero?	<b>Poetry anthology</b> Compare the ways poets present a theme in two poems.
Key knowledge	Victorian attitudes to children and childhood; rural isolation; Christianity; Victorian sickness; juxtaposition in <i>Jane Eyre</i>	The Prologue; foreshadowing in <i>Romeo and Juliet</i> ; the form of a tragedy; AC Bradley's lectures on Shakespearean character; the sonnet form	Extended metaphors; 'Paradise Lost', 'The Road Not Taken', 'Night Mail', 'The Canterbury Tales'; lives of Milton, Chaucer, Auden	
Vocabulary instruction	dependent, to oppress, juxtaposition, thesis, to humiliate, hypocrite, comeuppance	tragic, prologue, sonnet, feud, status quo, obstacle, hyperbole, tragic flaw, exile, foreshadow, catastrophe	extended metaphor, epic poetry, procrastinate	
Grammar and writing	Sustaining a thesis; apostrophe of omission; avoiding present tense apostrophe errors	Commenting on literary theory; avoiding contradictions; apostrophe of possession; apostrophes for words ending in -s; it's and its	Comparing texts; chronological and non-chronological composition; first and third person narratives	

# Observations



- ‘Curriculum intent’ is bigger than a curriculum map, ‘intent statement’, GCSE specification, collection of ‘Knowledge Organisers’
- Subject specific ownership is probably critical...
- ...as is working within a school’s culture and ecosystem (avoid silos)

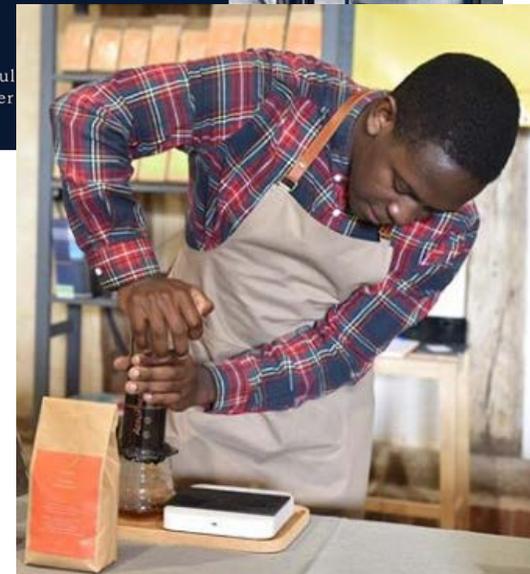
# Outline



- Why curriculum?
- Overview of Ofsted's terminology: Intention, Implementation, Impact
- **Experiences in implementation**

