



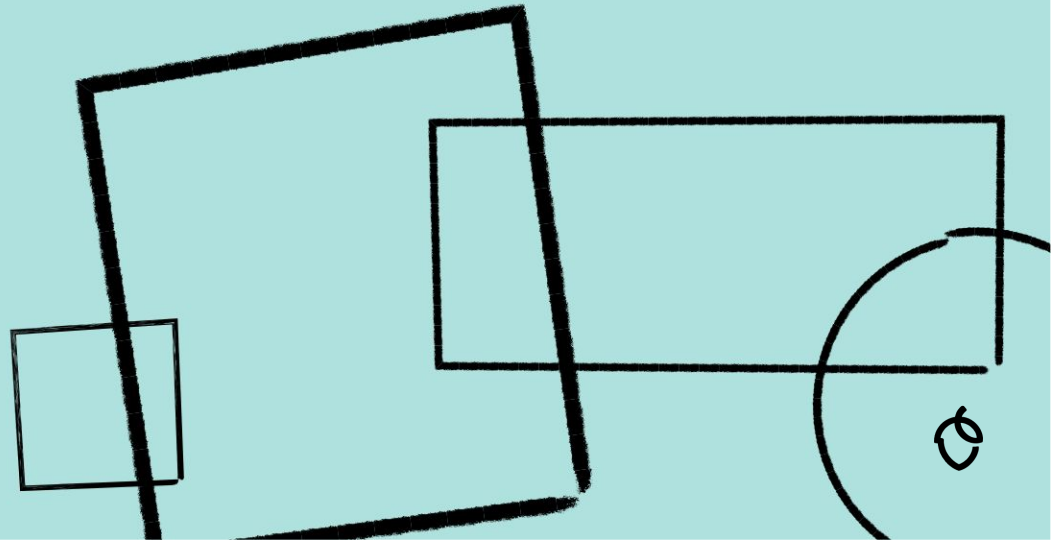
Full Curriculum Packages

Market engagement
pre-reading

September 2022

Section 1: Executive summary and overview

- Oak National Academy: About Oak and its Aims
- Proposed requirement and Procurement Methodology Overview
- Full Curriculum Package Development Summary and Key Terms
- Procurement Evaluation & Pricing Overview
- Cycle 1 Procurement Award timeline: Sept 2022 -March 2023
- Cycle 1 Contract Delivery timeline: March 2023-Aug 2024



About Oak National Academy

Oak National Academy (Oak) began as a response from the education community in response to the pandemic. Tens of thousands of teachers continue to rely on it for support for lesson planning and curriculum development each week. In September 2022, Oak became an independent arms length body of the Department for Education.

Oak's **purpose** is to improve pupil outcomes and close the disadvantage gap by supporting teachers to teach, and pupils to access, a high quality curriculum.

Oak will provide easy access to comprehensive set of high-quality resources, created through a broad system-wide partnership. Teachers can use as teachers see fit, including:

- To support curriculum planning
- To support lesson planning with a particular focus on workload reduction
- By providing consistent examples of quality lessons and curricula to support CPD programmes, new and early career teachers and non specialist teachers
- For cover lessons
- For homework-setting and catch up
- As a remote education contingency

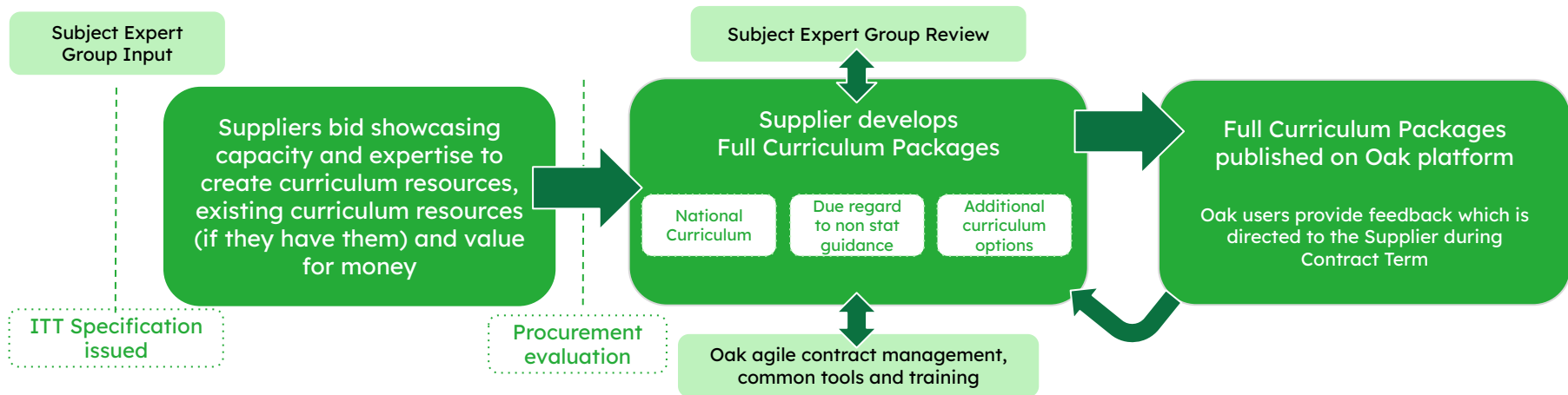
Oak National Academy's aims

Oak's aims are to:

- Work with schools, teachers and the wider education system to create, develop and support the use of free, entirely optional, high quality Full Curriculum Packages that are available to teachers and pupils through a robust, accessible digital education platform
- Continue to provide a national contingency for remote education should it be needed in the event of disruption
- Provide a package of connected stretching materials for teachers and pupils through the same digital education platform that is available across the four nations and draws on content and expertise from all areas of the UK
- Establish itself as a high performing, well respected sector organisation that: maintains its 'by teachers for teachers' approach; contributes to the growing understanding of curriculum best practice; is operationally independent from government; and delivers excellent value for money.

Full Curriculum Package development: Summary

- Working with Subject Expert Groups, Oak identifies Suppliers through open procurement to create Full Curriculum Packages across six subjects: maths, English*, science, history, geography and music, and across two phases (primary and secondary).
- Suppliers use identified staff, their expertise, and existing resources if they have them to create Full Curriculum Packages (noting requirements for options e.g. different texts where appropriate; alignment with national curriculum; due regard to evidence and non statutory guidance and evidence).
- Oak supports this process with clear specification, agile contract management, common tools and training.
- Full Curriculum Packages are published on Oak's platform, under a creative commons licence, in 'beta' and Supplier responds to feedback from teachers.



