

**An innovative straitjacket: The impact of curriculum on pedagogy and practice in
Primary English**

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ABSTRACT

The introduction of a new national curriculum in September 2014 aimed to encourage a greater degree of autonomy and innovation rather than offer a prescriptive straitjacket. This small-scale research project examines the impact of the curriculum change on the teaching of English in three Primary schools. Using a review of contemporary and current literature, it reports on curriculum changes to date and the impact these changes have had on classroom practice. Using interpretive, case study methodology the report then goes on to describe the decisions made by teachers and senior leaders in the participating schools and the impact these have had on the day to day teaching of English. Classroom visits were undertaken, along with open-ended interviews and an analysis of key documents such as lesson planning, school policies and action plans. The study reaches tentative conclusions rather than definitive answers. These suggest that there has been a heightened expectation on the teaching of grammar, which has led to an increase in time on discrete grammar teaching. With some trepidation, the decrease in content of the English programmes of study has been welcomed and is leading to a move to a more cross-curricular or topic-based approach.

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Chapter 1. Introduction

This study looks at primary school teachers' literacy teaching in the light of recent curriculum reforms. It focuses on the work of 8 teachers in 3 schools in differing areas of Lincolnshire and was undertaken over 12 months between May 2014 and May 2015. My overarching aim in undertaking the research was to identify the impact of the new national curriculum on classroom practice.

1.1 Context

From September 2014, all maintained Primary schools were required to teach a new National curriculum. Since the Plowden report in 1967, through National curriculum reforms in the 1980s and 1990s and the setting up of National Strategies, Primary education has been a subject of intense public and political debate. The nature of literacy, language and/or English teaching continues to be a contested area (Williamson and Payton 2009, Burnett et al. 2014). For some, it is simply about imparting a set of skills and competencies through which children will learn to read and write fluently and effectively. For others, reading, writing, speaking and listening are social practices and so pedagogical choices are embedded within ideological and philosophical paradigms. Within this debate schools, teachers and early years practitioners are constantly challenged to raise standards, accelerate progress and meet the needs of an often diverse group of children. The day-to-day decisions an adult makes about how, when and what to teach children are influenced by a great many pressures, resources and opinions. How many of the decisions are theirs to make and how many are made for them?

The set of enquiries in this dissertation is used to explore how recent government-led initiatives have shaped school and classroom practice. Following a thorough literature review, the study looks at how a new curriculum, with greater emphasis on grammatical terminology, reading for pleasure and reciting poetry by heart has shaped the pedagogy and practice of Primary teachers since its introduction in 2014. I create new knowledge about the impact of curriculum change on three Primary schools in Lincolnshire. The classroom practices evidenced in the literature review (for example class organisation and grouping, pupil/teacher interactions and timetabling) provide predicted patterns which I will attempt to compare with the empirical findings from data collected from the sample schools. By analysing school documents and field notes from classroom visits I will create case studies of the participating schools. I will use time-series analysis to produce a descriptive pattern, tracking the time spent on key aspects of English teaching (e.g. phonics, reading, writing, spelling grammar) and changes to every-day practice before and after the introduction of the new curriculum. The research in this study was designed in three phases, and these are outlined below.

1.2 The enquiry questions

Phase 1

Through Phase 1 I developed an understanding of the link between statutory National curriculum and individual school provision – how schools have shaped their English policies and the strategies used to teach reading, writing, speaking and listening in the light of curriculum change.

In particular;

- how have schools responded to curriculum change in literacy?

- what changes have been made to day-to-day organisation and delivery of the English curriculum?
- how have these changes been brought about?

Phase 2

Through a second enquiry I explored the relationship class teachers and senior leadership teams have with the curriculum in their schools. Predominantly, I aimed to investigate how the changes to curriculum policy have manifested in day to day classroom practice. By discussing with them how the curriculum was created and the ethos it was intended to encompass, I aim to draw out the relationship between schools, teachers and the English curriculum

In particular;

- to what extent is the English curriculum focussed on the needs of pupils and/or new curriculum requirements?
- do staff share a common understanding of the curriculum?
- do class teachers and senior leaders agree that the curriculum serves pupils' needs effectively? If so, how? If not, why not?

1.3 Researcher Positionality

In my professional role as Literacy advisor, I have worked alongside many schools in making the transition to the new curriculum. Through courses and in-school support I have drawn on the knowledge gained through the literature review to ensure that best practice is maintained and built upon during the period of change. I have witnessed first hand the decisions schools and teachers make about how to integrate the new requirements with their underlying belief systems of what constitutes effective teaching and learning in Primary English. I therefore embarked on the two phases of enquiry

with a strong bias. However, throughout the research, I attempted to maintain the position of neutral observer rather than advisor. The participants knew me as an advisor and therefore expected me to provide opinions, despite the fact that my role as researcher rather than advisor was made clear. How this manifested, and what impact this may have had, is discussed in each case study¹.

¹ See examples on p35 and p41.

Chapter 2 Literature review

This literature review aimed to locate and document the range of research and evidence relating to changes in reading and writing curricula in English Primary schools. A wide-ranging search was instigated, including electronic databases and search engines such as ERIC, Google scholar and a range of professional websites including professional associations and government organisations. As much of the material has been disseminated through professional websites, blogs and on-line journals I conducted searches on the internet using the Google search engine combining the terms (but not limited to) Primary curriculum, reading curriculum, writing curriculum, KS1, KS2, syllabus, pedagogy, practice. To begin the review, I created my own definitions of the search terms. These are:

Curriculum – meaning the programmes of study/statutory requirements a teacher must fulfil. This outlines the content i.e. what pupils should be taught and, to a greater or lesser extent, the way in which they should be taught.

Pedagogy – the strategies and methodology a teacher utilises to ensure a pupil learns a concept, piece of knowledge or skill. For example, teachers may choose a directive, inductive or enquiry-based pedagogy. This will lead to decisions about classroom layout and organisation e.g. whole class/group/individual learning

Practice – the context and organisation through which a teacher plans to teach a particular concept, skill or fact. Decisions about pedagogy will naturally lead to a particular practice. However, other influences may sway the decision e.g. practical considerations, pupil prior knowledge, timing etc.

Significant amounts of research have been carried out in the USA. However, for the purposes of this literature review, whilst this has been considered, it has not been

specifically referred to. The focus of the review remained on primary schools in England. The choice of material was to include contemporary materials, reflecting the research and effect of key issues in curriculum change as well as research carried out during the period of curriculum change. Noteworthy comparisons were made between the immediate impact of curriculum change in journals of the period and long-lasting impact decades later. The period included in the review will span several decades to include changes brought about by the Plowden report in the 1960s to the revisions of the Primary National Strategies in 2004.

Two main areas were investigated. Firstly, in section 2.1, I examine what is meant by 'curriculum' and reviewed several definitions. Furthermore, I summarise the changes from the 1960s to the present day, drawing out similarities and differences in the pedagogy, content and style of the curricula followed by schools.

Secondly, in section 2.2, I explore the research related to the impact of the curriculum changes on classroom practice. Where possible, I based my review on peer-reviewed journals and research. However, extensive materials were to be found in official government papers such as OFSTED documents and DFE's Research and analysis team reports. Whilst these have not been peer-reviewed, and arguably may present a biased or limited viewpoint, they have some claims on validity and have an undisputable influence on educational policy so therefore have been included in the review. Bias has been considered and, where expedient, referred to. Research in this second section has been grouped into clearly evidenced classroom practices;

- timetabling,
- class organisation and grouping,
- the teaching of reading and writing

and the impact these have had on learner experience and achievement.

2.1 The curriculum changes - a summary

Before undertaking a detailed review of research regarding classroom practice, I set the context by reflecting on the curriculum changes to date. In this section I summarise the significant curriculum changes in Primary schools over the last five decades, drawing out similarities and differences in the ethos and purpose of each of the curricula introduced.

The difficulty in defining and therefore creating a curriculum is summarised by Williamson and Payton (2009, p3):

A curriculum fundamentally establishes a vision of the kind of society we want in the future, and the kind of people we want in it: it decides what the 'good life' is for individuals and for society as a whole. As such, it's not always possible for everyone to agree on what a curriculum should be.

For decades, the English National curriculum has been central to education and standards in Primary schools. But the exact nature, content and purpose of a school curriculum has varied widely over time. Compare, for example, the view in the Hadow report of 1931 that 'the curriculum is to be thought of in terms of activity and experience rather than knowledge to be acquired and facts to be stored' (cited in Alexander et al. 1992 p8) with the view of the DfE (2010, p42) that:

The new National Curriculum will ... [outline] the essential knowledge and understanding that pupils should be expected to have to enable them to take their place as educated members of society.

Strong links between changes in the curriculum and shifts in dogma from 'post-war liberal progressive' ideologies of primary education, towards those associated with modern 'performance' models' have been recognised (Pollard et al. 2000, p48). In the 1960s, for example, when Lady Plowden (DES 1967, p196) produced her report which

led to a major overhaul of Primary school curricula, she called for Primary schools to be led by the child's intrinsic interest:

One of the main educational tasks of the primary school is to build on and strengthen children's intrinsic interest in learning and lead them to learn for themselves rather than from fear of disapproval or desire for praise.

and reminded teachers that they should “not assume that only what is measurable is valuable” (DES 1967, p202) . This is a far cry from the modern “performance models” school adhere to today.

In his review, Briggs (2003, p88) discusses this two-paradigm approach offered by Pollard et al. described as:

liberal, affective, collegiate, child – centred teaching with the teacher as a professionally autonomous facilitator of spontaneous learning; compared to conservative, bureaucratic education, with the teacher as mechanistic instructor delivering targets within a standardised national curriculum and assessment system.

and argues that this oversimplifies the situation, making a case for a third paradigm where the two disparate systems are brought together, where the national frameworks for curriculum and assessment are maintained but successful schools and teachers are encouraged to have considerable room to manoeuvre. He looks towards a time when teachers and pupils might be “brought back in” to greater ownership of developments through more creative approaches and a return to a more “professional” approach where teachers judgments are trusted by government”. However, despite the claims of flexibility and autonomy or breadth and balance in each curriculum review, Briggs’ third paradigm model has proved very difficult to achieve. Some may argue we have not succeeded yet.

One of the most fascinating and wide reaching changes to curriculum teaching over

the last decades has been the categorisation of subjects and perceived hierarchy amongst them. The introduction of core and foundation subjects in the 1989 curriculum led to changes in the approach from 'topic based' to subject based timetables which, to many (Pollard et al. 2000, Jeffery 2003, Boyle 2006) was based much less on ideology than on merely functional practicality.

A fear that 'topic based' approaches were not efficient enough to cover the amount of content in the curriculum with sufficient rigour meant that subject based structures became the standard model for most schools. But it was soon realised that a subject based timetable was also problematic and, perhaps, not the only answer.

Thus, a middle ground was developed by many schools, taking on the recommendations of Alexander et al. (1992) to maintain the integrity of subjects whilst exploiting carefully focused topic work; developing a 'cross-curricular' approach which answered both the demands of the national curriculum along with the need to approach learning in an exciting and creative way. Whilst this approach seemed to successfully marry together Pollard's two paradigm vision child-centred 'liberal progressive' approach with the 'performance models', the approach, described by Hayes (2010) as both a holy grail and a poisoned chalice, the was not always successful. OFSTED (2010, p5) concluded that:

In schools with good teaching, there is not a conflict between the National Curriculum, national standards in core subjects and creative approaches to learning. In the schools which were visited for this survey, careful planning had ensured that the prescribed curriculum content for each subject was covered within a broad and flexible framework and key skills were developed...Occasionally, teachers failed to grasp that creative learning was not simply a question of allowing pupils to follow their interests; careful planning was needed for enquiry, debate, speculation, experimentation, review and presentation to be productive.

