Updated: January 2010

A big picture of the primary curriculum

Qualifications and Curriculum Development Agency

The three questions:

1 What are we trying to achieve?

Statutory curriculum aims

- Successful learners — who enjoy learning, make progress and achieve
- Confident individuals — who are able to lead safe, healthy and fulfilling lives
- Responsible citizens — who make a positive contribution to society

Every child matters outcomes

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

Focus for learning

- Attitudes and attributes — eg determined, adaptable, confident, risk-taking, enterprising
- Skills — eg literacy, numeracy, ICT, personal, social, emotional, learning and thinking skills
- Knowledge and understanding — eg big ideas that shape the world

2 How do we organise learning?

The curriculum as the entire planned learning experience underpinned by a broad set of common values and purposes

Components

- Environment
- Events
- Extended hours
- Learning outside the classroom
- Lessons
- Locations
- Routine

Approaches to learning

- Valid and matched to learning need eg enquiry, instruction, active, practical and theoretical
- Assessment is fit for purpose and integral to learning and teaching
- Opportunities for spiritual, moral, social, cultural, emotional, intellectual and physical development
- In tune with human development
- Assessment develops learners' self-esteem and commitment to their learning
- Personalised – offering challenge and support to enable all learners to make progress and achieve
- Relevant, purposeful and for a range of audiences
- Assessment uses a wide range of evidence to encourage learners to reflect on their own learning
- Involve learners proactively in their own learning
- Resource well matched to learning need eg use of time, space, people, materials

Whole school approaches

Overarching themes that have a significance for individuals and society, and provide relevant learning contexts: healthy schools, global dimension and sustainable development, community cohesion, enterprise

Statutory expectations

- Communication, language and literacy
- Creative development
- Knowledge and understanding of the world
- Personal, social and emotional development
- Physical development
- Problem solving, reasoning and numeracy

- Understanding the arts
- Understanding English, communication and languages
- Historical, geographical and social understanding
- Understanding mathematics
- Understanding physical development, health and well being
- Scientific and technological understanding
- Religious education

Essentials for learning and life

Literacy, numeracy, ICT capability, learning and thinking skills, personal and emotional skills, social skills

3 How well are we achieving our aims?

Evaluating impact

To make learning and teaching more effective so that learners understand quality and how to improve

- Looks at the whole child eg curriculum aims, progress in skills, subjects / areas of learning
- Uses information intelligently to identify trends and clear goals for improvement
- Using 'critical friends' to offer insights and challenges
- Uses a wide range of measures both qualitative and quantitative
- Creates a continuous improvement cycle
- Uses a variety of techniques to collect and analyse information
- Chooses assessment fit for purpose
- Involves the whole school community eg learners, parents, teachers, employers, governors

Accountability measures

To secure

- Attainment and improved standards
- Behaviour and attendance
- Civic participation
- Healthy lifestyles
- Further involvement in education, employment or training