Full Curriculum Package development: key terms

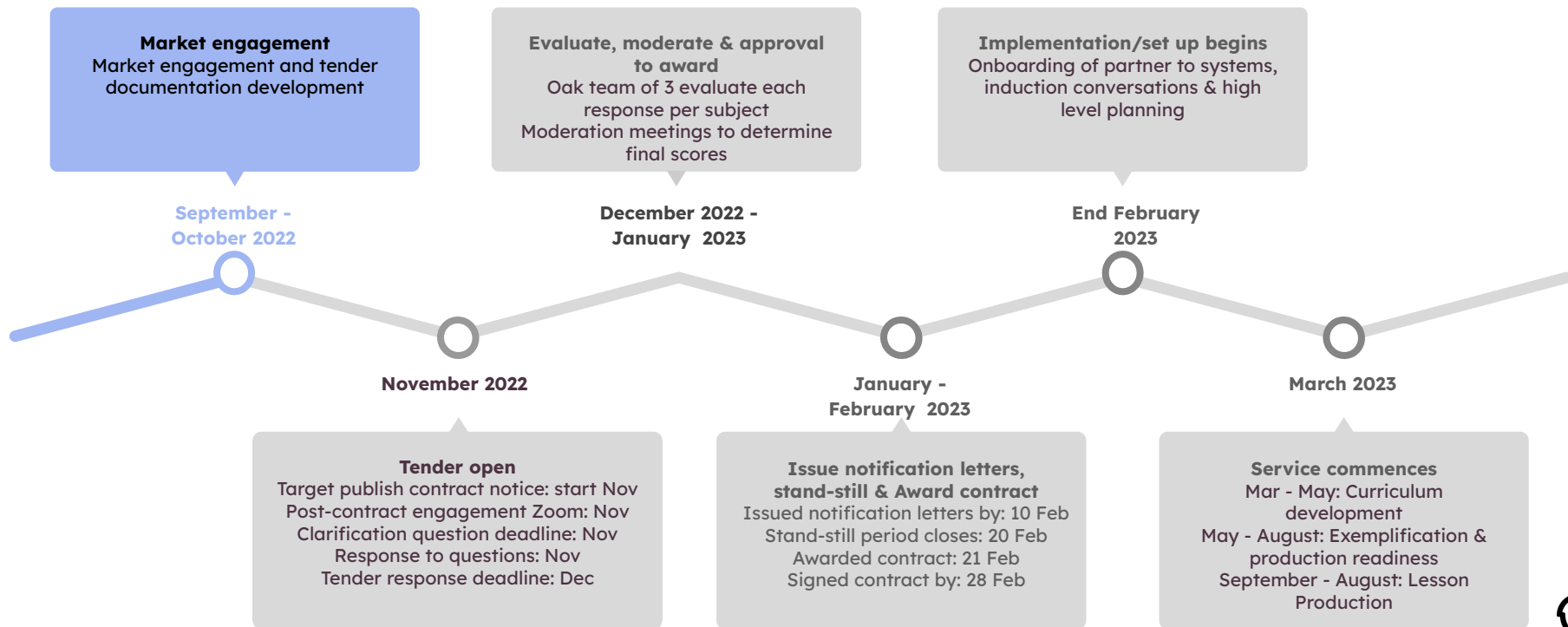
Category	Term	Definition
Outputs	Full Curriculum Packages	Curriculum information: overview, sequence of content and units of learning including key knowledge, vocabulary and skills.
		Full sets of lessons: slides, worksheets, quizzes, teacher guidance and video lessons.
Supplier deliverables	Curriculum Design Lead	Dedicated role to develop the curriculum information for a specific subject, in line with specification and schedule.
	Subject Reviewer(s)	Role(s) to review and provide feedback to Teachers across subject accuracy, pedagogy & specific quality standards.
	Teachers	Using existing curriculum and resources to develop sets of lessons within Full Curriculum Packages.
	Existing curriculum & resources	Provision of existing information and resources to underpin the development of the Full Curriculum Packages.
Other inputs	Subject Expert Group	Independent group of experts who advise on quality standards for each subject and provide feedback on the Supplier's curriculum and resource development, see slide 18.
Additional information	Choice within curriculum	Extra units or lessons developed beyond a typical curriculum sequence, to make sure schools have curriculum options and coverage of exam boards, see slide 20.
	Alternative curriculum	Creation of a second Full Curriculum Package in a subject, where there is strong evidence for alternative valid pedagogies, to enable users to select the most appropriate to their context see slide 19.
	Stretch curriculum	A programme of 'stretch' content that goes beyond the national curriculum and is suitable for pupils from all devolved nations, see slide 14.

Procurement evaluation and pricing overview

- The first cycle of procurement will be broken into twelve lots - one per subject in each of primary and secondary.
- There will be a cap of a maximum of four lots per Supplier/consortium in each cycle of procurement (see slide 30).
- In the tender evaluation we will put the greatest weighting on:
 - The quality of a Supplier's existing curriculum sequence
 - The Supplier's expertise in designing curricula and resources
 - The Supplier's capacity to develop curricula and resources to meet specifications
- In addition, the tender evaluation will look for evidence of existing high quality resources. Having existing high quality resources (beyond the curriculum sequence) will not be a requirement for bidding but it will be positively scored.
- Where a successful Supplier has existing resources, we will pay the Supplier for their IP, and then pay the incremental development required to meet the specification. Where a successful Supplier does not have existing resources, we will pay them to create these.
- Suppliers will submit an overall pricing model for each lot, built on:
 - Fixed assumptions from Oak - e.g. time to develop or create lesson resources.
 - Assumptions proposed by Suppliers - e.g. IP costs and staffing costs.
- The total value of the first cycle of procurement is capped at c£8m across the twelve lots.
- Suppliers' existing curricula and resources will be procured on perpetual and irrevocable IP licences.
- Full Curriculum Packages will be shared on a Creative Commons licence (excluding third party copyrighted content within a lesson, such as works of art or literature).

Cycle 1 procurement timeline: Sept 2022 -March 2023

The outline procurement timetable is below. Please note this timeline is subject to change and will be confirmed in the invitation to tender.



