

# Expression of interest

# Title: Curriculum programme pilots research

**Project reference: DFERPPU/** **2018/062**

**Deadline for expressions of interest:** 16th November 2018

## Summary

Expressions of interest are sought to conduct research with teachers and heads of subject in schools piloting complete curriculum programmes. This research will help the Department understand how best to develop and implement curriculum programmes across different subjects, key stages and school settings; and to establish their potential to reduce workload and improve pupil outcomes.

## Background

As part of the Curriculum Fund, the Department for Education has set up the curriculum programme pilot, a £2.4m grant of which is allocated to piloting complete curriculum programmes. Complete curriculum programmes are complete packages of resources that teachers need to deliver a National Curriculum subject across a key stage. They include a long-term plan, with content and knowledge sequenced carefully, as well as all the resources and training required for teachers to deliver individual lessons. These curriculum programmes are knowledge-rich, and have teacher-led instruction and whole-class teaching approaches at their core.

The pilots will take place in the 2018/19 academic year over two school terms. Funding is available to pilot curriculum programmes in science, history and/or geography at Key Stages 2 and/or 3.

The department anticipates selecting 10 – 15 schools to fund to develop/refine and test their curriculum programmes. Each applying school will have to recruit at least six participant schools in which to test their curriculum programmes, as a condition of the application process. We therefore anticipate 60 – 90 schools taking part in the pilot, which need to meet specific criteria set out in the [grant specification](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730258/Curriculum_Programme_Pilot_Specification.pdf) to ensure a diversity of schools in terms of disadvantage catchment and Ofsted inspection grade.

## Research aims

The aim of the research is to develop the Department’s understanding of how complete curriculum programmes are used, and where improvements could be made, to help inform and refine future specifications for the delivery of these programmes. The key areas of investigation are as follows:

* Fidelity of usage of Complete Curriculum Programmes i.e. how they are used/whether as intended, and the factors that affect this
* Which implementation models work best and in which contexts
* How useful teachers find the curriculum programme materials and reasons why
* Teacher perceptions of the current and future implications for teacher workload and pupil progress and engagement

## Methodology

This research seeks to provide rich, formative evidence on how best to develop and implement curriculum programmes. We therefore propose a combination of the methods that will be conducted across two stages during the pilot: stage 1 in the first term (January - March) and stage 2 in the second term (June - July). Conducting research across two stages will enable us to detect changes in teacher perceptions over time.

*Method 1: Short online survey (both stages)*

A short survey will be conducted enabling us to gather information from ***all*** schools taking part in the pilot. Stage one will focus on early implementation and support (including any barriers identified) and initial views of the usefulness of resources. Stage two will focus on ongoing implementation and usefulness, fidelity of usage and perceptions of effects on workload and pupil progress and engagement. We anticipate approximately 360 teachers eligible to participate at each stage based on an assumption of 90 schools taking part in the pilot and 4 teachers from each school.

*Method 2: In-depth telephone interviews (both stages)*

A subset of schools taking part in the pilot will be selected to cover a range of school, subject and curriculum programme characteristics. Across the schools we wish to interview a range of teacher types including classroom teacher, subject head, NQT, experienced teacher, subject specialists and non-subject specialists.

Interviews in the first term will focus on early implementation and fidelity, and gathering emerging findings to inform the development of curriculum programme quality assurance specifications. Interviews in the second term will investigate ongoing implementation and fidelity of usage (once teachers have had time to use the resources and develop an understanding of how they work as a coherent whole) and perceptions of potential impact on teacher workload and pupil performance/engagement including views on how this might develop over time.

We aim to conduct interviews in approximately 60 schools (10 lead schools plus their partner schools) and with at least two teachers in each school, providing approximately 120 interviews. The volume of interviews will be weighted towards the second term when the programmes have been used more extensively and more detailed information can be gathered on how they have been used.

*Method 3: Focus groups (stage 2)*

Focus groups will be conducted with teachers in different schools, but using the same programmes, to share and debate their professional views on the usefulness of curriculum programmes, how they are being implemented and their potential to reduce workload and improve pupil outcomes. We envisage conducting 10 focus groups across the pilot. Each focus group will also involve a range of teachers as already described above for the in-depth interviews.

Whilst we have set out the broad parameters of the methodology bidders are free to suggest amendments if, based on their proven expertise, they can provide clear rationale as to how this will successfully meet the key aims of the research. Similarly if bidders feel additional, innovative elements could be added to this research to better meet the requirements, they are welcome to suggest them.

## Timing

• Deadline for EOIs – 16th November 2018

• Invitations to tender issued – 21st November 2018

• Deadline for proposals – 5th December 2018

• Anticipated contract start date – January 2019

• Contract end date – October/November 2019

Note that timings for issuing the invitations to tender, and the deadline for proposals are subject to change, and they should be taken as guidance only.

## Assessment criteria

Expressions of interest will be assessed against the following criteria:

* Understanding of the Department’s requirement, including an outline of the proposed approach to conducting the research and its rationale (30%).
* Relevant research experience, i.e. conducting research, particularly with schools, designing and securing appropriate samples for qualitative research, conducting qualitative interviews and focus groups with teachers, interview/topic guide design, survey design, qualitative and quantitative data analysis and high quality reporting (35% )
* Capacity to deliver the work to time and budget. This will include evidence of working with a large number of schools across England to collect the information described in the methodology (35%)

| **Closing date for EOIs: 16/11/2018**  **Send your EOI form to:** |
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## How to submit an expressions of interest

You must submit an expression of interest (EOI) in order to be considered to be invited to tender. To do so, please complete the NEW EOI Form which can be found under attachments. A submission of an EOI does not guarantee an invitation to tender and the Department does not routinely advise organisations that they have not been successful in being invited to tender. Feedback is however available on request.

All contracts are let on the basis of the [Department’s Terms and Conditions](https://www.gov.uk/government/publications/eoi-guide). You are encouraged to check these before submitting your expression of interest, as these form part of your contractual obligations.

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