Dudley
Academies Trust

Discover more…

SMART Curriculum
Tool Kit

STAFF INSET DAY
16th April 2018

Contents
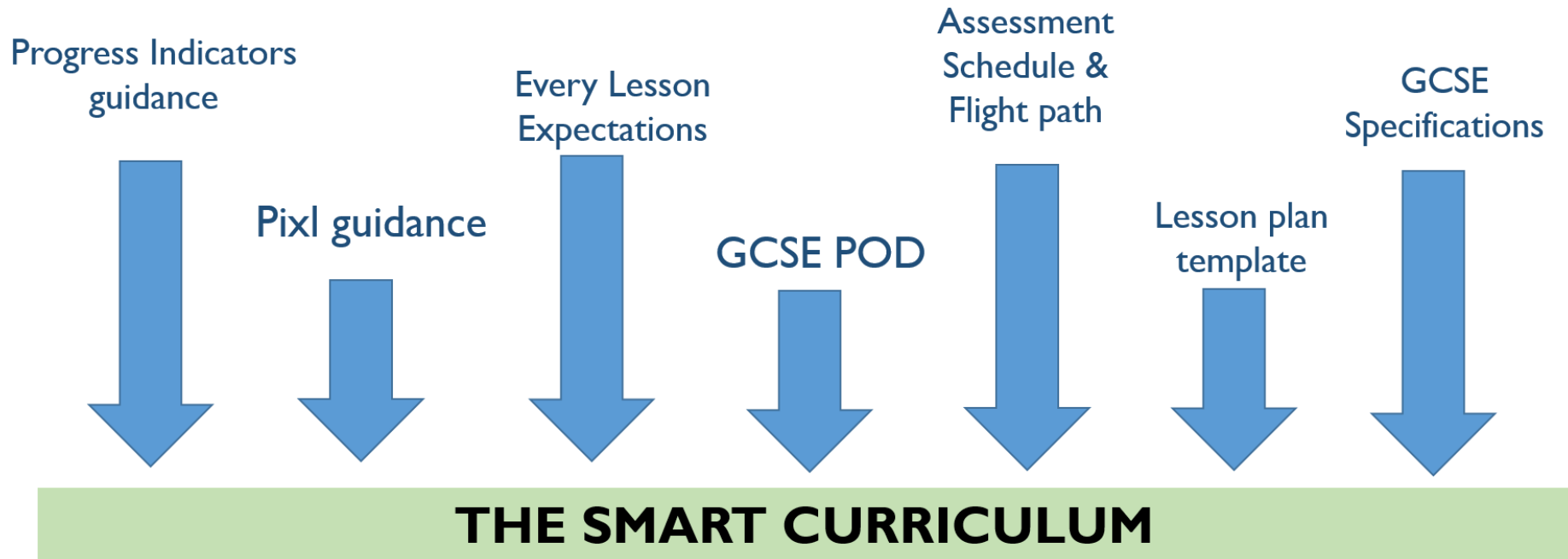
Example of SMART Curriculum map

DAT Curriculum Map 2018-19 - Geography

Year: 2018/2019	23 hours								HT	21 hours							Christmas		18 hours						HT	21 hours					Easter	
School Week W/C	03 September 2018	10 September 2018	17 September 2018	24 September 2018	01 October 2018	08 October 2018	15 October 2018	22 October 2018	29 October 2018	05 November 2018	12 November 2018	19 November 2018	26 November 2018	03 December 2018	10 December 2018	17 December 2018	24 December 2018 / 31 December 2018	07 January 2019	14 January 2019	21 January 2019	28 January 2019	04 February 2019	11 February 2019	18 February 2019	25 February 2019	04 March 2019	11 March 2019	18 March 2019	25 March 2019	01 April 2019	08 April 2019	15 April 2019	22 April 2019
Half Term	1									2								3							4								
Month	September				October					November				December				January				February			March					April			
Year 9 Curriculum	The Challenge of Natural Hazards (HC)		Assessment	cont...	Feedback	The Challenge of Natural Hazards (HC)				The Challenge of Natural Hazards (HC)							KAP2	The Living World (HA)	Assessment	cont...	Feedback	The Living World (HA)		KAP3	The Living World (HA)						Assessment / KAP4		
Year 10 Curriculum	The Changing Economic World (HC)		Assessment	cont...	Feedback	The Changing Economic World (HC)				The Changing Economic World (HC)		Assessment	cont...	Feedback	cont...		KAP2	Physical Landscapes of the UK (HH)						KAP3	Physical Landscapes of the UK (HH)			Assessment	Feedback	cont...	KAP4		
Year 11 Curriculum	Urban Issues and Challenges (HC)		Assessment	cont...	Feedback	cont...	KAP1			Human Fieldwork (Grand Central Station?)				Urban Issues and Challenges (HC)	Mock Exam	cont...	KAP2	cont... / Feedback	Skills and Revision			Mock Exam	cont...	KAP3	Feedback	Skills and Revision		Pre-release Material?	Skills and Revision		KAP4		