Supplier contract delivery responsibilities

From Contract Award, 1 March 2023 - 1 September 2023:

- Provide a Curriculum Design Lead to develop the curriculum by 1 June 2023
- Support the development of further curriculum information and lesson production preparation
- Provide existing curriculum resources for use in the development of the Full Curriculum Packages
- Where necessary, recruit, assess and contract a Teacher and Subject Reviewer team to begin development of lessons from September 2023

From 1 September 2023 - 1 September 2024:

- Provide and manage a Teacher and Subject Reviewer team to develop Full Curriculum Packages
- Provide existing resources for use in the development of the Full Curriculum Packages
- Respond to, and resolve, 100% of Oak-verified user feedback received on published Full Curriculum Packages released to the platform, within two weeks of receipt during the Contract Term

To note:

- An agile contract management approach will be used, Supplier teams will work closely with Oak and use some Oak systems
- Schools and teacher users will proactively provide feedback via the Oak platform once Full Curriculum Packages are published. Suppliers will be required to retain capacity to continue to develop and improve these lessons based on verified feedback during the Contract Term
- Should further information or further Full Curriculum Packages be required during the Contract Term, Oak will liaise with the Supplier to discuss and mutually agree a development and delivery date for each addition

Section 2: Procurement Approach

- Procurement Output Approach / Agile methodology
- Contract implementation milestones
- Supplier Staffing Mobilisation
- Future Procurement of Stretch Curriculum



Procurement output approach / agile methodology

Suppliers will be contracted to develop Full Curriculum Packages in an iterative agile process:

- The Supplier will be ultimately responsible for the delivery of the Full Curriculum Packages.
- To ensure a high quality and coherent curriculum across teams and an excellent end user experience, Oak will:
 - Share detailed curriculum and lesson requirements for Suppliers that explain what the outputs are and when they are needed
 - Support the Supplier with some systems and tools as well as expertise from Subject Expert Groups
 - Deliver induction and an ongoing training programme for all Suppliers in how to meet the required specification, including the use of required systems and tools
- Oak will pay Suppliers on receipt of outputs, not time spent, ie:
 - £x upon a completed curriculum;
 - £x per lesson that passes quality assurance and is published to the platform
- Oak will build into the ITT documentation and contract that, on a bi-monthly basis, we will:
 - Review the production schedule with the Supplier
 - Adjust the schedule as required for the following term to ensure overall delivery by 1 September 2024
 - Review and revise lesson standards, production guidance and systems as required for the following term
 - Review completion of the production schedule, and pay the Supplier based on lessons completed

Contract implementation milestones

Suppliers will ensure that delivery is consistent with the following, at a minimum:

Curriculum development phase

- By 1 May 2023 the Supplier shall:
 - have confirmed its Teacher and Subject Reviewer team, total lesson volumes and detailed lesson production schedule.
 - have completed Phase 1 of the curriculum development schedule.
- By 1 June 2023 the Supplier shall:
 - have its full Teacher and Subject Reviewer team contracted and briefed for September 2023.
 - have completed Phase 2 of the curriculum development schedule, having received and implemented feedback in their Subject/s and Phase/s from the Subject Expert Group (*independent advisory group - see slide 18*).
- By 1 July 2023 the Supplier shall have produced one full unit per Supplier's subject and key stage, exemplifying Full Curriculum Packages.

Lesson development phase

- From 1 September 2023 - 1 October 2023:
 - Teacher and Subject Reviewer team attend mandatory training, begin lesson production and prepare for lesson production implementation.
- From 1 September 2023 - 1 September 2024:
 - Teacher and Subject Reviewer team are developing Full Curriculum Package units for publication on Oak's platform, upon approval, throughout the term.
 - Teacher and Subject Reviewer team are also responding to, and resolving, 100% of verified user feedback received on published Full Curriculum Packages (live on the Oak platform) within 2 weeks of notification during the Contract Term.

Supplier staffing mobilisation

To deliver the contract will require effective and immediate Supplier mobilisation from March 2023.

Upon Contract Award Suppliers need to:

- Provide their Curriculum Design Lead to be on-boarded onto Oak systems and undergo training before they begin developing the curriculum in early March.
- Start recruitment and assessment of the below roles to be in place by 1 September 2023:
 - Teachers: Develop sets of lessons within Full Curriculum Packages.
 - Subject Reviewers: Review lessons for subject accuracy, pedagogy & specific quality standards.
- Many Suppliers may need to run recruitment activity to deliver this contract, either:
 - Suppliers need to recruit (x) staff to provide the services for one year (possibly through secondments)
 - or where Suppliers have appropriate candidates within their school/organisation, they may need to backfill those staff

In order to mitigate the tight timelines for Supplier mobilisation, Oak will offer the following support:

1. Share job descriptions for the above roles to support Suppliers.
2. Centrally promote Teacher & Subject Reviewer roles from October-February via social media and collect expression of interests in a form to build a pipeline of interest prior to Contract Award, on behalf of Suppliers.
3. Provide some of the systems, as well as full training & guidance needed to fulfill the roles.

Future procurement of Stretch Curriculum

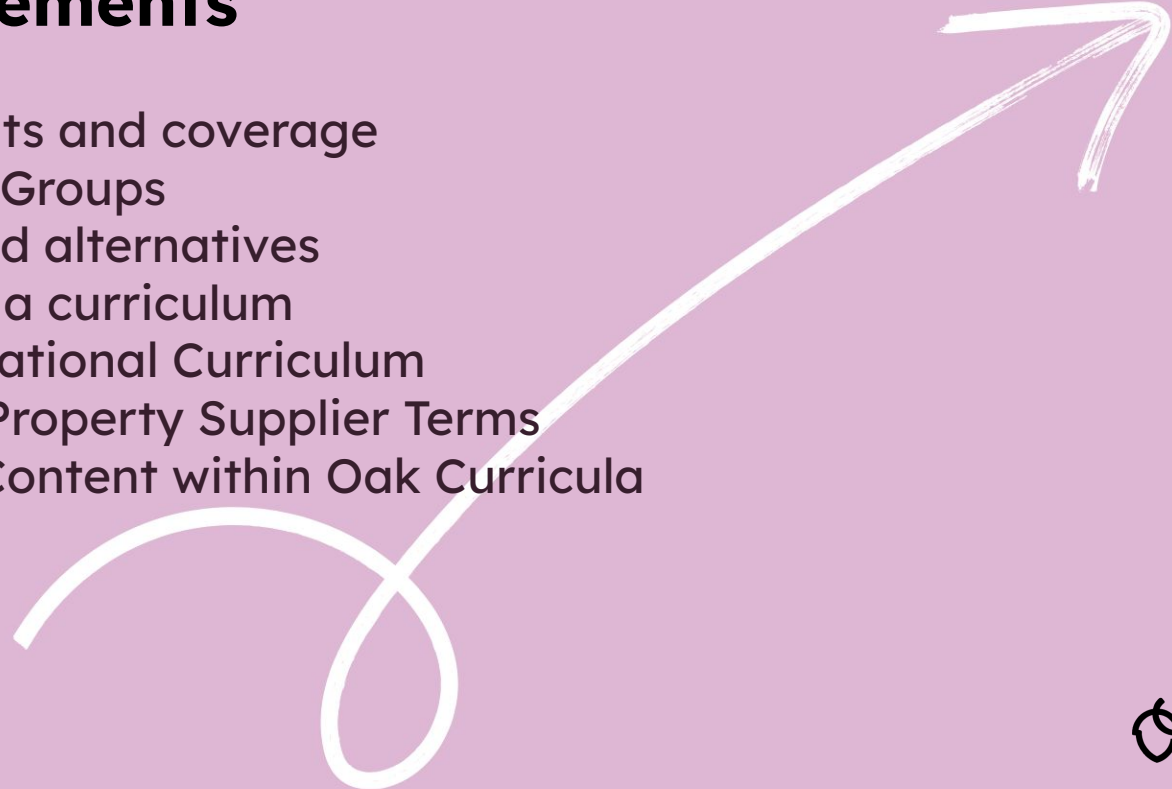
Whilst outside of the initial scope of this procurement, and subject to further engagement and agreement with Devolved Administrations, Oak will coordinate a programme of 'stretch' content during the Contract Term. This content will go beyond the national curriculum and be suitable for pupils from all devolved nations.

