

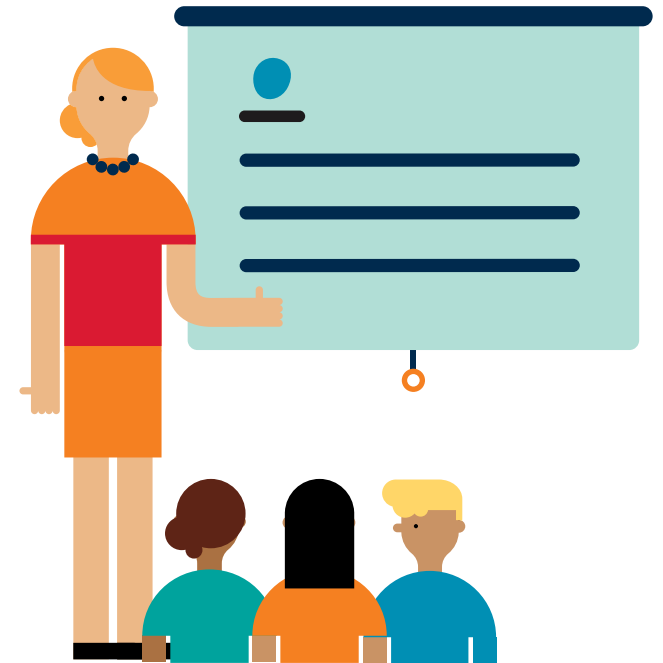
What makes an effective curriculum?

An **effective curriculum** is fundamental to impactful teaching and learning, and helping everyone to make progress in life. Drawing on our own work and experience in the field of curriculum and that of leading experts, we believe there is no single best approach to curriculum design. There are, however, common principles of well-designed curricula which, when considered in relation to subject and school context, provide a framework for creating, developing and evaluating a curriculum.

Recently we have been working with our partners at SSAT and conducted research with teachers, school leaders and curriculum experts to arrive at a set of principles. We have expanded these further to create guidance for a more holistic school curriculum.

At Pearson we are committed to improving educational outcomes through the application of evidence-informed approaches. All our curriculum services are based upon evidence-informed approaches to progression, pedagogy and assessment and are developed in partnership with teachers and educational experts.

Learn more: go.pearson.com/curriculum



PRINCIPLES

KEY QUESTIONS ?

VERTICAL INTEGRATION

Is the curriculum based on a **clear, logical view of how material builds** on material and what progression through a subject discipline looks like?

APPROPRIATE AND ACCESSIBLE

Does the curriculum **provide an appropriate level of challenge for students**, while also taking into account what is known about the way in which students learn, to avoid making unreasonable demands?

FOCUS

Is the curriculum **clear about the most important material to include** and omit, what the 'big ideas' are and for those big ideas to provide a structure for organising the curriculum?

BALANCE

At the whole-school level, is the curriculum broad and balanced, ensuring each child can find their passion or 'element'?

RIGOUR

Is the curriculum **grounded in the study of subject disciplines**, developing disciplinary habits of mind?

COHERENCE

Is the curriculum **coherent across subjects** in terms of terminology used, the connections made between concepts and when certain concepts are introduced?

RELEVANCE

Does the curriculum feel **relevant, engaging and meaningful to students** and support teachers in getting students interested in things they never knew they were interested in?

DELIVERABLE

Does the volume of content in the curriculum – and the pace of coverage – make for a curriculum that is **deliverable within the planned time-frame?** And is there **capacity for the curriculum to adapt** in response to evidence of what students are and aren't learning?

MEASURABLE

Is the curriculum clear from the outset on what it wants students to learn and know? And does the approach to assessment support teachers and school leaders in **knowing and evidencing whether those things have been learnt?**

PERSONAL DEVELOPMENT

Does the wider curriculum consider the **personal development and wellbeing** of pupils. Does it build resilience and promote good mental health whilst equipping them with the **life-skills to enable them to make progress** in their lives.