

Governor Support Service

Understanding and Monitoring the Curriculum

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Principals Matter



Wednesday 14th October 2020

Etiquette



It is good to see colleagues but you can turn your **camera** off if you wish.



We will all remain on mute unless we have a question we would like to ask.



If we wish to ask a question we will either use the raise hand function and/or use the chat. Please also use the chat facility to make any useful comments

Session Objectives

To give governors.....



The background leading from the Common Inspection Framework (CIF) to the introduction of the Education Inspection Framework (EIF)



Time to assimilate the latest information from Ofsted about the curriculum

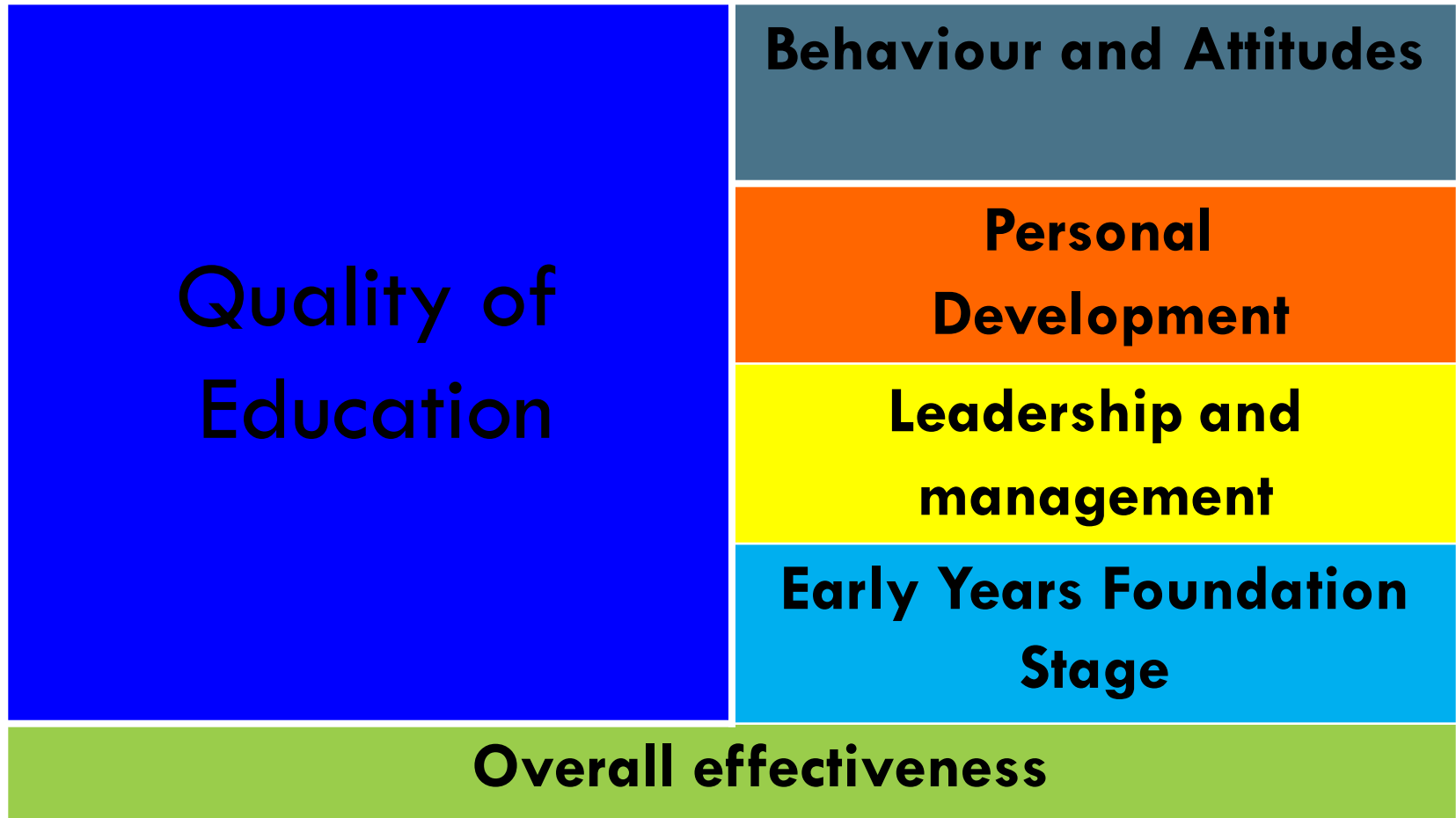


Space to think about a strategic approach to monitoring the curriculum

Background

- The old Common Inspection Framework (CIF, was used until September 2019)
- Ofsted's understanding of educational effectiveness evolved from the CIF, and has informed the development of the new Education Inspection Framework (EIF).
- At the heart of the EIF is the new '**quality of education**' judgement, the purpose of which is to put a single conversation about education at the centre of inspection
- This conversation draws together curriculum, teaching, assessment and standards.