- Oak may offer to expand the contract deliverables to support the delivery of these additional stretch units.
- Oak may approach Suppliers to discuss possible development options during the Contract Term where there is Supplier agreement, availability and alignment.
- Stretch units and lessons will be added across the curriculum, and follow the same format as other units and lessons, i.e. contain the same lesson components and lesson flow.
- Stretch units will be clearly identifiable compared to core units. Oak will develop mechanisms for teachers from all devolved nations to understand how to incorporate them for their pupils.



Section 3: Full Curriculum Packages

Curriculum Requirements

- Curriculum requirements and coverage
 - Role of Subject Expert Groups
 - Curriculum plurality and alternatives
 - Ensuring choice within a curriculum
 - Compliance with the National Curriculum
 - Proposed Intellectual Property Supplier Terms
 - Proposed Third Party Content within Oak Curricula
- 



Curriculum requirements

To maximise the impact of Oak's curriculum, Suppliers must develop Full Curriculum Packages that are evidence informed and aligned to the wider curriculum landscape and infrastructure. This includes:

- consider policy thinking and research
- comply with the national curriculum and pay due regard to non-statutory guidance
- align with Oak's overarching curriculum principles (below) to ensure consistency and coherence
- align with the subject-specific principles to be confirmed by Oak's Subject Expert Group (see slide 18)
- in Key Stage 4 align to the major exam boards for that subject, confirmed by Oak's Subject Expert Group

Oak aims to achieve consistency and coherence through the following overarching curriculum principles, which Suppliers' existing curriculum and resource will be evaluated against:

- A laser focus on **knowledge** and **vocabulary** as powerful levers to help pupils achieve success
- Careful **sequencing** and attention to building **coherence** via vertical concept threads so that pupils build on prior knowledge and make meaningful connections
- **Flexibility** by design so that schools are able to use Oak's models in a way that fits their context
- An **evidence informed** approach through rigorous application of research outcomes, best practice and the science of learning
- A commitment to **breadth and diversity** in content, language, texts and media we use
- Creating an **accessible** curriculum that addresses the needs of all pupils and fulfils accessibility guidelines & requirements

In the development of Curriculum information, Oak will provide a Curriculum Specification, Exemplar, Style Guide & Checklist. Draft curricula will undergo review by the relevant Subject Expert Group prior to publication.

Proposed curriculum coverage

Oak propose that Full Curriculum Packages will be built upon a 36 week academic year of content (30 weeks at KS4). Below you can see the total lessons to be developed for cycle 1, based on curriculum timetable allocation in a typical school.

	Primary Lots (lesson volume)		Secondary Lots (lesson volume)		Total (lesson volume)
Lesson #s	KS1	KS2	KS3	KS4	Key Stage 1-4
Maths	360	720	432	432	1944
English	360	720	432		1512
English Lang				144	144
English Lit				240	240
Science	72	288	324	290	974
Chemistry				60	60
Physics				60	60
Biology				60	60
History	72	144	216	216	648
Geography	72	144	216	216	648
Music	72	144	108	216	540

As a minimum Suppliers need to deliver the lesson volumes in the above table. Within curriculum development, Suppliers will finalise plans for what additional units/lessons they will create to support choice within the curriculum. This will be up to a pre-agreed maximum number of extra units. Further information about this will be provided within the Invitation to Tender.

Role of Subject Expert Groups

Oak is in the process of convening advisory Subject Expert Groups. There will be one for each subject. They will bring the expertise required to help determine the subject-specific cases for alternative curricula, inform the subject quality framework, and support ongoing alignment between Oak and the wider curriculum infrastructure.

Who are the members of these groups

- Each group will include representatives from established organisations or notable experts who are linked to curriculum development and impact. For example, Subject Association(s), Ofsted subject advisers, and the Education Endowment Foundation.
- This autumn Oak will launch an open, national application process for teachers and other curriculum experts to join the groups from next term.
- To avoid conflicts of interest, Suppliers responding to the Invitation To Tender will not be eligible to join the groups in advance of the contract award being made in that subject. Once the contract is awarded, the successful Supplier(s) in each subject will join that group, and unsuccessful Suppliers may also be invited.

Prior to the launch of Invitation To Tender for each subject, initial Subject Expert Group members will be consulted on key decisions regarding the procurement process. They will confirm per subject lot:

- **Plurality** – whether or not there is a need for more than one set of Full Curriculum Packages in that subject, due to strong evidence for more than one valid alternative pedagogies that is widely used
- **Quality** – what the quality framework to underpin the procurement should assess, i.e. the subject specific principles that underpin high quality curriculum design
- **Alignment** - ensuring the curriculum has due regard for DfE non-statutory curriculum guidance and the best evidence. For example EEF's evidence base and Ofsted's subject reviews

Curriculum plurality and alternatives

Potential for multiple curricula within a subject

- Oak will consult with the Subject Expert Groups on whether an additional Full Curriculum Package should be created in any subject. This decision will be based on where there is strong evidence for alternative valid pedagogies, that are widely used, in a subject.
- Where this is the case Oak will invite tender responses for more than one set of Full Curriculum Packages in that subject, to enable users to select the most appropriate to their context.

Signposting to high quality alternative curricula and resources

- To support choice for schools, Oak will also signpost users to several high-quality alternative offers from the market. These will be decided through an open selection process outside of this procurement activity.
- For these alternative offers, Oak proposes to host the Suppliers' original branded curriculum sequence (should they want to) on the Oak platform, and direct users to the Suppliers' own site to access any associated resources and content.
- Oak proposes that the successful Supplier(s) for each lot in this procurement will automatically be offered signposting. Additional high quality offers will be determined by a separate process.
- Oak proposes the quality criteria to be the same as in the procurement, making it simple for Suppliers to engage with both processes should they chose. Suppliers responding to this ITT will be given the option to automatically put forward their curriculum for the signposting selection.

Ensuring choice within a curriculum

Exam board coverage and alignment at key stage 4

- Suppliers will work with Oak to ensure that curriculum and resources provide a range of topic or unit options, with coverage across, and alignment to, the most commonly used exam boards.
- Oak will consult the Subject Expert Groups to advise in this area.

