

# Developing the curriculum for challenging learners



## Rationale

This workshop is aimed at anyone who may be responsible for curriculum design or have as well as senior members of staff who are opening to looking at how their school meets the needs of their learners. The benefit of the session is that it will encourage participants to think more 'whole'istically about curriculum design and how we include those learners who are described as challenging.



# Workshop objectives



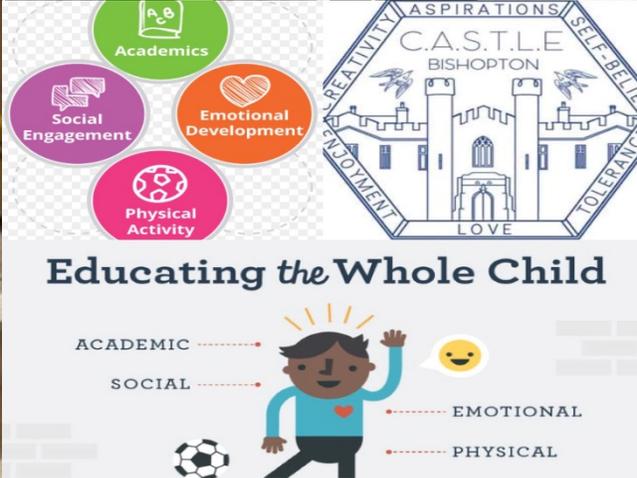
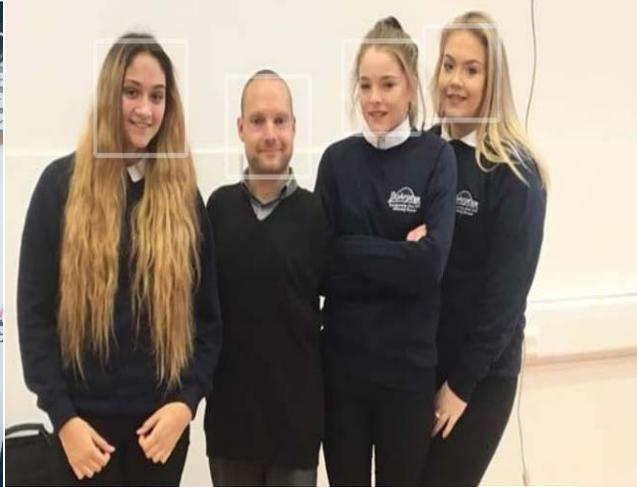
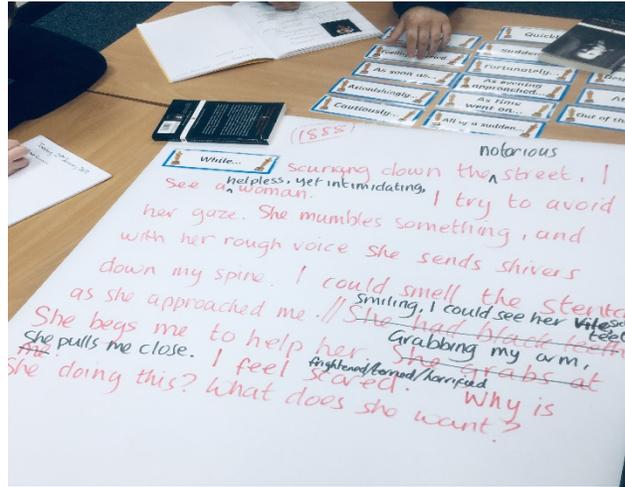
**To discuss the curriculum used in AP and mainstream schools,**