The organisation of the curriculum into distinct subject groups (core and foundation)

also led to what Boyle (2006) calls 'territories of priority' where tested core subjects (firstly English, Maths and Science and latterly just English and Maths) were given priority in terms of time, effort and resourcing than those of the non-tested foundation subjects. He noted an overall reduction in teaching time for foundation subjects during a longitudinal study from 1997 to 2004, thus echoing the finding of the Primary Assessment, Curriculum and Experience project (Pollard et al. 2000, p 50) that:

the core curriculum of English, Mathematics and Science was dominant in the classrooms observed. Irrespective of the age of the pupils being observed it took approximately 60 per cent of all observed time through out the period. [1990 – 1996]

There is some evidence that, for a brief period, the focus on a 'broad and balanced' curriculum following the Dearing review in 1994, led to a decrease in time spent on 'the basics' (Pollard et al. 2000) but the new streamlined curriculum continued to maintain a focus on English and Mathematics which was then cemented with the inception of the National Literacy and Numeracy strategies in 1997. Moreover, the amount of teaching time spent on un-tested aspects of English - speaking and listening were given a much lower profile than reading and writing (Pollard et al. 2000, Osborn 2000). Despite Dearing's (1994, p7) recommendation that the National Curriculum should be made less prescriptive to 'free some 20% of teaching time for use at the discretion of the school', the increasing perception in schools has been that of an over-bureaucratic and burdensome curriculum. The Primary Assessment, Curriculum and Experience project (Osborn et al. 2000 p227-230)

...documented [teachers'] experience of feeling increasingly accountable to outsiders ...the reality for many teachers as a result of a growing proliferation of bureaucratic requirements which they perceived as leaving them less and less space for their own professional discretion. ...for some teachers...the national Curriculum itself caused stress and frustration since teachers did not perceive it to be meeting these children's' particular needs ...Discretion concerning time and space and control over the content of learning was increasingly denied to both teachers and pupils.

In 2010, the then Secretary of state for Education, Michael Gove laid out plans for a curriculum review which promised less prescription whilst, at the same time, focusing on core knowledge and skills. The Importance of Teaching (2010, p10) heralds:

a new approach to the National Curriculum, specifying a tighter, more rigorous, model of the knowledge which every child should expect to master in core subjects at every key stage. In a school system which encourages a greater degree of autonomy and innovation the National Curriculum will increasingly become a rigorous benchmark, against which schools can be judged rather than a prescriptive straitjacket into which all learning must be squeezed.

This appears to be yet another attempt to reach Hayes (2010) and Briggs (2003) third 'holy grail' paradigm of rigorous accountability with autonomous, creative teaching approaches. In the enquiries which follow in chapters 4 to 6 I will attempt to identify how effectively this has been achieved.

2.2 Curriculum changes and classroom practice

In this section, I intend to explore the relationship between curriculum change as summarised in section 2.1 with the everyday practice in Primary school classrooms, with a particular focus on the teaching of English – reading, writing, speaking and listening. To what extent do changes to policy and curriculum actually change what goes on in the classroom and how much do they influence the pedagogical choices teachers make? When reading leading research on the area, I have considered typical choices open to schools and teachers; timetabling choices, classroom organisation and grouping, and the teaching of reading and writing.

2.2.1 Timetabling

Despite relatively high levels of change in the curriculum over the last two decades, as demonstrated in the section above, there seems to have been little comparable change

to school timetables and the amount of time which is given over to the teaching of English:

The main evidence from the longitudinal data for the period 1997 to 2004 indicates a primary curriculum dominated by teaching time allocated to English and mathematics, a situation caused by a range of central policy requirements. This has led to the overall reduction in teaching time allocated to the foundation subjects. (Boyle 2006, p579)

Despite a small decrease in teaching time in the mid-nineties following the Dearing Review, Pollard et al. (2000) observed that teaching of English, Mathematics and Science took up sixty percent of the timetable, regardless of the age or stage of learners across the six years of their study (1990-1996). Furthermore, they (Pollard et al. 2000, p51) remarked that:

..the overall impression remains that there has been relatively little change in the dominance of the old 'elementary school' curriculum of English and Mathematics. However, there was a decrease of the 'basics' in 1994-5, which was widely regarded as being 'driven out' by the attempt to make the curriculum 'broad and balanced'.

The dominance of English teaching over foundation subjects on school timetables continued well into the new millennium. For example, Boyle (2006, p574) observed that:

English teaching time peaked in 2002 (29.2%) and 2003 (29.3%)- almost one-third of the available whole curriculum teaching time-while 2004 shows a slight decrease (28.7%). There is a similar story in mathematics with the peak of 2003 (22.2%) decreasing slightly in 2004 (21.7%), still well over one-fifth of the total available teaching time for all the curriculum.

It is clear that the links between testing, accountability and the curriculum led to a greater focus on English and Mathematics, increasing demand on an already over-crowded timetable. New pedagogies explored in the late 1990s with the advent of the Literacy Strategy continued to increase the teaching time given over to English lessons, for example through additional Guided Reading sessions (Fisher, 2008),

where schools decided to create additional 'reading time' to support the practical aspects of teaching Guided Reading with little information regarding the "complex theoretical and empirical underpinnings of the different modes of reading teaching" (Fisher, 2008, p19).

It is also indicative of the link between testing and timetables that only parts of the National Curriculum are given high status, that is to say, reading and writing as the 'tested' subjects over speaking and listening which was assessed through teacher assessment rather than Statutory end of Key Stage Assessments (SATs). Pupils involved in the Primary Assessment, Curriculum and Experience project (Pollard et al. 2000) perceived very little time spent on talking or discussing things and researchers concluded that the speaking and listening strands of the National curriculum had a much lower profile than reading and writing. Although this did vary from school to school, with individual schools giving a higher priority to speaking and listening, the overall conclusions were drawn that speaking and listening were given much less timetable space than reading and writing.

2.2.2 Class organisation and grouping

Whilst it is true that Primary schools have been through significant change in terms of *what* is taught over the last three decades, it seems there has also been a shift in how classrooms and lessons are organised. Osborn et al. (2000, p23) recognised a trend towards whole class teaching and teacher instruction and documents "... a clear shift away from 'constructivist' models of learning to one that emphasises the delivery of an established body of knowledge".

The increase in whole class teaching is also identified by Pollard et al. (2000 p56):

PACE findings suggest that Key Stage 2 pupils of the 1990s still spend most of their time on individual work assignments, but there was twice as much whole-

class teaching as their had been in junior schools twenty years previously. The shift from the constructivist models of teaching which concerned individual exploration and developed understanding over time to a direct instruction is accredited by most to the volume of content in the curriculum and speed at which it needed to be 'covered'. This had implications for the type of teacher talk, teacher pupil interactions and pupil grouping. Teachers were less likely, for example, to ask open questions. The ratio of teacher statements to pupil responses increased and pupils spent less time in lessons talking to one another (Pollard et al. 2000, Jeffry 2003)

Whilst initiatives from NLS encouraged interactive pedagogies, research (Alexander 1992, Hall et al. 2003, Smith et al. 2004) continues to recognise the tensions between how teachers would like to teach and the choices they felt able to make. As English, Hargreaves and Hislam (2002, p21) point out, "the case study teachers clearly saw the use of interactive teaching as something of a luxury".

And so, whole class direct instruction methods are those found most commonly in English lessons studied. Smith et al. (2004, p409) argues that:

...new 'top-down' curriculum initiatives like the NLS and NNS, while bringing about a scenario of change in curriculum design, often leave deeper levels of pedagogy untouched. Traditional patterns of whole class interaction persist, with teacher questioning only rarely being used to assist pupils to articulate more complete or elaborated ideas as recommended by the strategies.

This is in line with the findings of Mroz, Smith and Hardman (2000, p382), who point out that:

Teacher presentation (teacher informs) and teacher-directed question and answer (teacher elicits) dominated most of the classroom discourse in all 10 lessons, accounting for 82% of the total teaching exchanges... This is reflected in the type of moves they were usually restricted to within the classroom discourse, often being denied access to initiation and evaluation moves, resulting in the very low level of pupil questions (pupil elicits) and statements (pupil informs). It also minimised the amount of responsibility which the pupils were able to take for their own learning as they were usually dependent on the teacher's sense of relevance....."

Whilst new pedagogies such as Guided reading and Guided writing in the late 1990s demanded group work, these were often under-exploited and provided merely an extension to whole class teaching but with fewer children rather than giving the opportunity for extended and targeted dialogue. As Swain (2010) recognises, with defined learning intentions to teach, it is difficult for teachers and pupils to engage in genuine group dialogue without relying upon closed questions or reframing questions. The need for children to grasp a particular concept within the sessions often outweighed the teachers' desire for sustained dialogue and discussion. The perceived pressure of having a focused set of learning objectives to cover within a time frame is recognised by many researchers (Pollard et al. 2000, Jeffrey 2003, Hall et al. 2003) as the cause for teachers to increase the amount of whole class teaching, leading to reduced pupil interaction and increased teacher talk.

Nevertheless, Alexander et al. (1992, p30) would argue that the issue is not how much time is spent on whole class, group or individual learning but more importantly, that the decisions a teacher makes are 'fit for purpose'.

The teacher must be clear about the goals of learning before deciding on methods of organisation. Whole class teaching, group work and one-to-one teaching are each particularly suited to certain conditions and objectives. Equally, they can be used in singularly inappropriate ways.

With the introduction of each new curriculum, the timetable, timing, and classroom organisation a child might experience changed. The pressure felt by teachers to 'cover' an increased number of learning objectives led to an overall trend of more whole class teaching with increased use of direct instruction and fewer decisions about the pedagogies that were 'fit for purpose'. Across a school day, children experienced less group or child-initiated work and had fewer opportunities for genuine discussion or dialogue. In the following section, I discuss the impact of curriculum changes on

English teaching in particular, looking more closely at the teaching of reading and writing.

2.2.3 The teaching of reading and writing

There are a wide range of theories on how to teach reading and writing in Primary schools and these have had a significant impact on the English curriculum over the last four decades. From the 'real' books encountered by children in the 1970s and 1980s to the focus on a 'searchlights model' in the late 1990s, the types of books, reading instruction and views of reading have varied greatly. This might be best exemplified in the longitudinal study of the Primary Assessment, Curriculum and Experience project which took place over 8 years from 1989 to 1997 (Pollard et al. 2000, Osborn et al. 2000). During this time, the researchers saw a shift in children's perception of reading as something you 'did' to something that you learned. Early in the project children talked about reading to the teacher or being read to by a teacher. At this stage the reading of non-fiction was barely mentioned. By the late 1990s the notion of a 'reading lesson' was introduced via the National Literacy Strategy's introduction of Shared Reading and Guided Reading. As outlined in the previous section, the extent to which these lessons were focused on effective teacher-pupil or pupil-pupil interactions was limited – in part due to the constraints of the curriculum and the learning objectives within the NLS which, although non-statutory, nevertheless provided schools with a reading and writing curriculum to adhere to. Dombey (2003, p38) agrees with the findings of Mroz, Smith and Hardman (2000) and Smith et al. (2004) that "the introduction of the NLS has intensified rather than mitigated this trend towards more 'transmissional' teaching".

The concept of 'lessons about writing' was more clearly indicated by the children involved in the PACE project than lessons about reading (Pollard et al. 2000, p70). Over 50% of the pupils involved in the project thought they did a lot of writing, with less writing of stories in Y5 and 6. Spelling and handwriting were perceived as being done a lot. Overall, there was a significant dislike of writing;

..when children did express a view it was usually related to some aspect of writing and more likely to be negative. The act of writing for many of our target children was painful, threatening and not enjoyed at either key stage.

Alongside the introduction of Shared writing – a specific whole class lesson where teachers model how to write, incorporating particular writing skills to be developed, teachers were also introduced to a wide range of fiction and non-fiction text types. A significant amount of material was produced by the NLS and publishers to exemplify the text types and identify the particular features of each. The NLS also redefined the grammar terminology pupils should learn across their Primary schooling. Like other aspects of reading and writing, grammar teaching has been in and out of favour and correspondingly in and out of the Primary school curriculum across the decades. This is summarised by Myhill (2013, p103) when she reflects on the belief:

that learning grammar was damaging to children's language development (Elbow, 1981) with a harmful effect upon writing improvement (Bradock et al., 1963, p37)

Despite these beliefs, she argues, grammar teaching has always been a part of some English classrooms before it became statutory in the 1990 National curriculum and that emphasis has continued to increase through the 1995 reforms and into the publication of the NLS in 1998. Despite this, there remains widespread uncertainty about its place within a writing curriculum and dispute as to how best it should be taught (Myhill et al. 2012). In the case studies that follow in Chapters 4, 5 and 6, it will be demonstrated

that the position of grammar as a high status area of learning has shifted once again with the introduction of the new National curriculum.

2.2.4 Summary of literature review

Section 2.2.2 outlines some of the challenges for teachers in deciding how to teach children to read and write and the conflict they perceived between quality learning and the pace necessary to teach the required learning objectives. As demonstrated in section 2.2.3, the changes have also had a significant impact on the teaching of reading and writing, with changes in pupils' perception of reading and writing and a widening of experience of text types.