Proposed provision of limited and coherent choice throughout each subject's curriculum

- Outside of KS4, Oak will also seek Suppliers to provide options for teachers and schools within the content.
- This should include additional units or topics that go beyond a typical curriculum sequence (but which remain coherent with the overall sequence and principles).
- For example, Suppliers could offer units covering a range of different Shakespeare plays in KS3 English or a range of historical enquiries in KS2 History.

Proposed plans for the implementation of additional units/topics during contract delivery

- During the curriculum development phase, Suppliers will identify additional units (in line with the above) that are beyond the scope of their existing curriculum and resources.
- This will be especially important in subjects with greater choice within national curriculum standards, e.g. the choice of texts in English.
- As part of curriculum development, Suppliers will finalise plans for what additional units/lessons they will create. This will be up to a pre-agreed maximum number of extra units.

Compliance with the national curriculum

The Supplier shall ensure that the Full Curriculum Packages, are aligned to all key stages of the National Curriculum as set out on the gov.uk website at the links below (or equivalent):

- <https://www.gov.uk/national-curriculum>
- <https://www.gov.uk/government/collections/national-curriculum>

The Supplier shall also pay due regard to the non-statutory guidance for their subject, summarised below:

		English	maths	science	geography	history	music
Policy	National Curriculum Programmes of Study	✓	✓	✓	✓	✓	✓
statutory							

Table 1 Statutory alignment across subjects

		English	maths	science	geography	history	music
Policy	Model Curricula			pending		pending	✓
non							
statutory	Non statutory guidance		✓				
	Exam board specification	✓	✓	✓	✓	✓	✓
Research	EEF guidance reports	✓	✓	✓	x	x	x
	Ofsted research review	✓	✓	✓	✓	✓	✓

Table 2 Non-statutory policy and research guidance considerations across subject

Proposed Intellectual Property Supplier terms

- Any existing curriculum and/or resources owned by the Supplier (Supplier IP) that is used in the development of the Full Curriculum Packages for the purposes of the Contract remain the property of the Supplier. The Supplier retains the right to commercial and other usage of those existing resources.
- Suppliers will grant Oak a perpetual and irrevocable licence to all existing curriculum and/or resource IP that will underpin the Full Curriculum Packages.
- All new IP created in developing Full Curriculum Packages, and all other resources developed by the Supplier, for the purposes of the Contract, will be the sole property of Oak National Academy.
- Oak has the right to adapt, modify, develop and update Full Curriculum Packages during and beyond the Term, without need for consultation or approval from the Supplier.
- Oak will announce and explicitly state on its platform which Supplier develops the Full Curriculum Packages in each subject. The Supplier may not use their own branding on the resources or Full Curriculum Packages developed for the contract.
- Oak will host the Supplier's original branded curriculum sequence on the Oak platform and will signpost users to the Supplier's website. Oak will not host the Suppliers existing lesson resources on its website.
- Oak will also provide this signposting for additional alternative curriculum providers (see slide 19).
- Guidance and Documentation made available to the Supplier by Oak remain the property of Oak.
- Oak intends for lessons to be published on the Oak platform on a Creative Commons licence. This will allow any school the ability to freely use and adapt the content in non-commercial platforms or products. In addition, Oak's platform will be open-sourced, allowing any school or other organisation to access and use its underlying code.

End User Licensing Options

- Oak is proposing licensing all Full Curriculum Packages (except where they contain Third Party copyrighted content) in an open licence compliant approach
- This is to enable schools and other resource providers to flex and innovate how they use the content
 - E.g. Creative Commons Attribution 4.0 (CC BY 4.0)
 - Under this proposal any end user license would require clear attribution to the supplier, not just Oak
- Oak is considering whether this should be restricted to non-commercial use or not
 - Non-commercial restrictions would limit the reach and impact the resources could have, limiting how other providers could use and adapt the content in their products
- Oak is considering if the Oak product should be accessible to non-UK users or not (third party content restrictions will always be maintained)



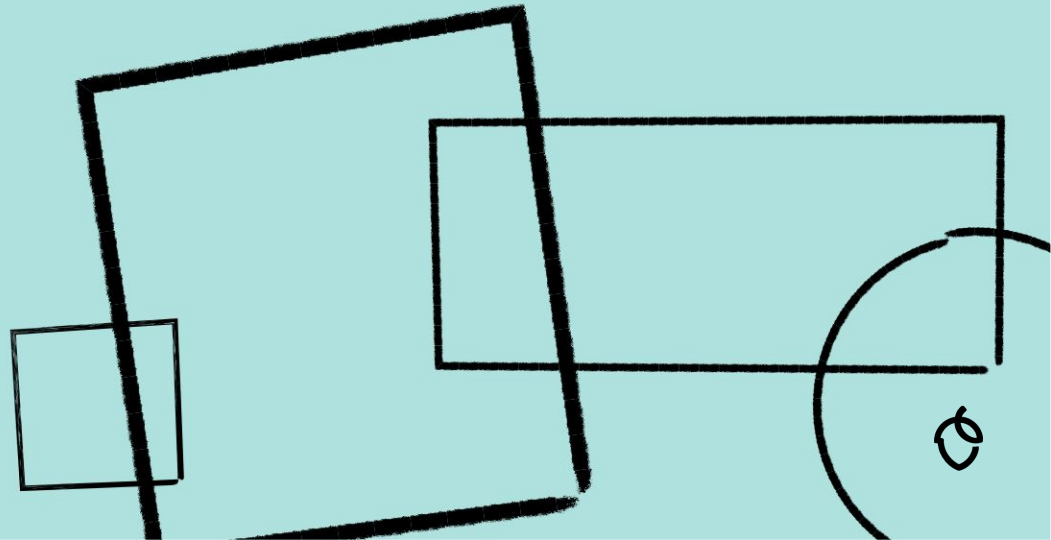
Proposed third party content in curricula

- Oak's Full Curriculum Packages will be hosted on an open, free-to-use platform. To create maximum impact and flexibility for teachers, wherever possible we propose resources are fully downloadable and editable by teachers.
- Suppliers will need to warrant that they have the right to use and license to Oak all the curriculum IP within their existing lessons and resources.
- In order to meet Oak's goal of providing broad, rich curricula, which also meet National Curriculum standards, Suppliers will on occasion need to include third party content requiring specific additional licensing as any copyright within the Supplier's existing resources will not be transferable.
- Where an appropriate alternative (eg image/symbol) cannot be created by Oak or the Supplier for the purpose of the contract, Oak will support the Supplier in accessing third party licensing / copyright permissions.
- These will not need to be costed as part of Supplier's tender response, but Suppliers will need to engage with the process during the Curriculum Development phase to identify all potential third party licensing requirements of the Full Curriculum Packages and to provide alternative options where specific licences may not be possible to acquire.
- For specific content categories e.g. books, music or artwork, Oak is seeking to develop umbrella partnerships with licensing agencies to provide cover to use agreed ranges of content for specific purposes.

