

Market Engagement

Questions and Answers

July 2023

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Bidders and lots

Is there the possibility of splitting the secondary packages into KS3 and KS4/GCSE?

We're proposing that lots are by whole phase and suppliers will need to cover both key stages in that phase to ensure a consistent pedagogical approach. For the majority of subjects, for primary that will be key stages 1-2, and for secondary, key stages 3-4. Primary Languages will be for key stage 2 only. If a potential supplier has a particular expertise in one key stage, suppliers can enter into a consortium to bid. Our main purpose is to ensure consistency in the primary and secondary curricula. If there are different successful suppliers for primary and secondary, we will support joint working to ensure a consistent thread and transition.

Will there be clarity between KS1 & 2 RSHE and Citizenship?

We have employed a full time subject lead who will be overseeing both RSHE and Citizenship in order to ensure there is oversight across both subjects. The scope of RHE in primary will also take into account the existing Citizenship programme of study.

Would you consider a supplier who doesn't necessarily have an existing curriculum - for instance an agency that specialises in creating curriculum-linked resources for all ages?

You will need an existing curriculum sequence. That is one of the core elements and pre-requisites for bidding. We will be identifying partners with a high quality curriculum sequence and this needs to have been tested and used in a school that has been following the English national curriculum for a year. This is important as only in the implementation of a curriculum can teachers learn from using it. You may want to think about joining with another supplier in a consortium who does have a high quality existing sequence to bring those resources together.

Is there a limit to how many lots one organisation can apply for?

Suppliers are free to bid for as many lots as they would like. There is a cap of four lots awarded to a supplier in this cycle to promote diversity across provision. If you bid for more than four you will be asked to note preference of your top four order in bids.

Does PE lot 2 include accreditation PE or just core PE?

This will include both accreditation PE and core PE as will any subject where there is a statutory requirement for delivery in schools as well as a GCSE option. We will be providing a curriculum pathway for both with the successful supplier.



Would you consider splitting PE as core (key stages 1-4) and examination (GCSE, BTEC, CNAT etc to cover the 7 most popular awarding organisation routes for level 2)? I feel this way you will get much better continuity of language and experience for statutory physical education time (largely practical) and a separate focus with different writing teams/expertise for traditional and vocational level 2 PE/sport qualifications.

As part of this process we are seeking feedback from curriculum providers on how they think our allocations should work. We encourage any potential supplier to provide feedback to us so we can take this into account. Once we have considered this feedback, we will finalise our approach and share our decisions.

Why is languages "Languages" at KS2 and "Modern Foreign Languages" at KS3 and KS4?

We wanted to make sure the terminology was correct as Languages in Primary does not always refer to Modern Foreign Languages and could include languages such as Latin.

For languages would there be an option to have different curriculum partners for different languages or do they have to bid for the full lot?

We're proposing all languages will be under a single lot. Providers will need to either bid for all languages covered in a lot, or join a consortium if they have specialism in one language. We're keen to see coherence in approach across the different languages.

Is there any chance to add primary German to the primary lot?

As part of this process we are seeking feedback from curriculum providers on how they think our allocations should work. We encourage any potential supplier to provide feedback to us so we can take this into account. Once we have considered this feedback, we will finalise our approach and share our decisions.

How might consortia work? Will Oak be sharing other organisations details who are interested in joining a consortium?

We foresee that consortia could work in different ways, for example, by allocating different parts of the curriculum or resources, or by allocating curriculum packages and teacher capacity. We propose there will need to be a lead provider with overall responsibility and a consortium will also need to demonstrate coherence across the different stages or resources allocated. Due to this proposed requirement for coherence we are not currently intending to match or pair potential suppliers with others interested in bidding.

Is it possible to be named in a consortium on 2 separate bids? We have been approached by a number of organisations to contribute towards their content creation and see merit in working with both but don't think they want to work together for a number of very valid reasons.

Organisations are free to bid as many times as they would like, however, there is a cap of four lots awarded including if you are in multiple consortia. For example, if you are part of two consortia bidding across three lots, you are counted as having bid in six lots.



How many suppliers will you look to appoint per subject?

We will be awarding one supplier or consortium per lot, with each lot being a primary and secondary phase per subject. The only alternative will be where pedagogy supports more than one version of a curriculum in a subject. We will take this into consideration during the procurement if applicable.

As the national governing body for swimming we are subject matter experts for swimming and water safety. Although we are not curriculum experts in PE, we would like the opportunity to contribute to the PE content for swimming and water safety resources. Is this possible to apply to the tender for just swimming and water safety?