Key

(blue)	Assessment
cont...	Continue SoW - marking time
(green)	Feedback
(red)	Mock Exam
(HC)	Hillcrest - lead planning
(HA)	High Arcal - lead planning
(HH)	Holly Hall - lead planning
(CH)	Castle High - lead planning

SMART Curriculum factors

THE SMART CURRICULUM

Policy – Every Lesson Expectations

Purpose:

- To further develop the consistency and impact of day-to-day teaching on learners' progress.
- To outline our T&L every lesson minimum expectations that are simple, clear and manageable for all teachers.

1.   Planning:
- PROGRESS INDICATORS: Every lesson must have challenging (pitch to the top, support below) but achievable progress indicators that are clear and precise about what you want students to learn and not what you want them to do: 'learning focused not task focused'.
- SEATING FOR PROGRESS: Use (MINT) class seating to account for the profile of all teaching groups and be used as an effective teaching tool to aid differentiation and progress of all students within the group.

2.   Teaching:
- START OF LESSONS: Aim to start every lesson with a 'Do Now Activity' that either reviews previous learning, checks what students already know or engages them in future learning.
- REGISTER: Take the register within the first 10 minutes of the lesson.
- READINESS TO LEARN: Equipment and Planners (open at the right week) must be on desks at the start of lessons.
- INDEPENDENT WORK: Students should complete independent work in silence.
- VALUES DRIVEN EXPECTATIONS: (Use the principle of 'losing a line' for a behaviour consequence and a positive stamp for recognising achievement) To be agreed.
- GROWTH MINDSET: Routinely promote positive behaviour, effort, resilience, independence and improvement in student learning: 'effort focused not talent focused praise'
- LESSON CONDUCT:
  - Students will not leave their seat unless given permission by a teacher or LSA (unless in a T&L capacity e.g. collect a dictionary).
  - A student does not shout out across the room and must raise their hand to ask a question
- EXITING LESSONS: Students stand behind their chairs silently, ready to be dismissed sensibly, quietly and on time.

3.   Assessment and Feedback:

- WRITTEN FEEDBACK: All written feedback (teacher, self or peer) must be written using a **red pen** in the form of formative comments using What Went Well (WWW) and Even Better If (EBI) terminology.
- STUDENT RESPONSE TO FEEDBACK: All student responses to feedback (written, verbal, self or peer) must be completed using a **green pen** (Green for Growth GfG).
- LITERACY FEEDBACK: Subject appropriate Spelling Punctuation and Grammar (SPaG) must be identified using a highlighter and differentiated according to the individual needs of each student. The following standard symbols are used when identifying errors: SP = spelling, P = Punctuation, C = Capital letter, // = paragraph, Gr = Grammar
- PRESENTATION OF WORK: Use the student expectations guidance in planners and on classroom walls to ensure excellent presentation of student work.
- PROGRESS TRACKING SHEETS: All student books/folders should have a student progress tracking sheet at the front so students can assess their progress and identify strengths and gaps in their learning.

PiXL guidance
Developing a smart curriculum with PiXL in mind

Rationale

As part of the MAT vision to create cutting edge, outstanding teaching the smart curriculum and the quality of teaching can be supported by the inspirational, relevant and often ground breaking resources and practical strategies that PiXL has to offer. Listed below are some of the key PiXL strategies that can be incorporated into the MAT smart curriculum.

