



Considering our resources

Put an X on the line to show where you consider your curriculum to be in terms of the way you currently use each resource. Write your description of where your curriculum is now in the box underneath the line.

Put an O on the line to show where you think your curriculum needs to be if you are going to help your learners achieve your aims. Write your description of where you would like your curriculum to be.

Towards a more personalised and flexible curriculum that better meets the needs, interests and aspirations of all learners

Example: Time

Time is allocated by timetabling software, with set lesson time allocated to specific subject areas throughout the whole school year.



Where we are now

A few off-timetable days for separate year groups built in but mostly hour-long lesson blocks allocated to subjects.



Where we would like to be

Learning weeks once a term allocated to groups of subjects. Off-timetable days for whole school. Keep lessons as one hour but group subjects and give them consecutive lessons to increase flexibility.

Time is used flexibly to meet learning needs with full-day or week-long experiences built in across the school. Learners have the opportunity to create their own timetable.

Time

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Where we are now

Where we would like to be

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People

The curriculum is seen as being imposed from outside, with only the teacher making an input.

Where we are now

Where we would like to be

The curriculum is developed by the whole community and a range of people are involved in teaching.

Location

All learning takes place in the classroom.

Where we are now

Where we would like to be

Learning takes place in a range of settings, from classroom to community.

Teaching approaches

Teaching is mainly formal, didactic and class based.

Where we are now

Where we would like to be

There is a range of teaching methods, including open-ended investigative, subject-focused coaching and mentoring and the provision of opportunity for independent study.

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Learning experiences

Learning is mostly subject focused and in short periods and mainly consists of completing teacher-set tasks.

Where we are now

Where we would like to be

There is a wide range of experiences where skills and knowledge can be developed and applied in practical and meaningful situations.

Assessment approaches

Assessment is based on testing at the end of units of work. The information is used to form school profiles.

Where we are now

Where we would like to be

A range of methods including student self-assessment is used formatively to assist learning.