

## **Curriculum Support (Phase 1)**

The NSS has a deep understanding of building, adapting and evaluating a curriculum's financial cost. It also understands the need for financial probity to be balanced with the delivery of a broad and balanced curriculum, that meets the needs of the students the school it serves. A curriculum led financial analysis will identify the cost effectiveness of a curriculum model, both in terms of finance and staffing efficiency and allow comparison to other possible curriculum models. This will allow leaders to scrutinise the viability of the school's curriculum plan and identify areas of financial and staffing inefficiencies allied to the strategic needs of the school.

The NSS will develop a bespoke support plan, based on dialogue with the headteacher/curriculum leader and the analysis derived from the data produced by the curriculum costing tool. As an example of this approach, the NSS will work closely with the Headteacher and if applicable the senior team to first discover the school's context, financial constraints and long-term curriculum aims, to produce a report that details an external view of the possible strategies the school can utilise, to provide a sustainable, broad and balanced curriculum.

To ensure the Headteacher and (if applicable) the Governing Body have a clear understanding of the options available to them, the NSS will provide a report that will be in the form of a costed curriculum map, formal written analysis and adaptable spreadsheet. The NSS will also (for an additional cost) provide a training plan for the school's Data and/or Curriculum Lead to use the spreadsheet to financially plan and adapt other curriculum models in the future.

### **The support programme process**

- \* A meeting between the NSS leader and Headteacher/Leader responsible for timetable and curriculum to discuss the desired objectives of the curriculum costing process

- \* The supported school shares their curriculum model, teaching staffing levels and timetable data
- \* The NSS analyses the above information and transfers this to a curriculum costing tool
- \* If necessary, the NSS will use other curriculum tools to verify the school's own curriculum modelling approaches
- \* The NSS returns the curriculum costing tool with key leadership information regarding the financial and staffing efficiency of the curriculum
- \* The NSS provides a report that details:
  - \* The work undertaken
  - \* An analysis of the current curriculum model
  - \* A recommendation report on what adaptations need to be made to answer the demands of the agreed brief

## **Curriculum Support (Phase 2)**

Additional curriculum support can be provided to evaluate the school's curriculum intent. This support package will develop the curriculum rationale and ensure that it meets the contextual setting of the school.

The purpose of this review is to ensure that the school's quality of education has a coherent curriculum framework (in-line with Ofsted guidance) and will have the best possible impact for all students. Given the vast nature of curriculum and its prominent role, there are a variety of routes we can offer. A selection can be seen below.

## **Understanding the role of curriculum intent and how it meets the school's context**

- \* Curriculum design and curriculum planning rationale
- \* Developing senior leaders understanding of Intent
- \* Establish the links between the curriculum and the school's context
- \* Create a brief curriculum intent statement and rationale that is understood by all

## **Creating a curriculum Intent at different levels of leadership**

- \* Establish the overarching school intent statement ensuring it meets the needs of the school
- \* Establish the rationale for the overarching curriculum plan
- \* CPD plan/delivery to develop Middle Leaders curriculum intent understanding (subject based planning and the whole school intent)
- \* Establish common planning frameworks for subject areas to allow consistency of planning, curriculum design and long-term scrutiny

- \* Ensure the wider teaching staff understand the relevant aspects of the subject intent they teach

## **The building blocks of curriculum intent (planning)**

- \* Establishing curriculum objectives in subject areas, including personal development
- \* Developing learning sequences and the start and end points
- \* Measuring curriculum ambition and appropriate levels of challenge
- \* Skills versus knowledge, memory and recall approaches, breadth versus depth
- \* Using the National curriculum as a basic expectation of coverage and audit tool
- \* Ensure the KS4/KS5 qualification offer is fit for purpose and meets the needs of the school context
- \* Ensure options pathways lead to students studying courses that meets their educational need and improves progress outcomes
- \* Ensure curriculum pathways are aligned across all key Stages

## **What is learning at your school?**

- \* Decide the common learning approach for the school to achieve consistency
- \* Develop a Middle Leader Session(s) to understand the common learning framework for the school
- \* Ensure the schools curriculum includes this common learning approach and evaluate its impact

The cost of each of these programmes can be negotiated with the NSS. If a school has undertaken a review with the NSS previously, ten additional work will be offered at a discounted rate.