

# The Wider Curriculum and 'deep dives'

Melanie Pitt



# Focus of session

- Ofsted latest
- EIF
- Subject leaders
- Class teachers/ TA's
- Workbook scrutinies and lesson visits
- Moving forward/reflection





“...the full programme of graded school inspections will resume in autumn 2021...”

## Quality of Education: Intent

Additional points:

- to describe effective education - *“The curriculum reflects the school’s local context by addressing typical gaps in pupils’ knowledge and skills.  
**Curriculum planning accounts for delays and gaps in learning that arise as a result of the pandemic.”***
- on sources of evidence for curriculum intent – *“how leaders have ensured that the subject curriculum contains content that has been identified as most useful, and ensured that this content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills; **this includes understanding how the pandemic may have led to gaps in pupils’ knowledge, learning delays and a wider range of starting points**”*

## Quality of Education: Implementation

*“Where remote education is in place, it is well integrated within course(s) of study, and is well-designed to support the wider implementation of the school’s curriculum.”*

- discussions with subject specialists and leaders about the content and pedagogical content knowledge of teachers and what is done to support teachers, **including with remote teaching**
- where relevant, discussions with subject leaders and teachers about how the school curriculum has been delivered remotely, reviews of pupils’ work completed remotely

# Quality of Education: Impact

Inspectors will:

- evaluate **how assessment is used in the school to support the teaching of the curriculum**, but not substantially increase teachers' workloads by necessitating too much one-to-one teaching or overly demanding programmes that are almost impossible to deliver without lowering expectations of some pupils.
- **consider how the school responds to any gaps in learning that have arisen from the pandemic.**

Inspectors will not look at internal progress data ... they will use “nationally generated performance information” on progress and attainment where it is available in published national data. ***‘Teacher assessed grades from 2020 and 2021 will not be used to assess impact.’***

***‘Teachers and leaders use assessment well. For example, they use it to help students embed and use knowledge fluently and flexibly, to evaluate the application of skills, or to check understanding and inform teaching or to understand different starting points and gaps as a result of the pandemic. ’***

# Evaluating the EIF

- Deep-dive methodology welcomed, positive feedback about the joined up nature, more focussed and connected approach

*'We gather a quantity of information that goes way deeper and beyond*

*what we used to be able to get to..'*

*'..you could talk about your subject and showcase what we were doing'.*

- more emphasis on the curriculum than under past frameworks and no longer consider providers' non-statutory internal progress and attainment data - reduced workload, but concerns over moving too far away from attainment

*'we will continue to use published attainment information in a balanced way, alongside all the other valuable information we gather during inspections.'*

- middle leaders more involved in an inspection but expected more feedback
- mixed views about the new-style inspection reports
- increased time spent with teachers and curriculum leaders has a particular impact on smaller providers

## Curriculum Planning

- **What happened in your subject pre-covid? How has the pandemic impacted on how you are developing your curriculum?**
- **What is different about your provision in the 2<sup>nd</sup> lockdown? How is PE taught for example during these times?**
- How is learning sequenced? How does your long term overview feed into the sequence of learning?
- How are you meeting the needs of your SEND children?
- **When do you intend to get back on track with your subject? What are your key priorities?**
- What is the biggest priority for the school now?
- In previous inspection, basic skills was an area of focus – talk about how, pre pandemic and lockdowns, the impact this had on your subject?
- **What adaptations have you had to make to your subject provision for learning at home?**

## EYFS

- How does the curriculum run from EYFS to KS1/KS2?

## Pupils

- Questions focused on knowledge and remembering.

## Subject Leadership and CPD

- **As a subject leader were you still able to access training in lockdown? How is your CPD moving your curriculum on?**
- What training have you had to develop your subject knowledge? How do you share this with colleagues?
- **What training have you had for remote education/delivering remote learning?**
- How do you, as a subject leader, know about progression in Early Years? How does learning in your subject start in Early Years?

## Formative assessment

- How are you assessing what children are learning? How is feedback given to children?
- What does provision look like for SEND/vulnerable children at this current time?
- **How do you know staff are giving effective feedback on remote learning in your subject area?**

## Monitoring

- **How do you know what is going on in your subject across the school? What role have Governors played in shaping the curriculum?**

## Governors

- How was the curriculum designed?
- Are all subjects being taught in the current situation?
- How do you monitor the curriculum? Are your subject visits making subject leaders think more about the way their subject is delivered?

