**Webinar questions from Q&A and Chat on 2 August 2018**

1. Will there be support to recruit schools to pilot the curriculum?

As part of the application process, schools will be required to set out how they will select and recruit a minimum of six further schools if they are successful. Support to recruit schools will not be provided by the Department for Education.

1. Why have you used the Phonics Screening Check, a key stage 1 measure, as part of your eligibility criteria for schools piloting key stage 2 programmes?

We want to make sure that schools involved in the pilot have ensured that their pupils have mastered the essential building blocks of reading.

1. Is it possible to have a copy of the PowerPoint slides after the session?

Yes they will be available on Contracts Finder at the following link: - [Curriculum programme pilot Contracts Finder page](https://www.contractsfinder.service.gov.uk/Notice/f09aa456-a4fc-4161-8712-d34c99fa34dc)

1. Please can you provide more detail on your expectations of a complete curriculum, in particular providing more information on what will be expected at a lesson level?

Full details of what is expected are listed in Table 2 of [the Specification of Requirements](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730258/Curriculum_Programme_Pilot_Specification.pdf). This includes ‘Individual lesson materials which may take the form of a printed textbook, printed workbook, digital materials, presentation materials or lesson plans’. We do not have a preference for what form these materials take, as long as the resources provided as part of the programme allow teachers to adapt, plan and deliver effective lessons.

1. How many partners are needed? As a teaching school, I will be working closely with two partner geography departments next year. My initial plan would be to ask these two schools to join our programme - would this be sufficient for the pilot?

A partnership refers to more than one school working together to deliver, test and refine their complete programmes at participating schools (see below). We have not prescribed a maximum or minimum for how many schools must be in a partnership to deliver the pilots, but it may be an individual school or several working together.

Participating schools refer to the school environments where programmes will be delivered, tested and refined. The specifications require that at least 6 different schools must be recruited to provide environments for delivering, testing and refining a programme.

1. If the curriculum programme is deemed to be successful, will the lead school be able to charge other schools to use the curriculum programme after the pilot?

Once the pilot has been completed, we will encourage schools to share their programmes with others. It is the responsibility of the school that they have all of the required intellectual copyrights in place before sharing the programmes.

1. Will there be an exemplar application form to get an idea what to include in each section?

Guidance has been provided on the application form to make it clear to applicants what is required in each section. We will not be providing an exemplar application form.

1. Although we cannot apply for the funding at this time, would we be able to access the curriculum programmes or are these only for schools who can access funding?

Once the pilots have been completed, the Department will be encouraging schools to share their successful programmes more widely. Further information on how this will take place will be provided in due course.

If you would like to participate in the testing of another school’s curriculum programme register your interest by emailing Curriculum.FUND@education.gov.uk using the title: “EOI Participating School”

1. When you refer to 'experts' involved are we talking school based SLEs and subject specialists or do you expect links to publishers, exam boards, universities etc.

The panel of experts involved in assessing the applications at Stage 4 will have expertise in:

* + 1. Curriculum design, to ensure the programmes are knowledge-rich, coherent and logically sequenced; and
		2. Individual subjects to check the rigour and accuracy.
1. So to be clear - are you expecting the programmes to be fully completed already?

Yes, we expect curriculum programmes to be complete and ready for piloting from January 2019.

1. If we work closely with national providers - such as PSTT and have national Primary science teachers who are also SLE's can these partnerships be used to support this pilot?

Yes, we will accept applications from lead schools that partner with national providers such as Primary Science Teaching Trust. However, we cannot provide grant funding to commercial publishers as part of a partnership.

1. Can you explain what the milestones are?

Key milestones will be shared with successful applicants and will outline specific deliverables that applicants must complete before release of payments.

Distinctly, milestones for the application and assessment process are given in slide 18.

1. In terms of minimum and maximum participating schools how does the 2 FTE work if planning to support 2 or 20 schools for example?

A ‘partnership’ refers to a number of schools that join together to deliver the pilot. There are no minimum or maximum partner schools/organisations.

Pilots will need to test their programmes in a minimum of 6 **participating schools** (further details are in Table 3 of [the Specification of Requirements](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730258/Curriculum_Programme_Pilot_Specification.pdf)).

The application form asks for a breakdown of implementation costs to show how the funding will be used to support the schools in the project. Two full time employees may not be needed to support a smaller number of schools. The funding amounts given are maximums based on the cost of two full time employees.

1. Can you share the link for the application form too please?

Click on the link for the [Application form and Specifications](https://www.gov.uk/government/publications/curriculum-fund-programme-pilot)

1. Will the recording of this webinar be made available to us?

No. However, the presentation and the questions and answer document will be published on [Contracts Finder.](https://www.contractsfinder.service.gov.uk/Notice/f09aa456-a4fc-4161-8712-d34c99fa34dc)

1. Would cross-phase projects, including key transition projects be welcomed?

Yes, we welcome transition projects that develop knowledge through Key stage 2 and Key Stage 3. We will be looking at coherence, as defined in the programme criteria on page [17] of the [Specification requirements](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730258/Curriculum_Programme_Pilot_Specification.pdf) across key stages when considering transition

1. What does a curriculum programme involve - do you expect lessons to be resourced? If so, will there be copyright limitations.

The full description of programme and resource content can be found on page 13 of [the Specification requirements.](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730258/Curriculum_Programme_Pilot_Specification.pdf) It is the responsibility of the school that they have all of the required intellectual copyrights in place before piloting and sharing the programmes.

