

Equity of Education – Responsive Curriculum

# We set the weather



# *“We are all in the same storm, but not in the same boat”*

Be mindful of the different experiences and working abilities/anxieties of **both** colleagues and students.

Be prepared for the disadvantage gap to have widened further; but be wary of *perceived* gaps.

See all planning, teaching and learning, through the eyes of the disadvantaged.

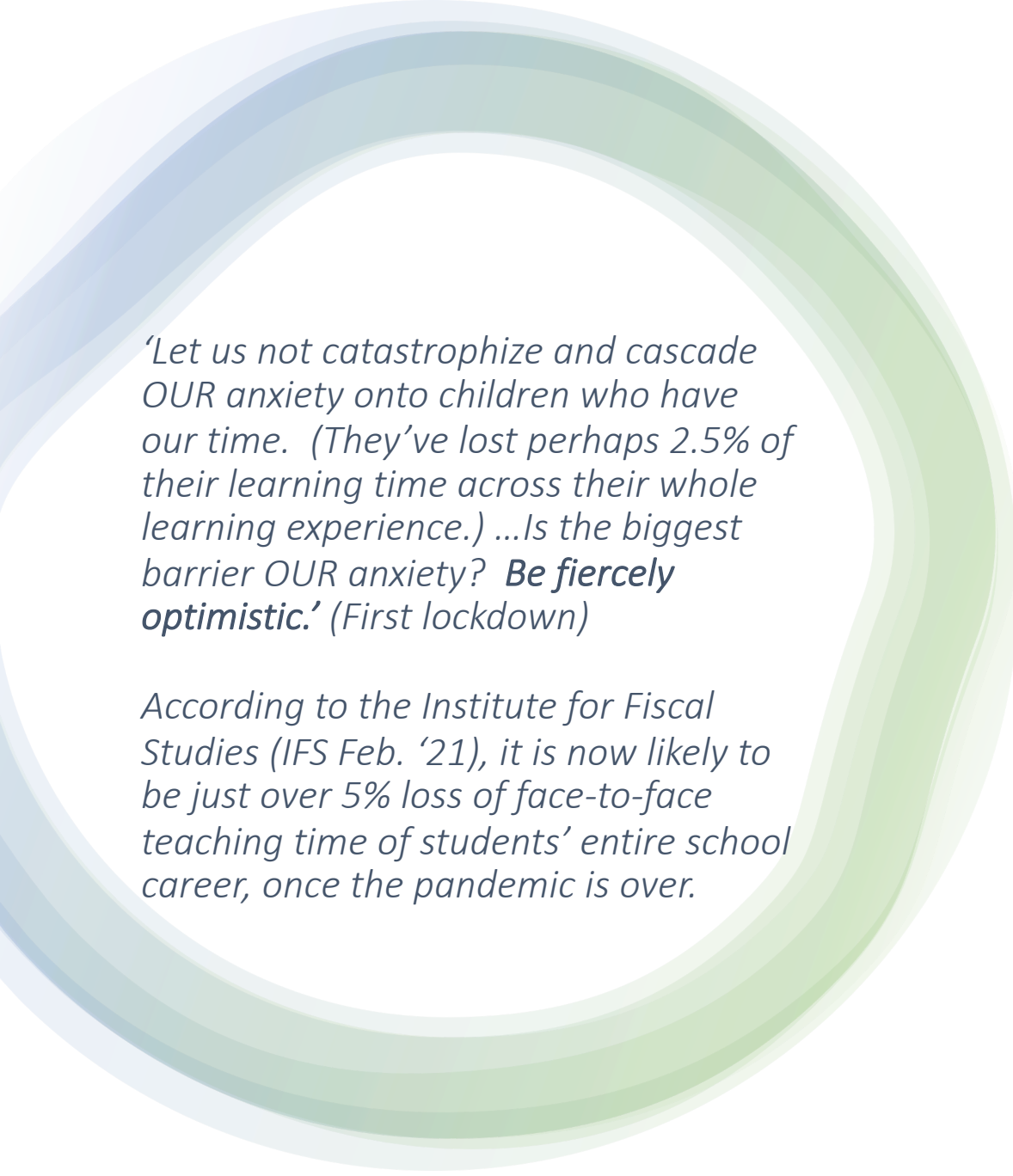
Be aware of problems of assessment: assessing opportunities / advantages / support rather than cognition.