Annual Report and  
Curriculum Expectations  
Mainstream curriculums.  
In state-funded schools,  
our analysis shows that  
the curriculum in  
outstanding schools  
tends to be:

- **Rich** – pupils get a wide range of knowledge and experiences
- **Well planned and coherent** – with a **top-level approach to curriculum planning** to inform and support individual subject curriculums
- **Well sequenced** – in primary, that means that it starts from early reading and phonics and continues through the whole school
- **Comprehensive** – every element of what pupils are taught (including PD and behaviour) is part of a well-planned curriculum
- **Assessment is linked to the curriculum progression model**
- **Clear central aims and accountability** but no one size fits all to sequencing and assessing content in individual subjects
- Well-trained and experienced **teachers with strong subject and pedagogical knowledge**
- Lessons **build on prior learning** and are **underpinned by formative assessment**
- **Pupils know more and remember more**, and this is **reflected in their attainment**
- **A focus on teaching reading, writing and mathematics is not at the expense of other subjects in the curriculum**
- **Early reading – the first priority**

Ofsted 2 year programme to research individual subjects and publish subject reviews for all 14 national curriculum subjects.

# Ofsted subject reviews:

## Research reviews

Our research reviews will collate currently available research evidence. We will consider what the evidence tells us about a high-quality education in each subject.

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### [Research review series: history](#)

14 July 2021    Research and analysis

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### [Research review series: music](#)

12 July 2021    Research and analysis

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### [Research review series: geography](#)

17 June 2021    Research and analysis

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### [Curriculum research review series: languages](#)

7 June 2021    Research and analysis

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### [Research review series: mathematics](#)

25 May 2021    Research and analysis

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### [Research review series: religious education](#)

12 May 2021    Research and analysis

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### [Research review series: science](#)

29 April 2021    Research and analysis

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EIF

Across the schools we visited we found several factors that may be linked to curriculum quality

- Focus on subject disciplines even when topics are taught
- Considering depth and breadth of curriculum content
- Seeing the curriculum as the progression model
- Having a clear purpose for assessment
- Reviewing and evaluating curriculum design
- Clear curriculum leadership (often distributed) and ownership
- Considering local context and filling gaps from pupil backgrounds

## Examples of the sorts of questions inspectors might ask about curriculum quality

### **Intent:**

How far do leaders consider what children need to learn and the order to teach it?

### **Implementation:**

Is the curriculum for each subject designed, over time, to maximise the likelihood that children will remember and connect the steps they have been taught?

### **Impact**

How well are children learning the content outlined in the curriculum?

## When considering curriculum 'offer'...

- Schools taking radically different approaches to the curriculum should be judged fairly.
- We recognise the importance of schools' autonomy to choose their own curriculum approaches.
- The benchmark for breadth and ambition of coverage and content is the national curriculum.



Curriculum offer

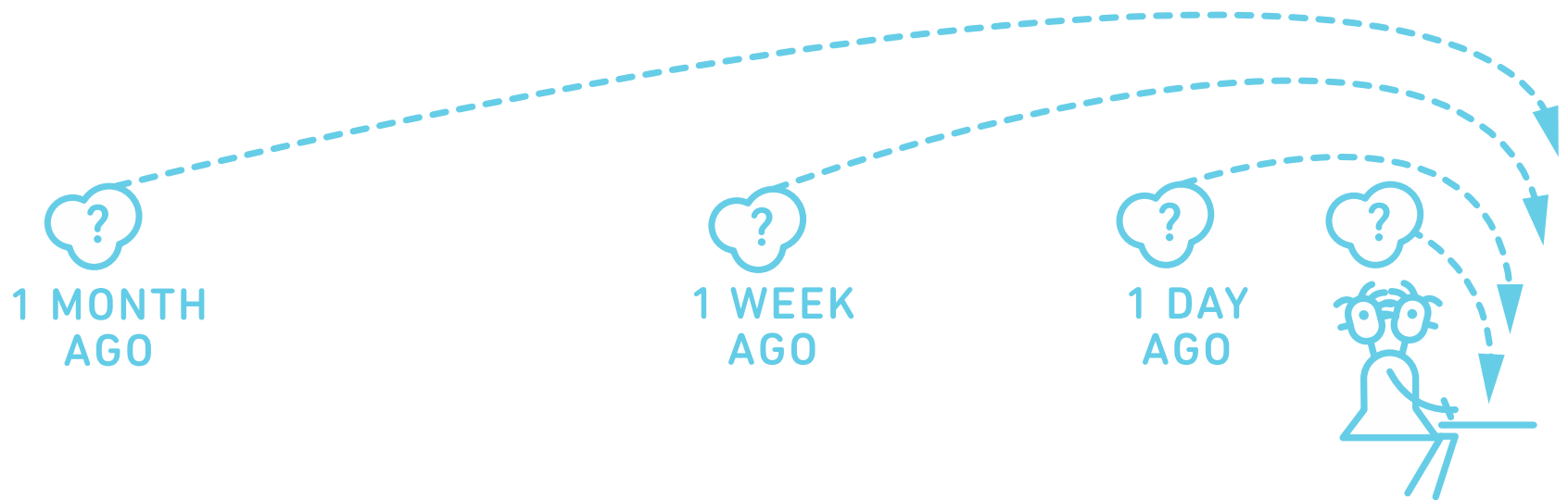
## Evaluating content choices and sequencing

- Do pupils remember crucial knowledge taught previously?
- Do teachers revisit previous content as if it is something new *or* do they embed what pupils already know?
- Is there evidence that teachers carefully anticipate how new knowledge fits into a bigger picture *or* are lessons isolated incidents?
- Do teachers use assessment to identify specific gaps in pupils' prior knowledge and check for fluency?