# Implemented

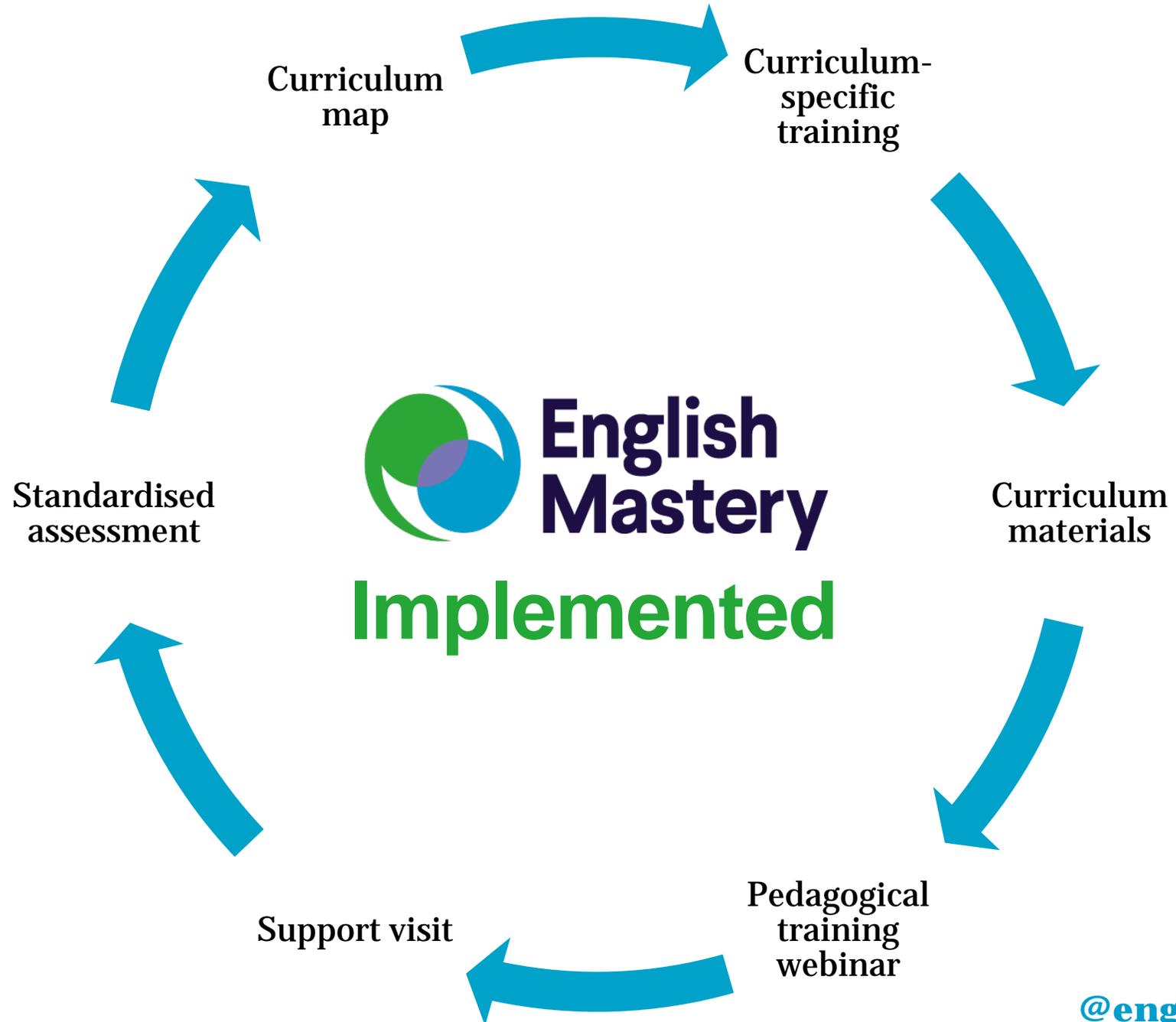
Change perceptions from *coffee as commodity* to *coffee as experience*