Main website: https://auth.pixl.org.uk/members

On the main website each faculty area will need to be aware of what resources are available, some of the aspects listed below are directly linked to the main website where all the material can be accessed. The subject and tools icon will be the main place to find key documentation as well as the huddle. Every student can access APPS in Maths, English, History and Geography. As the key leaders across the MAT we must ensure that all students log into the APPS for revision and the growth of knowledge. This should be built into our monitoring arrangements.

Personalised Learning Checklists (PLC)

The design of the smart curriculum and planning should incorporate the PLCs for each subject. This will enable a detailed thorough analysis of subject knowledge, skills and understanding as well as content that needs to be incorporated into the smart curriculum for each subject. Accessed via the subject tools icon.

Fine grading

This has already been under development by the data MAT group but it is worth noting that a key PiXL strategy is to identify students who are at RISK or are close to a higher grade. This enables the T&L theory of Diagnosis, Therapy and Testing to be fully embedded. Much of the DTT model is an ideal way of driving intervention especially when supported by a Smith's Proforma which for students identifies the key topics which are "insecure" and can be a real focus in every lesson/therapy session. The SMART curriculum may look to build in therapy sessions or plan the elements of revision that are needed for each student to make outstanding progress.

Diagnosis Therapy Testing

The key T&L theory/principle suggested by PIXL. If the smart curriculum does build in assessment opportunities or key assessments we must provide opportunities within the SMART curriculum to revisit GAPS in knowledge, skills and understanding. There are several resources to support the principle of DTT on the main website or huddle.

Smith's Proformas

Smith's proformas are designed to be used alongside the principles of DTT. The aim here is to provide each student with a detailed diagnosis of strong topics and importantly those topics or aspects where knowledge, skills and understanding are weaker and need development.

This principle can be called wave 1 intervention as the teacher would detail on the Smiths Proforma where the therapy will take place (could be classroom or in intervention/catch up club) and when the knowledge development will be retested again.

The SMART curriculum model could signpost teachers to the use of SP and highlight the time that they should be given to students. If we keep the intervention Friday model across the MAT the use of SP should be compulsory for all students as part of this diet. The SP could be an ideal model for the tracker detailed on the every lesson expectations.

PiXL assessment

To build into the smart curriculum planning we need to consider the raft of examinations that PiXL offer such as the curve, wave and other national PiXL examinations. These examinations come with the ability to analyse data, generate Smiths Proformas and provide an up to data picture of school performance. The smart curriculum should plan for these key events to the examination calendar. The results of each examination should be used to provide accurate DTT lessons and the precision teaching model as well as assisting with short term planning.

PPEs

The use of pre public examinations can also aid student progress. The assessment icon can take teachers directly to the PPE section. These carefully designed examination papers can be seen or unseen papers and can be used at any point in the calendar year or as part of the revision programme for year 11 which should aim to finish at Christmas of the academic year.

Walking Talking Mocks & Marks

PiXL schools are very much behind the strategy of a carefully constructed curriculum model that builds in opportunities for students to sit real examinations with the aid of a highly skilled teacher. This approach would need to be calendared into the SMART curriculum as well as the principle of precision teaching. Walking Talking marks (precision teaching) is also a highly effective PiXL strategy. Leaders can access plenty of material from the subject areas on the main website and on huddle. Walking Talking marks break down individual questions and can be useful in focussing on exam techniques, developing skills and increasing knowledge. For example, in Maths you can even find videos that show students and teachers exactly how to write the answers. The SMART curriculum can build both strategies into the revision programme for year 11 after Christmas or can be used by teachers in their planning for individual classes.

PiXL independence

This relatively new PiXL strategy can be incorporated into a homework strategy or as part of classroom teaching/revision. The independence booklets provide students with a series of tasks, questions that will prepare them for the year 11 examinations and assist with revision.

PiXL knowledge

Knowledge MATS have been developed and again similar to the above, the use could be incorporated into the SMART curriculum plan/model for year 11. They are based around "Know it" "Grasp it" and "Think it" these three steps and knowledge mats for a range of topics are hierarchical in terms of complexity of each MAT.