There will be two lots available to bid for in PE - key stages 1-2 and key stages 3-4. If a supplier has particular expertise in a certain area we would encourage them to bid as part of a consortium with other suppliers they know have the other expertise needed.

What kinds of organisations are able to apply?

We are keen to see a range of organisations from all parts of the sector. The suppliers successful in the first round of procurement ranged from multi-academy trusts (MATs), through to publishers, a charity, a university and a subject association. You can also consider joining a consortium. You will need a high quality curriculum sequence already in place. You will also need to show ability and experience to deliver a contract of this size. We will provide support where needed.

Is there a FCP for KS3 and KS4 for MFL in French, German and Spanish?

We're proposing a Modern Foreign Languages Secondary Lot which will cover French, Spanish and German in KS3-4.

Can Awarding Organisations be part of a consortium?

Yes, we are keen to work with a variety of organisations if they meet the specification. In key stage 4, we will be considering how the curriculum covers a number of different exam boards and Awarding Organisation specifications. One of our current partners is an Awarding Organisation.

With regards to the D&T lot, will the full package include Cooking and Nutrition or can this be a separate lot?

There will be two D&T lots (one for primary phase and one for secondary phase). Cooking and Nutrition will not be separated out.

Procurement

Does the requirement for bidders to have "a high-quality existing curriculum sequence in the relevant subject/phase" mean it has to be in use in school for at least a year, as in the previous documents, or can bidders create a curriculum sequence for the purposes of the bid as long as it is developed and tested in schools during that process?

You will need an existing curriculum sequence that has been used and tested in a school following the English national curriculum for at least one year in order to bid. This is important as only in the implementation is a curriculum tested fully. Upon bidding it is likely we will work with each supplier to develop and amend that sequence further. We are aware that any existing sequences will have been



developed for a particular context, and the context for Oak will likely be different in terms of being flexible, working in a wide range of different schools and being adaptable.

How will you determine what a high quality curriculum looks like? Will you be sharing your criteria for this?

We have published our [overarching curriculum principles](#). Each subject will then have specific subject principles that define quality. More information on these will be shared in the Invitation To Tender.

With respect to KS4, geography has 7 different GCSE specifications - what are Oak's expectations about 'full coverage'?

We will work with the successful provider to ensure there is broad coverage across the exam boards used by the majority of students. Over 90% of qualifications awarded in 2021-22 were by three exam boards. We aim to cover a broad range of exam topics and units but not to duplicate packages for different exam boards.

My expectation is that the curriculum framework for secondary geography would include the statutory (KS3) and GCSE (KS4) requirement for fieldwork.

That is correct. The statutory requirement for fieldwork at KS3 and then the exam board specification at KS4 will be expected to be part of the procurement. We will work with successful partners to agree how that requirement is met in the early stages of the contract.

How will resources be branded?

Suppliers will be clearly listed on our site and will show which subjects and key stages they have developed. We have avoided supplier branding on resources to keep a consistent approach for pupils and avoid distractions. There will also be opportunities for suppliers to work with Oak on a range of communications activities - from blogs and videos to webinars. We are keen to showcase the expertise of our suppliers to teachers and show them the thinking behind the sequences. Suppliers will also be able to promote to audiences their partnership working with Oak through their own marketing and communications. Guidelines will be given to suppliers including templates and tools to create resources with Oak branding.

Do ONA have specific pedagogical frameworks (general or subject specific) that suppliers need to follow or is that up to suppliers to define?

There will be curriculum principles shared with respect to the subject guiding principles. We expect these will help define for suppliers our exact quality expectations, above and beyond our [overarching curriculum principles which are already on our website](#). The detailed specification will make this clear for individual subjects. This will also be supported by our training and we will work closely with suppliers through the contracts.

Who is responsible for the creation of any relevant graphics that might be required to explain a topic? Oak or the curriculum package developer?

We do have a limited budget to support the creation of relevant graphics if the supplier cannot do this in-house.

How restricted would we be in creating the curriculum? We are potentially interested in Computing and have a wealth of experience in this area, however, there are conflicting views on the best approaches to use when



teaching computing. Current pedagogies that are used in formal settings are letting down those from under-represented groups (e.g. Girls / SEND learners). There are other approaches that involve creating culturally responsive activities and having a 'creativity-first' style that are still supported by research but less commonly used in formal settings. Would Oak be prepared to take a risk on a company that wanted to go against the grain and do things differently with the hope that it might contribute to increasing representation in computing?