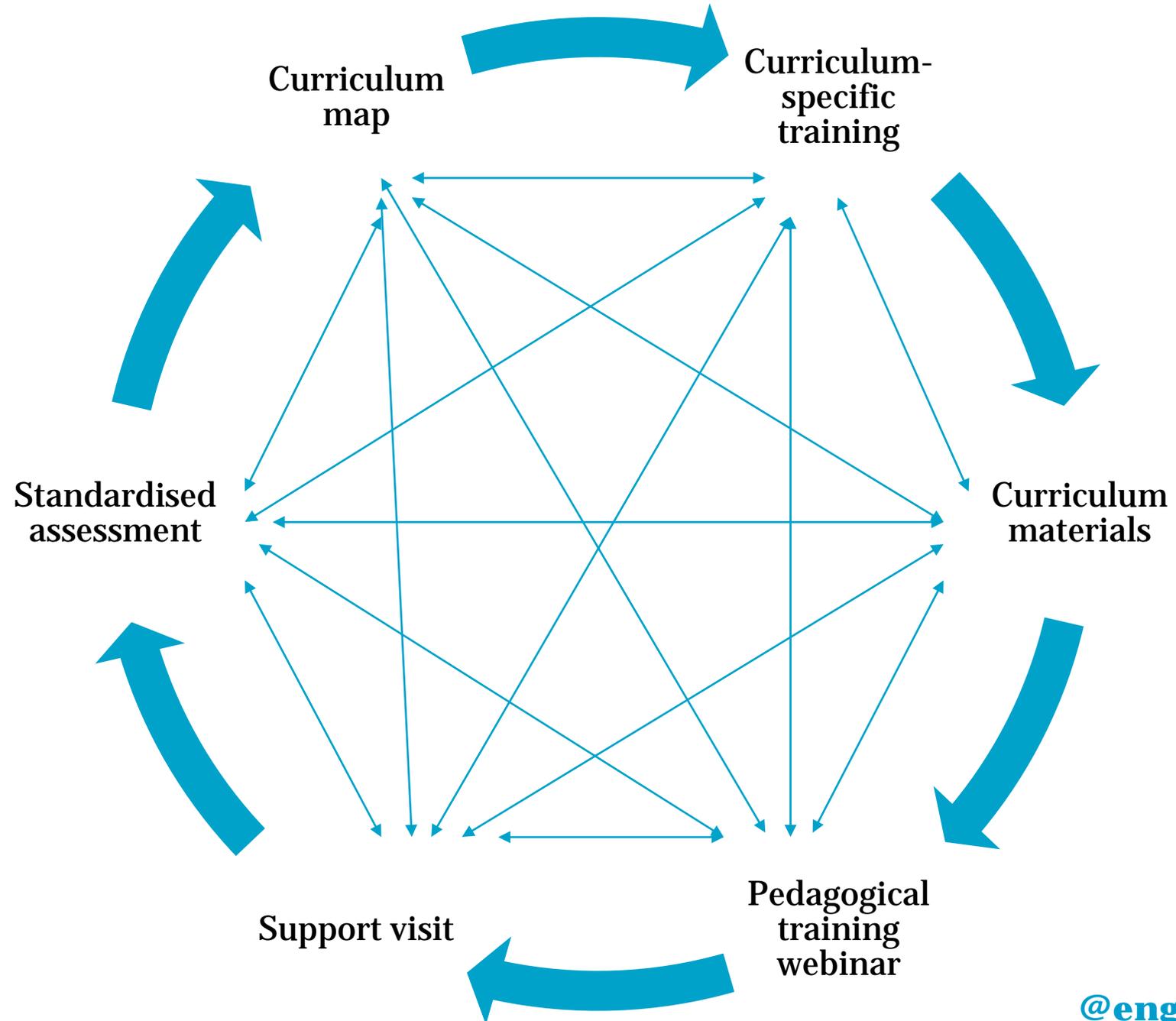




**'A great intended curriculum badly taught is likely to be a much worse experience for young people than a bad intended curriculum well taught.'**

**(Dylan Wiliam)**





# Observations

- Implementation is vast, complex, constant



# Achieved



High-quality, hand-roasted beans  
Ethical and sustainable sourcing  
Change perceptions from *coffee as commodity* to *coffee as experience*

★★★★★ Reviewed 3 weeks ago  via mobile

## Light lunch

Lovely building, run by energetic happy staff always willing to help. Two great chefs creating delicious lunches, great selection of wines and the **coffee** was first class. Fab area for little ones, all round great place for meeting friends to enjoy **coffee**, breakfast brunch lunch and CAKE!!!!

[Show less](#)

★★★★★ Reviewed 26 July 2019

## A lovely addition and welcome addition to Stansted Mountfitchet

We have been here a few times now. The food is tasty, lovingly made and there is a great choice. The staff are attentive and polite. We have lived in the village a couple of years has been a welcome addition. It's also definitely the best place for a **coffee** and it's nice to see their support of other local suppliers

★★★★★ Reviewed 14 June 2019

## Best family cafe in Essex

If you are looking for some tasty food, smiley pleasant staff and a great setting... then look no further! The food is first rate and the **coffee** is excellent (but the **coffee** may be a bit strong for some of the lightweight caffeine consumers). Would recommend for anyone with

# Achieved



## **Stories that have stood the test of time; the 'canon' (Young)**

- **Knowledge-rich leading to skill** (Willingham)
- Frequent low-stakes formative assessment (Christodoulou)
- Cognitive Load Theory (Sweller)
- Explicit vocabulary instruction (Beck, Quigley)
- **Teacher subject knowledge** (Fletcher-Wood)

- In our pilot: 4 months' additional progress

## Survey 2019:

85% of SLT colleagues agree programme has improved quality of English teaching in school