Viewed together, the themes explored in the literature review show that changes in the curriculum have had a significant effect on the lessons children experience on a daily basis at Primary school. Whilst teachers may hold personal beliefs on how and what to teach, these can be strongly influenced by the underlying dogmas of the prevailing curriculum and assessment regime. The findings of the literature review indicate that pedagogical decisions are often driven by time, pressure, assessment procedures and accountability rather than research-based understanding of effective learning methodology. The following enquiries and subsequent case studies attempt to identify whether this is still the case with the 2015 National curriculum, or whether it has met the intention of providing a degree of autonomy and innovation and become a "rigorous benchmark, against which schools can be judged rather than a prescriptive straitjacket into which all learning must be squeezed" (DfE 2010, p10).

Chapter 3. Methodology

Following the literature review, the school enquiry explored how the new curriculum has shaped the pedagogy and practice of Primary teachers in 3 Lincolnshire schools.

In particular;

- how have schools responded to curriculum change in literacy?
- what changes have been made to day-to-day organisation and delivery of the English curriculum and how have these changes been brought about?
- to what extent is the schools' English curriculum focussed on the needs of pupils and/or new curriculum requirements?

The classroom practices evidenced in the literature review (for example class organisation and grouping, pupil/teacher interactions and timetabling) provided themes that I have attempted to compare with patterns identifiable in the data collected from the sample schools. Because of my interest in different aspects of this impact, how it was perceived and enacted in practice a case study approach seemed most appropriate. A criticism of the case study methodology might be that it is without method and lacks evaluation or generalization. However, case studies allow the interpretation of what has happened in a particular situation. The works of Bassey (1999) and Yinn (2003) have provided insights into the effectiveness of the case study methodology and the practical application in this enquiry as a means to investigate the phenomenon of a new curriculum within the real-life context of the Primary school where the boundaries between individual school circumstances and external influences are not clearly defined . Case study data also tends to be more readily accessible to the intended audience for the study - teachers and headteachers, who recognise the

embeddedness of the data within the individual school context and who can distinguish alternative interpretations of the situation.

The participants in this enquiry were self-selected. Self-selection helps to ensure the rapport necessary in open-ended interview situations and helps to facilitate the visits and time required. However, it must be acknowledged that in using a self-selected group the research will not indicate the views and practices of a representative group. Therefore, conclusions and summaries do not create direct generalisations about all schools. Nonetheless, in the Implications section in Chapter 9 I attempt to create an interpretation of what has been observed drawing on my experience and partiality as a school advisor and teacher in order that the finished document may be used by other teachers and senior leaders to instigate change where desired.

3.1 The stages of the enquiries

As stated in the section above, it was important to identify a thorough methodology to ensure the individual findings were rigorous. Therefore, I followed the seven stages of case study research suggested by Bassey (1999, p66).

Stage 1 – Identify the research as an issue to be explored

In September 2014 a new National curriculum was launched outlining the statutory requirements for all subjects including English. How has this changed the content and pedagogies in Primary school classrooms? What have been the implications for teachers?

Alongside the national agenda led by the new curriculum schools have also married the demands of the programmes of study with the issues of pupil progress, attainment

and learning. Each of the individual school issues will be discussed within the case studies.

Stage 2 – Asking research questions and drawing up ethical guidelines

Enquiry 1 - an understanding of the link between curriculum and school provision.

How schools have shaped their English policies and the strategies used to teach reading and writing in the light of curriculum change.

In particular;

- how have schools responded to curriculum change in literacy?
- what changes have been made to day-to-day organisation and delivery of the English curriculum?
- how have these changes been brought about?

Enquiry 2 - the relationship classteachers and senior leadership teams have with the curriculum in their schools.

In particular;

- to what extent is the English curriculum focussed on the needs of pupils and/or new curriculum requirements?
- do staff share a common understanding of the curriculum?
- do classteachers and senior leaders agree that the curriculum serves pupils' needs effectively? If so, how? If not, why not?

The participants were drawn from 3 Primary schools in different regions of Lincolnshire. A more detailed description of the school context can be found in within the case studies. The schools were self-selected following an on-line request for participants. On a practical level, this ensured that all participants were motivated to give time to the enquiries and were interested in working alongside me to discuss

ideas and thoughts in the open-ended interviews. However, it must be acknowledged that in using a self-selected group the research does not indicate the views and practises of a representative group. Therefore, conclusions and summaries cannot create direct generalisations about all schools.

All participants engaged with the research process professionally and with genuine openness and interest in the discussions. The open-ended interviews needed to have both a focus and structure that allowed for open discussion without veering into personal or harmful descriptions and comments. The participants were provided with clear discussion prompts and transparent aims which were shared with all headteachers and participating schools. By asking their opinions it could have given credence to negative or harmful beliefs. However, participants did not see the interview as an opportunity to criticise or comment on capability and beliefs of others (senior leaders and/or government) but welcomed the opportunity for reflection. Children were not directly involved in the enquiries, but did form part of the observations during classroom visits. Therefore the schools' safeguarding procedures were adhered to at all times and schools, staff and pupils were anonymised in all field notes, documents and case studies. Attainment, motivation and achievement of groups of pupils were not discussed in open-ended interviews in either enquiry and pupil data was not collected.

Stage 3 – collecting and storing data

Enquiry 1 - The first part of the enquiry involved a time-series analysis. Documents regarding teaching practices in English were studied to recognise changes to policy and practice as a result of curriculum changes. Examples of the documents studied can be found in Appendices B, C and D. Changes in time spent on key aspects of

English teaching (e.g. phonics, reading, writing, spelling grammar, poetry) and changes to every-day practice were identified over a six month period before and after the introduction of the new curriculum. The classroom practices evidenced in the literature review (for example class organisation and grouping, timetabling and teaching of reading and writing) informed the analysis and predicted patterns were identified to compare with the patterns from data collected from sample schools. Alongside the studying of documents, a series of open-ended interviews were carried out, based around the documentation to seek to understand the participants' views about the impact of the new curriculum on their practice and reveal important insights into everyday teaching. The open-ended interviews were designed to reveal greater understanding of the participants' view of change than simply answering an interviewer's pre-written questions. A set of questions was designed to allow for individual response to which the participants could answer freely with whatever information they felt was relevant to the topic. However, aspects of the interviews were left unstructured, and additional questions were asked in relation to the interview situation (see MacBeath, John et al. 2000). As such the questions for each interview varied from school to school. Samples of the open interview questions can be found in Appendix E.

Enquiry 2 To enable me to match policy with practice, I visited classrooms to observe English lessons. Changes evident in the documentation may not necessarily have equated with real change in the classroom and vice versa— so, where possible, an attempt was made to find patterns between the documents in Enquiry 1 with the practice in the classroom. Anonymous field notes were used to create a narrative and commentary on the changes evident. These were non-evaluative and sought to record merely a description of classroom practice rather than appraisal. Following the

classroom visits, open-ended interviews were carried out with class teachers involved, based around the classroom observations. Whilst it was important to maintain a close focus on the observed practices, the interviews were also led by the teachers' responses and often revealed a greater understanding of the participants' view of change and belief systems.

Stage 4 – generating and testing analytical statements

In my professional role as Literacy advisor, I support many schools in making the transition to the new curriculum. Through courses and in-school support I have drawn on the knowledge gained through the literature review to support schools in ensuring the best practice is maintained and built upon during the period of change. I have witnessed first hand the decisions schools and teachers make about how to integrate the new requirements with their underlying belief systems of what effective teaching and learning in Primary English consists of. I have, therefore, a strong bias which may have influenced my analysis of data from the two enquiries. Where possible, a stance of neutral observer rather than advisor was adopted but often the interviewees sought advice and opinion. In these instances, the open ended interviews were completed and a more traditional teacher-advisor role was continued at a different time. These conversations were not included in field notes or analyses. Nonetheless, the influence that my presence and the concept of the enquiries had on the data should not be underestimated.

Data collected were read initially to identify patterns. Whilst I attempted to read the data in an impartial manner it should be acknowledge that my knowledge of concepts within the national curriculum led me to look for patterns as did the findings from the literature review. These patterns were then coded. Evidence was coded and grouped

under headings. These headings form the content of each of the case studies. As each school gave individual, open-ended responses, the patterns and therefore the coding for each school differed. Data was annotated and a content analysis technique was used. Triangulation of evidence ensured that patterns could be traced across interviews, documentation and field notes made during classroom visits.

Stage 5 – interpreting or explaining the analytical statements

Following initial analysis of the data, it became necessary to follow up particular lines of enquiry with emails and telephone conversations with the teachers and senior leaders. This allowed for hypotheses generated to be tested and examined more closely. Where beneficial, additional data was supplied in the form of school-produced audits and pupil questionnaires which supported the final interpretation.

Stage 6 – deciding on outcomes and writing the case report

In writing the case studies I have used a description to convey the decisions and actions each school carried out whilst drawing on the conceptual background of the study as described in the Literature review. This form of ‘picture drawing’ case study (Basse 1999) or descriptive case study (Yinn 2003) draws together all the significant data and provides a descriptive account of the change within a small frame of time, giving necessary attention to the subtlety and complexity of each school within its own right.

Chapter 4 - Case study 1 – Accountability and creativity

4.1 School 1 – context

School 1 is an average sized school, with approximately 250 pupils on roll, in the north of Lincolnshire, positioned in the centre of a large village. Almost all the pupils are white British and there is a lower than average proportion of pupils with Special Educational Needs. The proportion of pupils eligible for free school meals is also below the National average. The quality of teaching was judged by OFSTED to be good at the last inspection and pupils achieve well. In 2014 pupils' achievement at end of KS2 was in line with the national average.

Three teachers were involved in the enquiry. Teacher A is an experienced teacher, having taught in FS and KS1 for over ten years. She is currently teaching a Y1 class. Teacher B has been teaching for five years. She is currently teaching a mixed Y2/3 class. Leadership and management of the school was judged to be good at the last inspection. The English subject leader, who participated in the enquiry, is an experienced teacher. She was identified as an outstanding teacher of English by her Local Authority and has been an English Leading teacher for more than 5 years. All teachers volunteered to be part of the enquiry and understood the purpose and planned outcomes. They engaged positively and were happy to articulate their views in interviews and host classroom visits.

4.2 School 1 case study

In school 1 I undertook classroom visits, open-ended interviews and analysis of documents such as planning formats, timetables and the school's English policy. I identified patterns within the data and coded the evidence under the following categories and sub-categories;

- Grammar
 - additional time
 - pedagogy
 - CPD/teacher subject knowledge
- Spelling
 - additional time
 - resources
 - pedagogy/teaching methods
- Teacher autonomy

4.2.1 Grammar

Both the subject leader and Teacher B recognised the impact the new curriculum has had on the teaching of grammar in their school. In the school policy for English, written before the introduction of the new curriculum, grammar is not mentioned specifically (see extract in Appendix C). Instead, the policy refers to Sentence level work (a phrase used in the early introduction of the NLS in 1997) and VCOP (Vocabulary, Connectives, Openers and Punctuation). However, grammar teaching is now more explicit.

I think a lot of it is the use of the terminology because before I think I was a bit wary of introducing all that language to children but they are quite good at absorbing it and picking it up so I have been a lot more specific on the types of words been used.

Teacher B School 1

This is evident in the timetable and classroom visits, where the Y2/3 children were learning about past and present tense, including progressive forms of tense. This tense has not been taught previously but now appears in the statutory requirements for Y2. Despite this being new content, Teacher B was confident in the delivery and her own subject knowledge. She has received whole school CPD on grammar and uses new, published resources to support her teaching. She acknowledges the additional workload involved in preparing to teach the new grammatical terminology to ensure she has a good understanding but does not find this “a big chore.”

In contrast, the Teacher A perceives less of a change in the grammatical terminology being taught in Y1.

... the terminology is there but we are talking about capital letters and spaces, it's what you talk about even before the new curriculum came in with the big focus on the grammar. That's what we were doing with year one anyway, so I haven't seen a big change. I think if I was up in Y3,4,5,6, I would see a big shift in the terminology used with the children but down here its not a big change really.

Teacher A, School 1

Additional time has been given to the teaching of grammar, including lesson starters of discrete grammar knowledge. However, keeping grammar within the context of reading and writing is a key philosophy for the school. So, in addition to the discrete daily teaching of grammar, teachers are expected to include grammatical terminology in their medium term planning (MTP). MTP tables have been adjusted since the introduction of the new curriculum with a grammar column added to each unit. The subject leader acknowledged the conflict between the school's beliefs in how grammar should be taught with the constraints of time and coverage.

We know some schools that are beginning to teach grammar discretely and we are really trying to avoid this. Rethinking SPAG [Spelling, punctuation and grammar], we feel the units we cover are being squeezed. We really want to keep teaching this way, rather than discrete lessons. I think we will need to look at our long term plan, as it's very genre based, and link more to our creative curriculum so that we have more time to teach.

Subject leader, School 1

She identified that it is a "squeeze" to teach the statutory content and that this will lead to a 're-think' on how to teach English in the following year.