Section 4: Full Curriculum Packages

Lesson requirements

- Proposed Quality Standards and Guidance
- Lesson components for Full Curriculum Packages
- Proposed Quality Assurance Cycles



Proposed Quality Standards and Guidance

The Supplier will be required to commit to the below terms and conditions as part of engaging with this tender:

Alignment with quality standards and production guidance

The Supplier shall:

- With Oak's support develop Full Curriculum Packages covering specific volume of lessons, in provided lesson templates and to lesson specifications
- Comply with quality assurance process & ensure 100% of lessons in Full Curriculum Packages meet specifications
- Attend and comply with all mandatory training and guidance provided by Oak

Changes to quality guidance

Oak continuously collects and responds to user and Supplier feedback. We build on the best evidence, alongside measuring and evaluating all work over time. We make incremental improvements to our processes and systems.

Any updates to lesson specification and lesson standards will follow a rigorous change control process, to ensure that any impact of changes are considered before being implemented (including with Suppliers). When deemed necessary, Suppliers will be provided with 30 days notice prior to the change coming into effect.

Within the Contract Term, Oak will conduct a bi-monthly Supplier review, including:

- A review of the production schedule with the Supplier, adjusting as required for the following term to ensure overall delivery by 1 September 2024
- Reviewing and revising lesson standards, production guidance and systems as required
- Reviewing completion of the production schedule, and paying the Supplier based on lessons completed

Lesson components for Full Curriculum Packages

Lessons will build on Oak's current product and lessons learned from user research and testing. In order to maximise coherence and consistency, which we know benefits teachers and pupils, lesson materials will be developed to standardised templates and lesson flow. See visual example below:

Quiz

Name: _____ Date: _____

Models of multiplication

1: Which of the following problems do not require a multiplication calculation to solve?

- ☐ a) Each person has 6 sweets. There are 7 people.
- ☐ b) A bag contains 6 sweets. Another bag has 7 more sweets.
- ☐ c) A bag contains 6 sweets. Another bag has 7 times as many.

2: If I know $200 \div 11 = 18$, then I know...

- ☐ a) 11×200
- ☐ b) 19×209
- ☐ c) 11×19

3: If I know $953.7 \div 18.7 = 51$, then I know...

- ☐ a) 51×18.7
- ☐ b) 183.7×51
- ☐ c) 18.7×953.7

Slides

Maths Solving multi-step equations

How do we solve equations of the form $a(x+b) = c$?

Video

Lesson outline

Solving equations of the form $a(x+b) = c$

- ☐ Expanding brackets
- ☐ Solving $a(x+b) = c$
- ☐ Solving $a(bx+c) = d$
- ☐ Solving 'right to left'

Worksheet

Solving equations of the form $a(x+b) = c$

QR

Task 1: Expanding brackets

Expand the following expressions:

a) $3(x+2)$ b) $3(x+6)$ c) $3(2x+6)$

d) $4(6+x)$ e) $4(6-x)$ f) $4(6-3x)$

Task 2: Solving $a(x+b) = c$

Solve the following linear equations:

a) $3(x+2) = 21$ b) $3(x+6) = 48$ c) $3(x-6) = 15$

d) $4(x-10) = 60$ e) $4(-x+5) = 40$ f) $3(-x+1) = 51$

Highlight the mistakes in the following solutions:

a) $3(x+9) = 63$ b) $3(-x-5) = -30$

$3x + 9 = 63$
 $3x = 63 - 9$
 $3x = 54$
 $x = 18$

$3(-x-5) = -30$
 $-3x - 15 = -30$
 $-3x = -15$
 $x = -3$

Maths Solving equations of the form $a(x+b) = c$

Quiz

Name: _____ Date: _____

Array Models

1: Which calculation is not in the same fact family

2: Given that $3.2 \times 7.5 = 24$, what is $24 \div 7.5$?

3: Addition is commutative

4: $a + b = b + a$

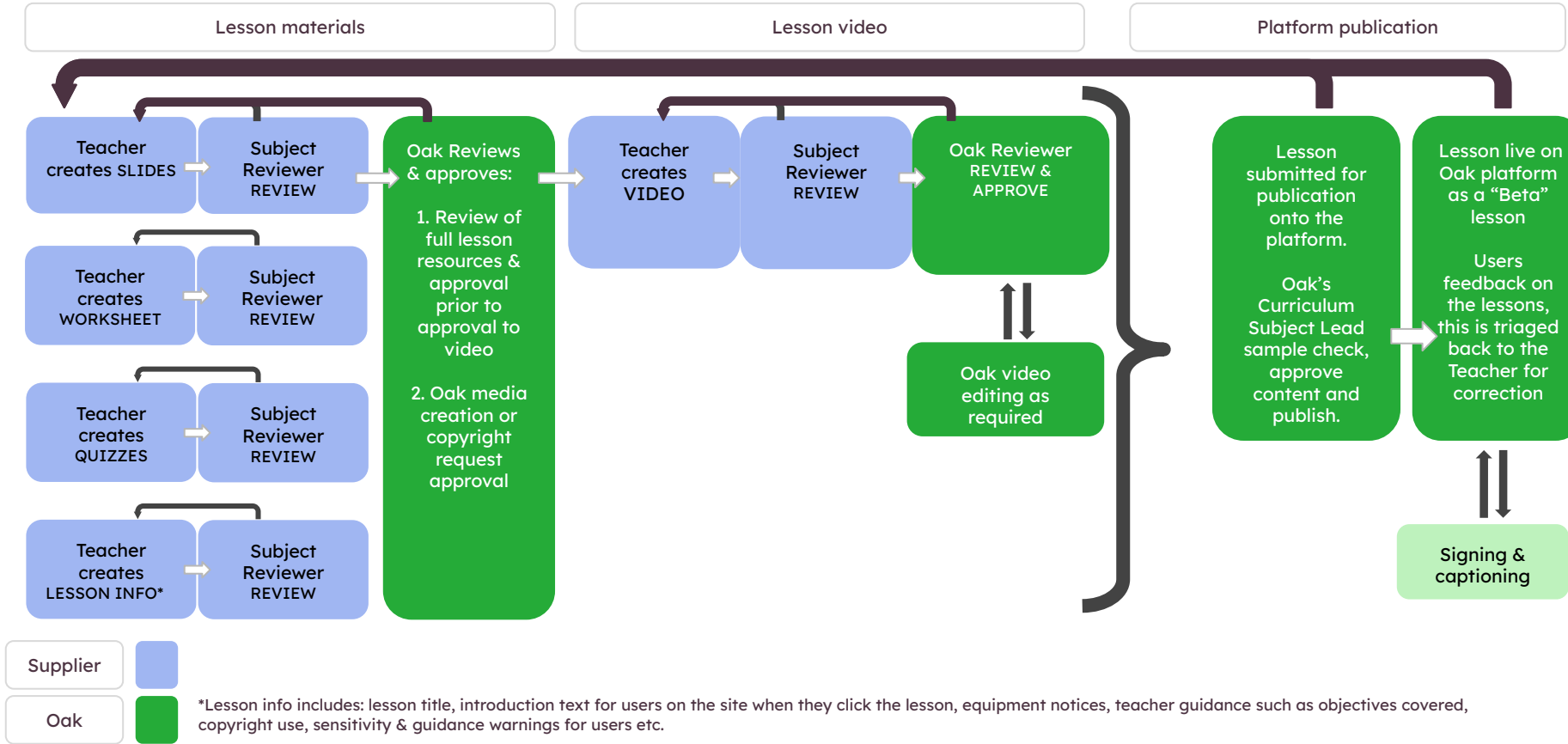
5: Two numbers can be divided in any order