83% of EM leads agree programme improves their subject knowledge

89% of EM leads agree that the programme reduces teacher workload

# Year 7

Writing correct topic sentences

Using evidence correctly



*Oliver Twist:*  
mistreatment of orphans

In addition, Bronte presents Jane's childhood to be of harsh and cruel environments through the repeated reference to the cold 'dreary winter', the girls are forced to face the 'bitter cold', 'shivering' due to the extreme conditions. These dire conditions contribute towards the dehumanisation of the girls – they are not cared for by those in power, and, are instead forced to endure such suffering in order to comply with social expectations. The girls, through this, are conditioned to deny all forms of comfort, as it a 'luxury' that they cannot be offered due to their original sin from Adam and Eve. This concept is derived from 18<sup>th</sup> century philosopher Locke who argued that children were born of sin and punished to have purity nurtured in them. This is implemented by Mr Brocklehurst as he attempts to not offer basic requirements as this 'feeds their vile bodies' but deprive them of warmth in order to save 'their immortal souls'. One could infer that this conveys a lack of expenditure on the girls from the school, as it is not to their worth – they do not deserve sufficient food as it will prove detrimental towards their future. However, perhaps Bronte enacts this to challenge these opinions. Within society, as this deprivation of needs could lead to illness as it did with the typhus outbreak in the novel.

Poor sanitation and disease in Victorian era

Writers use their novels to convey a moral message

# Year 8

Using topic sentences to link analysis

Embedding of quotations



Linking analytical paragraphs

*Oliver Twist:*

*Sherlock Holmes:* Status in Victorian society

Multiple subordinate clauses

Composing a balanced argument

In addition, Bronte presents Jane's childhood to be of harsh and cruel environments through the repeated reference to the cold 'dreary winter', the girls are forced to face the 'bitter cold', 'shivering' due to the extreme conditions. These dire conditions contribute towards the dehumanisation of the girls – they are not cared for by those in power, and, are instead forced to endure such suffering in order to comply with social expectations. The girls, through this, are conditioned to deny all forms of comfort, as it a 'luxury' that they cannot be offered due to their original sin from Adam and Eve. This concept is derived from 18<sup>th</sup> century philosopher Locke who argued that children were born of sin and punished to have purity nurtured in them. This is implemented by Mr Brocklehurst as he attempts to not offer basic requirements as this 'feeds their vile bodies' but deprive them of warmth in order to save 'their immortal souls'. One could infer that this conveys a lack of expenditure on the girls from the school, as it is not to their worth – they do not deserve sufficient food as it will prove detrimental towards their future. However, perhaps Bronte enacts this to challenge these opinions. Within society, as this deprivation of needs could lead to illness as it did with the typhus outbreak in the novel.

Poor sanitation and disease in Victorian era

Discussing a topic from multiple perspectives

Writers use their novels

message

oral

# Year 8

Using topic sentences to link analysis

Building evidence to form support a thesis



Apostrophe of possession paragraphs

*Sherlock Holmes*: Status

The temptation and fall of Adam and Eve

multiple subordinate clauses

Victorian attitudes towards childhood: a child is born innocent and pure vs. a child is born evil vs. a child is a blank slate

In addition, Bronte presents Jane's childhood to be of harsh and cruel environments through the repeated reference to the cold 'dreary winter', the girls are forced to face the 'bitter cold', 'shivering' due to the extreme conditions. These dire conditions contribute towards the dehumanisation of the girls – they are not cared for by those in power, and, are instead forced to endure such suffering in order to comply with social expectations. The girls, through this, are conditioned to deny all forms of comfort, as it a 'luxury' that they cannot be offered due to their original sin from Adam and Eve. This concept is derived from 18<sup>th</sup> century philosopher Locke who argued that children were born of sin and punished to have purity nurtured in them. This is implemented by Mr Brocklehurst as he attempts to not offer basic requirements as this 'feeds their vile bodies' but deprive them of warmth in order to save 'their immortal souls'. One could infer that this conveys a lack of expenditure on the girls from the school, as it is not to their worth – they do not deserve sufficient food as it will prove detrimental towards their future. However, perhaps Bronte enacts this to challenge these opinions. Within society, as this deprivation of needs could lead to illness as it did with the typhus outbreak in the novel.