We evaluate the curriculum quality based on the responses to questions and evidence we ask for on how suppliers align to the national curriculum, [Oak curriculum principles](#) and the subject guiding principles we will develop with experts. Providing that the bidder can evidence this, we are interested in working with any supplier. We are working with a range of organisations in our Cycle 1 procurement, from multi-academy trusts (MATs), publishers, a charity, a subject association, and a university. This is testament that we are not looking for one particular supplier and will judge each one on its own merits.

Are all webinar attendees automatically going to receive the ITT please?

We encourage organisations to sign up to Oak's e-procurement portal called [In-Tend](#). All the details are on our [New opportunities to create new resources Oak blog](#) on our website.

Who has final say on the sign off of a curriculum package?

Oak's in-house team signs off and have final say on the curriculum packages.

Would units already on the Oak platform remain in place when new units are created by a new tendered supplier?

Existing units will remain on the platform at least until they are replaced by new units.

What is the contract value of each lot?

The expected funding available and examples of the contact breakdown is outlined in the [pre-read documentation](#). Final details will be confirmed in the Invitation To Tender.

Would an existing OAK curriculum count as your curriculum that has been developed and tested?

The supplier will need to own and/or have explicit permission to re-license the IP of the sequence that you are using to bid. All the current Oak curriculum sequences on our website are not owned by us but by our previous curriculum partners. To use these curriculum sequences, you will need explicit permission from the previous partner.

Regarding the curriculum sequence/overview, are there examples of the format - scope - level of detail expected/permitted. For some subjects, e.g. MFL, if the vocabulary is included in this document it will end up being more than an overview. An overview could contain the main ideas/concepts, umbrella description of the vocabulary, and the national curriculum knowledge and skills that are implicated. But a more detailed document specifying the words each week would also then be needed by teachers. Is this in line with Oak's thinking?



Further detail on what is required in each subject will be outlined in the specification.

Is this “England” only? e.g. very different rules for RSHE across each of England, NI, Scotland and Wales.

The requirement is for the resources to be aligned with the English national curriculum. Resources will be available on our platform in England, Scotland, Wales and Northern Ireland but the procurement process is aligning to the English national curriculum only.

Could you explain the ‘Depth’ (well, as distinct from the Breadth) evaluation criterion – what is meant by ‘lesson components’ here? (Is this talking about slides, quizzes, worksheets as the ‘components’?)

Breadth refers to the number of existing lessons a supplier has of the entire curriculum requirement. Depth refers to the number of existing lessons and the existing lesson components (such as quizzes, worksheets and slides).

Evaluation criteria: could you clarify how ‘working arrangements’ are distinct from ‘capacity’ to deliver as both appear to address the ability to work on time to the required standard?

Overall it is up to the supplier to determine their requirements but we will need the whole teaching team to be fully available in the September of the production year in order to receive training.

In terms of the price evaluation, does the criterion simply assess that the supplier bids come in within budget OR is the extent that is judged? I.e. higher % for the cheapest bid (obviously where quality of two bids is judged to be equal).

Full details will be outlined within the Invitation to Tender, but we’re proposing the latter. All bidders will need to be under the maximum lot value, with the maximum points on the pricing section awarded to the cheapest bidder and other bidders awarded points accordingly based on their price point. Overall we will be looking for the highest quality and value over the cheapest bidder.

Please clarify if the Lot cost thresholds include/exclude VAT.

We are reviewing this at the moment as we have had a number of different suppliers with different VAT arrangements and status. As an ALB we are not registered. Lot price is inclusive of VAT at the moment and will confirm this in the final tender.

You give a minimum contract price. Is it recommended not to go below that?

We provide a maximum lot value but not a minimum. The contract price will depend on suppliers. It is important suppliers price their bids realistically for a quality delivery. We are looking for the highest quality and best value, not simply the cheapest price.

What is the weighting on price in the procurement process?

We’re proposing pricing accounts for 24% of the overall bid. Further detail on the proposed weighting can be found in the market engagement webinar slides.

If there is an accident as a result of these resources, where will the legal liability lie? With the provider or with Oak?



All matters relating to liabilities will be addressed in the draft contract which will be available at the point that the procurement opens.

Resources

Will all curriculum packages include video lessons, including those in practical subjects?

