

# Understanding & Monitoring the Curriculum



Rory McCormack

2<sup>nd</sup> May 2023

# Session Objectives



1. To go through the role of Governors
2. To relate these roles to how Governors carry out their job generally, but in particular to the Curriculum and assessment
3. To get the Governors to think about how they carry out their roles in relation to the Ofsted Framework with regard to the Curriculum and assessment
4. For Governors to better understand how the curriculum for their school is created and monitored.
5. For Governors to understand how assessment fits with the Curriculum
6. For Governors to understand the difference between attainment and progress.
7. To show some strategies Governors could use to monitor the curriculum and its assessment.

# Structure of this training



- Role of Governors
- What does Ofsted say...?
- The National Curriculum
- The National Curriculum – how is it structured...?
- Some important terminology
- What does this mean for Governors. What can/should we be doing?
- Curriculum methodology and Ofsted
- Curriculum methodology – what we might hear from staff members.
- Assessment – where does it fit in and what should we be monitoring?
- Assessment – sources of information.
- Assessment – what do we mean by progress?
- Governors – how do we monitor all of this?
- Questions and evaluation

# Curriculum and Assessment

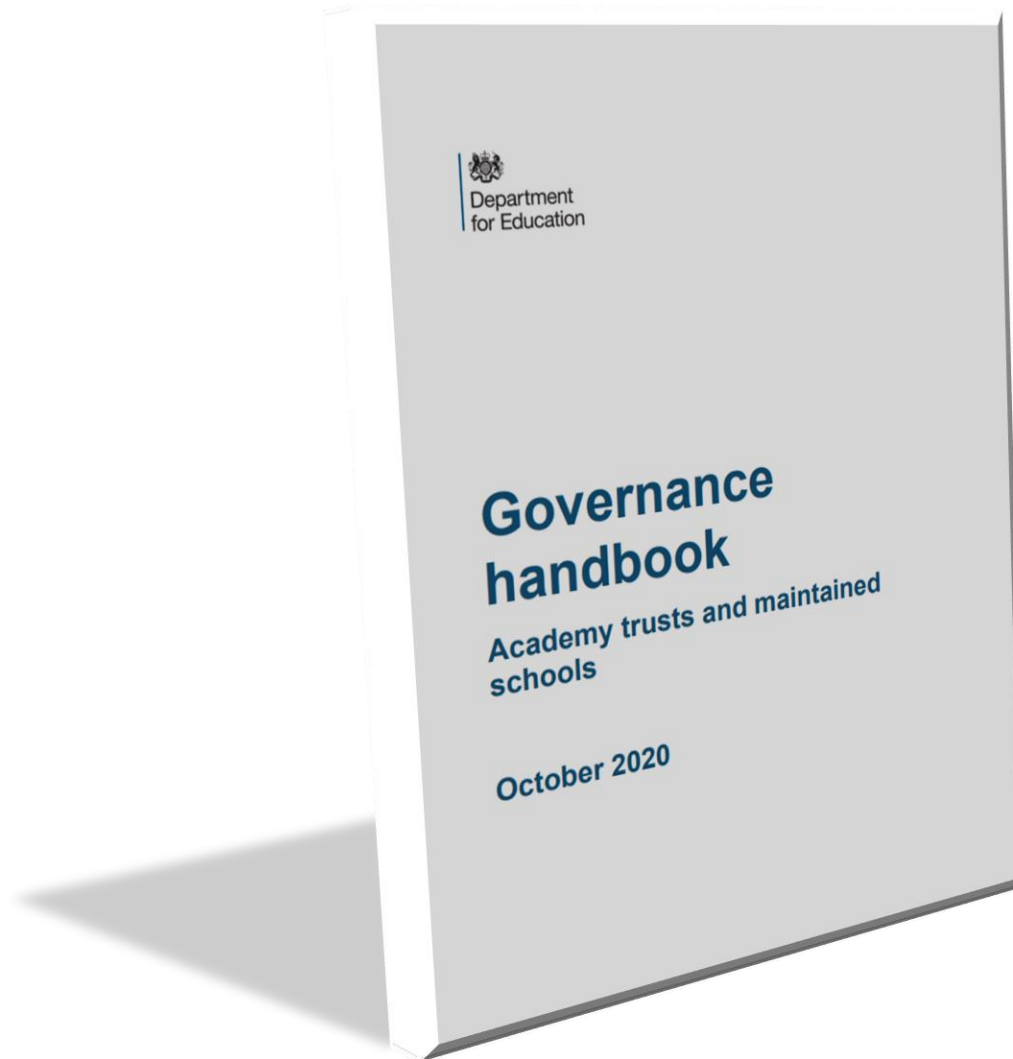
Overarching question:  
How well does the curriculum and  
assessment of it provide for and stretch  
all pupils?