Some have been anchored, with firm support.



Some have faced multiple challenges.



*'Let us not catastrophize and cascade OUR anxiety onto children who have our time. (They've lost perhaps 2.5% of their learning time across their whole learning experience.) ...Is the biggest barrier OUR anxiety? **Be fiercely optimistic.**' (First lockdown)*

*According to the Institute for Fiscal Studies (IFS Feb. '21), it is now likely to be just over 5% loss of face-to-face teaching time of students' entire school career, once the pandemic is over.*

- **We *set the weather*.**
- We must be so mindful of the language we use and the tone we set – avoiding phrases like 'lost learning' and 'gaps' are essential; in the media, young people (and their parents/carers) are hearing constantly how they cannot possibly make up for lost time – this is not helpful.
- They will look to us for reassurance and we must do everything we can to provide this.
- Hence, we have a ***Responsive Curriculum***, not a *Recovery Curriculum*.

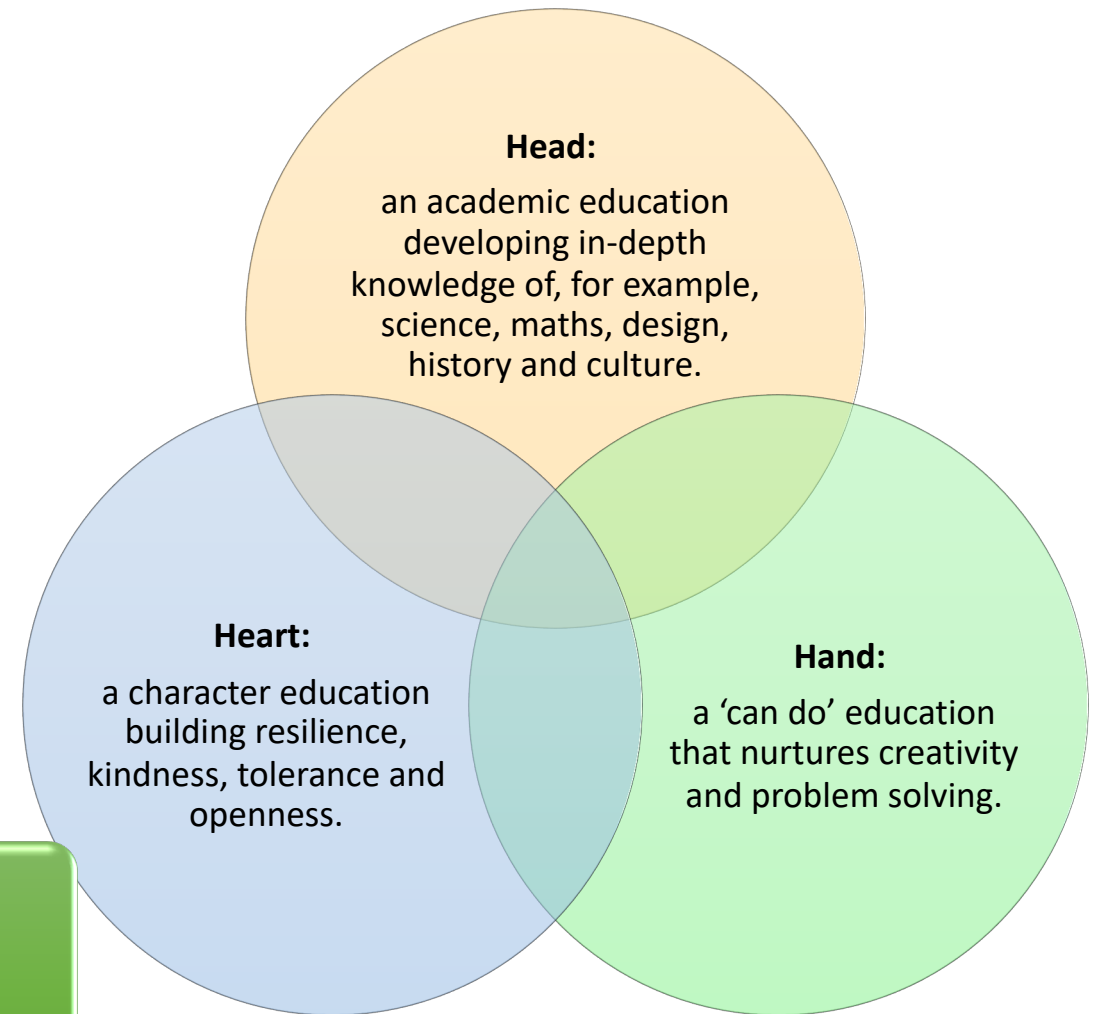
# WHAT can we do?

