

Curriculum development

“The slow philosophy is not about doing everything in tortoise mode. It’s less about the speed and more about investing the right amount of time and attention in the problem so you can solve it.” Carl Honoré—The Slow Fix.

The nature of this training depends on what you want to achieve as a school. There are three levels of delivery—senior leadership training, whole school training and subject leader training.

Choose modules and objectives that match your school needs:

- Update for teams on current curriculum thinking and responding to the most recent Ofsted research publications; Tackling common problems and considering how to benefit from research publications.
- Digging into the National Curriculum, particularly seeking to understand the aims and objectives;
- Considering how quality of teaching and teacher knowledge of the curriculum impacts on implementation;
- The role of SLT in the three strands of intent, implementation and impact;
- Support for SLT in reviewing the current curriculum—intent, implementation and impact;
- Thinking outside the box - consideration for innovative ways of delivering the curriculum;
- Considering how the curriculum plays a pivotal role in ‘the character of the school’ and developing a shared intent that is right for your pupils and your school;
- Ensuring the senior leadership team have an accurate handle on the current strengths and weaknesses in the curriculum;
- Practicalities and reality - how to turn a school vision into a structure and plan that colleagues can implement;
- Support for subject leaders in setting out a vision for their subject / support for subject leadership;
- Considering assessment;
- What does a knowledge based curriculum look like in reality—what constitutes great practice? What activities are likely to bring about knowledge increase? What is the significance of sequencing? How does knowledge link to memory research? How does knowledge link to skills and higher-order thinking?
- Ensuring equality of access to the curriculum for different pupil groups; and
- Financial implications of curriculum models, including staffing, resources and CPD, work load considerations.

ICT Wand

Independent consultancy & training

Knowledge



Vicky Crane

Let me share my expertise, experience and knowledge with you.

Knowledge transfer

Evaluations from previous courses:

“I just wanted to say a huge thank you for Friday – I am excited about getting my teeth into the curriculum and changing it for the better.”

“I feel as if I have a much clearer view of what we need to do to begin our journey. Really clear delivery alongside time to discuss and plan.”

“This has been so useful! The day was so well structured and led us through the thought process clearly. We now have an action plan and know what we want to achieve and how to do it.”

“Excellent as ever and full of content that is useful. Provided a great starting point to redefine and develop our curriculum. Thank you!”

Day support is £675+VAT, half-day £500+VAT

Support can be for small groups and teams, for individuals or a mix.

The work undertaken can link to a single session or can be ongoing support across the year.

Book reviews are also available in the summer holidays.

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