

DFE Report Summary- Crib Sheet



Early Years



Key Info



- **Non-statutory** guidance.
- Suggestions are based on the good practice evident in many schools, as exemplified in **case studies**.
- You should **continue to teach a broad and balanced curriculum** in all subjects.
- Taking the planned, sequenced curriculum as a starting point, you should **prioritise teaching missed content that will allow pupils to make sense of later work in the curriculum**. This includes key knowledge, skills, vocabulary, concepts, and the links between concepts.
- **Questioning and discussion will reveal pupils' gaps, misconceptions, and insecure knowledge**, so that effective support can be put in place.
- Adjustments should be informed by 1) an **understanding of the critical content** for progression in each subject 2) **what pupils do and do not know**.



Art & Design

Curriculum planning should identify and emphasise core knowledge at each phase.

- **At KS1:** pupils' skills in manipulating tools and equipment to create work and use their imagination are essential: a priority to develop and embed fine and gross motor skills by teaching pupils how to use a range of tools competently. This may include cutting with scissors or using the correct grip for specific art tools.
- **At KS2: and KS3:** leaders should prioritise securing depth and mastery of pupils' practical knowledge, such as different artistic methods, techniques, media, and materials.
- It remains important that pupils have significant time for deliberate practice.
- The emphasis on practical knowledge should encompass multiple applications, for example, drawing representationally, drawing expressively, and drawing unconventionally.
- Teachers should revisit previous topics or teach the content of missed ones, placing more emphasis on developing mastery in the process of making rather than a performative outcome.

Assessment

Purpose of Assessment:

- **Formative assessment:** identifying what pupils do and do not know, or can and cannot do, to inform feedback to them and any adjustments to teaching.
- **Summative assessment:** measuring pupils' (and/or school) performance at the end of a course of programme of study.

Citizenship

- To make good progress in citizenship, pupils should develop a secure knowledge of key concepts which are important to future learning.
- **At KS1:** a focus on securing key knowledge of a small number of ideas, including belonging, fairness, and simple rules and laws that help us live together in a community.
- **At KS2:** rights and responsibilities, democracy, and community, since these will be the most important for future study.
- **At KS3:** civil liberties, Parliament, and laws, and how this can be applied in a range of complex situations and cases, including those that are new or unfamiliar.



Computing

- This will be particularly important in hierarchical aspects such as programming, algorithms, understanding computers, and data. Priority should also be given to using computing devices safely and responsibly, although this will depend on pupils' previous exposure
- **At KS1 & KS2:** teachers should give priority to developing pupils' knowledge of algorithms, notably sequencing in key stage 1.
- **At KS2:** teachers should focus on sequencing, selection, and repetition...given enough time to practise programming
- **At KS3:** repeated encounters of programming in a text-based programming language and that their knowledge of programming fundamentals, such as sequence, selection and repetition, is secure.
- **Further Support:** The National Centre for Computing Education and Network of Computing Hubs.

What type of assessments are most effective?

'Focused assessments which target specific components of knowledge or skills precisely are likely to be more effective. For example, the marks pupils achieve on a past paper that covers a wide range of content will not allow you easily to infer what the precise knowledge gaps are. A low-stakes test or quiz, on the other hand, focused on the salient aspects of a specific topic, will very quickly tell you who has learnt it, and how well.'





Design and Technology

- To engage in the design process, pupils need to know the different factors that contribute to complex design decisions. Securing knowledge of the relevant materials, equipment, tools and manufacturing methods is therefore important before pupils are expected to design their own products.
- **At KS1 and KS2:** prioritise developing pupils' ability to design by, first, providing them with knowledge of materials, equipment and tools to support their application of concepts such as 'functionality' and 'aesthetics' and encouraging pupils to work with a range of simple materials, including textiles and ingredients.
- **At KS3:** expand their knowledge of the subject to solve a wider range of design problems...emphasise knowledge of manufacturing and technology...cook and learn about nutrition as soon as it is practicable.



Geography

- Prioritising the regular use of atlases and maps can reinforce pupils' locational knowledge and their sense of place. Geographical fieldwork remains important throughout key stages 1 to 3.
- **At KS1:** key knowledge and skills, including basic locational knowledge such as the names and locations of the world's continents and oceans, should be the focus to address missed education and provide the basis for knowledge that will be needed later.
- **At KS2:** curriculum adjustments should prioritise critical underpinning knowledge, such as weather and climate, geology, topography, trade links, and natural resources and their distribution. Schools might choose to teach these concepts using an example of a region (for example, the Amazon rainforest)
- **At KS3:** the curriculum should stress the importance of the interconnection between human and/or physical processes, the location(s) studied and the effects on people and the environment.



Languages

- Knowledge of phonics, vocabulary and grammar is essential for the 'skills', or modalities, of listening, speaking, reading, and writing.
- **In KS2 & KS3:** • identify and teach essential vocabulary for progression. • make sure pupils have a strong mastery of the sound and spelling system • prioritise grammar.
- Teachers should revisit and practise spelling and pronunciation principles systematically.
- **Further Support:** The NCELP – (National Centre for Excellence for Language Pedagogy)



English

- **At KS1:** teachers should continue to read to all pupils so that they experience what it is like to enjoy and become immersed in a book. Shorter writing tasks rather than extended pieces allow pupils to focus on sentence structure and spelling...dictation of sentences to consolidate spelling...practice handwriting regularly to increase it's fluency, legibility and quality.
- **At KS2:** assessment of pupils' decoding skill to identify those who are at risk of failing to learn to read...systematic synthetic phonics teaching for all pupils who still need it, with plenty of practice...sufficient time for reading and writing, including phonics for spelling.
- **Reading across the curriculum, not simply in English lessons, also uses teaching time efficiently.**
- **At KS3:** prioritise promoting, nurturing, and monitoring pupils' reading...rich discussion that facilitates the sharing of ideas...mastery of writing at sentence level, including modelling, practice, feedback and redrafting.