EDUCATION INSPECTION FRAMEWORK (EIF)



The curriculum **isn't...**

- ...just the subject or qualification offer
- ...the same as teaching activities: the curriculum is **WHAT** is taught and not how it is taught
- ...about devising extra or more elaborate or creative activities
- ...vague – it is a **specific** plan of what children need to **know** in total, and in **each subject**.

Pause for thought.....



Any questions?

New Quality of Education judgement

The judgement will have the curriculum at its heart. It replaces quality of teaching, learning and assessment.

What governors need to know:

- The extent to which your school's curriculum sets out the knowledge and skills pupils will gain at each stage
- An understanding of the school has developed its curriculum **intent, implementation.**
- An understanding how the schools support all pupils to build their knowledge and to apply that knowledge as skills
- **The impact** and outcomes on pupils achievement as a result of the education they have received

Governors Discussion: What do you need to know about your current curriculum offer?

Curriculum is at the heart of Quality of Education

Quality of Education

Intent

- Curriculum design, coverage and appropriateness

Implementation

- Curriculum delivery
- Teaching (pedagogy) – contribution to delivering the curriculum as intended
- Assessment (formative and summative)

Impact

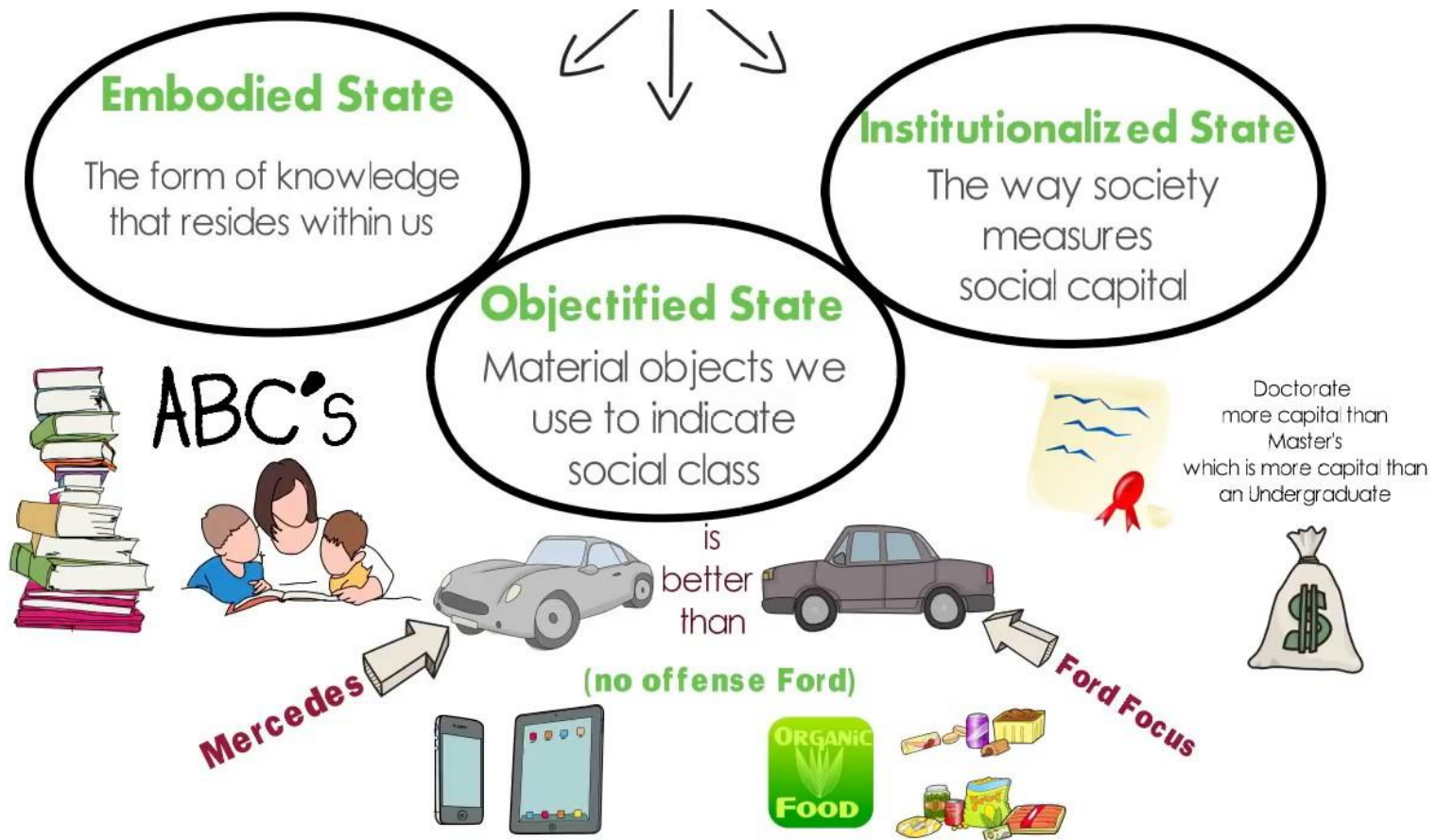
- Attainment and progress (including national tests and assessments)
- Reading
- Destinations