All subjects and phases will require video lessons to be a component of the curriculum resources, however we will work with partners to define the exact scope and quantity of the video resources. We are not expecting all videos to be an 'at home lesson'. That may mean in the final procurement specification there is a budget range for video resources which will be finalised during contract delivery. For example, we might not expect every music, PE or Art lesson to include a full length lesson video where a significant part of that lesson is practical, but we might expect there to be video resources related to the specific lessons e.g. best practice masterclass on Art techniques or exemplification of high quality drills in PE, that compliment the lesson and supported teachers in their practice.

Does Oak have a designated film crew for the videos, or will the supplier be expected to resource a crew?

Suppliers will be expected to create the videos, but Oak will provide comprehensive training, guidance, systems, exemplars and support.

Is there flexibility to lesson structure for non-practical subjects?

For non-practical subjects there will always need to be an element of flexibility and we will work with the partner on ensuring that. The core components will remain the same and this will be outlined in the Invitation To Tender. We will ensure there is a balance in creating a consistent product to be used and shared widely, whilst recognising that certain parts of different subjects will require different approaches.

How are you going to get a consistent approach within Religious Education because it is locally determined?

For maintained schools the religious education (RE) curriculum is set locally by councils in the UK which also operate as an education authority. All such councils are also required to have a SACRE (Standing Advisory Council on Religious Education). We understand and are aware of the discussions happening across the RE community about how RE should be delivered in schools, with this statutory responsibility to follow local curricula, alongside free schools and academies having more freedom. Oak's curricula and resources will be an optional exemplar that we hope schools of all types can draw from and adapt in line with their statutory requirements. Our subject lead will engage with the sector widely to understand how the national conversation develops and to make sure any developments are reflected in the specification for how we select a supplier.

I'm based in Scotland and currently we work with 500 schools and early years settings. We have staff wellbeing programmes that are now used as part of the school's induction programmes. I'm unsure whether you are looking for teacher CPD programmes? Also we have three 8 week programmes for EYFS to KS3 in mindfulness, resilience-building and nature-based mindfulness. I'm unsure if this would fall under the



'Religious Education' lot as in Scotland and Welsh primaries they are used as part of 'health and wellbeing'. I do have English schools using our resources but I'm keen to get them into English schools and would consider selling the IP.

Our lots will be for delivery of Full Curriculum Packages that align to the requirements of the English national curriculum in each subject. You will need an existing curriculum sequence that has been used and tested in a school following the English national curriculum for at least one year in order to bid.

Is there scope to propose content and lesson resources that go beyond the (current) national curriculum for example AI?

As a minimum the Full Curriculum Packages will need to meet the requirements of the national curriculum programme of study. In most lots there is then opportunity to provide additional, optional content.

Will your resources be based on synchronous or asynchronous learning? Does in-class lesson use mean simply working on ready made content with no live tutor?

Our approach to these resources is to design first for synchronous, teacher-led learning in the classroom. Our resources will be flexible to enable teachers to adapt and encourage live interactions. Video lessons will continue to form part of our offer, but these will have a wider range of uses, from clips being used to support teaching, independent homework and for professional development support, alongside providing a contingency remote education backstop.

How will resources be maintained and updated in the future and who will be responsible for doing this?

We know the curriculum is dynamic. We will be reviewing and gathering feedback from users to improve and iterate the content. We're proposing the contract will have funding for ongoing work with suppliers to carry out this work for a set period of time.

Can quizzes go beyond basic factual recall which is not helpful for checking conceptual understanding etc.?

More information on quiz specifications will be available in the Invitation to Tender. If the supplier feels there is evidence to say that quizzes should go beyond factual recall, we will work with them and our expert groups to make them as helpful as possible.

Are you publishing all resources for a subject at the same time or as they're completed? And how soon will you be releasing first materials from this range of subjects?

Resources will be published for each subject in batches throughout the contract year, with initial sequences likely to be published in autumn 2024. There are several reasons for this including the need to test and learn as we go and the complexity of certain lessons and units needed in some lessons. The final publication schedule will be agreed with the supplier after the contracts are awarded.



To 'ensure choice' would you expect resources to cover multiple programming languages in secondary computing? There is one dominant text language, but several other less popular options?

This is an example of where we might consider additional content within the optionality requirements.

In terms of the lesson resources (slides, worksheets, quizzes, teacher guidance, video lessons), could you say a bit more about what is expected (scope/format/detail) of the teacher guidance?

The detailed specification for each resource and teacher guidance will be shared in the Invitation to Tender.

Would resources and support for pupils with additional needs come under optional elements?

We are considering specific additional support for pupils with SEND but this is not part of this procurement. In these resources, we will want to ensure that there is a low floor, high ceiling approach to ensure the fullest range of pupils can engage in the resources. The testing we have done on our recent prototype resources shows they have been very well received by pupils with additional needs.