**so that**

**we can improve learning opportunities in our schools for ALL learners.**



# The Challenging Learner



In-school factors that may influence a learner's behaviour:		
The Environment	The Child	The Teacher
Lack of proper ventilation	Hungry due to insufficient or inappropriate food	Offering poorly differentiated curriculum leading to either frustration or boredom
Poor heating and lighting	Poor or inappropriate social skills	Lack of knowledge of learners
Physical problems of limited space	Concern and worry over home responsibilities, for example a young carer worrying about how the parent will manage alone during the day	Poor management skills such as inconsistency, overreliance on domination, lack of reinforcement of appropriate behaviour or inconsistent approach between learners
Lack of access to drinking water	Stress over relationships with peers	Lack of clarity or consistency in expectations for behaviour or subject
Special occasions which cause excitement, for example Christmas, a windy day, or fire drills	Feelings of inadequacy over ability to organise to the level required in post-primary school, particularly in early Year 8	Lack of or confusing instruction in subject matter
Reference to issues/family situations which cause pain or embarrassment, for example requirement for trip permission note which will cause learner great difficulty to obtain	Embarrassment over physical appearance such as acne, eczema, psoriasis, unclean clothes, incorrect uniform and so on	Meeting the expectations of exam results/league tables
Change in teacher from the norm, for example a supply teacher.	Unable to accept help from teacher/adult	Lack of professional development on SEBD
Comfortable seating or placement in the classroom or changes to this	Early signs of mental illness	Teacher stress
Lack of stimulation in the classroom, for example access to ICT, no classroom displays and so on	Need for attention from teacher or parent	Too many instructions given at once
Classroom displays which consistently exclude certain learners' work	Embarrassment over peers' perception of their ability level	Changes the routine of the class without preparation
Celebration of Mother's Day/ Father's Day when the parent is not part of the child's life	Worrying about money	Changes in goals previously agreed with learners without consultation
Change in classroom such as being moved to the science room for an English lesson or class being 'split' over a few other classes due to teacher absence		Lack of consistency between lessons, for example very challenging in one lesson but unengaged in another
Change in planned timetable such as PE being cancelled due to the hall being used for another activity		Poor diction
Indoor break/lunch on consecutive days due to poor weather conditions		

# Curriculum Hallmarks



## Hallmarks of an outstanding curriculum

- Underpinned by aims, values and purpose
- 'Whole'istic approach
- Broad and balanced content
- Purposeful experiences
- Flexible and responsive to individuals and their needs
- Sustainable
- Forward/future thinking
- Learning beyond the classroom
- Local, national and international
- Links to current affairs

*Examples identified from a group of successful headteachers as part of a survey taken from the National College of Teaching and Leadership*

What are your curriculum hallmarks?

What do your students need to experience, in order to make this a reality?

Work with staff to draft a 'Curriculum Guarantee' for your students



# Curriculum Leadership

- What is our vision?
- What is our 'why' and does our current 'what' and 'how' reflect this?
- What are our curriculum hallmarks? Does everyone understand what they are?
- How do we structure and sequence our curriculum?
- How well do we identify subject knowledge and what relevant skills are to be developed?
- How well is learning connected – how do projects, units of work or programmes of study build on prior learning?



# The Big O



## Quality of Education Grade

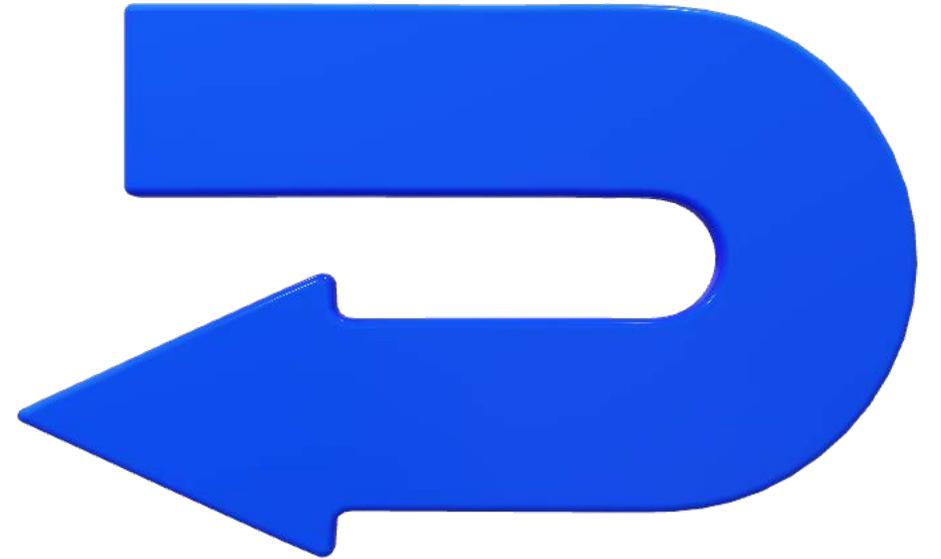
- Intent – curriculum design, coverage and appropriateness
- Implementation – curriculum delivery, pedagogy, assessment
- Impact – attainment and progress, Reading, future destinations

