

Streamline Curriculum Meeting

Wednesday 15th October 2025

Present: John Black (governor), Wendy Breeze (governor), Sue Diggory (governor), Matt Marriott (governor), Kelly Mc Donagh (governor), Birgit Smith (governor), Mary Symes (governor), Mandy Watson (associate), James Procter (executive headteacher), Alice Briley (headteacher), Kayleigh Vile (headteacher).

Clerk: Annette Funnell

Minutes

Overview

- Aiming to streamline the curriculum to make it easier for any schools joining the Federation
- Staff meetings have focussed on how this can be achieved.
- Frances Nation – external oversight – has reviewed progress so far and advised more work required to ‘end points’.
- There is more work required to achieve the streamline than initially envisaged with anticipated six more staff meetings from January required.
- Timeline: work to be completed by end term 5, when Frances Nation will be invited back to re-assess, provide a second report and summary
- Outcome, curriculum (which is strong) streamlined for ease of use for all, clarity for staff and children; this time next year each school across federation to look at how they can tweak the curriculum for their individual school – a recommendation from Geraldine Woods (alliance partner).

How planning to achieve

- PowerPoint from Kayleigh Vile (all documents sent to FGB prior to this meeting)
- This is a strand on the Pioneer Federation Development Plan
- Currently there are many different documents looking at the curriculum for individual subjects
- Plan, to have a subject overview – starting with National Curriculum statements for EYFS, KS1 and KS2, followed by curriculum progress, mapped out over two years so that subject leads will know what is being taught and when.
- From the National curriculum statements planning will move from EYFS to KS1, to KS2 thus ensuring clear progression can be seen across school
- With the inclusion of specific statements explicitly clarifying what is being taught, the streamlining will ensure all subject information, (including what is being taught and when) is together.
- The Arbor assessment statements are now aligned, so can be directly assessed.
- The skills are progressive across each unit but Frances Nation has suggested it would be good to make the ‘end statements’ more specific to the units in the medium-term plan i.e. what individuals are expected to achieve and how this will be assessed - more defined.
- Progression of vocabulary will be split into core and aspirational.
- There will then be medium term plans, class planning, end points, what we will be assessing and what we expect pupils to have achieved all in one place.

Comments

- What we had before were different schools listed and different elements of the schools built into the medium-term plans and at point of delivery we looked at cohort planning for individual schools.
- With medium term plans – lessons, objectives, what skills can be taught plus knowledge and core vocabulary with ideas on what may help, with each aspect of the work.
- Key vocab will also be up on working walls and in individual books so constant reinforcement through the sessions and in the classroom.

- The refining of medium term plans are all linked to each other and can be cross referenced so the streamlined documents is useable and user friendly.
- All of the statements within the curriculum documents are the same statements and skills that teachers will be assessing against so will support moderation.
- The streamlining has tidied up a range of documents that have been useful and developed over a number of years, to ensure new people joining the federation are able to easily access and understand what is being taught, when and how.
- While we have a good curriculum (verified by Ofsted) it has been tricky to work with and increasingly difficult as it has developed over years, and incorporates much documentation.
- We wanted staff to feel part of it, hence use of staff meetings for planning, so it becomes 'their' curriculum.
- It is possible to buy curriculums but we have developed this, as a group of teachers, it is bespoke for us, and we have the external assessor to look at to ensure it is fit for purpose

Questions

- This is a tremendous piece of work, very well done. How will subject leaders make it their own as they are the ones who will need to talk about it, lead it and meet with governors about it? How can they talk about how they are monitoring and what kinds of evidence will there be to make it clear to governors that it is happening?

Many of the pioneer teachers have developed the pioneer curriculum – it is subject leads' curriculum, for the streamlining, the headteachers are using this information and planning and moving it into the new, streamlined format. The subject teams are then developing it from the template to the final 36 programmes and they will accumulate into the final curriculum which gives clear information of what they are meant to do and when.

After May 2026, the streamlined documents will go back to clusters and have subject leaders across the four schools for each cluster to disseminate to everyone – all subject leads will present their curriculum to the whole federation – so it will be really strong.

- From the children's point of view – will they see the links? How are you going to make that work?

At the beginning of the unit of work there will be a re-connect for the previous work – either to previous lesson or previous learning. Also, what they already know will be on the knowledge organiser and on the boards.

We are often asked, how is your curriculum progressive and the new plan provides that.

- This is a huge piece of work and many documents have been sent through but it would be good to have in one document to read – i.e. the power point please.

PowerPoint will be sent through with minutes from meeting.

Governors can also come to the May presentations and/or to the Frances Nation summary meeting once her second review is complete

- The work completed for the music curriculum is very impressive and to do the same for all of the subjects will be absolutely brilliant. How does the development of curriculum affect the workload and as a 'knock on' how does this affect the teaching?

The curriculum planning team meet every week and having reviewed how long the work will take and what is still involved, we have moved envisaged completion from the end of T2 to end of T5, this giving more sessions and time to complete the work.

We have recognised that we need more time to embed this and learn and have tried to juggle and balance the workload identified.

Basically, we have reviewed the amount of time originally allocated and doubled it...hopefully ensuring we now have the balance and that people will look back and feel it is a good use of their time.

What we want is for our ECTs to understand every component part and use it all. If we can achieve this it will also ensure that any new schools joining the federation will be able to pick it up and use it without difficulty.

- What is happening at the moment?

The content of the curriculum is not being changed, it is currently being taught as it would anyway. The medium-term plans are done and Arbor is set up to go. It is the background paperwork that supports the taught curriculum that is changing.

Arbor caused the most frustration but this is now sorted.

We have already received feedback from teachers, commenting positively on the clarity of the curriculum now. It is being really positively received.

At the beginning, staff were a bit – ‘what are we doing, how will it look?’ but this is now settling down.

We are constantly looking at planning and what is provided to the children, tweaking it and getting feedback to enable ongoing develop. This is what we are doing now, just on a larger scale.

Think at the end of it, all will feel it has been a positive experience, with an excellent outcome.

- Will you copyright it?

Yes, as we have done with our SEF and SDP templates which has been developed around the new Ofsted structure.

Conclusion

Work to continue within the new timescale and invitations sent to governors for summary review with Frances Nation and subject presentations across the federation.