1. If the programme is meant to be complete at the start, what exactly is the funding for?

The funding is available for schools with well-developed programmes to share, test and refine their complete curriculum programmes in a diverse range of environments. The lessons learned from the pilots will be shared more widely and influence DfE policy.

1. If a school is using a scheme that has been purchased and adapted can this still be used?

No. Schools testing their programmes need to hold all of the required intellectual property rights to share and test the materials.

1. There won't be much time to recruit 6 schools after October/November to start in January. What will happen if we don't manage to recruit 6 schools?

We require schools to recruit a minimum of 6 schools to cover a diverse range of environments, and the application form asks how applicants plan to do this in the time frame required. Funding will be released on reaching appropriate milestones, to be made clear in the grant agreements, and so not recruiting 6 schools will affect whether you receive funding.

1. For a science specific project can we use our partnerships with Science Learning Centres and Primary Science Teaching Trust as these are who we have already worked with regarding the curriculum work?

Yes, we will accept applications from lead schools and partners that are not commercial publishing organisations under the condition that funding must be returned if any part is directly or indirectly made available to anyone with interests in commercial publishing.

It is also a condition that there is no duplication with any other government funding streams. For instance, if a school already receives funding from the government to lead a Science Learning Partnership, money from the Curriculum Pilot Programme cannot be used to subsidise SLP activity, and vice versa.

1. Why are you not considering progress measures for the project, especially if schools with areas of high deprivation and have Sig+ Progress measures?

History, geography and science are key EBacc subjects, and it is important that lead schools have strong EBacc entry and attainment.

1. Can a school apply for only one subject, for example Science?

Yes, schools can apply for one subject or more. Each programme will be assessed individually, and so the number of programmes submitted will not advantage or disadvantage any applications.

1. I understand the greater than 6 schools (for piloting) but quite a difference if it was 6 or 20 say for implementation. What is your view?

We have requested a minimum of 6 schools for the reasons given on Q20 above. As part of the application process, schools need to demonstrate how their testing will offer value for money and the number of schools participating may be part of this demonstration.

1. Beyond sharing the resources, moderating assessments, etc. can you be clear what exactly the 2 FTE people would be doing?

We anticipate that 2 full-time staff, or equivalent, will be required to support the delivery of the pilots. This may be made up of, for instance, 2 full-time staff, or 4 members of staff part-time, or 10 members of staff each working on the pilot for one day a week. In order to support the pilot, we anticipate that staff will be working closely with the participating schools to deliver the training and guidance to use the programmes effectively; working with the evaluator to collect evidence; refining and improving programmes based on feedback; and undertaking administrative and some legal (e.g. checking IPRs) activities.

1. Does the programme already need to have been used by the developing school, or can it be one of the schools trialling it?

Yes, the programmes need to have been used by the lead school if the phase is appropriate (key stage 2 programmes need to have been trialled by a lead primary school, for example). If the phase is not appropriate (e.g. a primary lead school submitting a key stage 3 programme as part of a partnership), then the programmes must have been used in one of the partner schools.

1. Could we submit a bid as part of MAT but also work across a local authority with local authority support?

Yes, a Multi Academy Trust can submit a bid as long as it has one school that meets the eligibility criteria that is nominated as the lead school. The lead school can partner with any organisation that is not a commercial publisher in the field of education.

1. Can there be 2 lead schools across different phases?

A school may wish to submit a bridging programme across KS2 and KS3 in partnership with another school, and in this instance both the schools will need to meet the minimum eligibility criteria. This would be funded up to a maximum of £150k for part of the first KS and up to a maximum of £100k for the second KS.

**Webinar Q&As from 15 August 2018**

1. How do you expect the funding to be used for the Pilots?

The funding is based on the expectation that projects may incur the costs equivalent to cover two Full Time Equivalents (FTE) for two terms from January 2019 to the end of the 2018/19 academic year to test and refine the programmes. It is will also be expected to cover school’s administration costs related to running the pilot exercises.

1. When will successful applicants received grant funding?

The details of payments will be set out in the grant agreements and will be related to key milestones during the project. This will be discussed with successful applicants in November.

1. Will participating schools need to change their current schemes of work for the duration of the pilot?

Participating schools will need to test the curriculum programmes from January 2019 for two terms in the given subject and key stage. Participating schools would therefore be expected stop using their current scheme of work in the given subject during the pilot.

1. What level of support will DfE provide?

The DfE is looking to learn what makes a good curriculum programme and the best methodology for implementation. Each project will have a Department grant manager, who will be in regular contact with the project lead. We expect to be involved throughout the pilot, the details of which are set out in paragraph 16 of the guidance. This includes obtaining management information. However, the responsibility lies with the project to ensure they have the capacity to deliver.

1. How developed do curriculum programmes need to be when applicants apply?

We require that curriculum programmes being submitted for funding are complete. If this is not the case, we need to be reassured (with evidence) that curriculum programmes will be fully complete by January 2019.

1. Can middle schools apply?

Yes, we would welcome these complete curriculum programmes for Key Stage 2 and/or 3, so long as they teach at least two years of either or both of the relevant key stages (Years 5 and 6, and/or Years 7 and 8). Middle schools could also be involved as partner schools or, if the application is successful, participating schools.

1. What kind of level of detail will DfE be looking at in the pilots?

The project lead will give regular updates and attend meetings with the Department’s grant manager to report on progress against the overall programme objectives. Other management information will be required and be agreed between the Department and project before agreements are confirmed.