History

- **At KS1:** Priority curriculum content should include a range of sufficiently detailed period specific knowledge...should have the opportunity to situate this knowledge in relation to other significant historical events studied. Teachers will also need to give pupils opportunities to learn about particular people and places through records and artefacts.
- **At KS2 & KS3:** Teachers should regularly locate this knowledge in wider timelines, so pupils gradually gain a sense of the chronological relationship between different historical events and periods...develop pupils' knowledge of how historians study the past and construct historical arguments.
- Historical knowledge and knowledge of how historians work support each other, so pupils will not develop one without the other. It is likely to be less effective to focus on 'source skills', for example, in isolation, than to study, in diverse contexts, how historians approach sources and evidence.



Mathematics

- The sequence of teaching mathematical content is also very important: gaps need to be filled before new content is taught.
- **At KS1 & KS2:** (DfE) has published 'Ready-to-progress criteria: year 1 to year 6' to support sequencing.
- **At KS3:** link algebraic techniques explicitly with arithmetic structures covered in the primary curriculum to support new knowledge • maintain and expand pupils' fluency developed at primary school, for example by bringing out opportunities to use numbers in different formats (i.e. fractions and decimals) • make sure that pupils develop a good knowledge of multiplicative structures to provide a firm foundation for study in key stage 4.
- **Further Support:** The National Centre for Excellence in the Teaching of Mathematics



Music

- While planning their curriculum, schools may wish to refer to the recently published Model Music Curriculum, which is non-statutory guidance to help teach music at key stages 1, 2 and 3.
- **At KS1:** maintain its focus on increasing pupils' accuracy, fluency and expression through singing and playing a range of instruments. ...Singing familiar songs together, concentrating on intonation, phrasing, and clear diction, and adding simple rhythmic accompaniments
- **At KS2 & KS3:** More attention should be given to the extent to which pupils have missed the opportunity to develop their instrumental and singing skills, or their knowledge of constructive elements such as scales, chords and musical forms.
- Finally, schools should take every opportunity – both through and outside the school curriculum – to foster pupils' re-engagement with a wide range of music.
- **Further Support:** Music Education Hubs

Physical Education

- When making decisions about curriculum prioritisation, schools may need to adjust the curriculum to give priority to supporting pupils to be physically active and confident in fundamental movement skills, as well as developing the complexity and accuracy of movement patterns.
 - **At KS1 & KS2:** develop and refine pupils' fundamental movement skills in a variety of contexts, including dance and game-based activities.
 - **Moving into KS2:** swimming and water safety.
 - **At KS3 & KS4:** focus on engaging pupils physically in increasingly complex situations so that they refine their knowledge of movement...continue to develop a range of movement patterns alongside their knowledge of the rules, strategies, and tactics for the activities...
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Religious Education

- Religious education remains compulsory for pupils in all year groups, in all local authority-maintained schools and in academies.
- Teachers should therefore retain breadth of study within a religion.
- It would therefore be appropriate to concentrate teaching on two religions only, in depth. Schools will find it useful to choose two contrasting religions, such as one Abrahamic and one Dharmic faith, to ensure pupils have a sense of the diversity of religions, as well as non-religious worldviews such as Humanism.
- Pupils should be secure in basic ideas, teachings, stories, and practices critical to religious and non-religious content.
- At key stage 1, concepts may be relatively few, with a greater range at key stages 2, 3 and 4
- **At KS1:** stories such as the parable of the Good Shepherd can help pupils to make links between ideas of 'Christ', 'community', 'disciple' and 'rescue' in Christian traditions
- **At KS3:** teachers may select Hindu festivals to show connections between ideas of 'creation', 'oneness', 'interconnectedness' and 'diversity' in Hindu ways of life.



Science

- The first step in adjusting the science curriculum is to identify the content in biology, chemistry and physics that is most important for enabling pupils to build up their knowledge of key scientific concepts.
- **At KS1:** an example of content which will support future study is knowledge about herbivores because it allows pupils to learn about food chains in key stage 2. This, in turn, enables them to understand ecosystems in key stages 3 and 4.
- **At KS2:** concepts that are beneficial to future study include, but are not limited to, forces, electricity, magnetism, materials and substance, reactions, nutrition, evolution and inheritance, ecosystems, properties, and changes of materials.
- **At KS3:** knowledge about the particle model is key content because it is a prerequisite for studying diffusion, pressure, density, osmosis and many other concepts.



Relationships, Sex and Health Education

- The law requires schools to provide some relationships, sex and health education to all secondary-age pupils in the academic year 2020/21, and to provide some relationships and health education to all primary-age pupils. Schools are also required to publish a Relationships and Sex Education (RSE) policy and to consult parents on it. Schools will want to consider adjusting the curriculum to prioritise topics that will best support pupils to re-engage with their peers in school. Including: mental wellbeing, physical health and fitness, respectful relationships and being safe.
- All content should remain age-appropriate and be taught clearly but sensitively.

Questions to reflect on...



1. What is the interplay between our individual school's context/circumstances and the above recommendations?
2. How can we support teachers in their understanding of what must be prioritised in our curriculum to support pupils?
3. What different challenges might we face when refining our curriculum for education recovery and how can we mitigate against these?
4. What are the key, pervading ideas, and content that we **MUST** maintain to ensure a coherent and well-sequenced curriculum?
5. How can we best articulate what we are prioritising to our staff, to our wider community and to our pupils?



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