In some cases the allocated number of lessons for some subjects do not align with what we would expect to deliver a full specification.

There is a balance between what recommended allocation time is, what curriculum time is available in schools and how long an Oak lesson is. Ultimately part of this process is having feedback from curriculum providers on how they think our allocations will work. We will finalise this and share our early decisions.

Teachers and Recruitment

My school based work takes up 4 days of my working week. How much time would you say one would need to allocate to this work per week?

At this stage, this opportunity is for organisations to manage the creation of Full Curriculum Packages, working from the basis on an existing curriculum sequence they own or have the rights to. We are keen to encourage a range of suppliers, but they must demonstrate they have the expertise and capacity to deliver on all the contractual requirements. It is up to the supplier to show in the bid how much time will be allocated. At this stage we are not looking for individual contributions.

Can you expand on the statement "partners will be working with qualified teachers"? What is the proposed mechanism?

We're proposing that all suppliers will need to take responsibility for staffing the creation of the Full Curriculum Packages. That may be through existing staff, hiring new staff or back-filling existing staff moving to work on the delivery. There will be the opportunity for suppliers to reflect the costs of this activity within their pricing response to the Invitation to Tender. We expect those creating resources to have qualified teacher status, with further requirements for different roles being outlined in the Invitation to Tender specification. Due to the tight timeline between contract award and the school recruitment cycle, we will support suppliers by running a national promotion to collect expressions of interest from subject teachers and signpost to the winning suppliers. We'll also



provide template job descriptions and guidance on how to successfully recruit for these roles. Smaller schools or organisations may also want to consider teaming up with other potential suppliers in a consortium if that helps to increase teacher capacity.

Alignment and Coherence

Regarding RHE/RSHE, we are waiting for revised statutory guidance from the government, but in the interim, will the Oak specification give more detail than in National Curriculum subjects, for example providing more parameters around how contested ideas are approached (for example, gender identity)?

As part of the Invitation to Tender, Oak will give more detail on the Oak curriculum principles and specific subject related information. We will also make available the subject guiding principles that we will be developing with our expert groups in due course.

In D&T the Ofsted Curriculum research review isn't yet available - how will this be addressed for D&T?

Providers will need to show their alignment to the national curriculum, Oak's curriculum principles and subject specific guiding principles that we will publish as part of the Invitation to Tender. In creation of the final Full Curriculum Packages, suppliers will be required to pay due regard to any available evidence. If available, Ofsted's curriculum research review will be one helpful source of insight, but is not a prerequisite.

Does 'alignment with national curriculum' mean the content covers all of the curriculum, or just that it comes with an alignment map showing how much alignment there is? E.g., does it need to cater for all possible options within one subject specification?

The supplier will need to make sure they are aligned to the detail that is shared in the national curriculum programme of study. This will vary slightly by subject. For example, if studying a 19th century novel is a requirement in the English national curriculum, suppliers will need to demonstrate that they fulfil this requirement. We recognise that MATs don't necessarily need to follow the national curriculum in the same level of detail as other schools but the successful supplier will need to show their curriculum can be adapted to follow the national curriculum so all schools can use Oak resources.

The slide said RSHE for primary and secondary not the broader PSHE curriculum. Is this correct?

Suppliers will be bidding for a curriculum aligned to RHE in Primary and RSHE in Secondary.

Is the expectation that a degree of curriculum coherence is provided between the secondary geography tender and Oak's contracted work with the GA for the primary curriculum in order to support transition and signal expectation across KS2 and KS3?

We are currently working with the Geographical Association to develop our curriculum and resources in primary geography. We will work with the successful provider in secondary geography to make sure there is a degree of coherence and appropriate transition from primary to secondary



geography. The overarching guiding principles for the subject will help to ensure alignment between phases. These principles will be published in the ITT. We will work with suppliers to make sure those connections are smooth.

Signposting

Can you explain more about your approach to signposting? How many signposted curriculum sequences will Oak have capacity for? Will this need to be full curricula or alternative units and is this a paid for opportunity?

To support and encourage schools to explore a diversity of curricula and approaches, we are proposing that, in the future, as well as the main Oak offer, we will also signpost users to a small number of high-quality alternative curriculum offers. This will be selected by a separate process that we will start later in the next academic year. This is a non-paid-for opportunity where you can submit your curriculum sequence and have that hosted on the Oak website so when a teacher comes to Oak they can see the Oak sequence and a small number of other high quality sequences so they can compare different approaches. More details on the first stages of this process will be shared later this coming academic year.