*Level the playing field, by...*

1) Reducing variance in T&L

2) Reducing variance in  
extra/super-curricular  
opportunities and experiences

3) Reducing variance in  
parent/carers engagement



# HOW can we do this?

## 1) Reducing variance in T&L

- Identify key non-negotiables (ODLWKO) – centralised planning/QA
- Focus on curriculum and mastery – quality first teaching
- Focus on building schema
- Don't assume: find out what has/has not been learned

## 2) Reducing variance in extra and super-curricular opportunities and experiences

- Cultural Capital Champions / Equity, Diversity and Inclusion Champion
- Mental-health and well-being (Maslow)
- Re-set

## 3) Reducing variance in parent/carers engagement

- Capitalise and build upon lockdown communication
- Parent/Carer 'Townhall' – targeted workshops
- Parent/Carer strategy group – targeted 'How to' resources



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WAM mtgs

Review  
Curriculum Maps

TLCs;  
Metacognition  
Curriculum Map

**Redrafting** and DIRT/ReACT improvement opportunities (in writing and verbally) to address misconceptions and errors, allow repetition and deliberate practice in order to upskill

**Retrieval** that is regular, balances high-success and low-stakes with high challenge, and enables secure mastery over time

**Responsive teaching** that is dynamic, adapting and responding to the learning in the classroom (and in books), e.g. by addressing misconceptions at point of error; 'consolidate'; 'master'; 'test'

**Adapt** content and delivery according to the needs, knowledge and learning secured and still needed of all students, no matter their starting point

**Feedback and assessment** that is meaningful, manageable, developmental and motivating, provided in a format appropriate to the lesson context, e.g. verbal; whole-class WAGOLLS; teacher-led peer and self-assessment, etc. and that gives specific improvement tasks, e.g. by requiring students to reframe their verbal answer using taught / technical vocabulary

**Questioning** which probes, checks, confirms and extends students' learning

**Application of knowledge** opportunities provided for students to apply and demonstrate their current and prior learning

**Metacognition** skills explicitly taught that enable students to identify what they can do and what they need to do to progress

## DPA Open-door Learning Walks Whole-School Knowledge Organiser (What typical lessons should look like)

### Stage 4: RESPOND

Material is revisited in light of gaps in knowledge and skills, as identified through assessments (at cohort, class and individual student level).

### Stage 1: PLAN

UOLs and lessons are carefully planned taking into account what knowledge and skills students need to know for the ultimate exam and in-unit assessments, as well as consolidating and building on what they already know.

### Stage 3: ASSESS

Assessments (both on UOLs and cumulative) are used diagnostically to recognise strengths and weaknesses in students' knowledge and skills and to inform next-steps teaching (in-lesson, next lesson and beyond).

### Stage 2: TEACH

Lessons are delivered that cover new material and skills, revisit and build on previously learned knowledge and skills, and challenge and stretch all students.

How will this lesson challenge and ensure students learn and know more today than they did last lesson?