1. Will there be additional grants to cover training needs?

No, there is a maximum grant funding of up to £150,000 for a first complete curriculum programme and a maximum of up to £100,000 for any additional complete curriculum programme per school/partnership. Any training costs will need to be included in this funding.

1. Can programmes for mixed aged classes be used?

If a complete curriculum programme is designed for year groups but can be adapted (or is designed to be adapted) for mixed age classes, this is fine. However, if a complete curriculum programme is designed for mixed age classes only, it would be difficult to pilot in a wide range of schools and would not be suitable.

1. How many schools should the curriculum programme(s) be piloted in?

A minimum of 6 and a maximum of 20 schools.

1. Do the pilots need to be run in specific geographical areas?

No, there are no requirements for applications to focus on specific geographical areas.

1. What happens after the curriculum programmes have been tested and refined?

There are no specific expectations for the use of the complete curriculum programmes after the pilot. We anticipate that schools that have piloted their complete curriculum programmes will have been able to improve their overall content and delivery, these curriculum programmes can then be shared more widely if the school chooses to do so. The intellectual property rights remain with the developers of the curriculum programmes.

1. Will the £2.4m be shared equally between all subjects?

We will aim where possible to achieve an even spread of projects across science and the humanities (history and geography) and across both key stages 2 and 3, as part of the assessment process. The final distribution will be dependent on the number and quality of the different curriculum programmes submitted.

1. What if my complete curriculum programme won’t be ready for January 2019?

Curriculum programmes must be complete by January 2019 so they are ready to be piloted. If your curriculum programme is not ready for January 2019, it will not be eligible for funding.

1. Must all lessons be teacher-led?

We will assess curriculum programmes as a whole package and expect them to be consistent with a teacher-led approach, although this does not necessarily mean every lesson would be teacher-led.

1. What percentage of students need to be to be entered into Ebacc?

For 2017, the national average for EBacc entry was 35.00%, therefore schools submitting KS3 curriculum programmes would need to have 35.00% or above for 2017.

**Webinar Questions and Answers from 29th August 2018**

1. Can a pilot be in a school of our choice i.e. one we are working with already?

Yes applicants are responsible for recruiting their own participating schools. This can include schools that applicants are working with already, so long as participating schools have not have used or been involved with the production of programmes before the pilot.. This and the other requirements on participating schools can be found in table 3 (part C) of the [specification of requirements](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730258/Curriculum_Programme_Pilot_Specification.pdf).

1. Is there capacity within the grant to further design and refine our curriculum programmes?

One of the aims of the pilot is for schools to test and refine their complete curriculum programmes in participating schools that have not previously been involved with the production of the programme. In addition, lead schools will be required to expect to have programmes are complete and ready to be used and tested from January 2019.

1. Am I right in thinking that by 'enquiry approach', you are referring to a pedagogical approach of teaching, as opposed to (as it is often the case in the humanities, even using predominantly teacher-led approaches) curriculum enquiry question in humanities?

Yes, in this context the phrase “enquiry approach” refers to a pedagogical approach, sometimes also described as ‘child centred learning’. It does not relate to the curriculum approach often described as an “enquiry question” in humanities subjects. The [specification of requirements](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730258/Curriculum_Programme_Pilot_Specification.pdf) (page 5) sets out in more detail the three important pedagogic considerations: a ‘knowledge-rich’ curriculum, whole-class teaching and teacher-led instruction that are expected to be at the core of curriculum programmes.

1. When you talk about a 'complete curriculum programme, is this for an entire Key Stage or a coherent package of work for a year group within a Key Stage (e.g. Year 5 science or Year 4 history)?

A curriculum programme needs to be for a complete key stage. We acknowledge, however, that the pilot will only be run for two academic terms and will therefore not be able to be tested in its entirety, we still require the submitted curriculum programmes to be a complete key stage.

1. What are the FSM requirements for Key Stage 2 schools to be able to participate in the programme?

At least a third of the participating primary schools must have at least 40% of its pupils registered as eligible for free school meals (FSM) at any point in the last 6 years.

1. What were the 2017 national averages for achieving EBacc at grade 5/C or above, and entering BEacc?

For 2017 the national average for achieving EBacc was 19.70% and the national average for entering EBacc was 35.00%.

1. How can a school persuade a school to change their plans for Key Stage 3 halfway through the year? Won’t most schools have the plans locked in ready to go for the beginning of the school year?

It is the responsibility of the applicant to have sufficient plans in place to recruit schools, therefore early conversations with potential participating schools are strongly encouraged.

1. How complete does the programme need to be at the 17 September application deadline?

The curriculum programmes submitted for funding should be complete or, if not, on track to be complete before January 2019. Incomplete programmes received on the 17 September may be considered if evidence is provided that they will be completed before piloting commencing in January 2019 (see part B in section 2.1 of the application form).

1. There is not much time until 17 September. Is there any chance of the time being extended?

No, we cannot extend the deadline as piloting must commence in January 2019 or shortly after.

1. Please could you expand on how many partner schools are required and how to establish work with partner schools?

A “partner” school refers to any school working together with the lead school on testing and refining complete programmes. There are no specifications on the number of partner schools. A “participating” school refer to any school where the complete programme(s) will be tested and refined. This must be a minimum of 6. Other requirements for participating schools can be found in table 3 (part C) of the [specification of requirements](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730258/Curriculum_Programme_Pilot_Specification.pdf).

1. If curriculum programmes are required to be currently extant and in usage, how does this work with the pilot programmes starting in January of 2019? Would you expect schools to start the pilot programmes as if it were the start of the academic year?