Would the signposting process require such alternative curricula to be free as Oak is?

We propose signposting to a free, high-level curriculum sequence from alternative providers in a format we will stipulate so schools and users can compare between different sequences. We won't be hosting a full set of lesson resources on the Oak site from alternative providers but will link off to other providers' sites where users can access these, either for free or paid for.

Intellectual Property and Licensing

Do you have a cap on IP costs covered?

If this is referring to a suppliers' existing IP used to bid, a supplier will be able to set their price but their total costs, including existing IP, alongside other contract costs, will need to come in under the maximum lot value. If the question is referring to using third party copyrighted content and the cost associated with, for example, acquiring licences to use external content, we will work with successful suppliers on this. We recognise there are some areas third party content is required (e.g. use of a published text, image or video clip). However, we will aim to keep third party content to a minimum as this content restricts us from sharing those resources on an Open Government Licence (OGL) and teachers and others being able to access and use them as widely and freely as possible. We have a separate budget to support the acquiring of third party content licences but this will be capped and we cannot guarantee access to all third party content requested.

Noting you will pay for IP of existing resources - on what basis will the resources you purchase be available i.e. Open Government Licence etc?

Any existing underlying IP is retained by the supplier. The supplier will then work with Oak to modify and develop these resources to the Oak specification. The IP to these new curricula and resources will be owned by Oak and then be published on an Open Government Licence (OGL).



If a curriculum already exists that has an OGL licence, can you use this as your basis for a knowledge sequence or do you still need express permission from the organisation that made it?

Suppliers need to own the intellectual property (IP) of, or have the rights to use, the curriculum used within their bid. Therefore, it would be possible for you to use a curriculum to which you have the IP and which is available on OGL or other equivalent open licence such as CC-BY. Alternatively, if you do not own the IP, you may be able to use a curriculum which already exists on an open licence provided that it is compatible with publishing on an OGL and you comply with the terms of the underlying open licence - for example, you would have to attribute the resources to the owner.

When assessing bids, we will place the greatest weight on a bidder's existing curriculum quality, their curriculum expertise and their capacity to deliver the contract. If you already have resources, we will pay for their IP; if you do not, we will pay you to create them to our specification. If you intend to use resources (whether you created these or not, which are available on OGL) this will need to be reflected in the price of your bid.

Can I use an existing Oak curriculum if I wrote it?

If your organisation owns the intellectual property for Oak's existing curriculum sequences, this can be used as a basis for making a bid. The original Oak curricula were made for a very specific purpose so there will be development work still required including remaking all the videos.

Please can you give some further clarity around the OG Licence? If we were to only supply lesson resources as part of a partnership bid, would we be deemed a third party? Or would the content still be published on the OGL and able to be adapted? Would the background IP still be retained by the supplier of the resources?

Any existing underlying IP is retained by the supplier and can continue to be used however they like. The supplier will then work with Oak to modify and develop these resources to the Oak specification. The IP to these new curricula and resources will be owned by Oak and then be published on an Open Government Licence (OGL). If you are bidding (including in a partnership bid) the new content you create with Oak will be published on OGL and the IP owned by Oak. It will not be deemed as third-party content.

Subject Experts

Will the members of the expert group be made public?

Yes. As with our first cycle of subjects, we will share who is in our expert groups on our website. We will also be sharing summaries of the conversations that happen in the groups to aid transparency.

Will there be a robust process to identify conflict of interest for the expert group members?

Yes. We will have a process to identify conflicts of interest. For example, organisations and stakeholders who are involved in informing our subject guiding principles will not be able to take part in the procurement process.

For smaller subjects, how will you seek expertise if the main subject specialists are bidding?



Initial work will be completed by Oak's in-house team of subject experts. We believe there is then a sufficient range of other external experts beyond organisations seeking to bid with whom we can test and refine subject principles further.

Will roles on the expert panels be voluntary?

Yes, roles will be voluntary. The expert groups meet termly to review work and it is important we get a wide range of voices on those panels. We will be conducting a blind recruiting process to decide membership of those groups, alongside Oak-nominated experts.

Where will you draw the quality assurance expert panel from?

Oak will launch an open application process for teachers and other experts to join a termly expert group, chaired by Oak's subject lead. The expert group will advise on Oak's partners' curriculum and resources and provide independent feedback throughout the process. Membership will include teachers and experts from national organisations and practitioners recruited through our blind recruiting process.

