

# Curriculum: intent, implementation & impact... and mathematics mastery

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# Our working definition of the curriculum

*"The curriculum is a **framework** for setting out **the aims** of a programme of education, including the knowledge and understanding to be gained at each stage (**intent**); for translating that framework over time into a **structure and narrative**, within an institutional context (**implementation**) and for **evaluating** what **knowledge and skills** pupils have **gained** against expectations (**impact/achievement**)."*

# But what about now..?

We are carrying out research into the curriculum that will be built upon for the new Education Inspection Framework from September 2019.

But in the meantime, schools still need to:

- ...know their curriculum – **design and intent**
- ...know how their curriculum is being **implemented**
- ...know what **impact** their curriculum is having on pupil's knowledge and skills; have pupils learnt the curriculum? But that's not necessarily by having complex spreadsheets and multiple data drops. How and what you assess, and what you record is UP TO YOU! More important is how you USE that assessment information...to promote better pupil learning – e.g. what you might need to teach again, what hasn't 'stuck' with the pupils?

# So, specifically for maths mastery...

- ...be clear on the **design and intent** of your maths mastery curriculum, or how you're moving towards that and why...
- ...know how your mastery curriculum is being **implemented** – e.g. What might an observer typically see in maths lessons? And what won't they see, e.g. 'standard differentiation by task'! How is 'intelligent practice' used?...etc...
- ...know what **impact** your mastery curriculum is having on pupils' mathematical knowledge. When assessment - e.g. 'in action' in class - identifies misconceptions, how do teachers intervene swiftly to help pupils having difficulties to keep up, while deepening the learning of those getting on fine? How is other assessment information **used** to improve pupils' mathematical knowledge? Inspectors are not interested in predictions of 'progress', so assess to improve mathematical learning, not to 'prove progress'!

I hope the day goes well!