It will be the responsibility of the successful applicant to ensure early discussions with potential participating schools around where in a curriculum programme it would be suitable to start in January 2019 and which content is covered over the two terms of the pilot.

1. You suggest the equivalent of 2 FTE teachers. Do you envisage that these staff are not constrained by teaching commitments in school? Surely the ideal are staff who are practising what they preach and hence flexibility may be less straightforward.

The funding is based upon n the expectation that successful applicants may incur the costs equivalent to 2 FTE members of staff and associated administrative costs of piloting programmes. We envisage that this will be spread across a number of staff in the lead school (and any partner schools) and that some staff will have other responsibilities at the start of the academic year, including teaching. We plan to inform all applicants of the outcomes of their applications by mid-November at the latest in order to give time for schools to arrange cover for those involved in the project.

1. How is the programme going to be measured for success?

Grant recipients will be required to provide regular updates to report on progress against programme objectives and management information. These will be subject to negotiation We are also currently assessing options for appointing an independent evaluator. Key success measures will include evidence of reducing teacher workload and improving pupil outcomes.

1. Are there any thresholds in terms of the amount eligible to apply for specific costs? E.g. no more than £x per day for backfilling teacher time?

No, there are no specified thresholds, although applicants are asked to demonstrate value for money within their application.

1. How many schools would you expect to be working with?
* We require that piloting take place in a minimum of 6 and a maximum of 20 participating schools.
1. Just to check, as an outstanding school, we would have needed to devise our own curriculum programme for either science, history or geography if we submitted an application?

Yes, you we need to have already developed your own curriculum programme in one of the above subjects at Key Stage 2 and/or Key Stage 3 in order to pilot them in participating schools.

1. Fundamental to our curriculum is the integration and parallel delivery of history and geography. We would like to propose a curriculum that combines the two subjects, how would you like us to submit this?

Both subjects would need to be considered on their own merits and would need to be submitted as two separate programmes.

1. Is the expectation that all of the planning/resources are original and have not been taken from any commercial or free online sources?

It remains the responsibility of the school to ensure that they have not infringed any copyright laws within their resources and sought permission accordingly.

1. Finding 6 secondary schools that are willing to change their plans half way through the year won’t be straightforward - would the Department facilitate schools finding schools willing to implement?

Applicants must state how they plan to recruit suitable schools within their applications. If a school wishes to register an interest in being a participating school, they can do so by emailing curriculum.FUND@education.gov.uk using the title “Participating School EOI”. Subject to the level of response, the Department would facilitate brokering between schools that have submitted an expression of interest to be a participating schools and successful projects that are struggling to recruit schools.

1. Would you not want any collaborative learning? e.g. student-led learning or is it 100% teacher-led?

Teacher-led instruction should form part of the pedagogical approach to the curriculum programme. This does not mean that all activity in the classroom would be teacher-led.

1. Is there a restriction on which schools you can work with (e.g. like SSIF where a proportion must be outside of your own MAT)?

Table 3 (part C) of the [specification of requirements](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730258/Curriculum_Programme_Pilot_Specification.pdf) outlines the requirements regarding participating schools. In particular, if a school is leading an application for a multi-academy trust, more than half of the participating schools must be outside the multi-academy trust.

1. Collaboration is an important and effective part of curriculum design. Could part of the grant allow staff from across schools involved in the pilot to work together to create programmes. This would also involve training for staff.

We expect that the funding will lead to an element of collaboration in the refinement of already existing programmes.

1. Can the partnerships build/work in tandem with existing DfE programmes (e.g. Strategic School Improvement Fund partnerships)?

The pilot funding could work in tandem with other DfE funding streams in extending an existing project, as long as this does not result in double funding; i.e. providing additional funding for the same activity.

1. How detailed do you want the work to be - individual lesson plans? Or methods to share and discuss the demands and challenge of the work and how to use any work/resources produced?

Full details of expected programme content can be found at Table 2 of the [specification of requirements](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730258/Curriculum_Programme_Pilot_Specification.pdf).

1. The guidance says the materials have to be ready to pilot by January; the presentation implied the full resources etc. would be examined at stage 4. Can you clarify when the completed programme needs to be ready?

Please see response to Question 9.

1. If we do not know if we will get funding till Oct/Nov, how will we be able to 'back-fill' for the work that will arise from Jan 2019?

Applicants will need to consider realistic plans for any backfilling of existing posts and set these out within section 2.2 of the application form, including the project plan at Annex A.

1. Can a school pilot programmes within other schools in the same multi-academy trust?

If a school is leading an application for a multi-academy trust, more than half of the participating schools must be outside the multi-academy trust.

1. How complete is complete - many schools won’t expect lesson plan by lesson plan approach which is what you seem to be suggesting?

Please see response to Question 25 above.

1. Can we submit more than one key stage in same subject (an all-through approach)?

Yes, we welcome applications that develop knowledge in particular subjects through Key Stage 2 and Key Stage 3. As part of the assessment process, we will consider the coherence of such all-through programmes, as defined in the programme criteria on page 17 of the [specification of requirements](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730258/Curriculum_Programme_Pilot_Specification.pdf).

1. What is the criteria for funding? Up to £150K, what determines level of funding?

Applicants will be required to fully cost their programmes within the application form. Assessment will include consideration of costs and value for money.

1. One assumes that pilot schools will be expected to use the programme in its entirely and not alongside other programmes. Hence the January start may be difficult for some. Does the pilot have to be across the whole of the key stage? Could it just be with Year 7?