4.2.2 Spelling

As well as additional time for discrete grammar lessons, spelling is also being taught more often, with daily phonics or spelling now a feature of all classrooms. The school

spelling policy previously stated that spelling would be taught in three 15 minute spelling sessions per week which were within the Literacy lesson. In KS1 the change to daily phonics was made several years ago and this still remains. However, the subject leader explained that spelling is now timetabled for 10-15 minutes each day in KS2. This is due to the attainment of KS2 pupils in spelling. The subject leader identified that spelling is a “major concern” in KS2. However, it is unclear whether pupil attainment has become a concern due to changes of expectation in the National curriculum or because it has been highlighted more readily as a result of changes to testing procedures.

Concerns were raised over the expectation in the new curriculum and how this might be differentiated appropriately for different groups of children.

Spelling is a big push, because obviously there is a new word list for every year group so we are just trying to get our heads around at the moment how we are going to do that ...we had a meeting yesterday... But it's just tricky because in my year 3 some of them are not ... end of phase 5, so where do you go with that because some of them are not ready for that?

Teacher B, School 1

4.2.3 Teacher autonomy

The subject leader in School 1 has a creative approach to teaching and believes that children should be taught skills within an engaging unit which emphasises enjoyment of reading and writing. She is, therefore, encouraging all teachers to take the opportunity given through a new curriculum to refresh and improve their planning whilst also maintaining the high expectations and recognising accountability;

As a staff we looked at the previous units we knew had impact, what our children enjoyed/ needed and what was expected from the new curriculum. We kept very much to the new objectives, which is what ultimately we will be tested on.

Subject leader, School 1

The focus on impact and enjoyment has enabled the teachers to have more flexibility to choose the text types they teach than they experienced in previous years. However, so far, this has led to few changes, with Teacher A and B maintaining many of the text types suggested in the NLS.

Its really tricky but we have tried to make sure we are covering the different text types because we still feel its important but not as much as a rein on the types of text we are using but it just gives teachers a bit of a chance to look at new texts and bring different things in really.

Teacher A, School 1

I think once I start letting go of my comfort zone, I think I will be able to sort of go in a different direction but ... I am using the objectives from the new curriculum at the moment and putting those in place ... so I have started to use those but not a lot has changed for year one its still the same.

Teacher B, School 1

Teachers perceived that they have been given the freedom to add creative elements and all the staff involved recognised that cross curricular links motivated their children to read and write and supported the learning of new vocabulary. For example, in the lesson visited, the English lesson was linked to the study of place in Geography. Children were supported to use the language and vocabulary introduced in the Geography lesson through resources, classroom displays and a reading text linked to the theme.

It is hoped that by following a cross-curricular, creative approach they may gain back some of the time necessary to teach the discrete elements of the English curriculum.

4.3 School 1 Summary

School 1 is determined to strike the balance between accountability, through rigorous teaching of the skills being externally tested and creativity, through developing a thematic, topic based approach. The school exemplifies the OFSTED (2010, p5) conclusion that;

In schools with good teaching, there is not a conflict between the National

Curriculum, national standards in core subjects and creative approaches to learning.

The introduction of the National curriculum has had a significant impact on the timetabling and focus of teaching English, with significant time given to the teaching of grammar and spelling. Staff are positive about the increase and that this is appropriate to children's needs.

Whilst some tentativeness remains, with Teacher B recognising the need to stay in a 'comfort zone', overall the teachers involved in the enquiry have welcomed the new curriculum. They appreciate the flexibility and freedom the curriculum offers in terms of text types and creativity that allows them to maintain the successful elements of previous initiatives whilst at the same time, developing a greater focus on grammar and spelling. This is summed up by one interviewee who said:

I do like the new curriculum... it needs a bit of creativity but I think that's up to us to bring that into the classroom but I think its really clear on what the skills need to be
Teacher A, School 1

Chapter 5

Case study 2 – A work in progress

5.1 School 2 – context

School 2 is a small school in a rural village near the Lincolnshire coast with approximately 80 pupils on roll. The school is federated with two nearby schools, sharing a headteacher, senior leadership team and governing body. Almost all the pupils are of white British heritage with a few pupils from minority ethnic backgrounds or who speak English as an additional language. There is a higher than average proportion of pupils with Special Educational Needs. The proportion of pupils eligible for free school meals is below the National average. The quality of teaching was judged by OFSTED to be good at the last inspection and pupils make good progress.

Two teachers were involved in the enquiry. Teacher A is an experienced teacher, having taught in KS2 in the school for 6 years. She is currently teaching the Upper KS2 class. She is a senior teacher with curriculum and assessment responsibilities across all three federated schools. Teacher B is newly qualified. She is currently working part-time in the Y3/4 class as a temporary job share.

Both teachers volunteered to be part of the enquiry and understood the purpose and planned outcomes. They participated fully, including responding to follow up enquiries and return visits intended to clarify and test hypotheses and confidently articulated their views in interviews and host classroom visits.

The English subject leader, who teaches in one of the federated schools, also took part in the enquiries. She has been teaching for almost 10 years and has responsibility for leading the subject across three schools. As discussed on Chapter 3, email communication was used to validate initial analysis of the data and test hypotheses.

Additional data was supplied in the form of school-produced audits and action plans which supported this interpretation.

5.2 School 2 Case study

In school 2 I undertook classroom visits, open-ended interviews and analysis of documents such as short term planning, audits and subject leader action plans. I identified patterns within the data and coded the evidence under the following categories and sub-categories;

- Grammar
 - additional time
 - grouping
 - CPD/teacher subject knowledge
- Spelling
 - additional time
 - grouping
- A Personalised school curriculum
 - Impact of new curriculum on teachers
 - Creative curriculum

5.2.1 Grammar

There has been a focus on grammar terminology in School 2 since the introduction of the new curriculum. In the recent audit, the subject leader at School 2 identified that more time is being spent on grammar teaching. As well as integrating grammar into everyday English lessons, the teachers are also teaching one discreet session per week and using daily starters to review and consolidate new grammar terminology. In the lower KS2 class, assessment information has been gathered through writing and testing to evaluate which grammatical skills are still to be learned. Children are then split into groups, each with a teacher or teaching assistant, to receive focussed teaching on the grammatical concepts or punctuation needed. The smaller groups do

allow for some interaction and group discussion but have been designed, predominantly, as a way of differentiating teacher directed instruction. The teacher has identified areas such as sentence demarcation, connectives, adjectives and adverbs, irregular verbs, paragraphs and past tense as areas to target; driven by the areas of weakness in children's writing rather than the statutory content in the national curriculum.

I have been able to really home in on what they repeatedly struggle with

Teacher B School 2

Whilst KS2 teachers in the school are happy with the grammatical terminology within the Grammar appendix, KS1 teachers have requested training on the new expectations and terminology.

In Teacher A's class, there is a stronger urge to keep grammar within the context of a writing task. For example, a lesson beginning with a starter about parenthesis led into a whole class lesson on explanation texts where additional information was added with brackets and dashes. She describes grammar within context as being "more meaningful" to the children and therefore more effectively learned. Teacher A's practice resonated with Myhill's (2013, p106) conclusion that "establishing links between a grammar feature and a writing context supports development of students' metalinguistic understanding."

My role as observer was challenged here as, having worked with the school previously as an advisor, both teachers sought clarification and asked my opinion about how best to teach grammar. Whilst both teachers had clear opinions on what they thought the best practices are, they sought reassurance that they were "doing it right".

The teachers are uncertain as to whether it is the introduction of the curriculum that

has driven the focus or the new assessment procedures.

It is higher priority because you've got the SPAG test to sit. At Y6 you have to test them on it [SPAG] – so although I don't necessarily agree with the emphasis – we have to do it in order to get the results.

Teacher A, School 2.

5.2.2 Spelling

The teaching of spelling has remained the same despite the changes in the new curriculum. Spelling is continuing to be taught as a discrete session in ability group sets. However, it was acknowledged that there is an increase in the expectations for each year group in the Statutory requirements which may not be appropriate for all the children they are teaching.

I started off this year's spelling test with the words from the year 3-4 list which are obviously pretty challenging. They are not unfortunately doing the 3/4 year words yet, but we are only half way through and I would think the middle group that are doing the harder high frequency words will soon get back to doing those.

Teacher B, School 2

5.2.3 A personalised school curriculum

Currently school 2 organises learning in English around ability groups rather than ages. This means that children across KS2 are organised into classes according to their attainment. So, in the Upper KS2 class for example, whilst the majority of children are in years 5 and 6 there are a small number of Y4 children learning alongside them. Similarly, Y5 children may move to the Lower KS2 class for English lessons. The school have made a recent decision to move away from these "*personalised learning groups*" towards age-related classes. This change is not related directly to the introduction of the National curriculum; the headteacher considered the decision

following research on children working with their peers. However, Teacher A recognises the conflict between the “*high pressured*” learning environment in Y6 and the need for all children to learn alongside their peers.

I have got some year 5's that cope better with the learning environment with class 2 and when they come to me in the afternoon you can tell that they can't cope with challenge in the classroom...for year 5/6's I think it is quite high pressured.

Teacher A, School 2

As well as changes to classroom groupings, School 2 are also developing a topic-based creative curriculum.

Our vision is to have a long term plan for the key subjects we teach. Topics with everything feeding in, so your Geography, your History and obviously bringing the key skills of maths and English into topic work as well. We are using the creative curriculum wheel to plan topics and pulling in maths and English in to see what we are hitting and what we still need to cover.

Teacher A, School 2

Both Teacher A and B perceived a high workload in introducing and beginning the new curriculum and were mindful that developments needed to be “workable for staff”.

Teacher A appreciates the flexibility available and is conscious of maintaining practices she sees as effective.

I am probably making a more conscious effort of making sure the children are doing a lot of talking and reacting with the whole group. I am aware of trying to put [drama] into sort of every part of English – I am aware it needs to be in there more...It's just making sure that you get it in because its not statutory, but its important.

Teacher A School 2

The lessons she plans have speaking and listening incorporated and units occasionally have a speaking or presentational aspect as an outcome as well as a written outcome.

This echoes Lady Plowden's reminder in the 1960s that we should “not assume that only what is measurable is valuable” (DES 1967, p202).

However, Teacher A bemoans the lack of structure and prefers the NLS style text type approach.

Because it's a little bit more woolly isn't it...I have tried to take on board on what the new national curriculum said ... but I knew the coverage that I had to have but now it's a bit more open isn't it and I don't really like it.

Teacher A, School 2

5.3 School 2 Summary

In school 2 the most immediate focus was on the grammar element of the new National curriculum. The subject leader undertook an audit, new resources are planned for, children have been assessed and grouped and additional time has been given over to the teaching of grammar. The changes to spelling, reading and other aspects of writing have been less evident. There is a strong sense among staff that the new curriculum has added to workload and there is still a lot of "*work in progress*" to develop the kind of curriculum they want for their children.

The teachers have mixed feelings about the new curriculum. On the one hand the lack of structure and new terminology have added additional burden to an already difficult job and they perceive that the increased challenge presented in the Programmes of study might be difficult to achieve. On the other hand, is the recognition that a new curriculum can lead to a new approach and they welcome the flexibility to make professional judgements about how to teach English.

Chapter 6

Case study 3 - Go out and look at the rainbow.

6.1 School 3 context

School 3 is a small school sited within a large town on the border of North Lincolnshire and South Yorkshire with just over 100 pupils on roll. The proportion of pupils eligible for the pupil premium funding is more than twice the national average. The proportion of pupils who have a minority ethnic heritage is small and few pupils have a first language that is not English. The number of children with Special Educational needs is slightly above the national average. The school was placed in special measures in February 2011 but was re-inspected in 2012 when achievement and teaching and learning were considered to be good. For the last 3 years, School 3 has been federated with a larger primary school nearby and they share a headteacher and governing body. The current headteacher is recently appointed having arrived at the school in September 2014. In 2014, the school's end of key stage attainment data was above the National average.

Two teachers were involved in the enquiry. Teacher A is an experienced FS and KS1 teacher. Teacher B has been teaching for several years. She is currently teaching a Y2 class. Both teachers have recently been appointed joint English subject leaders for the federation. Both teachers volunteered to be part of the enquiry and understood the purpose and planned outcomes. They engaged positively and were happy to articulate their views in interviews and host classroom visits.

