



WeST Curriculum Principles – A guide

Teaching & Learning: Curriculum Delivery

Purpose - Who and what is the document for?

Our objective is to bring together, commit to and communicate WeST's beliefs and vision for quality teaching and learning, so that all pupils across the trust receive their entitlement to excellent curriculum delivery.

All leaders, teachers and support staff have access to a set of principles informed by research, rooted in the science of learning. They can focus their time on practising and implementing these principles within their subject area or phase, so that outcomes for all our students improve.

This curated body of knowledge, which we know is already informing teaching and learning in our schools, has been produced to identify and communicate the how (pedagogy) of curriculum delivery.

We're putting it down on paper as a commitment that this won't change. It will be a golden thread through our ongoing school improvement work, quality assurance and professional development offer from early career teacher to executive leadership.

The intent is for this document and complimentary training resources to be used in school by all teachers and leaders when appropriate to compliment and support in school development priorities such as curriculum and teacher development.

So that in all WeST schools, across the trust we have:

- a shared and common understanding of what great teaching looks like, a shared language and readily available resources to help us discuss, purposefully collaborate, and improve
- a commitment to an approach to curriculum delivery, that we'll stick to
- returning reference point for professional development
- consistent lens to focus and guide quality assurance and teacher practice
- a resource to support subject and phase specific curriculum review and development

Stronger together...every child in a great school

Our beliefs

- The aim of teaching is to realise the curriculum
- Every students learning and remembering is of the utmost importance
- We all want to get better, it's a moral imperative
- A high-quality curriculum is a prerequisite for impactful, quality teaching and learning



Rationale - why is this important?

The Confederation of School trusts recently published a paper, [Knowledge - Building - School improvement at scale](#), in which they make the following propositions:

1. The goal is for every teacher in every classroom to be as good as they can be in what they teach (curriculum) and how they teach it (pedagogy).
2. For this to happen, we need to mobilise for every teacher the best evidence from research.
3. There is no improvement for pupils without improvement in teaching, and no improvement in teaching without the best professional development for teachers.
4. Strong structures (in groups of schools) can facilitate better professional development and thus better teaching and improvement for pupils.

We agree. Our intention through the sharing of this document, and the provision of resources and training is to support, champion and quality assure the improvement and development of all WeST teachers and leaders.

Dylan Williams, "A bad curriculum well taught is invariably a better experience for students than a good curriculum badly taught: pedagogy trumps curriculum. Or more precisely, pedagogy is curriculum, because what matters is how things are taught, rather than what is taught."

Dylan Williams, 'Every teacher needs to improve not because they are not good enough but because they can be even better.'

The WeST Principles of Curriculum Delivery outline the Trust's expectations around pedagogy within its family of schools. We have organised the evidence informed strategies into five clear principles which apply to all aspects of curriculum delivery. Within each principle there are *teachers understand* and *so that all pupils* statements, inspired by the [Early Career framework](#).

Teachers understand... statements are informed by the best available educational research, thinking and guidance from expert practitioners; references and further reading are provided.

So that all pupils... statements that communicate the implications for all pupils; enabling us to identify evidence of impact.

Although WeST's expectations around curriculum delivery are outlined in this document, all WeST schools have the autonomy to adapt approaches to meet the needs of their children and local context. Schools should therefore use this document as a guiding framework, not a check list.

The WeST Principles of Curriculum Delivery

1. High academic expectations and scholarly environments
2. Memorable learning
3. Quality teacher instruction
4. Guided practice
5. Independent practice and feedback that progresses learning

Each principle is expanded on in the accompanying table and provides links to further reading and the research that has informed each area.

For each principle there is a pre-recorded 20-minute presentation that expands a little on what, why and how it can be enacted in the classroom. To support in school training and development as appropriate.

WeST voluntary Bitesize CPD will run remotely, via MS Teams each half term, 45-minute sessions that explore How we learn and how to catalyse it, followed by a session on each of the 5 curriculum principles as above.

WeST Bitesize CPD dates for the diary:

Thursday 30 September 2021 - How we learn and how to catalyse it

Thursday 02 December 2021 - High academic expectations and scholarly environments

Thursday 20 January 2022 - Memorable learning

Thursday 10 March 2022 - Quality teacher instruction

Thursday 19 May 2022 - Guided practice

Thursday 30 June 2022 -Independent practice and feedback that progresses learning

A proposed structure

At WeST Teaching and Learning is our core purpose, and we believe quality first teaching and learning is our collective responsibility. To communicate our expectations of what quality first teaching looks like, we propose this simple structure, which has been designed to facilitate the implementation of the WeST principles of curriculum and support teacher planning.

The structure outlines the component parts of a quality lesson in a clear and succinct way. Encouraging a common language of teaching and learning and a structure from which to purposefully collaborate and drive further improvements.

Each school, department, phase, and teacher will contextualise, innovate, and adapt as appropriate to best fit their pupils, curriculum goals and vision.



It should also be noted that this structure may not always be implemented in a linear fashion, or that every element is present in every lesson.

Zoom In: School adaptation

Under each lesson element you might find it helpful to add specific expectations, routines and teaching and learning techniques explicitly outlining what quality first teaching looks like your school/department/phase. This in turn will support and facilitate practice, peer to peer feedback and instructional coaching.

The development of teacher expertise relies upon a high-quality curriculum and a clearly articulated and enactable vision of quality and excellence for the classroom that allows every teacher to be in pursuit of the same thing.
