

# What context are schools working in?

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# Be aware...pressures on teachers

- New curriculum is just one of the many initiatives they are dealing with.
- **What other government initiatives/factors are affecting school life currently?**
- Pupil premium: currently £1300 per primary school pupil, £935 per secondary school pupil (FSM)
- General Election – will things change again?
- Tests, assessments
- Phonics
- New Special Needs framework
- Localism



# Localism

“We need a greater innovation in our school system. In communities up and down the country, parents are calling for greater diversity... Away from a one size fits all solution in education towards a more localised approach that reflects the needs of local communities.”

Michael Gove 2010





# Be aware...pressures on teachers

Key questions for headteachers :

- What does Ofsted expect?
- How do I ensure all students are progressing in their learning as fully as they should be?

# Be aware...pressures on teachers

## Ofsted grading system

- From September 2012, the framework for Ofsted inspections changed. Fewer schools are now rated outstanding:

### Before

- grade 1: outstanding
- grade 2: good
- grade 3: satisfactory
- grade 4: inadequate.

### from September 2012

outstanding  
good  
requires  
improvement  
inadequate



# Be aware – pressures on teachers

**Ofsted inspectors must consider how well leaders and managers ensure that the curriculum:**

- Focuses on the necessary priorities for ensuring that all pupils make excellent progress in reading, writing and mathematics
- Is broad and balanced (in the context of the school) and meets the needs, aptitudes and interest of pupils
- Promotes high levels of achievement and good behaviour
- Promotes the spiritual, moral, social and cultural development of all pupils
- Is effectively planned and taught.



# SMSC

<http://www.doingsmsc.org.uk/>

Implication for museums:

In marketing, remind teachers that by using your resources/visiting you , they are meeting the Cultural aspect of the framework

# Testing - Primary

- Testing in Maths and English will continue at the end of Key Stage 1 (Year 2) and 2 (Year 6) in Maths and English.
- There is also a phonics screening check at end of Year One.
- *“The new national curriculum tests will be more demanding with a higher and more ambitious expected standard.”*  
Department of Education, July 2013



# Testing – Secondary schools

- At the end of Key Stage 3 (Year 9), there are statutory tests in English, Maths and Science.
- Big issues = grappling with new GCSEs and A levels:  
Sept 2015 onwards :some new GCSE courses begin  
Sept 2015 onwards: some new A level courses begin

Issue: Recruitment of teachers

# Headlines: new curriculum

- Higher expectations in Maths and English and Science:  
*“By raising standards in basics such as reading, grammar, fractions and basic scientific concepts, children will be equipped to do more advanced work once they start secondary school.”* Department of Education
- Will this squeeze out time in the foundation subjects & visits out of school?





# Headlines: new curriculum

*“...the only issue is as we have started to implement the new curriculum ...it has much higher maths and literacy expectations for children lower down the school, so the older children are going to need the gaps filling in to meet these new expectations.. the gaps are being filled through grammar tests, giving them packs of things to learn at home.. we don't have the space to be more creative where maths and literacy are concerned.. e.g. With Fractions, I had to do what in theory they should have done in Yr3 & 4, until they could do the Yr5 work...”*

Year 5 teacher





# Headlines: new curriculum

- Greater flexibility over subject content in foundation subjects
- Will schools require support for a greater diversity of content from heritage organisations?



# Headlines: new curriculum

- No funding for new curriculum resources or training from central government
- Potential to offer training and support

# Headlines: new curriculum

- Removal of assessment levels
- We are still waiting to see how schools develop new systems



# Structure of new curriculum

- Each foundation subject has a programme of study. All programmes of study follow the same format:
- **Purpose of study:** an introductory paragraph that details the overarching vision for pupils' study of this subject.
- **Aims:** as well as specifying what pupils should achieve in this subject, this section tends to specify what skills pupils should develop.
- **Subject content:** This section specifies the statutory content that pupils must learn. Sometimes, non-statutory examples are given (especially in History) to give teachers ideas.
- **Attainment targets:** In the old curriculum, assessment levels were set for teachers to follow. In the new curriculum, each school is expected to develop their own assessment scheme so that it is tailored to the profile of their community. Therefore, this same statement appears in each subject's programme of study:
- Each foundation subject has a programme of study:

# Impact on museums

- Too early to tell
- Visitor figures seem to be holding up –if museums already running a good service for schools, schools are still coming
- History curriculum take up from schools:
  - KS1- little changing in what is demanded
  - KS2: Sessions hitting the subject content areas are popular: Iron Age, Saxon topics
  - Decline in Victorian, Tudor and WW2 but not dramatic
  - Schools needing to be led on what is a local history topic
- Science: similar demand as before – anything on new Yr6 Human evolution topic is popular