6.2 School 3 Case study

In school 3 I undertook classroom visits, open-ended interviews and analysis of documents such as planning formats, pupil questionnaires and school action plans. I

identified patterns within the data and coded the evidence under the following categories and sub-categories;

- Reading
 - Reading for pleasure
 - Guided reading
- Grammar
- Creativity

6.2.1 Reading

School 3 has identified reading as a focus due to a slight decline in reading progress over the last three years. The focus in the National Curriculum on Reading for pleasure (based on the findings of the ESARD team, 2012) was acknowledged as a useful strategy to developing the teaching and learning of reading. Subject leaders devised pupil questionnaires to discover whether children enjoyed reading and find out about their reading preferences. The questionnaires indicated that most pupils in KS1 enjoyed reading but there was a sharp decline in enjoyment as children moved through the school. Children in Y5 and 6 did not feel they had enough time to read and that the resources in their classrooms did not reflect their reading interests (see Appendix G). As a result of the survey new resources have been ordered and every classroom now contains a dedicated reading area where children can spend time reading independently.

Both teachers felt that Guided Reading has not been taught well and staff often missed the session out due to pressures of time, resources or staff, directly exemplifying the findings of Fisher (2008, p27)

Unfortunately, where the teacher, or student teacher, has weak subject knowledge, or lacks confidence in reading between and beyond the lines, practice may well tend to default to the certainties provided by a comprehension card. Indeed, it may be that, with the relaxation of the literacy hour and introduction of the Primary National Strategy (PNS, 2006), if its underlying principles are still not completely understood, guided reading disappears completely.

Thanks to whole school training on Guided Reading teachers now confidently teach reading through regular Guided sessions.

It's not that we have given extra time to Guided Reading it is just that staff now see the importance of it. If any lesson was missed it was Guided Reading...staff really do feel now that you don't miss Guided Reading.

Teacher A, School 3.

It was Guided Reading that went if things got missed out. Not now. I just want to make it a bit more creative. They love guided reading, they really love it. After the course I feel like I did an outstanding Guided Reading lesson for the first time. I just kept asking questions and they got so much from it.

Teacher B, School 3

However, Teacher A perceives that staff feel less confident with "what skills they need to provide these children to read and understand the book" in the Strategy check part of a Guided reading session. Planning formats have been amended to ensure the sequence advocated by NLS is still adhered to and additional guidance on the Strategy check has been written and circulated to all staff. Classroom visits evidenced the daily Guided Reading sessions. The teachers clearly express increased enthusiasm for Guided Reading. However, it should be recognised that I have worked as an adviser in the school and given training on effective Guided Reading. Therefore, the extent to which my influence as adviser rather than neutral researcher must be acknowledged.

Teacher B is developing her use of Guided reading to develop dialogue and discussion skills and recognises the impact this has had on pupil motivation and enjoyment of reading. Nonetheless, Teacher A is mindful of a perceived conflict between giving adequate time for talking about reading with the need for pace and progress, echoing the findings of Swain (2010).

Sometimes the pace of your teaching.. you're trying to get them through these different stages you just don't give them opportunity [to talk] do you? And actually that's what its all about isn't it?

Teacher A, School 3

6.2.2 Grammar

Unlike the other two schools, in School 3 grammar has not been identified as a priority for training or whole school development. Since the introduction of the Spelling, Punctuation and Grammar test in 2013, all classes from Y2 onwards have taught one 'SPAG' session per week. Grammar is taught in a discrete session at the beginning of the week. This feeds into the reading and writing taught across the week. For example, during the classroom visit, a unit of work on writing letters to an author was preceded by a session on writing questions and using question marks. The teaching and learning of grammar is being monitored by the Senior Leadership team and may form part of an action plan at a later date.

Teacher A and B both identified the difficulty in assessing progress in grammar. The school is currently assessing using assessment criteria in documents provided by nearby Local Authority teams. The teachers both raised concerns that the assessment sheets, with more narrowly focussed statements, have become a focus for teaching rather than the National Curriculum itself.

I think what people are doing is looking at these and teaching from them rather than the National curriculum and then missing lots of the National Curriculum out. I think because this is much easier to see on the assessment steps. The National curriculum is much broader.

Teacher B, School 3

6.2.3 Creativity

School 3 is developing a more creative approach to long term planning. Learning objectives from all subjects are being linked across thematic headings such as

'Carnival' or "Into the forest'. Both of the teachers interviewed recognised the strength in this approach to free up more time, but most importantly help motivate and interest the children in their school.

Children learn through first hand experiences. If you can't grasp that...just because it says here you have to do this or that ..it's what has changed the whole ethos of this federation. Teacher B, School 3.

This is due to the flexibility of the new curriculum which is perceived by Teacher A as "much more laid back" but also the philosophy of the new Headteacher who has encouraged staff to recognise the learning experiences around them.

Our headteacher told us 'If there's a rainbow go out and look at the rainbow'. People feel more relaxed that they can do that – the Headteacher has allowed us to create topics that hold children's interest. I think we lost that creativity for a while and I think that people were scared to do that... Teacher A, School 3

6.3 School 3 Summary

Since the introduction of the new curriculum, there have been significant changes to classrooms in School 3, not least the re-introduction of Guided reading and the provision of a reading area. The school has identified two significant themes within the National curriculum – reading for pleasure and grammar, and chose reading for pleasure as the first priority to embed in their school.

School 3 demonstrates what Bassey (1999) would acknowledge as the problematic nature of research in a primary school, where it is impossible to discern the impact of one external factor when there are so many supplementary influences. In this school, the boundaries between the impact of the externally imposed curriculum and the other influences on the school are even less clearly evident. In this school it has been the federation, appointment of a new headteacher and the change in senior leadership

teams which appear to have had a bigger impact on classroom practice than the introduction of the new curriculum alone. The journey from Special measures to federated school with a new, more creatively driven Senior leadership team provide a backdrop upon which the new curriculum, promising an escape from a 'straitjacket' can begin to develop.

Chapter 7 Summary of findings

Each of the schools involved in the two enquiries have very different contexts in which to work. Nonetheless, undeniable patterns emerged from the visits and interviews; the introduction of a new National curriculum has had some parallel effects in each school. In this chapter, I will draw out the similarities and make tentative conclusions about the influence of the new curriculum as perceived by the participants. It must be recognised that these patterns are not representative of all schools – and any conclusions about other schools cannot be made. Furthermore, schools are not static places where all opinions and beliefs are permanently fixed. Therefore, the summaries in the case studies can only ever reflect the opinions of those teachers at a particular time within their context. The dynamic, ever-changing contexts within which teachers work lead to constant alteration and fluidity. In accordance with Walker (as cited by Bassey, 1999 p35) it is not my intention to “embalm practices which are actually always changing”. However, it is hoped, that by drawing out the similarities of three distinctly different schools at one point in time, the reader may be able to reflect on their own situation and thus understand it better.

7.1 Grammar

The teaching of grammar has undoubtedly experienced an increased prominence in all three schools. In all three schools, grammar is either being taught, assessed and/or monitored as a subject in its own right, rather than as an aspect of writing. However, it was unclear from the enquiries where this increased prominence stemmed from. Whilst it is true that the national curriculum has an increased content and draws attention to grammar terminology through a statutory Grammar appendix, all teachers involved in the interviews referred to grammar as ‘SPAG’. This acronym is not

mentioned in the curriculum document but is the informal title of the statutory end of key stage writing test - Spelling, Punctuation and Grammar. A conclusion could be drawn that it is less the national curriculum that has led to the increased prominence but rather that the new assessment procedures, and in particular the SPAG test, which have had an influence on the teaching and timetabling decisions.

There is also a clear sense in all three schools that grammar should be taught in the context of reading and writing and the teachers are working hard to maintain strong links between discrete teaching of grammatical contexts and the reading and writing being taught in other lessons. Despite the increased prominence of 'SPAG' as outlined above, the teachers demonstrate some uncertainty about how best to teach grammar and there appears to be a degree of conflict between the teachers' belief systems and the direction they feel the curriculum and assessment procedures are pushing them. Additional enquiries are needed in order to ascertain whether the need to cover the terminology in the Grammar appendix will lead to greater use of "transitional teaching" (Dombey, 2003) or whether teachers will use the opportunity suggested by Myhill (2012) to embed grammar within investigation and discussion.

7.2 A cross-curricular approach

It is interesting that, despite the National curriculum being presented in discrete subjects, the three schools involved in the enquiries are all using a cross-curricular approach to adapt and reform learning to secure the achievement and engagement of their pupils. Teachers involved in the interviews used the phrase 'topic work' or talk about subjects being taught 'in topics'. Whilst some elements of English were taught discretely, and English remained on planning formats as a discrete subject, the non-core subjects are being combined under themes and teachers recognise opportunities

to apply skills learnt in English through the topic areas.

The phrase 'topic work' was, by some in the early 1990s synonymous with slipshod, ill-considered practice. Alexander, Rose and Woodhead (1992, p2) wrote:

There is clear evidence to show that much topic work has led to fragmentary and superficial teaching and learning. There is also ample evidence to show that teaching focused on single subjects benefits primary pupils.

However, as discussed in the Literature review, the benefits on motivation, interest and skills of a well-planned topic-based approach were also recognised and in 2010,

OFSTED acknowledged:

In schools with good teaching, there is not a conflict between the National Curriculum, national standards in core subjects and creative approaches to learning. In the schools which were visited for this survey, careful planning had ensured that the prescribed curriculum content for each subject was covered within a broad and flexible framework and key skills were developed.

A tentative conclusion could be drawn that the enquiry schools are approaching the introduction of the new curriculum with a degree of confidence in the way the subjects are best organised and, although at differing stages of the process, are all undertaking the careful planning necessary to develop key skills within a flexible framework.

7.3 Flexibility and freedom

In 2010, the Schools' White paper set out plans for a National curriculum that would "set out only the essential knowledge and understanding that all children should acquire and leave teachers to decide how to teach this most effectively" (p40). The teachers involved in the enquiries recognised the flexibility and freedom available in the new curriculum. This was not always welcomed, with some teachers uneasy about the lack of prescription and apprehensive about the change, preferring to stay 'in their comfort zone'. The phrases used in the White paper (2010, p10) 'rigorous benchmark against which schools can be judged' and 'autonomy and innovation' do not always sit

comfortably together in teachers' minds.

However, all the teachers were positive about being able to make choices concerning their teaching methods. Although there has been some 'tweaking' of medium term plans, the schools are continuing to use pedagogies they have previously found to be effective e.g. drama, Guided reading, the teaching sequence for writing and there was very little that had changed on a day to day basis in the overall teaching methods the teachers chose for teaching areas of English other than spelling and grammar. There was a sense that, as Briggs (2003) appealed for, teachers were being "brought back in" to greater ownership of developments through more creative approaches. But, there is still some hesitancy – and the teachers were not yet celebrating the discovery of the "'Holy Grail' for which we have eagerly waited" (Hayes, 2010).

In the following chapter, I consider how these tentative conclusions may be shaped into 'Next steps' for primary schools implementing the new Curriculum. Furthermore, in Chapter 9, I will explore the limitations of these conclusions and how the research might be extended to allow for firmer conclusions.

Chapter 8 Implications

Bassey (1999) identifies three different types of empirical research; *theoretical research*; where an enquiry is carried out in order to understand a situation, *evaluative research*, where an enquiry is carried out to understand and evaluate a situation and *action research*, where an enquiry is carried out to understand, evaluate and change a situation. The enquiries carried out within this project have only proposed to *begin to understand* a situation. It is not my intention to either evaluate or change the situation in any of the case study schools. However, in the process of the school-based enquiries along with the literature review, I have developed a set of ideas. These appear in the form of possible 'Next steps', which it is hoped, will be useful to the case study schools as well as other educational leaders who have been interested in the enquiries. I have also developed some further

8.1 Next steps for schools and educational settings

- Read contemporary research on effective teaching of grammar and identify how these dovetail with whole school practice (see References for a research papers that will provide a starting point).
- Establish a core set of whole school values about teaching grammar and spelling, exploring teacher's beliefs and confidence in their place within reading and writing.
- Reflect on previously used effective pedagogies e.g. drama, dialogue, Guided reading and cement their place within a new whole school curriculum.
- Weigh up the strengths and pitfalls of a thematic or cross-curricular approach (see References for examples of research papers), considering

how to combine rigorous subject teaching with creative and motivating topic areas.

- Regularly monitor and evaluate curriculum changes and allow time for whole staff reflection on successes and barriers.

8.2 Next steps for research

The scope of this small-scale research is limited and much more research is necessary to truly understand the impact of curriculum change on classroom practice. In Chapter 9, I discuss how deeper understanding can be gained through further research and I suggest extensions to the two enquiries. In addition, the enquiries have led me to consider other thought-provoking and useful areas of research.

In all three case studies, the notion of a curriculum influenced by assessment procedures is raised and this is discussed in some detail in the Literature review in Chapter 2.

