

WIDER CURRICULUM HEALTH CHECK

When inspectors look at the wider curriculum subjects, they will evaluate the quality of a school's curriculum through lesson visits, discussions with pupils and scrutiny of their work, reviewing curriculum plans and discussions with senior leaders, subject leaders and teachers. Inspectors will consider what steps the school has taken to ensure that:					
1 CURRICULUM CHOICES	the school's curriculum coverage and challenge for each subject matches or exceeds the breadth and ambition of the national curriculum provides sufficient timetable time for meaningful coverage ensures challenge is planned in terms of depth of understanding and curriculum end points identifies the component steps necessary for pupils to reach these end points ensures the content will provide pupils with the necessary knowledge for their next stage of education		5 PEDAGOGY	learning tasks chosen are appropriate to achieving curricular intent tasks and pedagogies chosen (e.g. differentiation) are appropriate to ensure the learning intention is achieved challenge is focused on promoting depth of subject understanding tasks do not overload working memory or rely on insecure prior knowledge	
	Leaders: - What are your curriculum aims/priorities? How do they address your local context? How are they reflected in your curriculum design and planning? - How have you adapted any published schemes to meet the needs of all your pupils? - Where there is flexibility, what curriculum choices have been made? Why? - How do you ensure staff have a common understanding of the school/subject curriculum? - Are the knowledge and skills to be learned by the end of each unit/year/key stage clearly identified in each subject? Are they linked coherently over time? - How does your curriculum design support all pupils to learn the curriculum including pupils who are disadvantaged or those with SEND? - How does the design provide opportunities to revisit and embed key learning rather than learn disconnected facts? - Are all subjects equally well-designed, structured and led? Teachers: - What are the key aims of learning in this subject in your school? - How does teaching in this subject support whole school priorities? - How do you know what is the important content pupils should remember in this lesson/unit? Where do you get the lesson objectives from?	Testing it out - Discussions about the content of learning - Plans and SoW - Discussion with leaders and teachers - Observations - Work scrutiny: matches the planned curriculum? Covers the NC? Ambition evident for all pupils? - Pupil voice: do pupils know what they need to remember?		Leaders: - How do you ensure the tasks chosen are the most useful to secure the learning intentions? - Are there planned opportunities for pupils to apply their knowledge and make useful connections between ideas/with other subjects? - Are learning experiences consistent across each classroom? Teachers: - How does the chosen learning task support the learning intention? - How do you support pupils and how do you challenge pupils to achieve greater depth? - How do you give children the opportunity to apply their knowledge and make connections to prior learning and, where useful, across subjects?	Testing it out: - Discussions about task choice - Discussion with leaders and teachers - Observations - Work scrutiny: are tasks well chosen? Do pupils draw on a wide range of prior learning to answer subject-specific questions?
2 CURRICULUM SEQUENCING	the curriculum content is sequenced to build learning over time the content for each subject is planned and sequenced so that knowledge and skills build on prior learning and towards clearly defined end points curriculum content supports subsequent learning: within lessons, lesson sequences, topics, years and phases curriculum planning identifies small enough component steps known gaps in knowledge and skills are addressed in the sequencing of lesson content		6 ASSESSMENT	formative assessment provides feedback on subject learning and gaps in learning teachers use formative assessment regularly and effectively to inform teaching and support learning pupils falling behind/any interventions required are identified within the lesson sequence	
	Leaders: - How have you sequenced the important knowledge, concepts and procedures from EY to Y6 to ensure all pupils can reach the identified end points? - Is this by unit/year/key stage? - If you have a cross curricular approach, how do you ensure content and sequencing for individual subjects is cohesive and clearly defined? - How do you ensure the planned sequence is consistently implemented and effective? Teachers: - How does this lesson fit into a sequence of learning is, built on prior learning and supports future learning? - How does key content in your year group build on each of the previous years and prepare pupils for learning in the next or a later year? - What does success in this subject look like for your cohort of pupils? How do you know?	Testing it out - Discussions about the sequences of learning - Consider plans/progression maps and SoW - Discussion with leaders and teachers - Observations - Work scrutiny evidences planned sequencing - Pupil voice: do pupils know how previous learning (last lesson/unit/year) helps them with their current learning?		Leaders: - What is the approach to formative assessment in your subject? How does this approach to inform teaching and support learning on a day-to-day basis? - How does formative assessment reliably inform how secure pupils are in the essential components of learning? - Are formative assessment experiences consistent across each classroom? Teachers: - How do you use formative assessment to inform planning and adjust subsequent teaching? - Do you regularly check that the essential learning is secure?	Testing it out: - Discussions about approaches to formative assessment, identifying gaps and misconceptions - Discussion with leaders and teachers - Observations - Pupil voice
3 DISCIPLINARY KNOWLEDGE	subject-specific questions, methods, conventions, rules and practices meet need content choices and tasks are appropriate for learning in individual subjects teachers ensure pupils use prior subject knowledge to answer subject-specific questions		7 CULTURE	teachers create a climate of high expectations to nurture pupils' enjoyment/love of the subject teachers have high expectations and encourage an enjoyment for learning the subject the subject is enriched beyond formal learning in the classroom teachers demonstrate engagement with and enjoyment of the subject low engagement and effort are identified and addressed	
