**CAP Deputies meeting**

**20th October 2015**

**Curriculum Developments, Priorities and Challenges**

**Summary**

**Areas of Focus/Priorities for 2015/16**

* KS3 Assessment (AWOL)
* Implementation of new GCSEs/ensuring suitable GSCE offers
* Enhanced vocational offer, Extended L3 BTEC diploma (new offer), A levels
* Closing the Gap - without ignoring ‘non-gap’ students, monitoring impact effectively (£19k, pay for curriculum time, visits?), gap was too wide for 2015 & is too volatile, needs to reduce & be more stable decreasing
* Effective intervention @ under performance
* Consolidate new middle & senior leadership processes following restructuring which established new Faculty system (from Sept 15)
* Consolidate new data tracking/target setting system and adjust for
* Life without levels
* New accountability measures A8/P8
* New accountability measures 16-19
* Teaching & Learning
* Build upon best practice & improve consistency of practice in classroom
* Implementation of planning for reformed specifications
* monitoring of quality of provision
* Communication between schools – sharing effective practice
* Lower school measuring progress
* Maximising P8 outcomes for all (not by force)
* Area Review – refining strategy for curriculum specialisation; joint planning with other colleges/providers
* Preparing for 2 day inspection including Personal Development, Mental Health, ECHP
* 14-16 Pilot, plans for open admission 16/17
* Managing Curriculum reform (moving from 4 subjects to 3 and correlative drop in curriculum programme size)
* Planning effectively for new intake 17 in terms of pitching the GCSE equivalents for English & Maths (1-9)
* Continuing to re-work the programme of pastoral support on offer (programmes & priorities eg mental health/resilience)
* Validity of predicted grades being produced by teaching staff -intervention
* Maintaining engagement with a balance between Ebacc & creative & applied subjects
* Raising the quality of science provision with the development of a STEM curriculum
* All P8 >0 for every pupil, overall P8 = +0.5 for cohort
* 90% 3LP English, 90% 3LP Maths
* FL support – increase in challenge & content of GCSE subjects, increase in Maths/English provision at Y7 -9 including FL programme & English/Maths boosters, increase in number of groups at Y11, expertise specific – build in succession
* Funding – need to save costs – 6th Form, NA, pension contributions

**What are the main challenges you face in order to achieve your key aims for the year?**

* Approved courses
* BTEC replacements
* Exams: terminal exam pressures – English, Variability of exam grades & outcomes, How do we make pupil exam ready
* Time
* Funding
* Staffing
* Too much change on too many fronts
* Closing gap – monitoring impact of intervention
* Communication of progress 8 to parents/students - is this the primary focus of intervention?
* Showing progress, measuring progress through lower school.
* Assessment @ KS3
* The main underpinning challenge is to cut through the competing pressures to be organisationally focussed and work together in the interests of young people.
* Science – turning around disappointing results from IGCSE last year, getting the cohorts right – who does triple/dual etc, no BTEC. How do we prepare pupils to take double science?
* Options – do we reduce options to 3?
* Curriculum plans to allow for booster/catch up
* Language –how does it grow
* How do you prepare pupils, more depth

**What joint practice development or support from other CAP Deputies could help achieve your aims for the year? What could we usefully do as a group?**

* Some attention to fostering independent working/academic resilience amongst students (at any level); could be a common issue 14-16/16-19
* Is there some join-up between the needs of schools & the capacity of post 16 students? Can we use them as learning mentors in some way in developing resilience & independence and out of class learning?
* Routes, potential impact on learners, wider joined-up view of resources in area
* Moderation of work between departments in different schools
* Shared exploration of bright spots in other centres with a track record of vulnerable student success
* Look at KS2/3 transition – learn from good practice in Primary schools (CTG focus)
* Input from schools into the preparation for Area Reviews – thoughts on progression