# Children can fluently recall key learning over time

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# Key reminder...

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**Martin Robinson** @Trivi... · 14/06/2018 ✓

Curriculum has to be 'joined-up' with each teacher knowing how what they are teaching fits into the overall narrative. They pass the baton on from teacher to teacher, it's 'the way we do things here'. Curriculum must not be left to chance and the whims of each teacher.

# Overall picture...

## What does the curriculum look like in your school?

As SLT?

As a subject  
leader?

As a class  
teacher?

“...it’s the way we do things here...”



# Inspecting QE:

## The 'deep dive' approach

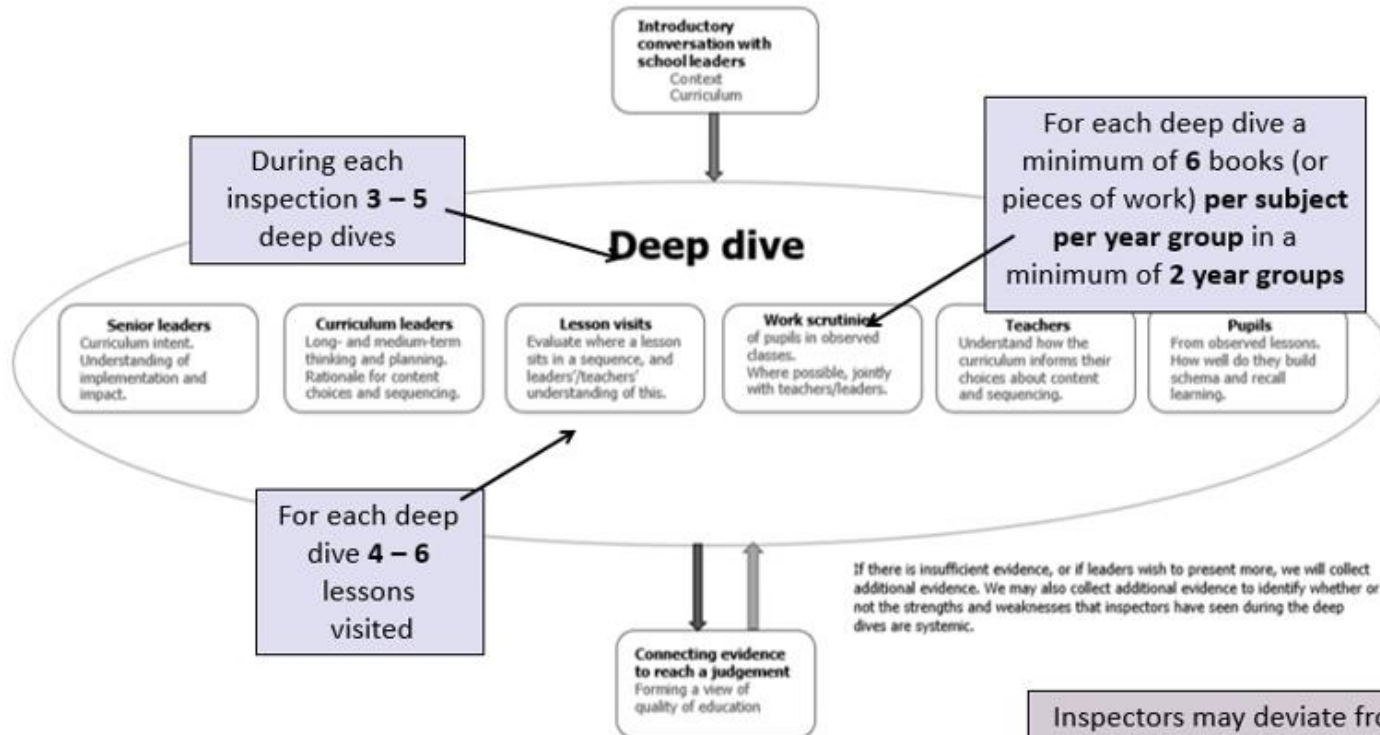


### A typical 'deep-dive' (order can be varied) for a subject area

- Senior leaders' understanding of intent, implementation and impact (of the subject)
- Discussions with subject or curriculum leader, including looking at curriculum planning
- Observing lessons in that subject, usually with the subject/curriculum leader
- Focused work scrutiny in that subject (usually alongside subject and/or senior leaders)
- Talking with groups of pupils about their learning in that subject
- Meeting with teachers observed (as a group) to discuss content and pedagogical choices and sequencing.