	Leaders: - What type of learning tasks do you expect to see in your subject? - How does work demonstrate pupils are using and building on prior learning? - Are pupils asked subject-specific questions? - Are there planned opportunities for pupils to read around the subject/develop a range of subject skills/cover the processes necessary in your subject? Teachers: - How do you decide upon the learning tasks? - Do pupils have opportunities to answer subject-specific questions? - How do you ensure the processes necessary in this subject are embedded? - How has subject CPD supported you to plan appropriate learning tasks?	Testing it out - Discussions about the content choices and tasks chosen - Discussions with leaders and teachers - Observations - Work scrutiny		Leaders: - How do you champion your subject across the school? - How do you promote high expectations for your subject? - What subject enrichment is planned for the subject? How is this linked to learning? - How do you ensure subject delivery is engaging pupils? Teachers: - Do teachers have high expectations of pupils' learning? - Do teachers model engagement with and enjoyment of the subject? - Is the planned enrichment enacted? How is enrichment used as part of a teaching sequence? - Is low pupil engagement and/or effort identified and addressed?	Testing it out: - Discussions about subject enrichment and subject delivery - Discussion with leaders and teachers - Observations - Work scrutiny: work is of high quality - Pupil voice: pupils' enjoyment of the subject; pupils' knowledge of how enrichment experiences support learning
4 KNOWING AND REMEMBERING MORE	subject-specific questions, methods, conventions, rules and practices meet need content choices and tasks are appropriate for learning in individual subjects teachers ensure pupils use prior subject knowledge to answer subject-specific questions		8 SYSTEMS	school processes identify areas of strength and weakness and support further staff development strengths and weaknesses within the subject are accurately identified teachers are supported in their planning and delivery of the subject staff have been involved in the construction of the curriculum and in ensuring consistent quality of education in all subjects	
	Leaders: - What type of learning tasks do you expect to see in your subject? - How does work demonstrate pupils are using and building on prior learning? - Are pupils asked subject-specific questions? - Are there planned opportunities for pupils to read around the subject/develop a range of subject skills/cover the processes necessary in your subject? Teachers: - How do you decide upon the learning tasks? - Do pupils have opportunities to answer subject-specific questions? - How do you ensure the processes necessary in this subject are embedded? - How has subject CPD supported you to plan appropriate learning tasks?	Testing it out - Discussions about the content choices and tasks chosen - Discussions with leaders and teachers - Observations - Work scrutiny		Leaders: - What whole school systems are in place for quality assuring subjects? - How often do you monitor and evaluate the success and impact of curriculum planning and its implementation at whole school/subject level? - What strengths and areas for development have you identified? How do you know? - What actions or developments have been made as a result? What is the impact? - How do you know all pupils receive a successfully delivered curriculum? - What is the planned CPD and does it address identified subject priorities? - What subject specific CPD have you had and how do you keep your knowledge and understanding of the curriculum up-to-date? - How have you supported the understanding and expertise of others? How do you support members of staff new to the school or inexperienced staff? - How do you ensure the quality of resources used reflect the ambition and intent of your curriculum? - How do you assure the quality of external providers? Teachers: - What CPD have you had for this subject and what was its impact? - Where do your resources come from? Are resources readily available? - Are you confident in delivering this subject? - How do you give feedback regarding the effectiveness of the planned curriculum?	Testing it out: - Discussions about CPD and support - Discussion with leaders and teachers - Work scrutiny: work is of a good quality across year groups and subjects
4 KNOWING AND REMEMBERING MORE	pupils remember, long term, the essential subject content needed for subsequent learning teachers know the essential components of learning teachers emphasise these essential components teachers check for misconceptions and gaps		8 SYSTEMS	school processes identify areas of strength and weakness and support further staff development strengths and weaknesses within the subject are accurately identified teachers are supported in their planning and delivery of the subject staff have been involved in the construction of the curriculum and in ensuring consistent quality of education in all subjects	
	Leaders: - How is revisiting and embedding the key learning planned and ensured? - What is your approach to teaching, using and recalling new and existing vocabulary? - What happens if a child is struggling in your subject? Teachers: - How do you build in time to revise what was taught in previous units/years? - What did you want pupils to remember in this lesson? How did the lesson sequence and task support this? - How do you ensure new and existing vocabulary is used and recalled? - What happens if a child is struggling in the lesson?	Testing it out: - Discussions about approaches to securing key learning - Discussion with leaders and teachers - Observations - Work scrutiny: work demonstrates pupils recall and use prior knowledge and consolidate new learning - Pupil voice: pupils can recall and are secure in previously learned and important content; pupils can make links with previously learned content within and across subjects; pupils have increasingly detailed knowledge and skills; pupils can explain how teachers help them to remember important content.			

****For each subject consider how successfully plans are designed, delivered and achieve the intended impact.***