6: $a \div b = b \div a$

Lessons across KS1-4 will include the above five lesson components, plus teacher guidance information. Each lesson component has a Specification, Exemplar, Style Guide and Quality Checklist (altogether: *Quality Guidance*). Quality Guidance will be provided by Oak and the focus of the training programme for Suppliers.

Proposed lesson quality assurance cycles

Oak approve all lesson materials prior to lesson videos being filmed. The lesson video, alongside any edits made to the materials if applicable, must then be reviewed prior to its publication on the platform and prior to payment to the Supplier.



Section 5: Tender Evaluation & Pricing

- Proposed Supplier exclusion grounds or restrictions
- Proposed Lotting Approach
- Proposed Evaluation Criteria and Contract Value
- Proposed Qualitative Evaluation Approach
- Proposed Pricing Evaluation Approach



Proposed Supplier exclusion grounds or restrictions

Proposed Shortlisting Questions to be included in the Standard Supplier Questionnaire:

- Suppliers must confirm that their curriculum fully meets or can easily be developed to meet the requirements of the **English** national curriculum.
- Where relevant to their response, Suppliers must confirm whether their existing curriculum at key stage 4 is aligned to, or can easily be developed to align to, one of the major exam boards for the particular subject (as defined by Subject Expert Groups).
- Suppliers' curriculum must have been tested and iterated in school(s) in England for a minimum of one academic year.
- Suppliers must demonstrate their financial viability and sustainability to implement and deliver the contract.

Proposed lotting approach

Procurement cycles:

Oak will stagger the procurement and development of Full Curriculum Packages across 2 years:

- **Cycle 1** - Complete by September 2024: confirmed to cover English, Maths, Science, Geography, History, Music
- **Cycle 2** - Complete by September 2025: other National Curriculum and Statutory subjects to be confirmed

Proposed lotting approach:

- In order to draw on a wide range of expertise from across the system, Oak is striving to achieve diversity and breadth of Supplier involvement, without impacting on the coherence of the curriculum we procure and develop.
- To achieve this, Oak proposes splitting cycle 1 into lots for Primary (KS1-2) and Secondary (KS3-4) by each subject area.
- Within the twelve lots in cycle 1 (6 subjects, Primary and Secondary) Oak proposes capping at a maximum of four lots per Supplier/Consortium, to support diversity and opportunity for multiple bidders.
- Any caps would only apply within a single cycle of procurement.
- Suppliers may choose to respond in a consortium: Suppliers will still need to demonstrate the overall coherence of their existing curriculum and resources where different Suppliers are providing different curriculum components or key stages.

Bidding as part of consortium

As in any public sector procurement Suppliers may choose to group together in a consortium where individually they do not have the resources, expertise or capacity

- Consortium bids can be either through subcontracting arrangements with an identified Lead Supplier or through a Special Purpose Vehicle set up for the purpose
- Suppliers in a consortium will still need to demonstrate the overall coherence of their existing curriculum and resources
- Oak proposes that attribution of a consortium on its site would follow the Supplier providing the IP whether the consortium is an SPV or through subcontracting
- In a consortium proposed capping to lots will also be based on IP contribution to a lot, ie no supplier will be awarded more than 4 lots whether bidding individually or in a consortium where it is providing curriculum IP

Proposed evaluation criteria and contract value

Oak will evaluate tender responses on the following criteria:

- Quality
- Price
- Social Value*

The intention is to provide bidding Suppliers with a draft Public Sector Short Form Contract with the Invitation to Tender. The evaluation will aim to maximise the opportunity for all types of potential Suppliers to engage in the procurement, including established education Suppliers and publishers, Small and Medium Sized Enterprises (SMEs), schools, trusts and other curriculum organisations of different sizes.

The total value of the first cycle of procurement is capped at c£8m across twelve lots. This total includes:

- IP licencing of existing curriculum and resources by Suppliers
- Staffing costs to develop Full Curriculum Packages
- Overhead/Administration
- Inflation
- VAT

** Social Value must be evaluated in all central government procurements and will be related and proportionate to the subject-matter of the contract. There will be two questions asked in the ITT in relation to Social Value.*

Proposed quality evaluation approach

Area	Indicative Requirement	Weighting
Curriculum Quality	Quality: Overall quality of existing curriculum	High tbc
Lesson Resources	Quality: Overall quality of existing lesson resources in sample units shared	Medium tbc
	Breadth: Existing lesson resources cover X% of minimum # lessons	
	Depth: Existing lesson resources cover X% of the lesson components	
Delivery Capability	Expertise: Designing curricula and resources	High tbc
	Capacity: Ability to mobilise and hit recruitment, curriculum and lesson development timelines	
	Working Arrangements: Ability to deliver the contract through the required working arrangements and deliver to specifications and within timeframes	

In the tender evaluation we propose to put the greatest weighting on quality of a Supplier's existing curriculum and Supplier's delivery capability.

In addition the tender evaluation will look for evidence of existing high quality resources. Having existing high quality resources (beyond the curriculum sequence) will not be a requirement for bidding but it will be positively scored. Where a successful Supplier does not have existing resources, we will pay them to create these.

Proposed pricing evaluation approach

Oak proposes that:

- Specific key drivers of cost will be fixed in the Supplier pricing model as these are critical to the overall quality of the output. These include:
 - Curriculum lesson volumes, set by overall national curriculum guidance and average school timetables (*see proposed curriculum coverage in section 3*)
 - Curriculum development time, where Oak has prior experience of working with partners to create consistent/coherent output from Suppliers' existing curriculum resources
 - Lesson development time estimates, where Oak has prior experience of working with teachers to produce output to agreed specification and timescales involving complex compliance and quality assurance processes
- Suppliers respond competitively on other drivers of costs, based on Suppliers' ability to deliver on requirements. These include:
 - Existing curriculum IP costs, based on lowest unit of curricula, i.e. price per lesson (or development price cost where Supplier needs to develop additional resources to meet requirements)
 - Staffing costs, providing expert staff meet the required skills and experience specified
 - Administration/Overhead
- Suppliers shall complete a pricing model across the different fixed and variable elements which will calculate an overall Supplier ranking for comparison.