Therefore, it would be judicious to understand the degree to which a school's curriculum is shaped by assessment practice. A comparison of assessment and curriculum protocols in other countries would be a valuable study; for example in Australia where there is regional autonomy in curriculum design alongside a national assessment system; or Kazakhstan which is developing a curriculum in which assessment for learning practices are embedded.

Furthermore, in the three case study schools a dichotomy has been evidenced between teachers' beliefs about teaching grammar within the context of reading and writing and the need for discrete grammar lessons. Whilst research already exists (Myhill, 2013), the long-term impact of more focused grammar teaching and grammatical terminology on children's writing is yet to be seen. A longitudinal study focused on the impact of the English curriculum on children's attainment and attitudes to writing would be beneficial.

Chapter 9 Personal Reflection

The school-based enquires were intended to explore the following questions;

Enquiry 1

- how have schools responded to curriculum change in literacy?
- what changes have been made to day-to-day organisation and delivery of the English curriculum?

Enquiry 2

- to what extent is the English curriculum focussed on the needs of pupils and/or new curriculum requirements?
- do staff share a common understanding of the curriculum?
- do class teachers and senior leaders agree that the curriculum serves pupils' needs effectively? If so, how? If not, why not?

In Chapter 7 I make tentative conclusions which attempt to answer the enquiry questions but the questions have only partially been answered. Research in schools is problematic. It is impossible to distinguish between outcomes driven by a new curriculum and those influenced by additional factors. In the case studies presented, the beliefs of headteachers and senior leadership teams, school attainment and achievement data, OFSTED inspection judgements, teacher experience and personal philosophies all influence the pedagogical choices made in the classroom and changes to the curriculum have all been perceived in the light of these other influencing factors. Nevertheless, the pictures drawn in the case studies do provide useful vignettes which provide a backdrop against which other schools may reflect on their own circumstances.

Whilst I attempt to draw conclusions and next steps in Chapters 7 and 8, a much more detailed study would be useful to draw out the details revealed in the three case studies and answer the enquiry questions more fully.

Specifically, additional research time should be spent triangulating the findings through;

- pupil interviews – how have they perceived recent changes to teaching of grammar, spelling and reading? What understanding of topic work and cross-curricular themes do they demonstrate? How well do they feel the curriculum serves their needs?
- additional lesson visits and detailed mapping of pupil/teacher interactions, and time spent on elements of speaking, listening, writing, reading, spelling and grammar – what detailed changes have been made to the teaching of English?
- increasing the number of teachers involved within each school – are the views of the self-selected teachers representative of other teachers in the same school?
- increasing the number of schools involved – are the views of the self-selected schools representative of other schools?
- returning to the case study schools one year later – how have views changed? Have planned curriculum changes occurred? If so, have they had the desired outcome?

Undertaking this research has been a fascinating journey, recognising the historic changes which have shaped, and which continue to shape, my own beliefs and experiences as a classteacher and adviser. Having the opportunity to listen to teachers and begin to understand their opinions has been a useful way of positioning the knowledge I've gained through the Literature review within the real-life context of a classroom.

Clearly, much more work needs to be done to evaluate and fully understand the impact of the 2015 curriculum on schools, teachers and learners. As demonstrated in the Literature review in Chapter 2, over the last few decades, curriculum change has had significant and lasting impact on the experiences offered to primary children. Even in a short time, it is evident that this curriculum has had an impact already. It will be crucial for teachers, senior leaders, politicians and academics alike to monitor the success of the curriculum in meeting its aims and, moreover, reflecting critically on whether its aims are those shared by all stakeholders in the first place.

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Appendix A Application for Ethics approval



Master's in Education Programme Application for Ethics Approval Developing Practice through Research Enquiry

Section A: Enquiry Proposal

Name of student	Emma Rogers
Email address	Erogers11@btinternet.com
Title of MA/MSc you are working towards	MA Learning and teaching
Supervisor	Prof Guy Merchant
Provisional Title of Enquiry (maximum 12 words) The impact of curriculum on pedagogy and practice in Primary English.	

1. Background/ Rationale for the enquiry

e.g. what is the 'research problem' and why is it important?

include a brief outline of how the enquiry relates to existing literature and theories, and to your professional role and development?

This research will consist of three enquiries; a literature review, a multiple-case holistic case study and a phenomenological enquiry.

Background

From September 2014, all maintained Primary schools will be required to teach a new National curriculum. Since the Plowden report in 1967, through National curriculum reforms in the 1980s and 1990s and the setting up of National Strategies, Primary education has been a subject of intense public and political debate.

The enquiry I aim to undertake will explore how recent government-led initiatives have shaped school and classroom practice. The literature review will focus on how the teaching of reading and writing has been defined in primary schools in England over the last ten years. The choice of material will include contemporary materials, reflecting the research and effect of key issues in curriculum change as well as research carried out during the period of curriculum change. In particular, my literature review will study the works of Andrew Pollard (2000) and Marilyn Osbourn (2000) in the Primary Assessment, Curriculum and Experience

Project (PACE) and how their findings reflect the experiences of other researchers in the field (Galton, 1997; Alexander, 1992; Bob, 2003; Boyle, 2006) and how these relate to the literacy curriculum. Through reading their research I aim to develop an understanding of the link between curriculum and practice – how teachers have shaped their practice due to curriculum changes and the impact these have had on learner experience and achievement. Noteworthy comparisons will be made between the immediate impact of curriculum change in journals of the period and long-lasting impact decades later. The period included in the review will focus on the last ten years, but will also trace how earlier curriculum developments continued to exert an influence on classroom practice, from the Plowden report in the 1960s to the revisions of the Primary National Strategies in 2004.

The literature review will be organized to focus on two key strands, which will then inform two further enquiries.

Firstly, I aim to examine what is meant by ‘curriculum’, reviewing definitions drawn from journals and publications. Furthermore, I intend to summarise the changes from the 1960s to the present day, drawing out similarities and differences in the pedagogy, content and style of the curriculums followed by schools.

Secondly, I hope to explore the research related to the impact of the curriculum changes on classroom practice. Research in this section will be grouped into clearly evidenced classroom practices; timetabling, class organisation and grouping and pupil/teacher interactions.

New knowledge

Following a thorough literature review, I intend to create new knowledge about the impact of curriculum change on Primary schools in 2014. I will explore how the new curriculum, with greater emphasis on grammatical terminology, reading for pleasure and reciting poetry by heart has shaped the pedagogy and practice of Primary teachers from 2014. The classroom practices evidenced in the literature review (for example class organisation and grouping, pupil/teacher interactions and timetabling) will inform me of predicted patterns which I will attempt to compare with the empirically based patterns from data collected from sample schools – this is discussed in greater detail in question 5. By analysing key documents (see action plan in q2 for a full list) and field notes from classroom visits I will create case studies of the participating schools. I will use time-series analysis to produce a descriptive pattern, tracking the time spent on key aspects of English teaching (e.g. phonics, reading, writing, spelling grammar, poetry) and changes to every-day practice before and after the introduction of the new curriculum.

I aim to develop an understanding of their experience, gaining insights into their motivations and actions.

In my professional role as Literacy advisor, I will be supporting many schools in making the transition to the new curriculum. Through courses and in-school support I will draw on the knowledge gained through the literature review to support schools in ensuring the best practice is maintained and built upon during the period of change. I will witness first hand the decisions schools and teachers make about how to integrate the new requirements with their underlying belief systems of what effective teaching and learning in Primary English consists of. In both of the enquiries I will need to maintain the position of neutral observer rather than advisor, which may cause difficulties – discussed further in question 6. Thus a narrative will be created to represent the views of the participants in the study. My position as neutral observer will be clear in this section. In addition, a discussion section will be created representing my interpretation of what has been observed drawing on my experience and partiality as a school advisor and teacher.

2. Draft enquiry aims and as appropriate the enquiry objectives and/or research questions

Enquiry 1

I aim to develop an understanding of the link between curriculum and school provision – how schools have shaped their English policies and the strategies used to teach reading and writing in the light of curriculum change.

In particular;

- how have schools responded to curriculum change in literacy?
- what changes have been made to day-to-day organisation and delivery of the English curriculum?
- How have these changes been brought about?

Enquiry 2

I aim to explore the relationship classteachers and senior leadership teams have with the curriculum in their schools. Predominantly, I aim to investigate how the changes to curriculum policy have manifested in day to day classroom practice. By discussing with them how the curriculum was created and the ethos it was intended to encompass, I aim to draw out the relationship between schools, teachers and the English curriculum

In particular;

- to what extent is the English curriculum focused on the needs of pupils and/or new curriculum requirements?
- do staff share a common understanding of the curriculum?
- do classteachers and senior leaders agree that the curriculum serves pupils' needs effectively? If so, how? If not, why not?

3. The main stages in conducting your enquiry

Provide an overview of the main stages of your Enquiry, including a timeline.

Enquiry 1	
Action	Date to be completed
Gain ethical consent from panel	March 2014
Approach schools and gain consent (See letter 1 in Appendix)	May 2014
Share aims and timelines with participating schools – agree dates and deadlines	May 2014
Collect and analyse documents; English policies and guidelines, class timetables, short term planning examples and examples of Long term plans	July 2014
Collect and analyse documents (see above)	January 2015
Carry out open-ended interviews with sample of classteachers and senior leaders/headteachers	January 2015
Triangulation of key findings	On-going – to be completed by February 2015
Write up case studies of each participating school	March 2015
Share case studies with participating	April 2015

schools	
Submit	May 2015

Enquiry 2	
Action	Date to be completed
Gain ethical consent from panel	March 2015
Approach schools and gain consent (See letter 1 in Appendix)	May 2014
Share aims and timelines with participating schools – agree dates and deadlines	May 2014
School visits and observations, recording field notes	October 2014
Post-observation discussions with participants (open-ended interviews). Share field notes	October 2014
Analyse findings, looking for patterns	October 2014
Carry out open-ended interviews with sample of classteachers and senior leaders/headteachers	January 2015
Triangulation of key findings	On-going – to be completed by February 2015
Summarise findings and write up Enquiry 2	February 2015
Share summaries with participating schools	April 2015
Submit	May 2015

4. Enquiry participants/ interested parties

Who will be involved in your Enquiry (i.e.. who will be participating in your enquiry)/ Who beyond participants will have an interest in your enquiry or be affected by your enquiry?

The enquiries will involve myself and the sample of self-selected participants. The participants will come from 3 local Lincolnshire and North East Lincolnshire Primary Schools and will consist of 6 classteachers, 3 English subject leaders, and 3 senior school leaders/headteachers. Children will not be directly involved in the enquiries, but will form part of the observations during classroom visits in Enquiry 1 and attainment, motivation and achievement of groups of pupils may be discussed in open ended interviews in either enquiry. Therefore the schools' safeguarding procedures will need to be adhered to at all times and schools, staff and pupils will be anonymised in all field notes, documents and case studies.

The findings of the enquiries will be of interest to all those working in Primary education, particularly those involved in leading English. Once completed, the summaries and case studies will be circulated around cluster groups in the region as documents to support school professional development. They will also be of interest to government policy makers as evidence of how their curriculum is being implemented and the impact it is having in Primary classrooms.

5. Methods /data collection and analysis

What methods and/or approaches will you use at each stage of your enquiry? - briefly explain the purpose of each / What data will you be collecting? / how will you analyse this data?

The participants in both enquiries will be self-selected. On a practical level, it ensures that all participants will be motivated to give time to the enquiries and will be interested in working alongside me to discuss ideas and thoughts in the open-ended discussions and take time to complete questionnaires. Self-selection will also begin to ensure the rapport necessary in open-ended interview situations. However, it must be acknowledged that in using a self-selected group the research will not indicate the views and practices of a representative group. Therefore, conclusions and summaries cannot create direct generalisations about all schools.

The classroom practices evidenced in the literature review (for example class organisation and grouping, pupil/teacher interactions and timetabling) will inform me of predicted patterns which I will attempt to compare with the empirically based patterns from data collected from sample schools to create a multiple-case holistic case study. The work of Yinn (2011) has provided insights into the effectiveness of the case study methodology and the practical application in this enquiry. Various data will be collected to support evidence and result of change;

Enquiry 1

Analysis of documents

To enable a time-series analysis to produce a descriptive pattern. I will use the documents to recognise changes to policy and practice as a result of curriculum changes. I will also attempt to track the time spent on key aspects of English teaching (e.g. phonics, reading, writing, spelling grammar, poetry) and changes to every-day practice before and after the introduction of the new curriculum.

Open-ended interviews

The interviews will seek to understand the participants' views about the impact of the new curriculum on their practice and reveal important insights. The interviews will be based around the documentation and it is hoped that open-ended interviews will reveal greater understanding of the participants' view of change than simply answering an interviewer's pre-written questions. A good rapport will need to be established in order to foster an open and honest response. A content-analysis technique will be used to analyse the data.