The future – MAT to consider….

PiXL classrooms

An approach to PiXL style intervention in lessons rather than outside of lesson time, the PiXL Classrooms strategy can stand alone or be used with the PiXL Classrooms app.

A PiXL Classrooms intervention lesson consists of: differentiated starter, teaching input, instant feedback and next steps and works alongside the subject specific PLC. The **app** has been created to assist help teachers planning and to help students improve, in addition to reducing teacher workload.

Them and us strategy

PiXL has 3Cs - Currency, Character and Culture and it is Culture that is at the centre of our new them and us strategy. "Them and Us' is an exciting new project focusing on changing the culture of our communities. It is about helping young people understand the importance of demonstrating kindness, showing respect and living without harm not just to those people who are like them but to people who are not like them: How we relate to people who don't think the same way as us, or believe the same things, is a crucial skill that needs to be taught. The strategy could be integrated into the "culture" of all our schools. The smart curriculum could in some respects in time have cross-curricular links to the "cultural" element of them and us and help to build aspects into subjects like humanities and PSHE.

PiXL THINK

PiXL think is very much a pedagogical approach that can be developed as part of a CPD MAT wide activity. It is well worth leaders considering and researching PiXL think. The development of PiXL think builds on effective questioning strategies and considers the involvement of every learner in the classroom as the THINK strategy equips teachers with a raft of ways to engage all learners. If schools pursue the model of "GROUPS & TABLES OF 4/5" the THINK strategy would be very effective.

GCSE POD guidance

The DAT has recently invested in a high quality resource called the GCSE POD. There are 3 clear ways in which GCSE POD should be used to help develop students learning.

One – In lessons

Teachers should use the Pods to **engage** students in learning by using and incorporating relevant Pods into the new **SMART Curriculum.**

These Pods can be **downloaded** and embedded into lesson PowerPoints.

PODS can be used in a variety of different ways such as **introducing** topics or for **consolidating** learning at the end of each unit of work.

Two– Home learning

Where appropriate students should be set **assignments** using GCSE PODs. The Assignment function of this resource allows teachers to be able to set **homework** based on the PODs and allow students to **self mark** and teachers to **monitor progress.**

This can help **reduce** teacher **workload** by reducing the amount of marking required for homework.

Three – Revise

All topics from **all exam boards** are covered and there are over **5000 pods** on the website.

This is particularly useful when students in **Year 11** are **revising** content that they have studied since year 9.

Students can **access** all Pods for all their GCSE subjects on their phones, tablets, android devices or computers.

1) Go to www.gcsepod.com and click 'login'.
2) Click NEW HERE? GET STARTED! Select 'Teacher'.
3) Enter your school email address.
4) You will receive an email with a password to log into GCSE Pod. You can change your password to something more memorable once logged in.

Lesson template

Scheme of work title:

Total number of lessons:	
Lesson number:	
Title:	

Lesson objective(s)

The Big Picture – how does the lesson relate to the scheme and to life? Can it link to career development opportunities?

PLAN

Progress indicators (There would normally be at least two groups of learners but there could be more than 3 – it depends on the nature of the lesson)

	Good Progress	Outstanding Progress
Group 1		
Group 2		
Group 3		

TEACH

Do now activity

Appropriate strategies

- Independent/pair/group
- Kagan collaborative
- Key questions/appropriate techniques
- Refer back to Progress Indicators
- Opportunities for 'Growth Mindset' language
- PIXL classroom
- *Other*

ASSESS

Carefully consider the rationale for marking: how will the marked piece enable learners to progress, is the piece of work a milestone assessment piece, will learners use the marked piece to enable them to develop their understanding in future lessons? Indicate the purpose of the marking as part of your lesson plan

Consider opportunities for dynamic approaches such as the following:

Indicate key assessments that will be linked to tracking learners and inform input of data at key assessment points
Self and peer assessment opportunities
Formative feedback: WWW/EBI
Focus on SPaG
DIRT: Green for Growth opportunities
Summative assessment tasks – supply these as part of the lesson resources