Specific Victorian diseases e.g. typhus

multiple

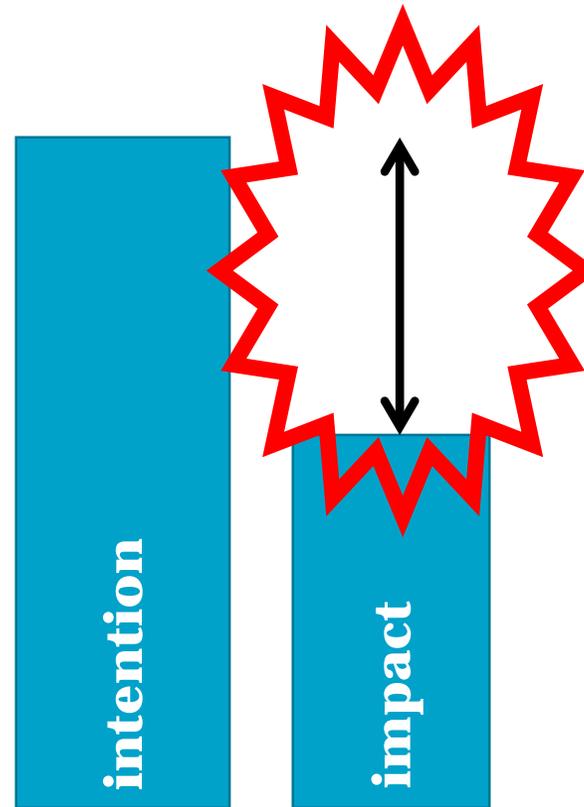
Brocklehurst is a Christian but a moral **hypocrite**