Applicants must have completed a programme for a whole key stage, however the piloting will only test and refine two terms of the whole programme, and can be piloted for some year groups within a key stage.

1. Can you clarify the funding timeframes please? Is it July 2019 or September 2020 as Annex B in the application form indicates?

The funding will be for two academic terms starting in January 2019 and ending in July 2019.

1. You mention 2 FTE staff members involved in the project. Can the number of FTE staff associated with the project be increased proportionally to the size of partnership (i.e. 2 FTE staff on 6 schools or, say, 3 on 12 school partnership)?

The funding is based on the equivalent of two FTE members of staff, with maximum funding of £150,000 for a first programme and £100,000 for any subsequent programmes. How the funding is used is for the applicant to decide. These resourcing plans must be detailed within their application and demonstrate value for money.

1. Did you say 40% have to be registered as FSM in 1/3 of primary or 1/4 of secondary schools we intend to work with and at least one school judged ‘requires improvement’ in their last inspection?

This is correct. At least a third of the participating primary schools, and at least a quarter of the participating secondary schools must have at least 40% of its pupils registered as eligible for free school meals (FSM) at any point in the last 6 years. At least one participating school must be judged ‘requires improvement’ in its most recent inspection.

1. The two F/T employees in the programme - any expectations, e.g. SLEs, senior leaders?

We would expect at least one of the people involved in the piloting would be a senior leader, but this is not a specific requirement in the published specification.

1. What are these threshold figures for the applications?

See response to Question 15 above.

1. A critical issue here to get schools to apply is to how to find 6 schools willing to change their approach half way through the year in 3 weeks - that won’t be easy and would you be able to connect test schools to schools willing to develop curriculum materials.

Please see response to Question 20 above.

1. Could you clarify about the end-point? July 2019 or 2020?

Please see response to Question 33 above.

1. If a programme has been developed jointly in a MAT for Key Stage 2 with a secondary subject lead, can the secondary school be the lead school?

If the phase of the programme being submitted does not correspond to any of the phases within the lead school (e.g. a secondary lead school submitting a key stage 2 programme as part of a partnership), then the programme must have been used in one of the partner schools.

1. If we have a complete key stage programme in a subject, we can nonetheless choose to target what is implemented in the pilot programme, e.g. one or two year groups (say, Years 5 and 6) over the two terms?

Yes.

1. Do you expect the costs of recruitment to cover those 2 staff to come from the grant funding? Have you tried recruiting science teachers recently?

The funding is designed to cover all associated costs of running the pilot programmes.

1. With the funding coming at milestones, it would make it hard to organise the staffing capacity, as money is not upfront.

The milestones and associated funding will be agreed between the Department and successful applicant within the grant funding agreement.

1. What do you anticipate the next steps of the curriculum fund after the pilot?

We will be shortly looking in more detail at our next steps beyond the curriculum programme pilot.

1. Regarding the question of secondary lead in MAT, if we submitted programmes for KS2 and KS3 would we need to recruit 6 schools for each programme?

Yes, you would need a minimum of 6 schools to pilot the Key Stage 2 programmes and a minimum of 6 schools to pilot the Key Stage 3 programme

1. Our curriculum is jam-packed full of original material that we have created. The way that the material is delivered to students is highly novel and has been inspired by an educational database company that promotes independent learning and who we have worked with over a period of time on a non-curriculum project. Please confirm that a close alliance with a third-party company who will provide a delivery mechanism is acceptable.

The rules around state aid funding means that we cannot directly grant monies to commercial publishers. It is also the responsibility of the lead school applying for funding that they have the intellectual copyright of any resources that are used in piloting.

1. To be clear, if two bids were put in (say, science and history), would that mean that some schools might be bidding for 4 FTE staff (i.e. 2 plus 2 FTE staff)?

If a school submits two different programmes for funding then they would be considered for a maximum of £150,000 for a first programme and up to a maximum of £100,000 for any subsequent programmes. How a school plans to use the funding on staffing would need to be considered by the school themselves and specified within their application.

**Webinar questions from 5 September**

1. We use Doddle for KS3 assessment, is this an issue?

Schools testing their programmes need to hold all of the required intellectual property rights to share and test the materials.

1. What would the interview stage entail?

Interviews are planned to be conducted at Stage 4 of the assessment process by an independent panel. They may want to ask some questions based on Table 4 (page 17) of the [Specifications of Requirements](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730258/Curriculum_Programme_Pilot_Specification.pdf).

1. Do the 6 schools need to be recruited by January 2019?

The expectation is that at least 6 schools will be recruited as the participating schools by January 2019 as the testing and refining of programmes will start in that term.

1. Are all support materials required by January 2019?

Yes, you will need to have your curriculum programme including any support materials in place by January 2019, as the testing and refining of programmes will start in that term.

1. Can you explain the part about using textbooks (permission to share) knowledge rich curricula depends on textbooks. Is it ok to specify which texts we use?

It remains the responsibility of the school to ensure that they have not infringed any copyright laws and sought permission accordingly.

1. Is there a minimum requirement for the length of the programme e.g. could it be half term geography programme?

The programmes being submitted must be complete for a whole key stage; for example, a complete Key Stage 2 history programme. We expect that lead schools will only be piloting part of their programmes that covers two academic terms from January to July 2019 with a number of year groups.

1. Are the 6 schools in addition to the lead school?

Yes, the lead school will pilot the programme(s) in at least 6 different schools so is in addition to the lead school.