HOME LEARNING

- GCSE POD
- Flip Learning
- Research : how will this be evidenced?
- Written tasks that should be marked

LESSON RESOURCES

Reference the resources needed

Produce the resources as required and attach to the lesson plan

Flightpath example

KS2 Fine Grade	KS2	KS2	Year 7 Autumn	Year 7 Spring	Year 7 Summer	Year 8 Autumn	Year 8 Spring	Year 8 Summer	Year 9 Autumn	Year 9 Spring	Year 9 Summer	Year 10 Autumn	Year 10 Spring	Year 10 Summer	Year 11 Autumn	Year 11 Spring	Year 11 Summer	FGL	Grade	New Science Trilogy
0	N	N	W1-	W1=	W1+	W2-	W2=	W2+	W3-	W3=	W3+	1-	1=	1+	2-	2=	2=	2=	2	22-
80	1.5		W1=	W1+	W2-	W2=	W2+	W3-	W3=	W3+	1-	1=	1+	2-	2=	2+	2+		22+
81	2	2	W1+	W2-	W2=	W2+	W3-	W3=	W3+	1-	1=	1+	2-	2=	2+	3-	3-	3-	3	32-
82			W1+	W2-	W2=	W2+	W3-	W3=	W3+	1-	1=	1+	2-	2=	2+	3-	3-	3-		32=
83	2.9		W1+	W2-	W2=	W2+	W3-	W3=	W3+	1-	1=	1+	2-	2=	2+	3-	3-	3-		32+
84	3.0	3C	W2-	W2=	W2+	W3-	W3=	W3+	1-	1=	1+	2-	2=	2+	3-	3=	3=	3=		33-
85	3.1		W2-	W2=	W2+	W3-	W3=	W3+	1-	1=	1+	2-	2=	2+	3-	3=	3=	3=		33-
	3.2		W2-	W2=	W2+	W3-	W3=	W3+	1-	1=	1+	2-	2=	2+	3-	3=	3=	3=		33=
86	3.3		W2-	W2=	W2+	W3-	W3=	W3+	1-	1=	1+	2-	2=	2+	3-	3=	3=	3=		33=
87	3.4	3B	W2=	W2+	W3-	W3=	W3+	1-	1=	1+	2-	2=	2+	3-	3=	3+	3+	3+		33+
	3.5		W2=	W2+	W3-	W3=	W3+	1-	1=	1+	2-	2=	2+	3-	3=	3+	3+	3+		33+
88	3.6		W2=	W2+	W3-	W3=	W3+	1-	1=	1+	2-	2=	2+	3-	3=	3+	3+	3+		33+
89	3.7	3A	W2+	W3-	W3=	W3+	1-	1=	1+	2-	2=	2+	3-	3=	3+	4-	4-	4-	4	43-
90	3.8		W2+	W3-	W3=	W3+	1-	1=	1+	2-	2=	2+	3-	3=	3+	4-	4-	4-		43=
91	3.9		W2+	W3-	W3=	W3+	1-	1=	1+	2-	2=	2+	3-	3=	3+	4-	4-	4-		43+
92	4.0	4C	W3-	W3=	W3+	1-	1=	1+	2-	2=	2+	3-	3=	3+	4-	4=	4=	4=		44-
93	4.1		W3-	W3=	W3+	1-	1=	1+	2-	2=	2+	3-	3=	3+	4-	4=	4=	4=		44=
94			W3-	W3=	W3+	1-	1=	1+	2-	2=	2+	3-	3=	3+	4-	4=	4=	4=		44=