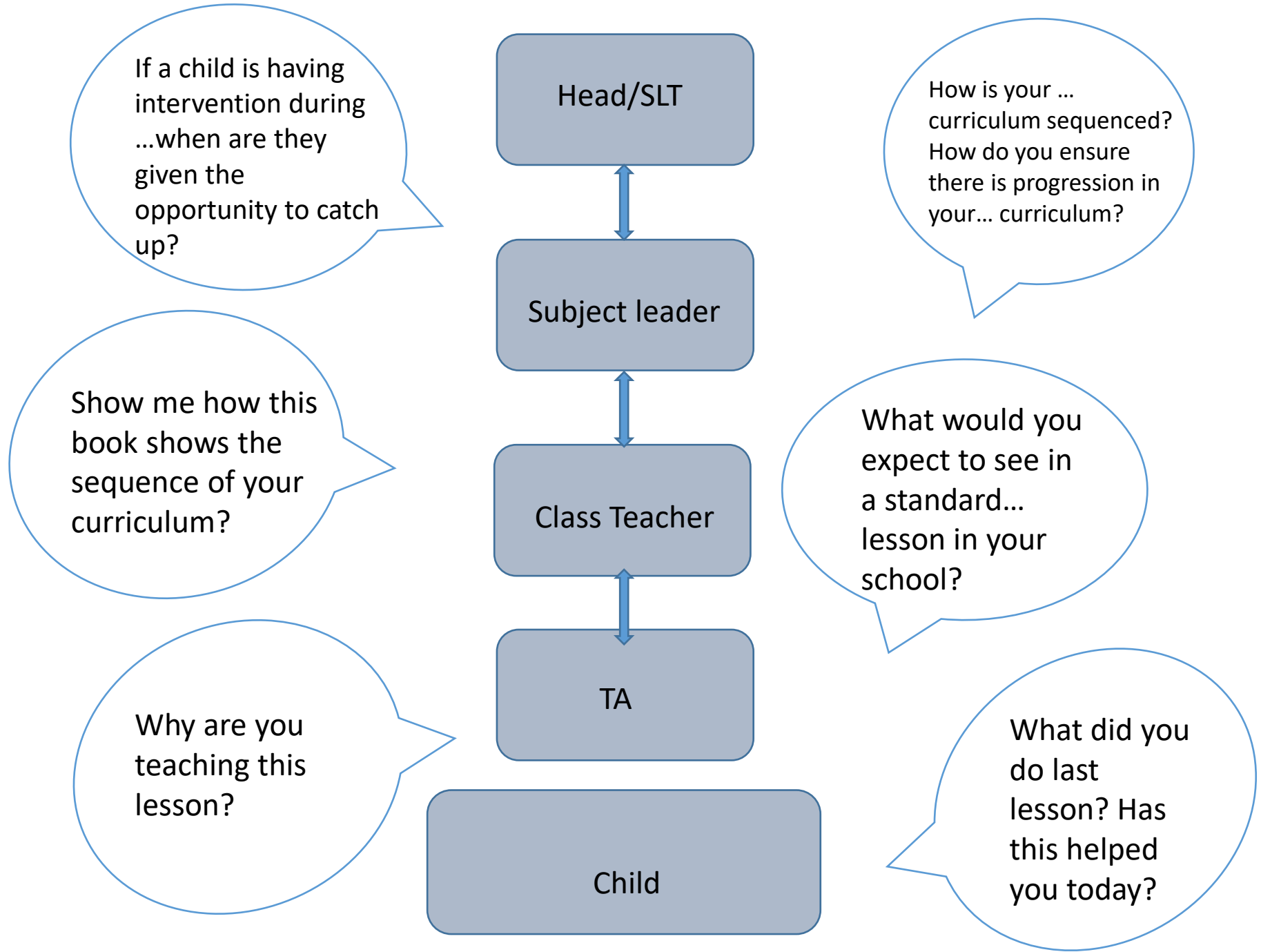
The evidence from these activities should be '**connected**' as closely as possible – that is, by gathering evidence from the same class, group, cohort etc (for example, by meeting with pupils seen earlier in the day, looking at their work, talking to staff seen teaching those pupils etc).

## Pre-inspection



## Bringing it together

Inspectors may deviate from this process when the circumstances they identify in the school require this



Do you follow the National Curriculum?

Where have the teachers got each lesson objective from?

Why have you chosen to study...in year ...?

How is your ... curriculum sequenced? How do you ensure there is progression in your... curriculum?

Why has this teacher chosen to teach these objectives in this order?

How do you as subject leader ensure that this sequence is followed through and is effective? Show me an example of skill progression in your subject

Where did you get your key vocabulary for each topic from?

What happens if a year group falls behind in coverage of curriculum?