Ofsted's Definition of Cultural Capital

“As part of making a judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital to exceed in life. Our understanding of ‘knowledge and cultural’ capital’ is derived from the following wording on the National Curriculum: It is essential knowledge that pupils need as educated citizens, introducing them to the best that has been thought and said and helping to engender a sense of achievement”

Ofsted framework

Cultural Capital



Pause for thought



Governors thinking: What are your starting points for understanding your school's current curriculum offer?

What do Ofsted inspect/ monitor?

Top-level view: inspectors and leaders start with a top-level view of the school's curriculum, exploring what is on offer, to whom and when, leaders' understanding of curriculum intent and sequencing, and why these choices were made.

Deep dive: then, a 'deep dive', which involves gathering evidence on the curriculum intent, implementation and impact over a sample of subjects, topics or aspects. This is done in collaboration with leaders, teachers and pupils. The intent of the deep dive is to seek to interrogate and establish a coherent evidence base on quality of education.

Bringing it together: inspectors will bring the evidence together to widen coverage and to test whether any issues identified during the deep dives are systemic. This will usually lead to school leaders bringing forward further evidence and inspectors gathering additional evidence.

Top-level view



Primary Inspection Data Summary Report

	URN	Location
Headteacher:	Type of education:	
Local authority:	Phase of education:	
Pupils:	Academy/trust or sponsor:	
Gender:	Date open/converted:	
Admissions policy:	Chair of governors/trustees:	
Ages:	School website:	
Denomination:	Postcode:	

Areas of interest

Release information: Provisional 2019 KS2, KS1, Phonics - Release date: 06 October 2019

The following sections draw attention to only those areas which are meaningful or where statistical testing shows there is something significant to note (where they are not, text will be displayed in grey). For the criteria used to determine the sentences, see the guidance link alongside each section.

Reading

KS2 progress Guidance

- Key stage 2 progress in reading (9-10) was significantly **above** national and in the **highest** 20% of all schools in 2019.
- Reading progress has **improved** between 2017 and 2018.

Attainment (all key stages) Guidance

- Key stage 2 attainment of the expected standard (100+) in reading (93%) was significantly **above** national and in the **highest** 20% of all schools in 2019. Key stage 2 attainment of the high standard (110+) in reading (63%) was significantly **above** national and in the **highest** 20% of all schools in 2019.
- Key stage 1 attainment of the expected standard in reading (43%) was significantly **below** national and in the **lowest** 20% of all schools in 2019. A sentence for key stage 1 reading attainment of greater depth has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.
- A sentence for phonics has not been triggered because the criteria have not been met or the cohort is lower than 11 pupils.
- Early years foundation stage attainment of the expected standard in the reading early learning goal was not significantly different to national or not in the highest/lowest 20% of all schools in 2018.

Writing

KS2 progress Guidance

- Key stage 2 progress in writing (13-17) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018.
- Writing progress has **improved** between 2017 and 2018.