95	4.2		W3-	W3+	1-	1=	1+	2-	2=	2+	3-	3=	3+	4-	4=	4+	4+	4+		44+
96			W3-	W3+	1-	1=	1+	2-	2=	2+	3-	3=	3+	4-	4=	4+	4+	4+		44+
97	4.3		W3-	W3+	1-	1=	1+	2-	2=	2+	3-	3=	3+	4-	4=	4+	4+	4+		44+
98	4.4	4B	W3+	1-	1=	1+	2-	2=	2+	3-	3=	3+	4-	4=	4+	5-	5-	5-	5	54=
99			W3+	1-	1=	1+	2-	2=	2+	3-	3=	3+	4-	4=	4+	5-	5-	5-		54+
100	4.5		1-	1=	1+	2-	2=	2+	3-	3=	3+	4-	4=	4+	5-	5=	5=	5=		55-
101			1-	1=	1+	2-	2=	2+	3-	3=	3+	4-	4=	4+	5-	5=	5=	5=		55=
102	4.6		1=	1+	2-	2=	2+	3-	3=	3+	4-	4=	4+	5-	5=	5+	5+	5+		55+
103			1=	1+	2-	2=	2+	3-	3=	3+	4-	4=	4+	5-	5=	5+	5+	5+		55+
104	4.7	4A	1+	2-	2=	2+	3-	3=	3+	4-	4=	4+	5-	5=	5+	6-	6-	6-	6	65-
	4.8		1+	2-	2=	2+	3-	3=	3+	4-	4=	4+	5-	5=	5+	6-	6-	6-		65=
105	4.9		1+	2-	2=	2+	3-	3=	3+	4-	4=	4+	5-	5=	5+	6-	6-	6-		65+
106	5.0	5C	2-	2=	2+	3-	3=	3+	4-	4=	4+	5-	5=	5+	6-	6=	6=	6=		66-
107	5.1		2-	2=	2+	3-	3=	3+	4-	4=	4+	5-	5=	5+	6-	6=	6=	6=		66=
108	5.2		2=	2+	3-	3=	3+	4-	4=	4+	5-	5=	5+	6-	6=	6+	6+	6+		66+
109	5.3		2=	2+	3-	3=	3+	4-	4=	4+	5-	5=	5+	6-	6=	6+	6+	6+		66+
110	5.4	5B	2+	3-	3=	3+	4-	4=	4+	5-	5=	5+	6-	6=	6+	7-	7-	7-	7	76=
111			2+	3-	3=	3+	4-	4=	4+	5-	5=	5+	6-	6=	6+	7-	7-	7-		76+
112	5.5		3-	3=	3+	4-	4=	4+	5-	5=	5+	6-	6=	6+	7-	7=	7=	7=		77-
113			3-	3=	3+	4-	4=	4+	5-	5=	5+	6-	6=	6+	7-	7=	7=	7=		77=
114	5.6		3=	3+	4-	4=	4+	5-	5=	5+	6-	6=	6+	7-	7=	7+	7+	7+		77+
115	5.7	5A	3+	4-	4=	4+	5-	5=	5+	6-	6=	6+	7-	7=	7+	8-	8-	8-	8	87=
116	5.8		4-	4=	4+	5-	5=	5+	6-	6=	6+	7-	7=	7+	8-	8=	8=	8=		88-
117			4-	4=	4+	5-	5=	5+	6-	6=	6+	7-	7=	7+	8-	8=	8=	8=		88=
118			4=	4+	5-	5=	5+	6-	6=	6+	7-	7=	7+	8-	8=	8+	8+	8+		88+
119		6C+	4+	5-	5=	5+	6-	6=	6+	7-	7=	7+	8-	8=	8+	9-	9-	9-	9	98=
120			5-	5=	5+	6-	6=	6+	7-	7=	7+	8-	8=	8+	9-	9=	9=	9=		99=