If a child is having intervention during ...when are they given the opportunity to catch up?

What elements do you expect to see in a standard ... lesson in your school?

Show me how this book shows the sequence of your curriculum?

How does this book show progress in ...?

Talk me through how you would do a book scrutiny?

What CPD have you had?

What CPD have your staff had?

How do you ensure a pupil who is behind in reading is able to access your ... curriculum?

What happens if a pupil is struggling with ...?

How do you assess ...?

Show me how this book reflects a greater depth level of work?

Do you observe in early years?

How is your early years curriculum sequenced?

- Curriculum coverage
- Progression
- Sequencing
- Prior knowledge
- CPD/ support for staff
- Vocabulary
- Knowledge
- Clear, focused learning objectives
- Misconceptions
- EYFS
- Wider curriculum
- Enrichment
- Monitoring
- SEN (differentiation)



Subject leader review for :- \_\_\_\_\_.

|                     |  |                    |  |             |  |
|---------------------|--|--------------------|--|-------------|--|
| Curriculum overview |  | Progression map    |  | Policy      |  |
| Monitoring cycle    |  | Dates in the diary |  | Pupil voice |  |
| Staff voice         |  | Staff CPD          |  | Action plan |  |

|                        |  |
|------------------------|--|
| Curriculum coverage    |  |
| Progression            |  |
| Sequencing             |  |
| Prior knowledge        |  |
| CPD/ support for staff |  |
| Vocabulary             |  |

|                                    |  |
|------------------------------------|--|
| Knowledge                          |  |
| Clear, focused learning objectives |  |
| Misconceptions                     |  |
| EYFS                               |  |
| Wider curriculum                   |  |
| Enrichment                         |  |
| Monitoring                         |  |
| SEN (differentiation)              |  |



## Class teachers

### Are you considering the what's, where's and why's of lessons?

- **Why** am I teaching this lesson?
- **What** is the **intended learning** within it?
- **What** is **this lesson** for?
- **Where** does this lesson **fit into the bigger picture?** (prior knowledge, sequencing...)
- **Why** is it important for my children to know and master what is taught in the lesson?
- **What difference would it make to learning if we didn't do this lesson?**

# Lesson observations

## Curriculum domain

Use their subject expertise to provide effective learning opportunities

Lesson content is appropriate to the age group and does not lower expectations

Logical sequence to the lesson

## Teaching domain

Demonstrate good communication skills

Possess good questioning skills

Give explicit, detailed and constructive feedback

## Behaviour domain

Create supportive classrooms focused on learning

Pupil's behaviour contributes to the focus on learning

Amanda Spielman  
speaking at the  
Victoria and Albert  
Museum  
10<sup>th</sup> July 2019



An inspector won't just walk into the classroom and see what they see with no context. They'll have in mind:

- What does the school expect to be happening here?
- What do the leaders tell us this lesson's place is in the sequence of lessons?
- Then when we look at the work, alongside curriculum leaders, we'll think:

**How does that fit with where the school intends pupils to be in that sequence of learning?**

**Are pupils doing that work?**

# Book Scrutiny Indicators

## **Building on previous learning**

Pupils' knowledge is consistently, coherently and logically sequence so that they develop incrementally over time. There is progression from the simpler and/or more concrete concepts to the more complex and/or abstract ones. Pupils' work shows that they have developed their knowledge and skills over time

## **Depth and breadth of coverage**

The content of the tasks and pupils work show that pupils learn a suitably broad range of topics within a subject. Tasks also allow pupils to deepen their knowledge of the subject by requiring thought on their part, understanding of subject-specific concepts and making connections prior to knowledge

## **Pupils progress**

Pupils make strong progress from their starting points. They acquire knowledge and understanding appropriate to their starting points.

## **Practice**

Pupils are regularly given opportunities to revisit and practice what they know to deepen and solidify their understanding in a discipline. They can recall information effectively, which shows that learning is durable. Any misconceptions are addressed and there is evidence to show that pupils have overcome these in future work.

# Ofsted inspections 2019-20...

“The school organises its curriculum plans so that teaching builds on what pupils have learned before. However, leaders do not check on the impact of these plans in class well enough. Some teachers check on the skills that pupils learn rather than what pupils know and remember. Pupils enjoy science, computing and subjects such as history. The wide-ranging experiences beyond academic learning develop pupils’ confidence and determination effectively. However, pupils do not always remember or apply the knowledge set out in the school’s planned curriculum. “

“The teaching of physical education (PE) and religious education (RE) are stronger. This is because teachers have planned sequences of lessons that build on what pupils already know. Pupils show good attitudes to learning in these subjects. In PE, the school enters teams for many local competitions to ensure that pupils have opportunities to practise their skills. In RE, visits to churches, cathedrals, a synagogue and a mosque are particularly memorable for pupils. This helps them to deepen their understanding of different religious beliefs and customs.”