Forming a view of the curriculum offer: taking a 'top level' view

Inspectors will want an overview of:

Gain an overview of your school's recent performance and any changes since the last inspection
Understand documentation in context

Talk to you about:

How your school has built on its strengths

Weaknesses leaders have identified

What action leaders have planned or have in progress
Documentation inspectors that supports the 'top level' view

Pause for thought



What evidence would you need to see overtime from your governors' meetings?

Having a ‘top level view’ through effective governing board meetings!

First half of the term

- School improvement
 - SDP
 - SEF
 - Subject Leaders Action plan
 - Strengths and development
- Pupil Council – student voice
 - Pupil SDP - Projects related
 - Development of projects
- Curriculum planning
 - Long term planning, medium term planning
 - School Visits
 - Cultural Capital
- Professional agencies - Ed Psych etc
- Staff Development
 - Training
 - Subject leader networks
- Finance
 - Pupil Premium
 - Sport's Premium
 - Catch up funding
- Policies
 - Curriculum Policy
 - Teaching and Learning Policy
 - Marking and Assessment Policy

Second half of the term

- Achievement Data
- The IDSR
 - Whole school
 - Progress
 - Attainment
 - SEN
 - Progress
 - Attainment
 - Disadvantage
 - Progress
 - Attainment
- Safeguarding
- Attendance - those children below 85%
- Exclusions - how many and next steps (Safeguarding)

Assessment and curriculum are crucial and inextricably linked!

A scuba diver in a blue wetsuit and mask is underwater, holding a large video camera. The diver is positioned in the upper left, looking towards the camera. The background is a vibrant coral reef with various colorful corals (red, orange, green) and many small fish swimming around. The text "Inspecting the quality of education" is overlaid in white at the bottom.

Inspecting the quality of education

Curriculum 'deep dives': what do they include?



Getting a robust view of the quality of education:

Context matters – carrying out lesson visits or work scrutiny without context will limit validity.

- What is the purpose of the lesson (or the task in a workbook)?
- How it fits into a sequence of lessons over time, and what pupils already knew and understood.
- Conversations with teachers and subject leads can provide this contextual information.

The sequence of lessons, not an individual lesson, is the unit of assessment – inspectors will need to evaluate where a lesson sits in a sequence, and leaders'/teachers' understanding of this.

Work scrutiny will form a part of the evidence we use to judge whether the intended curriculum is being enacted.

In each deep dive, inspectors should review a minimum of six workbooks (or pieces of work) in lessons

Inspectors can make appropriately secure judgements on curriculum, teaching and behaviour across a particular deep dive when four to six lessons are visited

Pause for thought



**What evidence could you collect
from governor visits?**

Cultural capital: text selection

Archaic
text

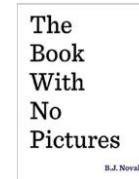
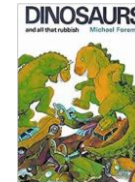
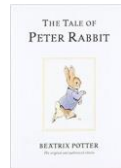
Non-
linear
sequences

Narratively
complex

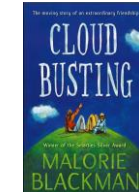
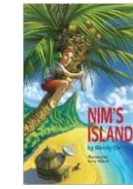
Symbolic
text

Resistant
text

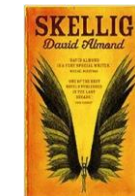
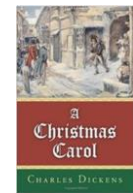
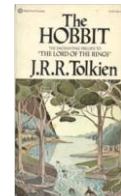
Years
1 and 2