# Observations



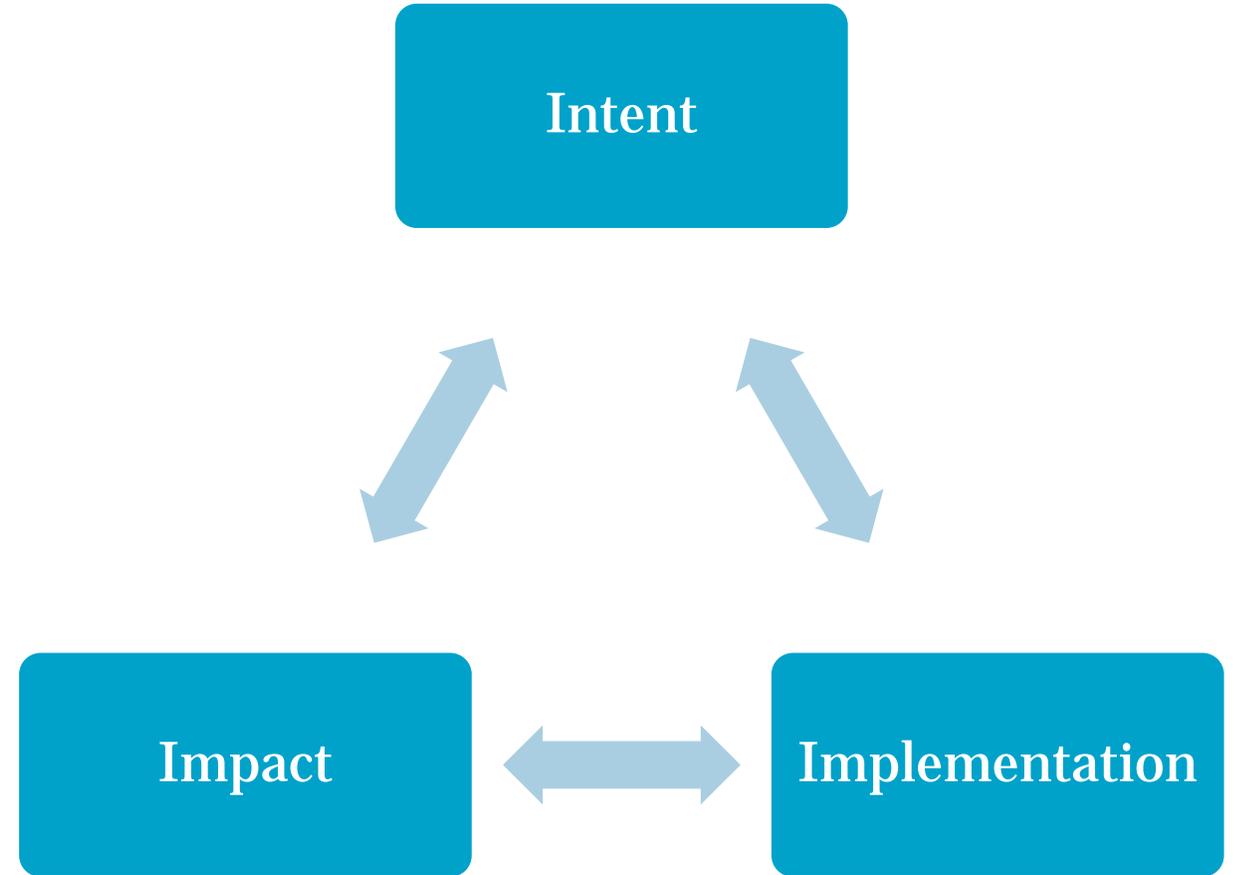
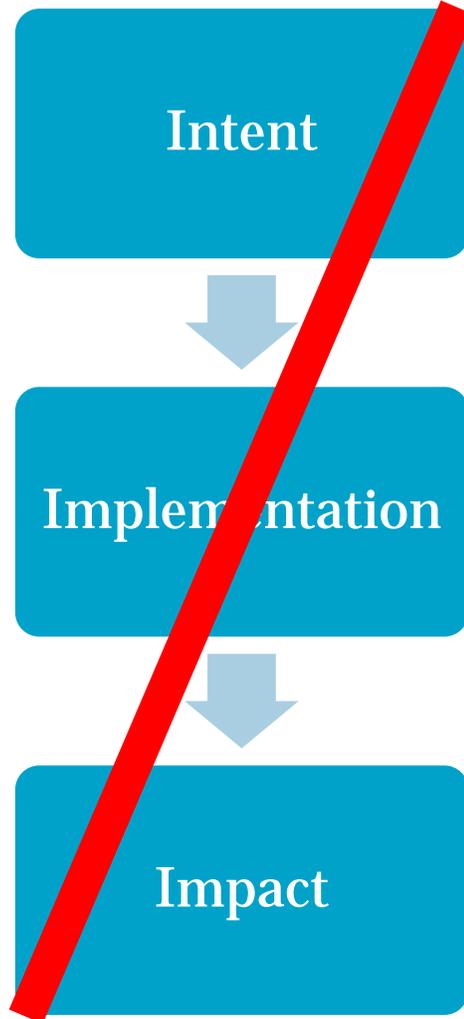
- Post-outcomes, 'Impact' is tricky to exemplify

# The challenge





# Ways forward



# A modelled example: English Mastery



**Start at the end: diagnose** the impact you want to have? What gaps do students have? What are the 'problems'?

**How will you know?**

Arrive in year 10  
ready to start GCSE

Write clearly  
and accurately

Knowledge of  
Shakespearean  
comedy and tragedy

Improve the quantity  
of reading outside the  
classroom

Take ownership of  
cultural capital usually  
reserved for 'elite'

Have a decent  
grounding of some  
unfamiliar contexts  
that come up at GCSE

# A modelled example: English Mastery



**Start at the end: diagnose** the impact you want to have? What gaps do students have? What are the 'problems'?

**How will you know?**

The love potion is causing the two victims (Hermia and Helena) to quarrel and argue with each other. The phrase 'You juggler, you canker-blossom, you thief of love!' shows this. In this quote, Hermia is calling Helena a trickster, worm-eaten from the inside. The phrase, 'you thief of love!' is denoting that Helena has stolen Lysander away from Hermia, causing the two women to quarrel.