“In other subjects, such as history, teaching is not structured as clearly. In these subjects, pupils do not have the knowledge they need to build their learning on.

Teaching in some of the foundation subjects, such as history, is not strong enough. Consequently, pupils are not secure in their learning and the ability to recall what they have been taught in these subjects. Leaders must make sure that learning is carefully planned and taught to ensure that pupils are able to know more and remember more.”

“Pupils benefit from an extensive range of visiting speakers, events and educational visits. However, these experiences are not helping pupils develop and deepen their understanding. Teachers should consider how visits and events can be used to maximise their impact on pupils’ learning.”

“Pupils do not always make clear enough connections within and between subjects in the wider curriculum. Leaders need to ensure that curriculum plans build on pupils’ past knowledge and prepare them well for learning that is to come. The school’s curriculum is not yet sufficiently coherently planned and sequenced in some subjects.”

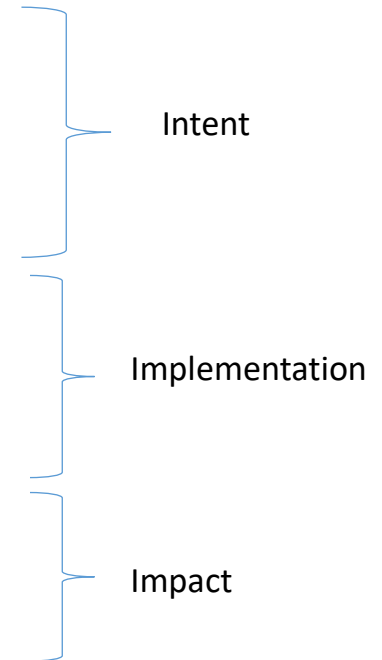
“Teachers are not as highly skilled in teaching other subjects as they are in teaching reading, writing and mathematics. Although there are clear and detailed plans in place for developing all subjects, there is more work to do. The positive impact of leaders’ work can be seen in the recent improvements that have been made in the teaching of geography. However, improvements in other subjects need time to settle in. This will help to ensure that pupils’ learning across the curriculum builds effectively on what they already know.”

“In subjects other than English and mathematics, subject leaders have set out clearly what they want pupils to know and understand. Pupils’ learning has been organised in a logical way to help pupils remember more. This helps pupils to make easier links between different subjects. Pupils have opportunities to repeat and practise their learning in some subjects, which also helps them to remember. For example, in design technology pupils understand clearly how to design and make different products.”

“Pupils benefit from an exciting and ambitious curriculum that covers a broad range of subjects. The well-designed curriculum makes clear important links between different subjects. This allows pupils to make connections in their learning...topics in history and English are planned carefully so that pupils can revisit learning. Leaders also ensure that carefully selected experiences, including trips and visits, support pupils’ learning in history well.”

# Does the subject area have..?

- Long term plan mapped out against National Curriculum
- Medium Term plans (to show progression in Knowledge, Understanding and Skills ***and vocabulary***)
- Planned enrichment opportunities across year groups
- Weekly plans- focused learning objectives
- Engaging lessons and resources
- Focused assessment tasks- how do we get there?
- Key monitoring points throughout the year
- Review of subject (reporting to SLT and Governors)