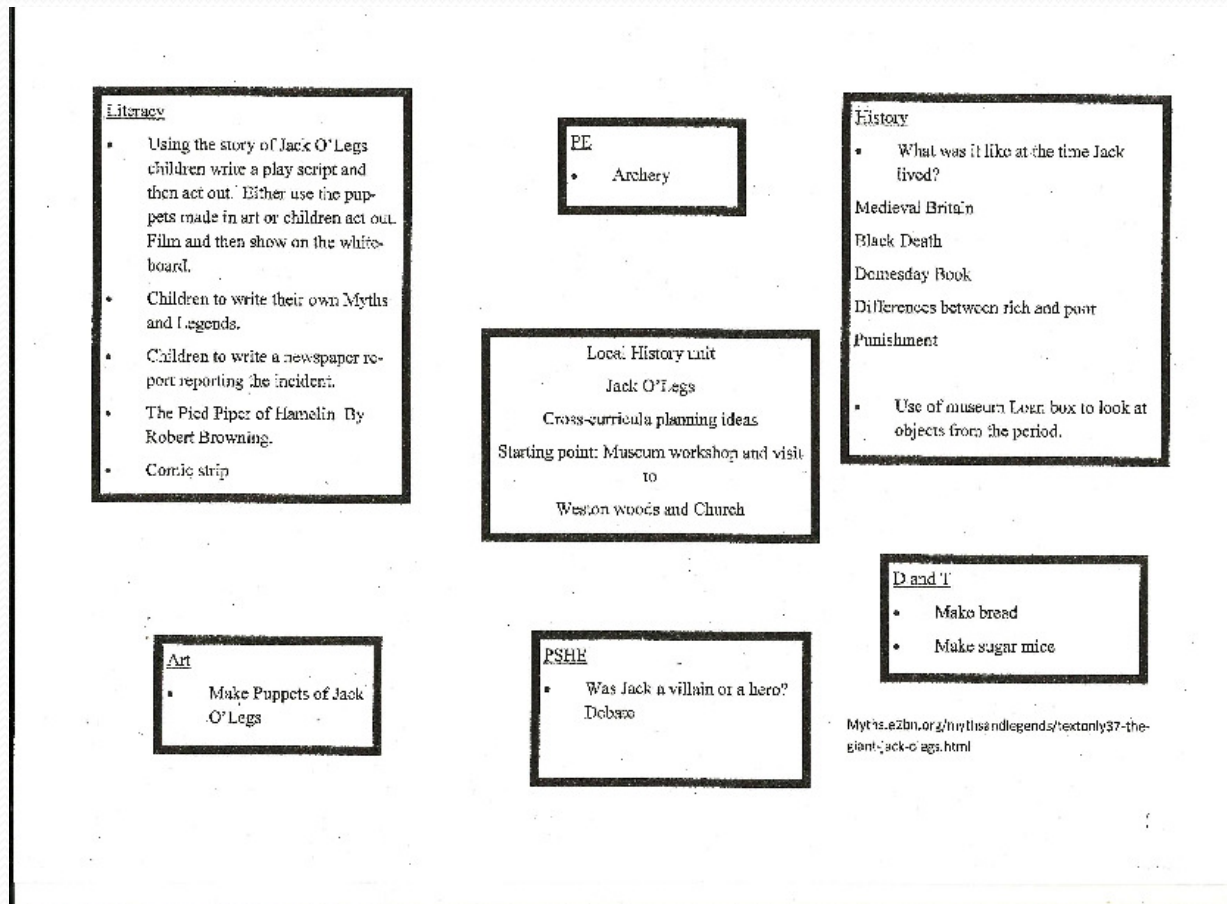


# Top Tips...

- Don't chuck out what you already have- tweak it
- Play to strengths - use what is available e.g. Local sites, collections, local stories; signpost to other who can help
- Use the local area as much as possible



# Top tip : be cross curricular



# Cross curricular: Time & Tide Museum planning template

## Mathematics (Yr1)

**Number:** Fractions: recognise & name equal parts of an object –  $\frac{1}{2}$  &  $\frac{1}{4}$

**Multiplication:** solve one-step problems involving multiplication & division using concrete objects

**Geometry:** Recognise 2D & 3D shapes

- Counting & solving problems using Noah's Ark pairs of animals

## History

*Changes within living memory*

**Skills:** Questioning, Change & continuity, Similarity & Difference, Develop wide vocabulary of historical terms

- Comparing old and new toys
- Sequencing toys
- Labelling toys

## English – Spoken Language

*Articulate & justify answers*

*use spoken language to develop understanding through speculating, and exploring ideas*

- Discussions in small groups, exploring how the toys work
- Presenting back to whole class

## KS1: Toys & Childhood

## SMSC

### Cultural development

- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities

## SCIENCE

*Materials subject content Y1 & 2*

- Grouping toys according to materials
- Discussing why toys have been made of these materials
- Describing simple properties of the toys' materials