Years
3 and 4



Years
5 and 6

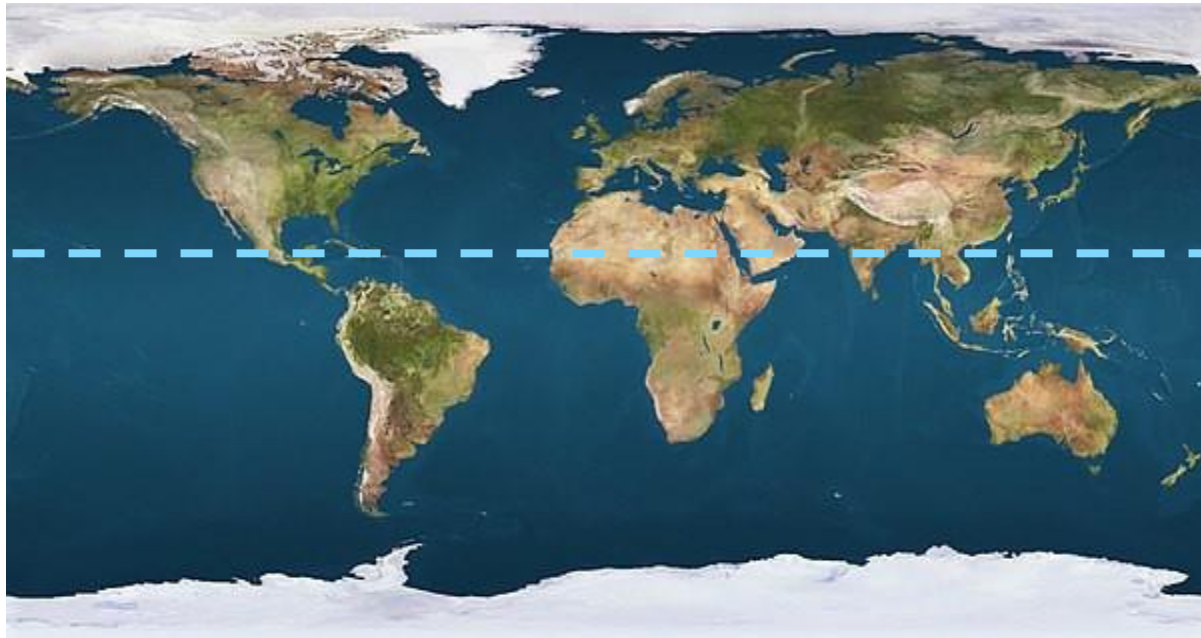


Adapted from D Lemov, 'Teach Like A Champion 2.0' (2015)
accessed on 1.9.19 at <http://teachlikeachampion.com/wp-content/uploads/5-Plagues-Reading-Spine.pdf>

Curriculum Design: planning, implementation
and evaluation

Cultural capital: general knowledge

22° North



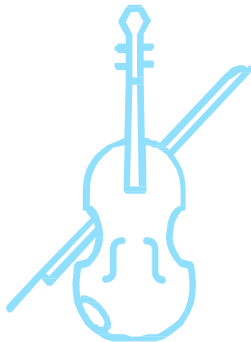
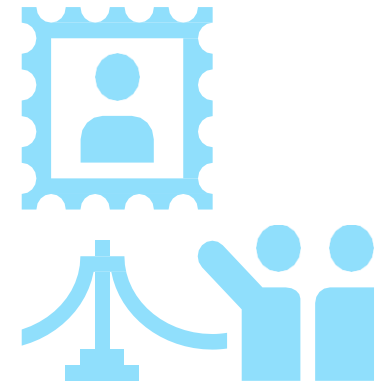
Curriculum Design:
planning, implementation
and evaluation

Cultural capital: something to write about

It started with following the salsa music. I wanted to see the band. So I wandered through the sunny cobbled streets. I could see the brightly coloured town houses orange, mint green and pink. Looking up past the Spanish arches I could see washing hanging on the balconies. I still couldn't find the music! Going down an alley I saw a Volkswagen beetle which was covered in dust. As the alleyway turned into a street I saw a horse and cart full of fresh vegetables. The smell was delicious. The music was gone! The sun was getting lower... and I was lost in Havana.