## 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                                                                                                                                                                                                                                                                                                                                             | <p>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</p> <p><b>Leaders:</b></p> <ul style="list-style-type: none"> <li>What are your curriculum aims/priorities? How do they address your local context? How are they reflected in your curriculum design and planning?</li> <li>How have you adapted any published schemes to meet the needs of all your pupils?</li> <li>Where there is flexibility, what curriculum choices have been made? Why?</li> <li>How do you ensure staff have a common understanding of the school/subject curriculum?</li> <li>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?</li> <li>How does your curriculum design support all pupils to learn the curriculum including pupils who are disadvantaged or those with SEND?</li> <li>How does the design provide opportunities to revisit and embed key learning rather than learn disconnected facts?</li> <li>Are all subjects equally well-designed, structured and led?</li> </ul> <p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>What are the key aims of learning in this subject in your school?</li> <li>How does teaching in this subject support whole school priorities?</li> <li>How do you know what is the important content pupils should remember in this lesson/unit? Where do you get the lesson objectives from?</li> </ul> | <p><b>Testing it out</b></p> <ul style="list-style-type: none"> <li>Discussions about the content of learning</li> <li>Plans and SoW</li> <li>Discussion with leaders and teachers</li> <li>Observations</li> <li>Work scrutiny: matches the planned curriculum? Covers the NCT Ambition evident for all pupils?</li> <li>Pupil voice: do pupils know what they need to remember?</li> </ul>                                                                                                                                                                                                                                                  | <p>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</p> <p><b>Leaders:</b></p> <ul style="list-style-type: none"> <li>How do you ensure the tasks chosen are the most useful to secure the learning intentions?</li> <li>Are there planned opportunities for pupils to apply their knowledge and make useful connections between ideas/with other subjects?</li> <li>Are learning experiences consistent across each classroom?</li> </ul> <p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>How does the chosen learning task support the learning intention?</li> <li>How do you support pupils and how do you challenge pupils to achieve greater depth?</li> <li>How do you give children the opportunity to apply their knowledge and make connections to prior learning and, where useful, across subjects?</li> </ul> <p><b>Testing it out:</b></p> <ul style="list-style-type: none"> <li>Discussions about task choice</li> <li>Discussion with leaders and teachers</li> <li>Observations</li> <li>Work scrutiny: are tasks well chosen? Do pupils draw on a wide range of prior learning to answer subject-specific questions?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                  | <p>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</p> <p><b>Leaders:</b></p> <ul style="list-style-type: none"> <li>How have you sequenced the important knowledge, concepts and procedures from EY to Y6 to ensure all pupils can reach the identified end points?</li> <li>Is this by unit/year/key stage?</li> <li>If you have a cross curricular approach, how do you ensure content and sequencing for individual subjects is cohesive and clearly defined?</li> <li>How do you ensure the planned sequence is consistently implemented and effective?</li> </ul> <p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>How does this lesson fit into a sequence of learning is, built on prior learning and supports future learning?</li> <li>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?</li> <li>What does success in this subject look like for your cohort of pupils? How do you know?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Testing it out</b></p> <ul style="list-style-type: none"> <li>Discussions about the sequences of learning</li> <li>Consider plans/progression maps and SoW</li> <li>Discussion with leaders and teachers</li> <li>Observations</li> <li>Work scrutiny: evidences planned sequencing</li> <li>Pupil voice: do pupils know how previous learning (last lesson/unit/year) helps them with their current learning?</li> </ul>                                                                                                                                                                                                               | <p>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</p> <p><b>Leaders:</b></p> <ul style="list-style-type: none"> <li>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?</li> <li>How does formative assessment reliably inform how secure pupils are in the essential components of learning?</li> <li>Are formative assessment experiences consistent across each classroom?</li> </ul> <p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>How do you use formative assessment to inform planning and adjust subsequent teaching?</li> <li>Do you regularly check that the essential learning is secure?</li> </ul> <p><b>Testing it out:</b></p> <ul style="list-style-type: none"> <li>Discussions about approaches to formative assessment, identifying gaps and misconceptions</li> <li>Discussion with leaders and teachers</li> <li>Observations</li> <li>Pupil voice</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 2 CURRICULUM SEQUENCING                                                                                                                                                                                                                                                                                                                                          | <p>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</p> <p><b>Leaders:</b></p> <ul style="list-style-type: none"> <li>What type of learning tasks do you expect to see in your subject?</li> <li>How does work demonstrate pupils are using and building on prior learning?</li> <li>Are pupils asked subject-specific questions?</li> <li>Are there planned opportunities for pupils to read around the subject/develop a range of subject skills/cover the processes necessary in your subject?</li> </ul> <p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>How do you decide upon the learning tasks?</li> <li>Do pupils have opportunities to answer subject-specific questions?</li> <li>How do you ensure the processes necessary in this subject are embedded?</li> <li>How has subject CPD supported you to plan appropriate learning tasks?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Testing it out</b></p> <ul style="list-style-type: none"> <li>Discussions about the content choices and tasks chosen</li> <li>Discussions with leaders and teachers</li> <li>Observations</li> <li>Work scrutiny</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                             | <p>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</p> <p><b>Leaders:</b></p> <ul style="list-style-type: none"> <li>How do you champion your subject across the school?</li> <li>How do you promote high expectations for your subject?