Assessment schedule

Year	2019 (School Week w/c)

School Week w/c dates: 03 September 2018, 10 September 2018, 17 September 2018, 24 September 2018, 01 October 2018, 08 October 2018, 15 October 2018, 22 October 2018, 29 October 2018, 05 November 2018, 12 November 2018, 19 November 2018, 26 November 2018, 03 December 2018, 10 December 2018, 17 December 2018, 24 December 2018, 31 December 2018, 07 January 2019, 14 January 2019, 21 January 2019, 28 January 2019, 04 February 2019, 11 February 2019, 18 February 2019, 25 February 2019, 04 March 2019, 11 March 2019, 18 March 2019, 25 March 2019, 01 April 2019, 08 April 2019, 15 April 2019, 22 April 2019, 29 April 2019, 06 May 2019, 13 May 2019, 20 May 2019, 27 May 2019, 03 June 2019, 10 June 2019, 17 June 2019, 24 June 2019, 01 July 2019, 08 July 2019, 15 July 2019, 22 July 2019, 29 July 2019, 05 August 2019, 12 August 2019, 19 August 2019, 26 August 2019

Half Term: 1 | 2 | 3 | 4 | 5 | 6

Month: September | October | November | December | January | February | March | April | May | June | July | August

Curriculum	Assessments (week commencing)
Year 7 Curriculum	KAP1 — 10 December 2018; KAP2 — 01 April 2019; KAP3 - EoY — 08 July 2019
Year 8 Curriculum	KAP1 — 10 December 2018; KAP2 — 01 April 2019; KAP3-EoY — 08 July 2019
Year 9 Curriculum	KAP1 — 22 October 2018; KAP2 — 10 December 2018; KAP3 — 11 February 2019; KAP4 — 01 April 2019; KAP5 — 20 May 2019; KAP6-EoY — 15 July 2019
Year 10 Curriculum	KAP1 — 22 October 2018; KAP2 — 10 December 2018; KAP3 — 11 February 2019; KAP4 — 01 April 2019; KAP5 — 20 May 2019; KAP6-EoY — 15 July 2019
Year 11 Curriculum	KAP1 — 22 October 2018; KAP2 — 10 December 2018; KAP3 — 11 February 2019; KAP4 — 01 April 2019; KAP5 — 20 May 2019

14

Progress indicators guide

Key principles

- High expectations should be explicit for all learners in all year groups.
- PIs produced for all lessons: may need to be amended based on teachers' understanding of learners.
- PIs can run over a number of lessons.
- The Flight Path should be used to ensure that the level of challenge is appropriate for all learners.

Examples

For consistency, use the boxes to show expectations for 'good' and 'outstanding' progress.

Be Creative so that learners experience a variety of PIs.

- Use effort descriptors: level 4 and 5 (these will be rolled out to support 'Every Lesson Expectations) to reinforce behaviours for learning.
- Refer to our values to help learners develop the appropriate behaviours for learning.
- Use Growth Mindset language.
- Model good PIs and set learners the task of creating them.
- **Refer to Booms and Solo Taxonomy descriptors to ensure the PIs are phrased appropriately.**

Solo & Bloom Taxonomy

Solo
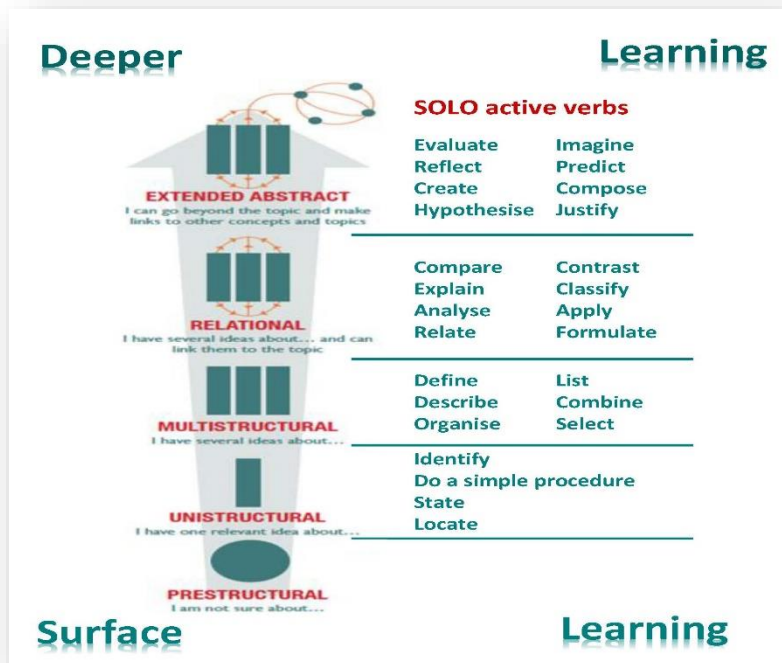
Blooms Taxonomy

– Knowledge
– Comprehension
– Application
– Analysis
– Synthesis
– Evaluation

The categories can be thought of as degrees of difficulties. That is, the first ones must normally be mastered before the next one can take place.