1. If we submit one terms complete resources in the bid with a plan for completion, is that enough?

The funding for the pilot is aimed at schools that already have complete programmes in either history, geography or science at Key Stage 2 or Key Stage 3. If programmes are nearly complete at the application deadline applicants should explain this setting out how they will be completed in their entirety before January 2019.

1. Does the programme have to be complete before the pilot starts?

Please see the answer to question 8 above.

1. Can we develop the programme over the course of the project?

Please see the answer to question 8 above.

1. Approximately how many programmes do you intend to pilot?

We expect to fund up to 15 different programmes although this will be dependent on which programmes are submitted.

1. What is a complete programme for £150,000?

Table 2 (page 13) of the [Specifications of Requirements](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730258/Curriculum_Programme_Pilot_Specification.pdf) gives details of the minimum requirements for a complete programme. Successful applicants will be funded up to £150,000 for a first complete programme and up to £100,000 for any subsequent programmes.

1. Do we need to have identified the 6 schools by application deadline?

Part 2.2 C of [applicatition form](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729233/Curriculum_Programme_Pilot_Application_Form.docx) asks how applicants **plan** to select and recruit schools. You will need to have clear plans in place for this but will not have needed to recruit the schools by the application deadline.

1. What if the scheme of work incorporated teacher led instruction and some elements of enquiry based learning?

Teacher-led instruction should form part of the pedagogical approach to the curriculum programme. This does not mean that all activity in the classroom would be teacher-led.

1. Can we submit up to 18 pages in the initial application?

Yes, the application requires you to submit up to 18 pages of exemplar material for each of your programmes, alongside the application form itself. Applications that do not submit sample materials will not be considered.

1. Can you talk through the double weighting assessment?

At Stage 3 of the application process, each programme will be assessed against six criteria set out in in Table 4 (page 17) of the [Specifications of Requirements](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730258/Curriculum_Programme_Pilot_Specification.pdf). The first two criteria has twice the weighting compared to the remaining four criteria.

1. Do you consider Progress 8 in the criteria?

No, the eligibility criteria does not use Progress 8 measures for this grant. EBacc entry and attainment were deemed more suitable given the focus on science, geography and history.

1. Does the application have to show how the teaching and learning will be sustained in the supported schools?

The aims include how using the programmes can improve pupil outcomes, and you are expected to set out how this will be measured in Section 2.2 of the application form. Applicants can decide how best to assess pupil outcomes over the course of the pilot. The application form asks for the programme to include training or guidance for teachers, and we expect this to include how to use the assessment materials in the programme.

1. Can the complete programmes be across 4 year groups in Key Stage 2 but for one term only?

No, the funding is for the duration of two academic terms.

1. Should we plan in training time to deploy the programme in schools or is it expected schools start teaching in January?

It is expected that all funded projects will begin engagement with schools from January 2019 with programmes being implemented as soon after as possible.

1. If the programme starts in January and ends in July how is this an entire programme?

A curriculum programme needs to be for a complete key stage. We acknowledge, however, that the pilot will only be run for two academic terms and not necessarily for every year group in a key stage. Programmes will therefore not be able to be tested in its entirety, but we still require the submitted curriculum programmes to be a complete key stage.

1. Can we submit a sample programme for half term, one with a plan for completing before the pilot starts?

See the answer to questions 8 and 21 above.

1. What if schemes of work are amalgamations of original plans and resources, textbook work and other off-the shelf packages?

Schools testing their programmes need to hold all of the required intellectual property rights to share and test the materials.

1. Do programmes have to be complete before the application deadline?

Please see answer to questions 8 and 21 above.

1. Do you require examples?

See the answer to Question 15 above. If an application successfully reaches Stage 3, you will be asked to submit your whole programme.

1. Do the programmes need to incorporate planning and resources for every year group in Key Stage 2 or can we focus on one year group e.g. history Year 4?

Please see answer to questions 8 and 21 above.

1. Bearing in mind that a curriculum programme is never “complete”, how complete do programmes need to be?

It is expected that programmes are at the stage where they are ready to be rolled-out to pupils.

1. Is there a specified format for curriculum planning materials?

No there is no specified format for curriculum planning materials.

1. Is it £150,000 per subject, can we apply for more than one subject?

Applicants can submit programmes for one or more subjects. We are able to fund up to £150,000 for an applicant’s first programme and up to £100,000 for any subsequent programmes.

1. Can a Key Stage 2 scheme blend history, geography and science in a thematic approach?

Different subjects would need to be considered on their own merits and would need to be submitted as separate programmes rather than combined into a single programme in a thematic approach.

1. Does the programme have to end July 2019 or could it be spread over two years?

Yes the piloting programme will end in July 2019 and cannot be spread over two years.

1. What are the requirements of the partner schools?

A partnership refers to a number of schools that join together to deliver the pilot, with the lead school taking a central role. There are no specific requirements for partner schools. If a school is applying with partner schools as part of an alliance, including applications involving a multi-academy trust, local authority or relevant religious authorities with a role in school improvement, a lead school must be nominated to lead the delivery of the project. There are specified requirements for the minimum of 6 participating schools, and further details are in Table 3 of [the Specification of Requirements](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730258/Curriculum_Programme_Pilot_Specification.pdf).

1. By testing and refining programmes do you mean practitioners from our school could teach in other schools?

Yes.

1. Where can we access the application form?

You can access the application form and specification of requirements here: <https://www.gov.uk/government/publications/curriculum-fund-programme-pilot>

1. Do you provide support when applying for the programme?

No, we will not be able to support applicants with the application process other than through the webinars.