**Teach to the Top** and scaffold down: lessons are carefully planned to encourage students to excel beyond what they thought possible, no matter their starting point

**Self-discipline** which: promotes excellence, respect and trust; celebrates success; challenges apathy; develops intrinsic motivation and independent learning, enabling an effective learning environment for all, e.g. high levels of student 'engagement' (active approach to learning); orderly start and end to lessons

**Exceptional subject knowledge** of the knowledge students need, how they can access this, how they need to apply this, and how they are best able to retain this

**Sequencing** that builds on prior learning and in complexity, contextualising current learning to real world and curriculum, thus enabling learning in lessons and progress over time

**Exercises** that are skilfully scaffolded and that are carefully sequenced, requiring students to 'think hard' and encounter 'desirable difficulties' in knowledge acquisition, relevant to their starting point

**Tier 2 and Tier 3 vocabulary** explicitly taught, modelled, revisited, questioned and applied; Tier 3 vocabulary knowledge can be accessed by students because of the expert teaching of Tier 2 vocabulary knowledge

**Oracy** that requires students to speak like a subject specialist and 'Say it the WRITE way'

**Modelling** by narrating and demonstrating thought-processes and responses, and making explicit how experts think/speak/reflect/apply etc. e.g. 'I do'; 'We do'; 'You do'; skilfully sequencing teacher-led and student-led learning

CPDL; The  
Park Bench

Skills  
progression

Visualisers;  
mastery

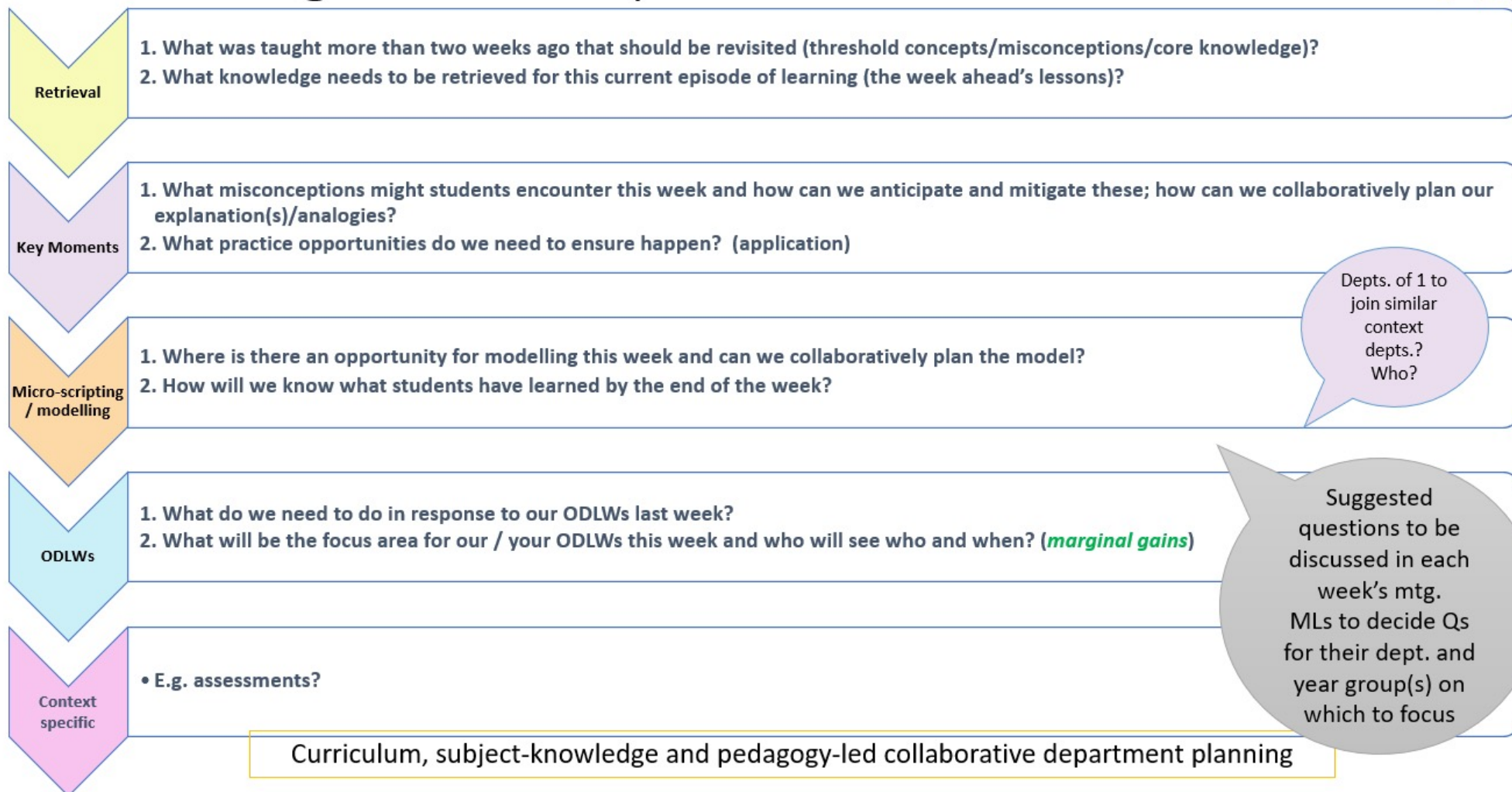
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*Weekly, 20 minutes WAM meetings in departments.*