</li> <li>What subject enrichment is planned for the subject? How is this linked to learning?</li> <li>How do you ensure subject delivery is engaging pupils?</li> </ul> <p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>Do teachers have high expectations of pupils' learning?</li> <li>Do teachers model engagement with and enjoyment of the subject?</li> <li>Is the planned enrichment enacted? How is enrichment used as part of a teaching sequence?</li> <li>Is low pupil engagement and/or effort identified and addressed?</li> </ul> <p><b>Testing it out:</b></p> <ul style="list-style-type: none"> <li>Discussions about subject enrichment and subject delivery</li> <li>Discussion with leaders and teachers</li> <li>Observations</li> <li>Work scrutiny: work is of high quality</li> <li>Pupil voice: pupils' enjoyment of the subject; pupils' knowledge of how enrichment experiences support learning</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| 3 DISCIPLINARY KNOWLEDGE                                                                                                                                                                                                                                                                                                                                         | <p>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</p> <p><b>Leaders:</b></p> <ul style="list-style-type: none"> <li>What are your curriculum aims/priorities? How do they address your local context? How are they reflected in your curriculum design and planning?</li> <li>How have you adapted any published schemes to meet the needs of all your pupils?</li> <li>Where there is flexibility, what curriculum choices have been made? Why?</li> <li>How do you ensure staff have a common understanding of the school/subject curriculum?</li> <li>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?</li> <li>How does your curriculum design support all pupils to learn the curriculum including pupils who are disadvantaged or those with SEND?</li> <li>How does the design provide opportunities to revisit and embed key learning rather than learn disconnected facts?</li> <li>Are all subjects equally well-designed, structured and led?</li> </ul> <p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>What are the key aims of learning in this subject in your school?</li> <li>How does teaching in this subject support whole school priorities?</li> <li>How do you know what is the important content pupils should remember in this lesson/unit? Where do you get the lesson objectives from?</li> </ul> | <p><b>Testing it out</b></p> <ul style="list-style-type: none"> <li>Discussions about the content of learning</li> <li>Plans and SoW</li> <li>Discussion with leaders and teachers</li> <li>Observations</li> <li>Work scrutiny: matches the planned curriculum? Covers the NCT Ambition evident for all pupils?</li> <li>Pupil voice: do pupils know what they need to remember?</li> </ul>                                                                                                                                                                                                                                                  | <p>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</p> <p><b>Leaders:</b></p> <ul style="list-style-type: none"> <li>How do you ensure the tasks chosen are the most useful to secure the learning intentions?</li> <li>Are there planned opportunities for pupils to apply their knowledge and make useful connections between ideas/with other subjects?</li> <li>Are learning experiences consistent across each classroom?</li> </ul> <p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>How does the chosen learning task support the learning intention?</li> <li>How do you support pupils and how do you challenge pupils to achieve greater depth?</li> <li>How do you give children the opportunity to apply their knowledge and make connections to prior learning and, where useful, across subjects?</li> </ul> <p><b>Testing it out:</b></p> <ul style="list-style-type: none"> <li>Discussions about task choice</li> <li>Discussion with leaders and teachers</li> <li>Observations</li> <li>Work scrutiny: are tasks well chosen? Do pupils draw on a wide range of prior learning to answer subject-specific questions?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| 4 KNOWING AND REMEMBERING MORE                                                                                                                                                                                                                                                                                                                                   | <p>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</p> <p><b>Leaders:</b></p> <ul style="list-style-type: none"> <li>What type of learning tasks do you expect to see in your subject?</li> <li>How does work demonstrate pupils are using and building on prior learning?</li> <li>Are pupils asked subject-specific questions?</li> <li>Are there planned opportunities for pupils to read around the subject/develop a range of subject skills/cover the processes necessary in your subject?</li> </ul> <p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>How do you decide upon the learning tasks?</li> <li>Do pupils have opportunities to answer subject-specific questions?</li> <li>How do you ensure the processes necessary in this subject are embedded?</li> <li>How has subject CPD supported you to plan appropriate learning tasks?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Testing it out</b></p> <ul style="list-style-type: none"> <li>Discussions about the content choices and tasks chosen</li> <li>Discussions with leaders and teachers</li> <li>Observations</li> <li>Work scrutiny</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                             | <p>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</p> <p><b>Leaders:</b></p> <ul style="list-style-type: none"> <li>How do you champion your subject across the school?</li> <li>How do you promote high expectations for your subject?</li> <li>What subject enrichment is planned for the subject? How is this linked to learning?</li> <li>How do you ensure subject delivery is engaging pupils?</li> </ul> <p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>Do teachers have high expectations of pupils' learning?</li> <li>Do teachers model engagement with and enjoyment of the subject?</li> <li>Is the planned enrichment enacted? How is enrichment used as part of a teaching sequence?</li> <li>Is low pupil engagement and/or effort identified and addressed?</li> </ul> <p><b>Testing it out:</b></p> <ul style="list-style-type: none"> <li>Discussions about subject enrichment and subject delivery</li> <li>Discussion with leaders and teachers</li> <li>Observations</li> <li>Work scrutiny: work is of high quality</li> <li>Pupil voice: pupils' enjoyment of the subject; pupils' knowledge of how enrichment experiences support learning</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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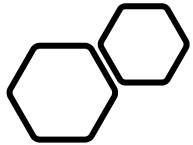
**\*For each subject consider how successfully plans are designed, delivered and achieve the intended impact.**

# Reflection ...

- Has your curriculum been amended during the pandemic?
- How has your subject developed pre/during/post pandemic?
- Where are you up to on your subject's 'journey'?
- Do you have clear 'next steps' in place?
- Can all stakeholders 'talk' consistently about your subject?



Where are you now?



Thank you

Melanie Pitt

[Melanie.pitt@si.liverpool.gov.uk](mailto:Melanie.pitt@si.liverpool.gov.uk)

@MelaniePittpitt

