



Managers and Leaders Conference 2020

Designing your Curriculum: Intent, Implementation and Impact

Tuesday 21st April 8.45am-3.30pm at Morley Hayes (DE7 6DG)
with Chris Quigley

Course Outline

Sustained mastery means that pupils learn, remember and become fluent in everything in the curriculum. They sustain their learning over time rather than only at the point of delivery. What does the goal of sustained mastery mean for curriculum design? This new course from Chris will help you to review or revise your curriculum by following three stages of design.

This is a research-based course where Chris will present you with evidence gathered by cognitive scientists over many years.

Intent

- In which aspects do you want pupils to gain sustained mastery?
- How carefully planned is the content of your curriculum for: core and foundation subjects and personal development?
- How is your curriculum customised to support the culture and climate of your school and any local needs?
- What are your expectations for pupils in all areas of learning and how explicit and clear are they?
- How do you plan for sustained mastery?

Find out about:

- Threshold concepts and how they can form the basis of a mastery curriculum.
- Planning for progress from fundamental foundations to greater depth.

Implementation

The key question about implementation is: What is the most effective way to organise your curriculum so that pupils learn and remember everything you want them to?

Based on leading cognitive science, Chris will examine the findings of how we learn, why pupils forget things and the implications for curriculum design.

Find out about:

- The problems with 'blocking' curriculum content.
- Cognitive Load Theory.
- Spaced learning.
- Interleaving.
- Retrieval within subjects.
- Vocabulary development across year groups.
- Longitudinal learning.
- Continuous provision in years 1-6.
- Get the latest advice and updates for Ofsted 2019.

Impact

- Pupils demonstrate sustained mastery in all areas of learning, preparing them well for the next stages of education.
- Some pupils reach a greater depth of understanding, visible in their written and spoken application of knowledge.

Find out about:

- POP (Proof of progress) tasks and how they provide a framework for assessing sustained master.
- Examples of pupils' work that demonstrates sustained mastery and greater depth of understanding.

Cost per person: £120 for Alliance Member Schools
£135 early bird bookings (made prior to 31st March 2020)
£150 bookings made after 1st April 2020

Costs include refreshments and lunch.

Bookings: <https://bookwhen.com/alfretonteachingschool> or contact Katie Cresswell at Alfreton Nursery School Teaching School Alliance on 01773 520031

About Chris Quigley



Chris Quigley is a specialist in primary education. He has been a Teacher, Head Teacher, Lead Inspector and Trainer of School Inspectors. He is known for his inspiring talks and clear, easy to use support materials. He is also a publisher and a Director of Chris Quigley Education, where he leads a team of specialists, delivering inspiring training and talks all over the world.

For more information visit www.chrisquigley.co.uk

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