Enquiry 2

Observations

To enable me to match policy with practice, I will visit classrooms to observe English lessons. Changes evident in the documentation may not necessarily have equated with real change in the classroom and vice versa– so I will triangulate the patterns found in documents in Enquiry 1 with the practice in the classroom. Field notes will be used to create a narrative and commentary on the changes evident.

Open-ended interviews

The interviews will seek to understand the participants' views about the impact of the new curriculum on their practice and reveal important insights. The interviews will be based around the classroom observations, so a close focus will be kept to the changes as a result of the new curriculum but it is hoped that open-ended interviews will reveal greater understanding of the participants' view of change than simply

answering an interviewer's pre-written questions. A good rapport will need to be established in order to foster an open and honest response. A content-analysis technique will be used to analyse the data.

6. Issues

Are there any particular aspects of your enquiry that you think are likely to be problematic?/ what ideas do you have to address these?

In my professional role as Literacy advisor, I will be supporting many schools in making the transition to the new curriculum. Through courses and in-school support I will draw on the knowledge gained through the literature review to support schools in ensuring the best practice is maintained and built upon during the period of change. I will witness first hand the decisions schools and teachers make about how to integrate the new requirements with their underlying belief systems of what effective teaching and learning in Primary English consists of. I will have, therefore, a strong bias with which I will embark on the two enquiries. In both of the enquiries I will need to maintain the position of neutral observer rather than advisor, which may be problematic. The participants may well be current, past or future clients – who will therefore expect me to provide opinions and support. My role as researcher rather than advisor will need to be clear and expectations of what will happen on each visit and communication will need to be transparent. The aims and outcomes of the research will be shared with all participants as well as the wider SLT/governors in the participating schools via a short information sheet which explains the research and my role as researcher rather than advisor. I will also explain the separation of my role as researcher from that as 'advisor' to all participants. A narrative will be created to represent the views of the participants in the study in which my position as neutral observer explicitly referred to. However, to protect my interests and opinions, a discussion section will be created representing my interpretation of what has been observed drawing on my experience and partiality as a school advisor and teacher. An '*Issues and implications*' section could also be added in order that the finished document be used as a professional development tool for schools (bearing in mind the confidentiality and ethical considerations involved in this kind of summarising – see question 5). It will be important to outline confidentiality and develop a trusting relationship with all participants throughout.

Children will not be directly involved in the enquiries, but will form part of the observations during classroom visits in Enquiry 1 and attainment, motivation and achievement of groups of pupils may be discussed in open ended interviews Enquiry 2. Therefore the schools' safeguarding procedures will need to be adhered to at all times and schools, staff and pupils will be anonymised in all field notes, documents and case studies.

7. Does your enquiry involve you in research with NHS or Social Care clients, staff or carers?

NO

If you answered yes to this question: Tick the box that matches your enquiry

The Enquiry requires approval by the NHS or a Social Care committee	
The Enquiry is defined by the NHS as a local audit or evaluation	

If your enquiry requires NHS/ Social Care ethical approval - you should not complete the rest of the form - - ***you must follow the procedures for external NHS / Social Care ethical approval and when you have approval send a copy to the module administrator before beginning your primary research.*** Consult the module handbook and your supervisor.

If your enquiry is defined by the NHS as a local audit or evaluation you should provide a letter confirming this from your line manager or your local NHS R&D office with this proposal.

Section B Ethical Issues

8. Describe the arrangements for selecting/sampling and briefing potential participants in the enquiry

This should include draft copies of any letters to individuals/organisations inviting participation as an appendix. Explain which aspects of participation are expected as a usual part of work processes and which aspects are additional to this.

Schools will be approached during training sessions and meetings. Following their initial interest, letters will be sent via e-mail which outline the aims of the project and their involvement in more detail. Participants will then formally agree or decline. Consent will be sought from approximately 3 local Lincolnshire and North East Lincolnshire Primary Schools, 6 classteachers, 3 English subject leaders, and 3 senior school leaders/headteachers. Where full participation is not given, a classteacher may consent to participate alone in Enquiry 1, without full participation of senior staff but headteachers must support their participation. This will be in addition to their normal work and all participants will have the right of withdrawal.

9. What is the potential for participants or third parties to benefit from the enquiry?

An *'Issues and implications'* section could be added in order that the finished document be used as a professional development tool for schools (bearing in mind the confidentiality and ethical considerations involved in this kind of summarising – see question 5). The findings of the enquiries will be of interest to all those working in Primary education, particularly those involved in leading English. Once completed, the summaries and case studies will be circulated around cluster group in the region as documents to support school professional development. They will also be of interest to government policy makers as evidence of how their curriculum is being implemented and the impact it is having in Primary classrooms. I will seek publication through education journals and share via professional organisations (e.g. UKLA, NAAE).

10. Describe any possible negative consequences of participation in the enquiry along with ways in which these consequences will be limited.

This should include details where appropriate of any withholding of information, with a justification of why this is necessary.

Open-ended interviews need to have both a focus and structure which allows open discussion without veering into personal or harmful descriptions and comments. Participants may see the interview as an opportunity to criticise or comment on capability and beliefs of others (senior leaders and/or government). By asking their opinions it may give credence to negative or harmful beliefs. This will be limited by providing participants with clear discussion prompts and having transparent aims which have been shared with all participants. A good rapport with participants should allow for directional change or shift by the interviewer.

11. Describe the arrangements for obtaining participants' consent

This should explain who you need to gain consent from and include draft example copies of the information participants will receive and written consent forms where appropriate as an appendix. If you are not intending to gain consent from all participants you must justify this.

See question 8 and letter in appendix 1

12. Right of withdrawal

A principle of research ethics is a participant's right to withdraw from the research during data collection and to withdraw data collected about them. In workplace professional enquiries this means that you need to clearly distinguish between activities in your enquiry that participants enter into in the usual course of their work and research/ enquiry activity that you are asking them to engage in where they should be given the right to withdraw. Below identify those aspects of the enquiry where participants should have the right to withdraw and describe how they will be made aware of this right to withdraw. Also include information on participants' rights to withhold information.

This has been clearly outlined – see letter in appendix 1

13. If your data collection requires that you work alone with children or other vulnerable participants have you undergone Criminal Records Bureau screening? Please supply details.

I have undergone full CRB screening but this will not be necessary, as I will not be working alone with children.

14. Describe any arrangements for debriefing participants

Relevant field notes, summaries and case studies will be shared with all participants – see timeline in q3 for details.

15. Describe the arrangements for ensuring participant confidentiality.

This should include details of how data will be stored to ensure compliance with data protection legislation and how findings will be presented for assessment and more widely.

Schools' safeguarding procedures will need to be adhered to at all times and schools, staff and pupils will be anonymised in all field notes, documents and case studies. Numerical data will not be collected from schools unless referred to in open-ended interviews in which case it will be stored on encrypted memory sticks and password protected laptops. Pseudonyms will be given to participants.

16. Are there any conflicts of interest for you undertaking this research?

e.g. Are you undertaking research with work colleagues, clients, students and how are these being addressed?

No

Section C: Risk Assessment

17. Where will the enquiry be conducted?

- In your normal workplace (Please go to question 21)
- On a SHU campus (Please go to question 21)
- No (Please complete all questions)

1. Where will the enquiry activity take place?

(Tick as many as apply if data collection will take place in multiple venues)

- Own house/flat
- Residence of participant
- Other education premises
- Other Business/Voluntary Organisation
- Public Venue (e.g. Youth Club; Church; etc)
- Other (Please specify) _____

18. How will you travel to and from the data collection venue?

- On foot
- By car
- Public Transport
- Other (Please specify) _____

19. Please outline how you will ensure your personal safety when travelling to and from the data collection venue:

I will travel by car. I have full business insurance and have accredited high-mileage driver training.

20. How will you ensure your own personal safety whilst at the enquiry venue?

If you are carrying out enquiry work off-campus or away from your normal workplace, you must ensure that each time you go out to collect data someone you trust knows where you are going (without breaching the confidentiality of your participants), how you are getting there (preferably including your travel route), when you expect to get back, and what to do should you not return at the specified time. Please outline here the procedure you propose using to do this:

Data will be collected in Primary schools with full insurance. I will not be left alone with children. My appointments will be pre-arranged and timings and contact details for each visit left with my spouse. I will sign in and out of the building according to each schools' H&S policy.

21. Are there any potential risks to your health and wellbeing associated with either (a) the venue where the enquiry will take place and/or (b) the enquiry itself?

- None that I am aware of
- Yes (Please outline below)

22. Does this research enquiry require a health and safety risk analysis for the procedures to be used? No

If YES current status of Health and Safety Risk Assessment.

Appendix 1

Dear XX,

Thank you for expressing an interest in taking part in my research. The study aims to explore the effect the new National curriculum has had on the teaching of English in Primary schools. Comparing school based documents such as policies, long and short term planning documents and class timetables before and after implementation of the new curriculum I aim to study the changes teachers and schools have made to their practice to meet the new requirements. I would also like to visit classrooms to see the changes first hand and take some time to talk together with classteachers, headteachers and senior leaders about the changes, finding out from them what has happened as a result of the new curriculum and how (if at all) it has impacted on their practice and pupil learning.

All visits and discussions will be pre-arranged at mutually convenient times. All field notes, data and documentation will be anonymised and pseudonyms will be given. Schools and participants will not be named. During all school visits I will be a neutral observer and no judgements will be made about the quality of provision or school development. Any conclusions drawn in the final summary will be based around main findings and individual schools will not be compared.

All field notes, analysis and summary documents will be available to read and the finished thesis will be shared with participants before submission. Participants will have the right to withdraw from the research at any point and may request that data collected about them be withdrawn from the enquiry. The enquiry will be supervised by Professor Guy Merchant, professor of literacy in education, Research Excellence Framework (REF) co-ordinator and research lead for the Department of Teacher Education at Sheffield Hallam University. He can be contacted through the university (0114 225 5099) or by e-mail g.h.merchant@shu.ac.uk .

If you would be happy to participate in the research, please indicate below and return to xxxxx by xxxx.

Yours sincerely,
Emma Rogers

I, (name), (role) at (name of school) would like to participate in the enquiries. I will share anonymised documents and participate in pre-arranged interviews/visits.

I can be contacted on email: telephone:

Signed _____

I give permission for (name) to participate in the above enquiry/enquiries

Signed _____ (Headteacher)

Section D Ethical Approval Decision

A. To be completed by the student

I confirm that this enquiry will conform to the principles outlined in the Sheffield Hallam University Research Ethics policy.

I confirm that this application is accurate to the best of my knowledge.

Student's signature	E J Rogers	Date	17.03.14
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B. To be completed by the enquiry supervisor

Supervisor feedback

Feedback on methodology and methods:			
<p>This is still quite an ambitious project, but it addresses important and topical issues that are particularly relevant to Emma in her current working context. Refining the project will mostly depend on thinking about ways of reducing the data it generates, so that a careful analysis can be made. In other words I think the real challenge will be to relate the observations to interview data in the light of the proposed document analysis in order to get a realistic view of the changes that are occurring. It may be helpful to look at some of the extensive literature on educational change, as the project develops, just to underscore the complexity of the process.</p>			
I will ensure the following ethical issues are addressed through supervision:			
<p>Emma's current role is, as she acknowledges, likely to influence participants' perceptions of her. She has demonstrated awareness of this in the proposal, but we will need to keep it under review, both at the data collection stage, and during the subsequent analysis.</p>			
I recommend that the proposal is submitted to the MEP Ethics Sub-Committee	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center; background-color: yellow;">Yes</td> </tr> <tr> <td style="text-align: center;">No</td> </tr> </table>	Yes	No
Yes			
No			

Supervisor's signature		Date	17/3/14
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Appendix B Sample school planning documents

School 1 sample medium term plan for English

Literacy Medium Term Plan

	Text/ genre	Grammar	Spelling
1	Playscripts	VCOP	Not taught this week due to DT, and TH only being in 1 day.
2	Information texts	Extending the range of sentences with more than one clause by using a wider range of connectives, including when, if, because, and although.	Prefixes: sub, re, super, anti, auto
3	Information texts	Use of paragraphs to organise writing. Extending the range of sentences with more than one clause by using a wider range of connectives, including when, if, because, and although.	Prefixes: sub, re, super, anti, auto
4	Information texts	Use of paragraphs to organise writing. Revision of headings and subheadings. Standard English forms	The i sound spelt y. The u sound spelt ou.
5	Stories that raise issues/ dilemmas	Pronouns within a text.	Words with the k sound spelt ch. Words with the ai sound spelt ey or eigh.
6			Apostrophes Determiners