1. Will there be another round of bidding next year?

The outcomes of the curriculum programme pilots will inform future policy making within this area. At this time, we are unable to say if that will involve future grants.

1. Can you state the Ebacc scores needed again?

The Ebacc entry and achievement scores required for secondary schools submitting programmes are based on the 2017 national average. This is at least 19.70% achieving EBacc and at least 35.00% entering EBacc.

1. What level of detail is required about the programme at the application stage?

The [specification of requirements](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730258/Curriculum_Programme_Pilot_Specification.pdf) sets out the level of detail required within the application and the [application form](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/729233/Curriculum_Programme_Pilot_Application_Form.docx) sets out the word length limits for each section.

1. A school with an already strong scheme of work is being asked to “share” it with other schools who then implement it?

Yes, the aims of the pilot are to identify what an excellent whole curriculum programme looks like and how they can be effectively shared and implemented between schools.

1. Are you circulating the slides afterwards?

Yes the slides will be viewable on the [Curriculum programme pilot Contracts Finder page](https://www.contractsfinder.service.gov.uk/Notice/f09aa456-a4fc-4161-8712-d34c99fa34dc).

1. Does the pilot have to start in January 2019, could we pilot in spring or summer as long as it finishes before the end of the year?

Curriculum programmes must be complete by January 2019 so they are ready to be piloted from the January 2019 start of term. The pilots must run from this time until July 2019.

1. To clarify, for the complete application we would submit up to 18 pages in the initial application. Then if we do not have it complete for Stage 4, we could show a plan to complete by January?

See the answer to question 15. The funding for the pilot is aimed at schools that already have complete programmes in either history, geography or science in Key Stages 2 or 3 so that they are ready to test and refine over the two term period. If programmes are nearly complete at the application deadline, applicants should explain this setting out how they will be completed in their entirety before January 2019.

1. Can the units of work within the overall programme be produced across several schools and then the units combined to produce a final programme?

Yes, as long as the schools producing the units are not also participant schools.

1. Are there data requirements for partner schools?

Please see the answer to question 32 above.

1. Do you give any help to recruit schools?

Applicants must state how they plan to recruit suitable schools within their applications. If a school wishes to register an interest in being a participating school, they can do so by emailing curriculum.FUND@education.gov.uk using the title “Participating School EOI”. Subject to the level of response, the Department would facilitate brokering between schools that have submitted an expression of interest to be a participating schools and successful projects that are struggling to recruit schools.

1. If the initial application has a detailed sample of the programme and a plan for the rest to be completed by January, is that considered complete enough to apply?

Please see answer to question 42 above.

**Webinar Q&A from 6 September 2017**

1. Can the intellectual property rights of the commercial part be temporarily assigned to the school via exclusive licensing as necessary?

Schools submitting programmes that contain any materials from commercial third parties will need make their own arrangements to obtain any necessary permissions that would be required for the duration of the programme use.

1. What is the national average for pupils entering EBacc?

The Ebacc scores required for Secondary schools submitting programmes are based on the 2017 national average. This is at least 19.70% achieving EBacc and at least 35.00% entering EBacc.

1. The key school took a phonics dip in 2017 only but is back above national in 2018. Is this OK?

Part 1.2 (page 9) of the [application form](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729233/Curriculum_Programme_Pilot_Application_Form.docx) allows applicants to provide a short explanation as to how these measures will be improved to at least the level of the national average in the next 2 years. In this context, we will consider 2018 data as it becomes available.

1. My school has developed a complete curriculum programme for Key Stage 2 geography. We have used a commercial scheme which only partially met our needs? The team have written and designed the greater part of the curriculum programme to complete a unique curriculum for our school.

If applicants submit programmes that include materials from commercial sources, the applicant must be granted the necessary permissions from those commercial sources to use the materials for the duration of the pilot.

1. If there are just a few units that need refining, if the bid is successful can these be completed by December 2018?

Yes, if it is a case of refining a few units, as long as this is completed in time for piloting in January 2019.

1. Can the maximum of £150,000 be used to employ staff to deliver learning in the main school, thus freeing up those teachers to assess the programme?

There is a degree of flexibility around how schools propose to allocate the funding, and the assessment will consider the value for money alongside other requirements at Stage 2. Applicants are asked to set out their costs for the pilot in Annex B of the [application form](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729233/Curriculum_Programme_Pilot_Application_Form.docx)...

1. We have a 2 year Key Stage 3 and so would submitting a 2 year programme be OK?

Yes you can submit a two year Key Stage 3 programme, however, you will need to specify within your application how this programme could be delivered within a school that teaches Key Stage 3 programme over three years.

1. Do you have to be a teaching school to be a lead school?

No, you don’t have to be a teaching school to be a lead school. The eligibility criteria for lead schools are set out in paragraph 13 of the [specifications of requirements](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730258/Curriculum_Programme_Pilot_Specification.pdf).

1. We have a Geography curriculum programme in place already across our 27 schools, ready to go, but enquiry is key. Does this mean we won’t be successful? Enquiry is a central part of geography's epistemology.

Paragraph 5) c) in the [specification of requirements](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730258/Curriculum_Programme_Pilot_Specification.pdf) uses the phrase ‘enquiry-based approach’ in a pedagogical context, where lessons are based around the principle of children discovering facts for themselves. This approach can also be described as ‘child centred learning’ or ‘discovery-based learning’ and contrasts with the requirement of programmes to have teacher-led instruction at their core. It does not relate to the curricular context which is especially evident in the humanities. Therefore, the latter use of ‘enquiry’ will not impact the success of your application.