- Firmly place curriculum leads in daily T&L and curriculum decisions
- Weekly collaborative subject-knowledge, curriculum-led CPDL (thus, increasing department time by approximately 12 hours)
- Enhance consistency of learning (knowledge)
- Support 'marginal gains' in everyone's pedagogy
- Reduce variance across classes and groups, thus enhancing outcomes for all

## To be agreed at Dept. level:

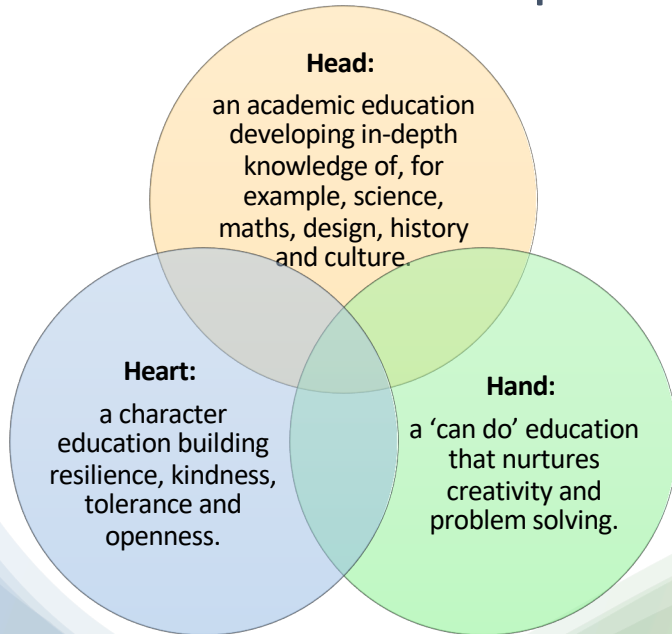


# WHAT can we do?

## 2) Reducing variance in extra and super-curricular opportunities and experiences

- Cultural Capital Champions / Equity, Diversity and Inclusion Champion
- Mental-health and well-being (Maslow)
- Re-set

## Cultural Capital



- *"the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement."* (Ofsted Framework 2019)
- *"By [cultural capital], we simply mean the essential knowledge, those standard reference points, that we want all children to have... So, for example, it's about being able to learn about and name things that are, for many, outside their daily experience".*



# HOW can we do this?

## 2) Reducing variance in extra and super-curricular opportunities and experiences

- Cultural Capital Champions / Equity, Diversity and Inclusion Champion
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- Appointed four staff
- Map existing provision
- Speak with students and parents/carers – don't assume
- Identify 'gaps'
- Re-set (e.g. INSET as induction)
- Create new opportunities
- Signpost opportunities – don't assume

### PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION

Implementation plan template



Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
What needs to change e.g. teacher behaviour, student behaviour, attainment?	What are the essential 'active ingredients' of the intervention?  What activities and behaviours will you see when it is working?	How will it be done?  What blend of activities are required?	How will you know that it is working?  Do staff feel the approach is feasible and useful?  Short term    Medium term    Long term	How will pupils, teachers and the school benefit?

# WHAT can we do?

# HOW can we do this?

## 3) Reducing variance in parent/carers engagement

- Maintain momentum
- Make best use of technology gains
- Don't assume
- Short, sharp videos – empower families
- Regular communication

- Capitalise and build upon lockdown communication
- Parent/Carer 'Townhall' – targeted workshops
- Parent/Carer strategy group – targeted 'How to' resources

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