Also in Act 3, Scene 2, Caliban is portrayed as a gentle character. This is clear in the line 'the isle is full of noises, sounds, and

sweet airs'. Caliban is also portrayed as responsible for the storm. This can be seen through the line 'It is too rash, too unadvised, too sudden, too like the lightning which doth cease to be. This quotation tells us that Juliet is responsible for her own demise. The repetition of the word 'too' carries connotations of overpassion, being too passionate or overly in love. This foreshadows the ending of Romeo and Juliet which is also 'too sudden' and 'too rash'. This can link to A.C. Bradley's view of a Shakespearean tragedy, which is that 'their actions build their hard and foot' and they cannot escape thereafter.

- **Portfolios**
- **Quizzes**
- **Student interviews**
- **Specific, agreed classwork**
- **Clever use of knowledge organisers**
- **Performance on external assessments**

# Intent emerges organically



- **Shakespeare every year**
  - Conventions of comedy – AMND
  - Conventions of tragedy – Romeo and Juliet
  - Shakespearean criticism – AC Bradley
  - Patriarchy and family in Elizabethan/Jacobean era
- **19<sup>th</sup> century novel every year**
  - Plight of the underdog
  - Industrial revolution and impact on British population
  - Belief systems and their influence on Victorian society
- **Secure the foundations of writing**
  - Subject verb agreement
  - What a sentence is
  - Simple, effective, timeless narrative structures
- **Create curious, lifelong readers**
  - Reading for pleasure explicitly part of curriculum
  - Ensure Reading for Pleasure booklists offer great range

# Observations



- As a school, subject, or thought leader, acknowledge the complexity of this piece of work *and give your colleagues as much time as you can afford*
- To paraphrase John Hutchinson: ‘the curriculum is bigger than any one person’
- It is also bigger than any one document, policy, booklet, or proforma
- If you are in a classroom, you are already thinking in intent/implementation/impact constantly, all the time

# If this sounds familiar...



At the end of this lesson, what should students know/be able to do? How will I know whether they've 'got it'? (Impact)

What don't they know yet? What have they already done that will help them to get there? (Intent)

What resources and activities will students need to be introduced, develop and apply this knowledge/skill? (Implementation)

# Some tales from the front line



- **How do you ensure the breadth of focus in Year 9, still allowing them to have a rich experience of [subject]?**  
*If you were to ask any of your HoDs what their rationale for your KS4 curriculum is, what are they able to say beyond 'GCSE specs'? 3-year KS4 is out of favour.*
- **How does the study get more challenging across the Key Stage?**  
*The curriculum is the progression model: the curriculum should link, be cumulative, and get harder from term to term, year to year.*
- **How has the school supported and trained staff when implementing a new curriculum?**  
*The curriculum is a sustained collaborative effort; schools don't need to have all the answers immediately, but there should be an understanding of which questions will be addressed, in what sequence, and to what effect.*



Write a “Curriculum Intent” statement	Internal lesson observation forms re-written to focus on what students know, remember and do	Attend a course on the new inspection framework
Require knowledge organisers for all units of work	Re-write existing schemes of work with an ‘Intent Statement’ or ‘Implementation plan’	Insert “retrieval practice” into every lesson
Visited another school to focus on their work on curriculum	Undertake a ‘curriculum audit/review’	Updated ‘Book Look’ policy

### Professional Development offer

- Induction training
- Assessing for Mastery
- Subject pedagogy webinars

### English Mastery Library

- Lesson resources
- Standardisation materials
- Quizzes and formative assessment trackers
- 'Mastery Live' videos
- Teacher handbooks



# English Mastery

### Co-planning

- Termly documents
- Weekly documents
- 'Generic' documents (in development)
- Leadership of co-planning training (in development)

### English Mastery Link support

- Regular programme updates
- "24/7" bespoke response
- Personal EMA guidance and development

# Our programme



- **Currently open for applications for September 2020**
- **Partnership fee is £6,999 per year**
- **‘Early bird’ discounts available if you apply before end of term**
- **Early applicants may attend induction training in March to get a headstart on implementation**
- **[partnerships@englishmastery.org](mailto:partnerships@englishmastery.org)**



# Questions?

[claudia.parkes@englishmastery.org](mailto:claudia.parkes@englishmastery.org)