Proposed Pricing Methodology

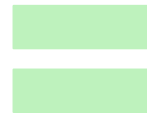
1. Existing Curriculum and Lesson Resource IP Price:

Based on a price per lesson / resource driven by the total lessons in the curriculum for each lot



2. Curriculum and Lesson Resource Development Costs

Based on the time and cost for developing the curriculum information and lesson resources to Full Curriculum Package Specification



3. Overall Price for a Lot:

Capped at the total available funding for each lot based on the total lessons in the curriculum



Proposed Lesson Volume by Subject

Lesson #s	Primary Lots (lesson volume)		Secondary Lots (lesson volume)		Optionality: Maximum lessons in Primary	Optionality: Maximum lessons in Secondary	Total
	KS1	KS2	KS3	KS4			
Maths	360	720	432	432	0	0	1944
English	360	720	432	384	70	180	2146
Science	72	288	324	470	40	160	1354
History	72	144	216	216	30	120	798
Geography	72	144	216	216	30	120	798
Music	72	144	108	216	30	120	690
Total	1008	2160	1728	1934	200	700	7730



Lesson Resource Development Assumptions

1. Supplier roles:

- a. Curriculum Design Lead (expert subject curric designer)
- b. Teacher (experienced teacher with relevant subject experience by lot)
- c. Reviewer (Teacher manager/QA lead, experienced subject leader)

2. Curriculum and Lesson Development Periods

- a. Curriculum Development and production readiness: Mar-Aug = 26 weeks
- b. Lesson Development: Oct 23-July 24 = 35 full-scale production weeks
 - i. Sept 23 dedicated to induction/development, Aug 24 to lesson improvement

3. Lesson Development Teacher Average Weekly cycle:

- a. 2.5hr-4hr additional existing lesson resource development to meet quality, consistency and accessibility specification
- b. 2hr / lesson for video creation
- c. c3.5 hrs / week required for quality assurance feedback, CPD and admin,
- d. c2 hrs / week required for improvements/corrections to lessons post publication

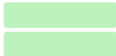


New slide added: Covered in webinar

1. Existing Curriculum & Lesson Resource IP Price



2. Curriculum & Lesson Resource Development Costs



3. Overall Price for a Lot

1. Existing IP	Unit	Total
# Lessons in Example Lot	825	
£ Curric IP per Lesson	£150	£123,750
£ Lesson Resource IP per Lesson	£250	£206,250
Total IP Costs		£330,000

2. Development Assumptions	Unit
Total Curriculum Development Weeks	26
Total Teacher Work Weeks incl Training	43
Production Weeks	35
Teacher and Reviewer Hours per Production Week	37.5
Improvement & Admin Hours per Production Week	5.5
Total Lesson Development Time (Hours) per week	32.0
Teacher Development Time per Lesson (Hours) inc 2 hrs min Video	4
Reviewer Development Time per Lesson (Hours)	2
# Lessons a Teacher can develop per Production Week	8
# Lessons a Reviewer can review per Production Week	16

2. Development Costs	FTE	Day rate*	Total
FTE Curric Development Lead x 1	0.6	£400	£31,200
FTE Teachers Required	2.9	£300	£190,045
FTE Reviewers Required	1.5	£350	£110,859
Total Staffing			£332,104
Overhead		10.0%	£33,210

Total Curriculum/Lesson Development Costs 365,314

*Day rate inclusive of on costs

3. Overall Price for Lot	
1. Total IP Costs	£330,000
2. Total Development Costs	£365,314
20% VAT	£139,063
3. Total IP + Devpt + VAT	£834,377

Under Max Price of Lot 19,439

Lot Volume / Value	Total
# Lessons in Example Lot	825
# Lessons across All Lots	7,730
Example Lot size	11%
£ Max Price of Lot	£853,816

Pricing Worked Example

Predetermined inputs
Supplier Variables
Formula



Procurement Process Overview

This procurement is being run under the Public Contracts Regulations 2015.

- The “open” procedure applies. At this stage, following the PIN, we are looking to engage with the market to share our current high level requirement and seek your views. Any views you wish to share with us at this point are entirely without prejudice. It’s intended only to help to inform our development of the requirement and specification. A potential supplier is neither advantaged nor disadvantaged at any point. All potential suppliers will be treated equally throughout. The process will be fair, open and transparent as required by PCR2015.

Next Steps:

- After today, the next formal stage will be the publication of a contract notice and the availability of invitation to tender documents. We anticipate these will be published in line with the timeline provided.
- The invitation to tender documentation will include:
 - general information about the tender
 - terms and conditions of the contract
 - a specification and requirement
 - evaluation criteria and methodology
 - response guidance
- There will be an opportunity to ask questions and a Market Engagement session.
- As required by PCR2015, there will be at least 30 days between the publication of the contract notice and the deadline for submission of tender responses.



Next steps

Following this session, we will:

- Review all live Q&A from today, plus review all the responses to the engagement survey.
- Use the information you have given to help inform the development of the final specification and requirement.
- Make available to all the slide deck from today and responses to clarification questions (anonymised).
- Publish the contract and opportunity notices in due course.

The opportunity notice and contract notice will appear on Contracts Finder and Find a Tender, as well as Oak's e-procurement portal:

- <https://www.contractsfinder.service.gov.uk/>
- <https://www.find-tender.service.gov.uk>
- <https://in-tendhost.co.uk/oaknationalacademy>



Webinar preparation:

During the market engagement webinars we will provide attendees with a survey to collect feedback on each section of this pack. Please prepare your feedback and structure it by section and slide title heading where appropriate in readiness.

Due to the period of national mourning, and the impact that this may have to engage effectively with all stakeholders, we have taken the decision to postpone the webinars until after Her Majesty The Queen's state funeral.

The revised webinar times are:

- The session on Thursday 15th will now take place on **Wednesday 21st Sept, 4-5.30pm**
- The session on Friday 16th will now take place on **Thursday 22nd Sept, 12-1.30pm**

If you had signed up, your place has automatically been moved to the new time. If you haven't yet signed up or you'd like to switch to the alternative webinar, please [re-register for your preferred date here](#). If you're not able to attend at the new times please note that a recording of the webinar will be sent to everyone registered.

In light of the delay, we have [opened a survey here](#) to allow you to submit clarifications and feedback in advance of the webinar. We will address these responses during the webinar. Please complete the survey by Friday 16th September.

Thank you for your understanding.



Webinar recording and materials

Recording:

- [Webinar 1 recording here](#)
- [Webinar 2 recording here](#)

Slides:

- [Webinar slides](#)

Survey:

- Please submit final questions & your feedback on our proposal via our survey by 12pm on Monday 26 September to ensure it's included in our evaluation.
- [Link to evaluation here](#)