## Behaviour and Attitudes Grade

- Attitude to learning

## Personal Development Grade

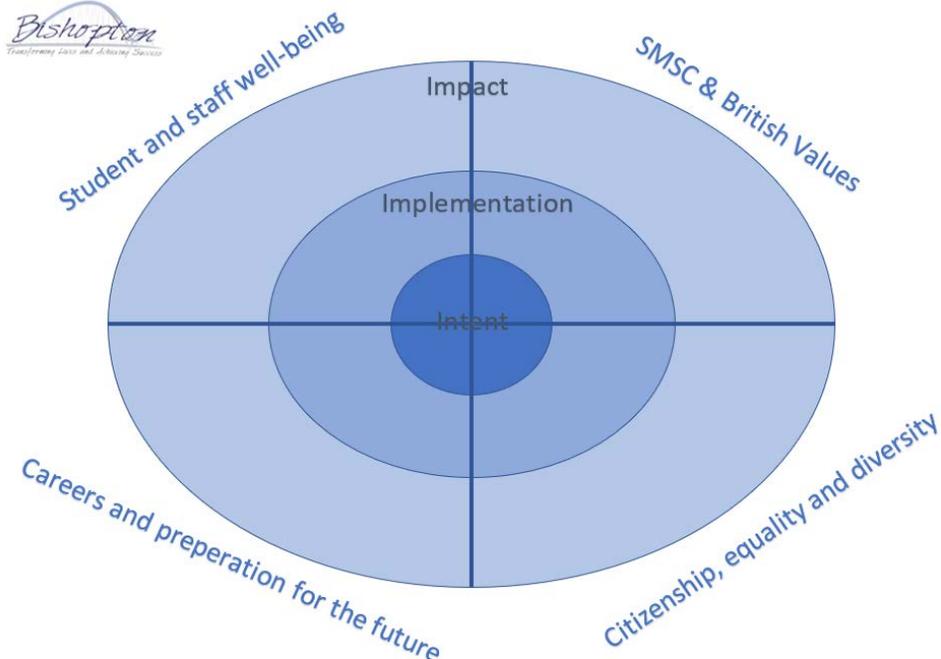
- SMSC
- British Values
- Careers Guidance
- Healthy living (including well-being)
- Citizenship
- Equality and Diversity
- Preparation for the next stage



# Curriculum design

***“The curriculum is more than the timetable. It is about having thoughtful conversations with colleagues about the curriculum map for the pupils in their school.”***

***Mary Myatt***



# A 'Whole'istic Curriculum



## Improve universal provision through:

- Pastoral team and SEND team working in collaboration
- All staff to have knowledge of mental health
- Behaviour and SEND strategies to be used in partnership with one another

## Improve targeted and preventative support:

- Line manage SEND team to identify undiagnosed SEMH and C&L needs
- Interventions to address low literacy and numeracy
- Whole school mental health and well-being focus
- Wider curriculum choices for vulnerable students
- Internal provisions for challenging learners with access to interventions matched to their learning, well-being and safeguarding needs