Curriculum Design:
planning, implementation
and evaluation

Cultural capital: cultural experiences



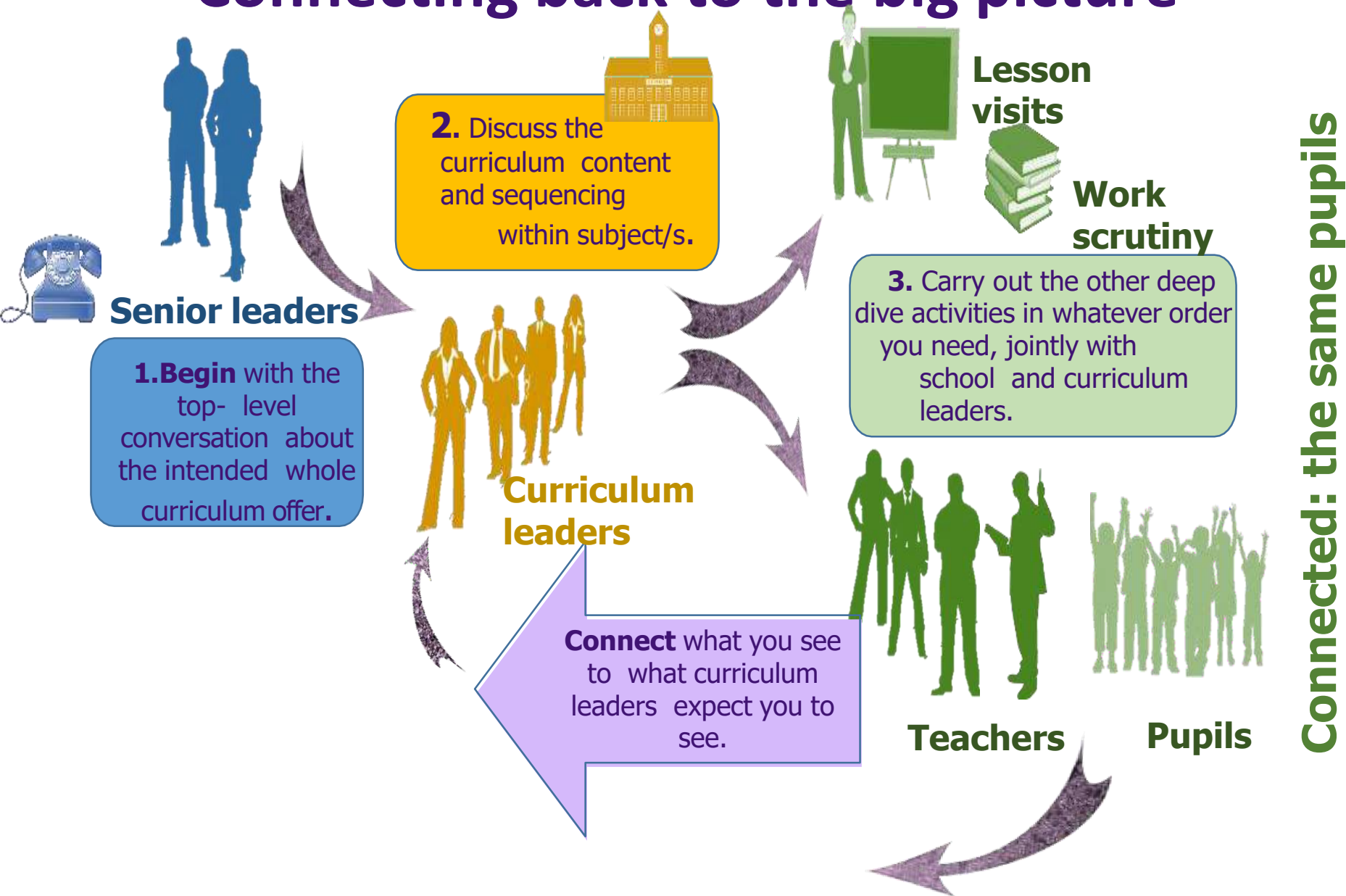
Curriculum Design:
planning, implementation
and evaluation

Cultural capital: British Values



Curriculum Design:
planning, implementation
and evaluation

Connecting back to the big picture



Questions to ask.....

- How up-to-date are the quality monitoring documents?
- How rigorous is monitoring and evaluation of achievement and teaching?
- How do you evaluate teaching to check its impact on progress over time?
- Minutes of governing board meetings that provide evidence an academic year
- Governors visits notes that feed into of governing board meetings
- Performance management cycle together with staff performance.

Useful resources available online

- **'Inspecting the curriculum':**

<https://www.gov.uk/government/publications/inspecting-the-curriculum>

- **Curriculum roadshow** – slides and videos live on website now:

<https://www.slideshare.net/Ofstednews/curriculum-workshop-126193516>

- **Videos** about key topics (e.g. curriculum, data) – live now:

https://www.youtube.com/watch?v=xZhhPLsO8mY&list=PL_Lq-zBnUkspPXjODb3PJ4gCqNc2LvfhSh

- **Research commentary:**

www.gov.uk/government/publications/education-inspection-framework-overview-of-research

Questions?





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