**Template for the 3Is: Intent, Implementation, Impact**

**Introduction**

The introduction of the Education Inspection Framework has placed a clear focus on the importance of articulating the aims and objectives which underpin a programme of study. The inspection criteria uses a tripartite system to help educators to think about the process of planning and delivering the curriculum. To summarise:

* **The Intent -** used as a noun to indicate purpose (moral and ideological) and objectives
* **Implementation -** the tools which will be used to deliver those objectives – plans, resources including people and equipment and use of time
* **Impact -** the evidence for how effective curriculum delivery is within a setting – performance, information, levels of engagement and other behavioural indicators

This document is intended to help you work logically through the different aspects of an ‘intent’ in order to create a clear framework for implementation in a specific subject. At every stage it is useful to consider how your document links with the **overarching school intent for the curriculum.** Try to use the present tense ‘the curriculum is intended to’…choosing active verbs like ‘stimulate’ and ‘engage’ to describe purpose.

**Concepts for exploring curriculum design**

* **Balanced**
	+ Broad but not shallow. Deep but not narrow. What should be taught and what can be removed.
* **Rigorous**
	+ Rigorous doesn't mean difficult, rather it means developing disciplinary habits of the mind. Think like a Scientist, Artist, Historian...
* **Coherent**
	+ Allow students to make connections between learning experiences through themes, subjects and differentiated tasks.
* **Vertically integrated**
	+ Clear progression over how a topic develops over time.
* **Focused**
	+ What are the *Big Ideas* in your subject and across the entire curriculum?
* **Relevant**
	+ Getting students interested in the topics and ideas they didn't even know they were interested in!

|  |
| --- |
| **INTENT** |
| **1** | **Values and Aims** | * What are your aims for your subject?
* Are addressing the requirements of the national curriculum? What are they?
* Is knowledge well – sequenced? Does it build the long-term memory? Is it ‘powerful?’
 |
| **2** | **Equity and Access** | * Is your curriculum sufficiently ambitious?
* How will you ensure that the curriculum meets the needs of pupils with specific barriers to learning?
 |
| **3** | **Identity and Locality** | * How will your knowledge of the local context (history, geography, social) inform curriculum planning?
 |
| **4** | **Inter-disciplinarity** | * Do you make any links with other curriculum areas? How?
 |
| **5**  | **Assessment - strategy** | * Do you use assessment tools to check on pupil progress? How do you know that they are valid and reliable?
 |

|  |
| --- |
| **IMPLEMENTATION** |
| **1** | **Planning** | * How do teachers’ plan? Proformas?
* What are the key concepts/skills/bits of knowledge that they will have acquired by the end of each year/key stage?
* What are the key themes/areas of study for each year group/key stage?
* How do you promote progress between key stages?
 |
| **2** | **Resources** | * What are the key resources/schemes in use in this subject area?
 |
| **3** | **Monitoring and Evaluation** | * How do you monitor/how often?
* How do you ensure that teachers know what the end goals for pupils are? Learning Visits, Work Sampling, Pupil Voice
* How do you ensure that teachers know the concepts that pupils need to learn in the different subjects, and the order in which they need to teach these concepts?
 |
| **4** | **Training and Development** | * How do you ensure that staff have the training they need to deliver the curriculum effectively? Internal/External?
 |
| **5**  | **Assessment** | * How will pupils’ progress and attainment be measured?
* How often? How are assessment tools designed?
 |
| **6** | **Wider curriculum** | * Opportunities to work with external organisations
* Trips, visits, workshops, events
* Clubs/performances/tournaments
* Project based learning
 |

|  |
| --- |
| **IMPACT** |
| **1** | **Pupils’ work** | * Are there any ‘show and tell’ moments for sharing outcomes?
* How is the most effective work displayed?
* How is rapid progress celebrated?
 |
| **2** | **Pupil Voice** | * What do pupils say about their experience of the curriculum?
* How are their views used to improve implementation?
 |
| **3** | **Staff Voice** | * What do staff say about the impact of their implementation? Small wins? Big successes? Areas for development?
 |
| **4** | **Historic Data** | * 3-year trends
* Progress and attainment of specific pupil groups
 |
| **5**  | **Current Data** | * Emerging trends
* Planned interventions
 |
| **6** | **External Stakeholders** | * Positive feedback from external visitors, visits, projects
 |