School 1 Sample short term plan for English

<p>10.30 - 11.30 Grammar learning walk</p>	<p>Wednesday</p>	<p>MAIN INPUT I can write a sentence starting with I.</p> <p>SUCCESS CRITERIA - start your sentence with I - leave spaces between your words - write 3 sentences</p> <p>CURRICULUM OBJECTIVES - write sentences by: - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>GRAMMAR GAME Sorting igh and I words.</p> <p>MAIN INPUT Children to talk in pairs about what they have lost. Scaffold the talk by using 3 specific questions - What did you lose? How did you feel? Where did you find it? Model the answers using sentences - I lost my puppy etc. Check with their partner that they have got their 3 ideas - I lost ... I felt ... I found ...</p> <p>SUPPORTED COMPOSITION On whiteboards - write the thing they lost. Encourage Hedgehogs to write the full sentence. Demonstrate the difference between a word and a sentence. Take some ideas from whiteboards and ask the children to put their idea into a sentence.</p> <p>Children writing their own story using the 3 sentence structure and a capital letter for I.</p> <p>GUIDED GROUP Hedgehogs - move these children on to using simple time conjunctions to signal chronology - First I... After that I... Badgers - Julie INDEPENDENT GROUPS Owls - using a simple 3 box writing frame. Foxes/Squirrels - writing sentences in literacy book.</p>	<p>Some children to share their story while the others listen for</p> <p>- is the story about the child themselves? - can they spot the 3 sentences? - did they start with I?</p>
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School 2 – Sample SPAG lesson plan

Whole Class – 15m (9.30am)

- Intro – What is a "noun" including examples, (object/thing/person/animal/place)
- Add "event" and "feeling" – All things we can see, touch, smell, hear & feel. These are "common nouns"
- How do nouns change when they become plural – add "s/es" (jumper/jumpers, house/houses)
- Some chn may get "change y for ies" (sky, fly)
- Ask them how to change "wolf, mouse, fish)
- Proper Nouns – Place, person, day/month – what do they need? (CAP!)

Main Activity in SPAG books (9.45am)

In our groups, going to look at different types of nouns – my group is going to practice changing singular nouns to plurals, Miss [REDACTED] group will learn about common nouns –v- proper nouns and Mrs [REDACTED] group will be doing "pronouns – personal, possessive and relative".

Give out groups. Go through activity with chn.

Extension – Abstract and Compound Nouns

Plenary (10.20am)

Go through answers as a group.

School 2 sample short term plan for English

English Short Term Planning Term: Spring 2 Week 3 Year 4 - 6 Teacher:

Learning Intention	Monday 09.03.15	Tuesday 10.03.15	Wednesday 11.03.15	Thursday 12.03.15	Friday 13.03.15 - COMIC RELIEF
Success Criteria Block - Must Blue - Should Purple - Could	Can I present information? I can compare the features of instructional and explanatory texts. I understand the term 'patent' and can give examples. I can plan a presentation to explain an invention in Dragon's Den style. I can work with a group to plan the presentation. I can make notes as prompts to help in the presentation pitch. I can include persuasive language and the key features of explanation text. I can edit and improve the presentation. I can present my pitch to the Dragon's Den.	Can I write an explanation text? I can discuss the features of explanation text. I can create a new gadget with 'special' features. I can write a formal explanation explaining how my gadget works. I can include the features of explanation text. I can include persuasive language to support my explanation. I can include commas and brackets in my writing. I can edit and improve my work.	Can I write an explanation text? I can discuss the features of explanation text. I can create a new gadget with 'special' features. I can write a formal explanation explaining how my gadget works. I can include the features of explanation text. I can include persuasive language to support my explanation. I can include commas and brackets in my writing. I can edit and improve my work.	Can I write an information guide? I can discuss the images of 'Transports of the Future'. I can consider the features of instructional and explanatory texts. I can create a futuristic form of transport. I can plan an information guide for my invention. I can include the features of explanation and instructional texts. I can include key technical vocabulary and a clearly labelled diagram. I can include persuasive language to support my information guide. I can create a formal information guide for my invention. I can edit and improve my information guide. I can select my audience and consider their needs. I can consider the effect and impact of my guide.	Can I write an information guide? I can discuss the images of 'Transports of the Future'. I can consider the features of instructional and explanatory texts. I can create a futuristic form of transport. I can plan an information guide for my invention. I can include the features of explanation and instructional texts. I can include key technical vocabulary and a clearly labelled diagram. I can include persuasive language to support my information guide. I can create a formal information guide for my invention. I can edit and improve my information guide. I can select my audience and consider their needs. I can consider the effect and impact of my guide.
Word, sentences and presentation	Chn, working in pairs, consider alternatives for words given on IWB. Take feedback and discuss. Link to persuasive language creating effect and impact.	Chn, working in pairs, recap the use of brackets and commas. Encourage chn to give examples. Discuss explanation of body cages from previous week, looking at the use of commas and brackets.	Chn, working in pairs, discuss the symbol '!', giving examples to support their explanations. Take feedback and discuss. Sharing definitions and further examples.	Chn, working in pairs, collect vocabulary to describe image, considering possible technical vocabulary. Take feedback and record suggestions on IWB.	Chn, working in pairs, discuss the 2 texts considering which is the easier to read, giving reasons. Take feedback and emphasise the importance of organising text to support reader.
Shared (SkL, Writing, Reading)	Allow chn the opportunity to ask advice from the other groups, e.g. support with vocabulary or how to describe something.	Recap the features of explanation, referring back to Dragon's Den presentation as an example. Introduce an everyday item, e.g. a mug, glove, as a fabulous new gadget. Model an explanation of how it works and discuss. Allow chn to evaluate the text and take feedback.	Chn, working in pairs, discuss explanation of gadget so far, exploring next steps and possible improvements to be made. Discuss model of explanation of gadget from previous lesson, referring to evaluation.	Share images of 'Transport of the Future' and discuss, considering what if became available tomorrow, how might different groups of people feel, what issues might arise...? Take feedback and record suggestions/opinions on IWB. Chn, working in pairs, consider other possible 'modes' of transport. Take feedback and record suggestions on IWB, comparing to prepared list. Explain chn will be writing a guide for a futuristic form of transport, including both instructions for use and explanations as how work.	Chn, working in pairs, discuss setting out of information guide, referring back to the features of explanation and information texts. Take feedback and discuss. Model a 'layour' with guidance from chn.
Challenge	Can you include powerful, persuasive language to convince the Dragons of	Can you include powerful persuasive language in your explanation?	Can you include powerful persuasive language in your explanation?	Can you create a clear, concise guided, directly-targeted at your	Can you create a clear, concise guided, directly-targeted at your

School 3 Sample Guided reading planning

Recap	Title of text (contextualise)			
	Text introduction			
	101 ways to beat boredom by Anna Claybourne			
	What did we decide about the book? A dip-in book. Look at page 2/3 and 30/31 together. Identify the features of the pages, recap from the first lesson. What other layout features are used? Page 12 from last week-why is the notebook used?			
	Key Learning Objective			
	WALT : express personal responses			
	Key Learning Question: How does the book appeal to its audience in the choice of activities included?			
	Challenge Questions: Would each of the section heading appeal to adults? (children to identify these) Can you find an activity that you have already done? What is it?			
Strategy Check	<ul style="list-style-type: none"> • Look together at the reading strategies sheet. Identify points at their level. • Identify the use of – (in a word and in a sentence) See PowerPoint for discussion • Dash: longer than a hyphen, interrupts a sentence/speech, used for repetition, before a final comment. • Hyphen: shorter than a dash, join words that together form a compound adjective placed before a noun (sixteen-year-old student), words at the end of lines, • Children to complete the section of the sheet after reading 			
Independent	Independent reading			
	Children to read from 28 to the end of the book. When they are finished they are to write their answers on the whiteboard along with tricky words:			
	Respond to text			
	<ul style="list-style-type: none"> • Summarise what the text is about • Identify and discuss tricky words • Ask children their opinion on the text and why 			
Return to text	Return to the text			
	Refer back to the WALT and key question. Encourage the children to find evidence for their responses/views (where does it say that? Why do you think that?). Children to use their answers to their questions to support them with answering the key learning question. Children to use dictionary to find the meaning of their tricky words.			
	Class Activities			
Class Activities	Rest of the class will take part in different activities (assessable) Group 2: Internet Activity (supported by Mrs [redacted]) Group 3: Reading Area Group 4: Reading Comprehension (supported by Mrs [redacted]) Group 5: Spelling/SPaG Work (supported by Mrs [redacted])			

Appendix C - School 1 Literacy policy - extracts

Curriculum and School Organisation

The English Curriculum is delivered using the Primary Framework for Literacy. Literacy is taught on a daily basis, for at least an hour. On Fridays, this is through a Big Write session. In addition to this, each class also has a guided reading session each day. In Foundation Stage and KS1 there is also a daily phonics input. There is no long term plan for Literacy, as it is important to allow flexibility for each teacher and to make cross curricular links to other subjects through our Creative Curriculum. Teachers do ensure that each unit of work is covered so that the children access each genre/ text type. Each teacher plans from the Primary Framework, selecting objectives which are appropriate to the needs of their class. These objectives focus on the three areas; reading, writing and speaking and listening. Planning is recorded onto the school format to allow for continuity throughout (Appendix A). There is also a generic Guided Reading planning format (Appendix B). When selecting texts and writing stimuli, we actively seek material which will interest and engage our children, particularly texts to interest boys who are reluctant writers.

Writing (including spellings)

Aims

- To raise standards in writing.
- To promote the essential skill of writing.
- To develop enthusiasm, enjoyment and creativity in writing.
- To give children the tools to confidently compose their own texts.
- To encourage children to have an interest in vocabulary.
- To be confident spellers with a range of strategies.

Objectives:

- To have a clear enjoyment for writing.
- Use a range of spelling strategies.
- To understand that different texts have different structures and be able to apply these.
- To select appropriate and imaginative vocabulary, depending on the text type.
- To use punctuation accurately within their writing.
- Have an interest in words, their meanings; developing a growing vocabulary. To have a legible handwriting style which can be adapted for different purposes
- To know the grammatical functions of words, and different types of sentences.

Curriculum Organisation

Writing is planned and taught using objectives and suggested planning from the Primary Framework. Teachers ensure that they select objectives that are appropriate for their children, and that there is a balance of writing, sentence and word level objectives chosen. Opportunities for modelled, shared and guided writing are planned for as they are all effective strategies for raising standards in writing. Writing is a skill required for all curriculum subjects and therefore should not be taught discretely in Literacy lessons. Opportunities to develop writing skills in other areas, such as writing a report or a persuasive argument as part of our Creative Curriculum, should be planned for. Teachers should encourage children to maintain a high standard of writing across the curriculum.

Big Write

This is taught once a week. Teachers engage children in 30 minutes of VCOP activities, followed by a 10 minute break (to allow children 'planning time'.) Children then write for a sustained period, without support from an adult wherever possible. Children are encouraged to refer closely to their writing targets during the writing process. Classical music is sometimes played to encourage creative thinking. Lights are dimmed and a candle may be lit. By Key Stage 2 most children should be able to write for 45 minutes. Teachers model the writing process at this time, writing for a purpose for example a piece to use with a *Guided Group* the following week. Teachers also give prompts during the writing process. *Big Write* work is marked using 2 stars and a wish, either by the teacher or a peer.

During the following week, teachers stop and teach through 'stocking fillers' to embed learning from the previous week's VCOP input. 'Bells work' is also undertaken whenever possible.

Appendix D School 2 sample – Grammar audit

SPAG audit Best practice November 2014

What is your weekly SPAG input? Do your children have a separate SPAG work book ?
Sites used:
Effective games:
Other resources used regularly:
Do you do any form of summative assessment re: yearly attainment expectations set under new curriculum? Details?
Are you confident with terminology/ content to be taught to your age group? Would you welcome any collaboration?
Most successful strategy ?
What have you done that hasn't worked?
PLEASE CAN YOU FORWARD TO ME : 1. a photograph of your SPAG working wall / display 2. any indispensable resources

Appendix E Open ended interview question samples

Enquiry 1

What changes have you made in light of the new curriculum?

What changes do you have planned?

Which elements do you think will be a focus/biggest challenge for the school?

Phonics, grammar, reading for pleasure?

Enquiry 2

What impact has the NC had on planning, classroom organisation or timetabling?

How have you gone about planning your English curriculum?

What choices did you make when you came to agree your school curriculum?

How well does it meet your pupils needs?

How has the introduction of a new curriculum supported or hindered school development?