1. There are two of us representing two different schools. One has an excellent curriculum for Year 7 and 8 history students and begins the GCSE in Year 9 which matches the rigour of the new GCSE. We've had fantastic outcomes for all pupils, in particular disadvantaged pupils who form more than 50% of our school roll. Would we still be eligible for the Key Stage 3 history pilot?

Yes in principle, as long as the programme covers the full Key Stage 3 history and, as stated in the answer to Question 7, you specify within your application how this programme could be delivered within a school that teaches Key Stage 3 programme over three years.

1. Can you employ temporary staff to assist with monitoring the programme across the six schools?

Yes in principle. See the answer to Question 6...

1. In terms of assessing whether our own current programmes meet the criteria, could you give any further guidance regarding key terms ‘knowledge rich’, ‘whole class teaching’, ‘teacher led instruction’ e.g. research documents?

An explanation of these terms alongside some references to research and other documents can be found in paragraph 5 of the [specifications of requirements](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730258/Curriculum_Programme_Pilot_Specification.pdf).

1. Once materials have been submitted, who owns them? If they are to be tested and rolled out, what are the implications for copyright?

The developers of the curriculum programmes will retain the intellectual copyright of their programmes, which in most cases we anticipate will be the lead school or an academy trust.

1. Can you draw upon external expertise to help with supporting and training the six schools?

Yes. You will need to detail this in Annex B of your [application form](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729233/Curriculum_Programme_Pilot_Application_Form.docx) to set out the costs.

1. Will success be measured by attainment or engagement?

One of the aims of the pilot is how using the programmes can improve the pupil outcomes (alongside reduce teacher workload), so relates to attainment and progress over the course of the pilot. Section 2.2 of the [application form](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729233/Curriculum_Programme_Pilot_Application_Form.docx) includes a section on how applicants will measure pupil progress and retention of knowledge. Applicants may also state how they wish to measure engagement, as this supports attainment and progress, but is separate.

1. We are two middle schools who feed into a college that starts GCSE at Y9, are we still able to apply?

Yes, as long as you have a complete Key Stage programme for either history, geography or science. For example you may have a complete key stage 3 programme, if this is condensed into two school years you would need to specify within your application form how this programme could be delivered within a school that runs a key stage 3 programme over three years.

1. Can co-operative learning and group work be regularly used as a strategy for helping students respond to/engage with teacher input?

Yes, different aspects of peer learning would not be inconsistent with a teacher-led approach, although the core of programmes must be primarily teacher-led.

1. If 6 schools have already agreed in principle through meetings and strategic work of the teaching school, can you explain this rather than outline a recruitment strategy?

Yes as long as this is explained within the application form.

1. Our science curriculum is significantly enquiry based, so would it be okay that part of the scheme of work would have to be enquiry based?

The programme needs to be consistent with a knowledge-rich approach and the aims of the science national curriculum. In particular, the science national curriculum states that ‘working scientifically’ should not be taught as a separate strand and be embedded within the content of biology, chemistry and physics. Programmes also need to be consistent with a teacher-led approach.

1. Are we able to include a school as a partner in our application which is currently graded by Ofsted as inadequate, but not in humanities?

The eligibility criteria is only applicable to the lead school and not all partner schools, therefore you would be able to include the above school as a partner as long as your own school met all eligibility criteria as the lead school.

1. If the pilot is funded for two terms, do we have to fill out a projected spend until July 2020 (as per page 18 of the application form)?

No, you need only complete the first three columns of the finance template at Annex B up to and including “Jul-Sep 2019”.

1. Are applications decided upon merit or will the funding be divided equally between primary and secondary programmes?

Yes we will be assessing programmes based on merit. At Stage 3, we will be aiming where possible to achieve an even spread across both key stages 2 and 3, and science and the humanities (history and geography).

1. Do you need permission from textbook publishers if tasks use their resources?

Yes you will need permission. See the answer to Question 4 above.

1. Bit concerned that sending our teachers out to model our curriculum to other local schools may have a negative impact on the progress of pupils of our school- is this considered a potential issue?

Applicants will need to assure themselves that, if successful, implementation will not have a detrimental impact on the lead school or partner schools. If they have serious reservations on this, we would advise them to not apply.

1. Our current two year Key Stage 3 curriculum is currently being taught with two hours a week in Year 7 and 8. This could easily be adapted to one hour per week in Year 7 and Year 8 and two hours in Year 9. Would this be acceptable? Our delivery plan would show how this could be adapted.

Yes, this is a good example of how a two year Key Stage 3 programme could be adapted to a three year key stage programme. See answer to Question 7 above.

1. Are KS1 and KS2 programmes acceptable?

Key Stage 1 programmes are not part of the pilot. The eligible complete programmes are at Key Stage 2 and/or Key Stage 3 in history, geography and/or science.

1. From January onwards how much time do you anticipate each of the two members of staff would need to dedicate to the programme? Do you imagine they would both not be in their own school teaching for the two terms?

The funding amounts are based on two full-time equivalents for two terms. How this translates in your own school and your participating schools is flexible and should be clearly outlined within your application form.

1. Can training costs include cover for participating schools who are trialling the programme?

Yes.

1. Just to clarify you would not expect the lead school teachers to be on timetable as well as delivering the programme?

This is for applicants to decide. See also the answer to Question 24 above.