

THOMAS ESTLEY COMMUNITY COLLEGE

Curriculum Innovation Policy 2018

Reviewed by	Summary of changes	Date
Rich Fegan	Para. 2 updated to reflect new VP role. Para. 11 updated to include GCSE provision. Para. 13 bullets updated to reflect recent changes. Minor formatting. Equality Impact Assessment complete.	May 2018

Excellence in our curriculum provision and impact based innovation is at the heart of our vision and provision.

Consistently over the last twenty years, our curriculum has been regarded as innovative and as flagship practice locally and nationally, and has been judged twice by OFSTED as 'outstanding'. The College won the Schools Curriculum Award five times, and regularly hosts visitors and learning days on modules weeks and during Year Nine Specialisms afternoon. The Curriculum Vice Principal regularly delivers training on curriculum innovation to other schools in Leicestershire, Leicester City and further afield.

We aim to sustain this high quality curriculum which continues to attract local and national interest, by providing a first class, personalised curriculum. This will pre-empt and react to student and local needs, as well as local, national and international developments, and constantly strives towards and attains excellence.

Principles of Curriculum Innovation at Thomas Estley

- Successful, effective curriculum innovation must be disciplined. It must be focused, based on evidence and its impact closely monitored.
- It must meet the needs, aspirations, interests and talents of all learners and reflect the needs of the local community. These are not static.
- Personalisation and choice for learners are key to maximising achievement and engagement.
- It needs to make a positive difference to students' learning, lives and prospects.
- Shared leadership and commitment from all stakeholders is vital – winning hearts and minds for ownership by all and for all.
- Taking calculated risks and allowing others to do so is vital – there may be many small failures or an implementation dip on the way to sustained success.
- Never throw the baby out with the bathwater – keep and build on what you value and what works. No change for change's sake.
- Embed a range of experiences including learning outside the classroom and enriched learning input from other sources (experts, community, etc.)
- Collaboration and research with other schools and partners in innovation ensure healthy and fruitful development.

"If curriculum innovation is going to work, it has got to be strategic and incremental. We made a number of small changes over a long period of time. We also involved a wide range of staff, from subject teachers to senior leaders, in working groups that took responsibility for different aspects. You can't impose a 'one size fits all' innovation; you've got to win hearts and minds. If you can prove a curriculum innovation works, people will embrace it."

Mandi Collins, Thomas Estley Community College,
Disciplined Curriculum Innovation, QCA, 2008

A Curriculum for Tomorrow's Citizens

We are committed to developing our curriculum so that it prepares our students for active participation in the twenty first century society through:

- New technologies – developing technological skills and using technology as a tool in curriculum provision
- Personal, Learning and Thinking Skills for life and work – supporting students' development as:
 - Team Workers
 - Self Managers
 - Creative Thinkers
 - Independent Enquirers

- Reflective Learners
- Effective Participators
- Responding flexibly and appropriately to local and national needs and developments

"Memorising facts and implementing simple procedures will, in tomorrow's digital world, be less important than... the ability to respond flexibly to complex problems, to communicate effectively, to work in teams, to use technology and to produce new knowledge."

Transforming education: Assessing and Teaching 21st Century Skills
– Cisco, Intel, Microsoft, 2009

"The top 10 in-demand jobs in 2010 did not exist in 2004. We are currently preparing students for jobs that don't yet exist, using technologies that haven't been invented, in order to solve problems we don't even know are problems yet."

Shift Happens – Microsoft, Karl Fisch (UK Version)

Curriculum innovation follows this cycle:

- **Year One** – plan innovation through audit/voice, shared leadership and clear objectives (what, why, who, how, where, when, success criteria).
- **Year Two** – implement innovation and evaluate/review thoroughly against success criteria
- **Year Three** – modify and improve innovation as a result of evaluation/review
- **Annually** – review curriculum, with specific focus on some areas for more detailed evaluation.

Curriculum Review and Evaluation

Our cycle of curriculum review and development is constant; the curriculum is reviewed annually, and curriculum innovations and provision undergo a rigorous quality assurance process. In addition to annual college and subject area reviews, recent large scale reviews occur annually, targeted at specific areas such as modules, specialisms, GCSE readiness and options and effectiveness of assessment processes.

Evaluation tasks include parent, student and teacher voice, questionnaires, witness statements from visitors, governor led student interviews, learning walks with leaders from partner schools and student researcher designed and driven activities; as well as classroom observation and analysis of curriculum effectiveness by attainment, attendance and behaviour. These have resulted in action plans and further curriculum improvements such as:

- greater choice and personalisation of contexts, lessons and GCSE pathways
- more opportunity for independent enquiry
- increased access to a wider variety of learning styles
- greater links to employment and vocational education
- best practice in Careers Information and Guidance (CIAG)
- Social, Moral, Spiritual and Cultural (SMSC) development embedded throughout the students' experience at the College
- embedding GCSE modules and KS4 assessment techniques and practices into KS3

Monitoring, Evaluation and Review

The implementation of the Curriculum Innovation Policy is the responsibility of all staff.

The Curriculum Leaders have specific responsibility for College policy interpretation and for ensuring that staff are conversant with and implement the policy across the work of the team.

Curriculum Leaders monitor, evaluate and review the interpretation of College Policy with the support of their teams. The interpretation and practice are detailed in the Department / Team Handbook which is reviewed annually.

The Governors Teaching and Learning Committee, in conjunction with senior staff regularly monitor, evaluate and annually review the policy to take account of changing circumstances.

Equality Monitoring

Thomas Estley Community College's commitment to equality and diversity means that this policy, via an Equality Impact Assessment, has been screened in relation to the use of gender-neutral language, recognition of the needs of disabled people, promotion of the positive duty in relation to race, age, disability and avoidance of stereotypes.

Based on the Equality Impact Assessment findings, this policy is judged to be of low impact against the equality strands of Race, Gender, Religion, Disability Sexual Orientation and Age. A copy of the Equality Impact Assessment of this policy is available from the Principal's PA.

This Policy is available in alternative formats on request. If you think we can improve the fairness of this Policy, please contact the individual who has responsibility for its update.


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Initial Equality Impact Assessment

Name/s of policy, procedure, or practice:	Curriculum Innovation Policy
Date of impact assessment:	1/5/2018
Is this a proposed or existing policy, procedure or practice?	Existing
Is this model LA policy, procedure or practice for local adoption?	Yes / In-Part / No / Don't Know
What are the overall aim/s or purpose of the policy, procedure or practice?	To ensure the College curriculum innovates to meet the needs of all students
Who is intended to benefit from the policy, procedure or practice?	All students

Equality Strand	Does the policy/procedure/provision (including access to facilities) or proposed plan have an adverse or positive impact on people from these key equality groups?	If adverse impact, are there any changes or reasonable adjustments which could be made to the policy/procedure/provision or proposals which would minimise any adverse impact identified? Please describe.	Areas for review/actions taken (with timescales and name of person responsible)
Race	No		
Gender	No		
Religion/Belief	No		
Disability	No		
Sexual Orientation	No		
Age	No		
Social Inclusion	No		
Community Cohesion	No		

Based on the impact assessment findings, and the reasonable adjustments in place, this policy is judged to be of **high/medium/low** impact against the above equality strands. (Delete as appropriate).

Initial Assessment undertaken by:.....(Signed)

Copies circulated to P Bates for impact assessment file to include any actions in appropriate plans.

If high or medium judgement made, the monitoring sub-committee must consult appropriate equality group to gather appropriate monitoring data/consult on redrafting/consult on additional appropriate reasonable adjustments.