## **Role of Governors**



# Role of Governors



# Role of Governors



- “Governance handbook” DfE: updated Oct 2020: p.13
- Responsibilities of the governing body The Roles, Procedures and Allowances Regulations set out the key functions of the governing body, which are to:
  - ensure that the vision, ethos and strategic direction of the school are clearly defined;
  - ensure that the head teacher performs his or her responsibilities for the educational performance of the school; and**
  - ensure the sound, proper and effective use of the school’s financial resources.

# Role of Governors



The Governance Handbook on p. 75 states:

## 6.5 Education

### 6.5.1 The curriculum

21. **Education legislation** requires that the school curriculum be balanced and broadly based, and should:

- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society;

and

- prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

22. **Responsibility for the curriculum in schools is shared between the executive leader(s), the board** and (where applicable and to a limited extent) LAs. The ‘basic’ curriculum for **maintained schools must include the national curriculum** and school and trust sixth forms must follow the 16-19 study programmes guidance. **The national curriculum sets out the subjects and associated programmes of study that must be taught at each key stage.**



## Role of Governors (Academies)



**23. Academies do not have to follow the national curriculum, but they are bound by their funding agreement to teach a broad and balanced curriculum to the age of 16.** This must include English, mathematics and science and (subject to providing the right to withdraw) religious education in mainstream academies. Alternative provision academies are not required to teach religious education.

A stylized illustration of three grey human figures sitting at a long table. The figure on the left is in profile, facing right. The figure in the middle is facing forward. The figure on the right is in profile, facing left. The table is a simple rectangular shape. The background is a light grey rectangle.

**What does Ofsted say...?**

# What does Ofsted say....?



# What does Ofsted say....?

In the Quality of Education judgement for “Good” it says:

“Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life. **This is either the national curriculum or a curriculum of comparable breadth and ambition.**”

# What does Ofsted say....?

*In the Leadership and Management judgement for “Good” it says:*

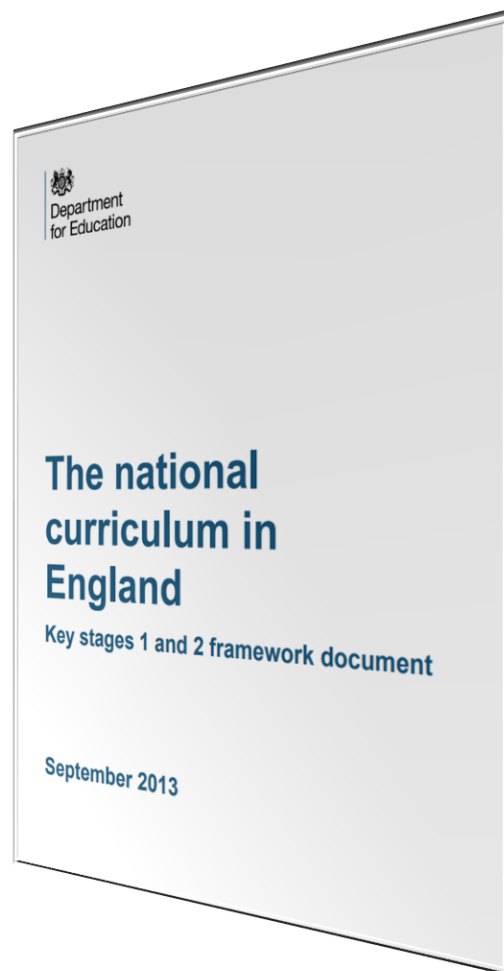
“Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and **that leaders are held to account for the quality of education.**”

An illustration of three stylized human figures sitting at a rectangular table. The figure in the center is facing forward and has a white rectangle on their lap, representing a laptop. The two figures on either side are shown in profile, facing towards the center. The entire scene is rendered in a light gray, semi-transparent style. The text "The National Curriculum" is overlaid in the center of the image in a dark blue, bold font.

## The National Curriculum

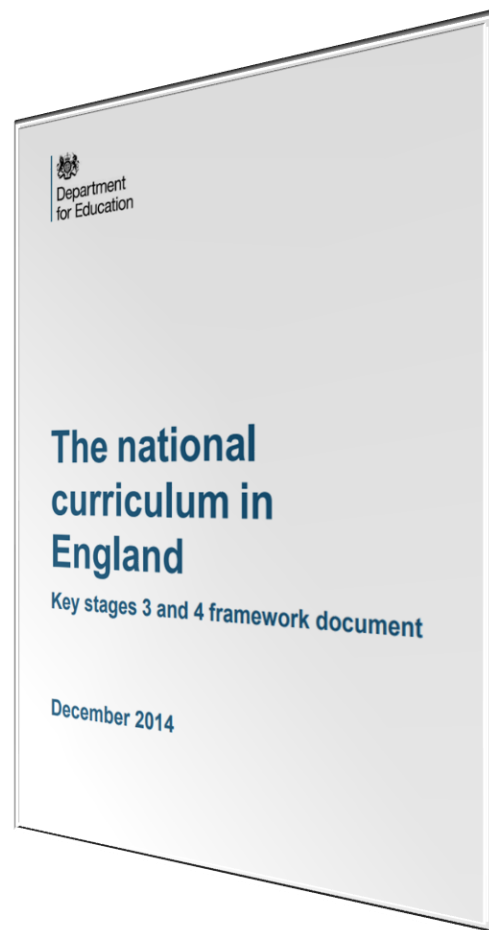
# The National Curriculum

The Primary Document:



# The National Curriculum

## The Secondary Document:







**The National Curriculum: how is it structured...?**

# National Curriculum structure (1)

## 3.5

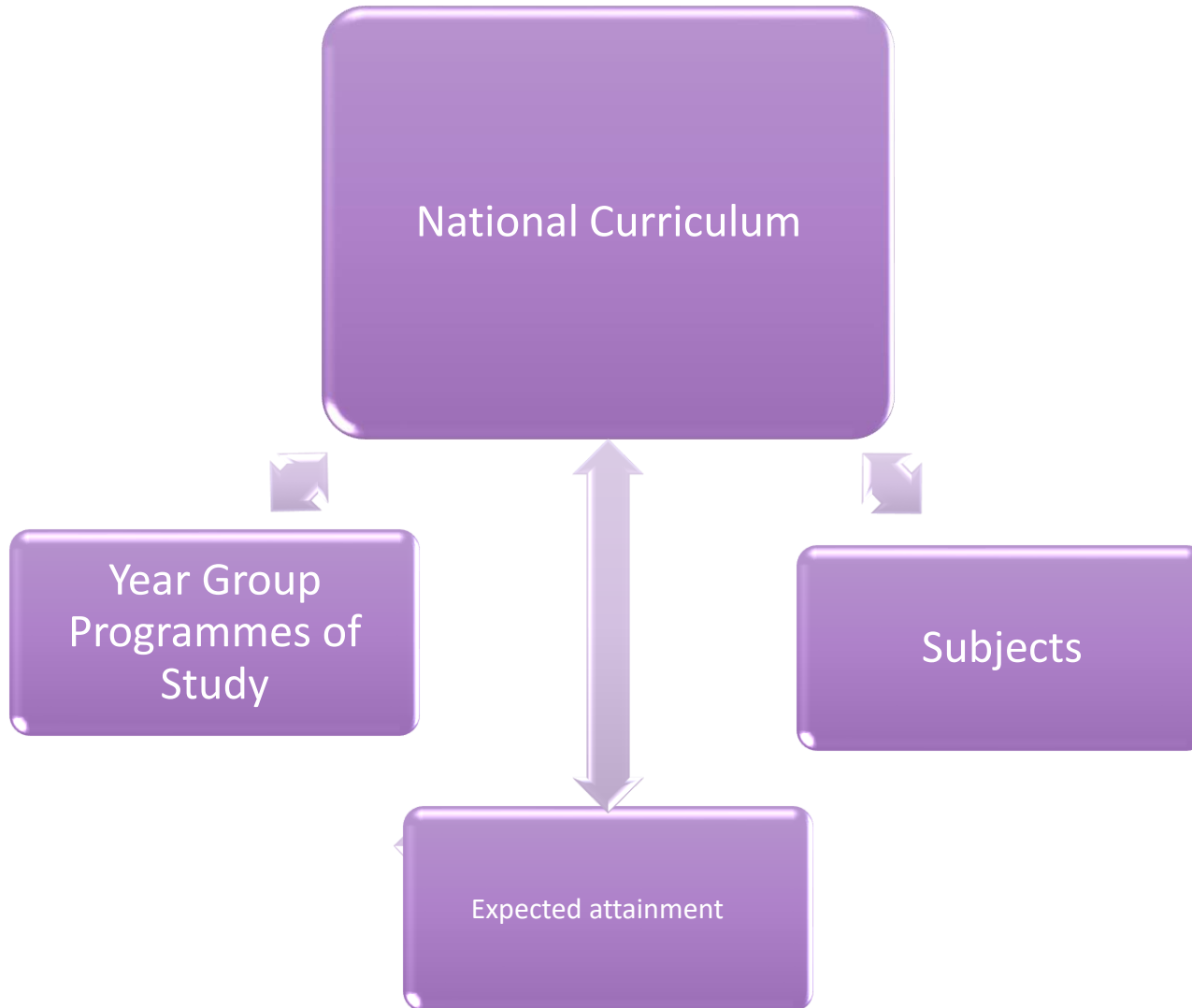
The structure of the national curriculum, in terms of which subjects are compulsory at each key stage, is set out in the table below:

Figure 1 – Structure of the national curriculum

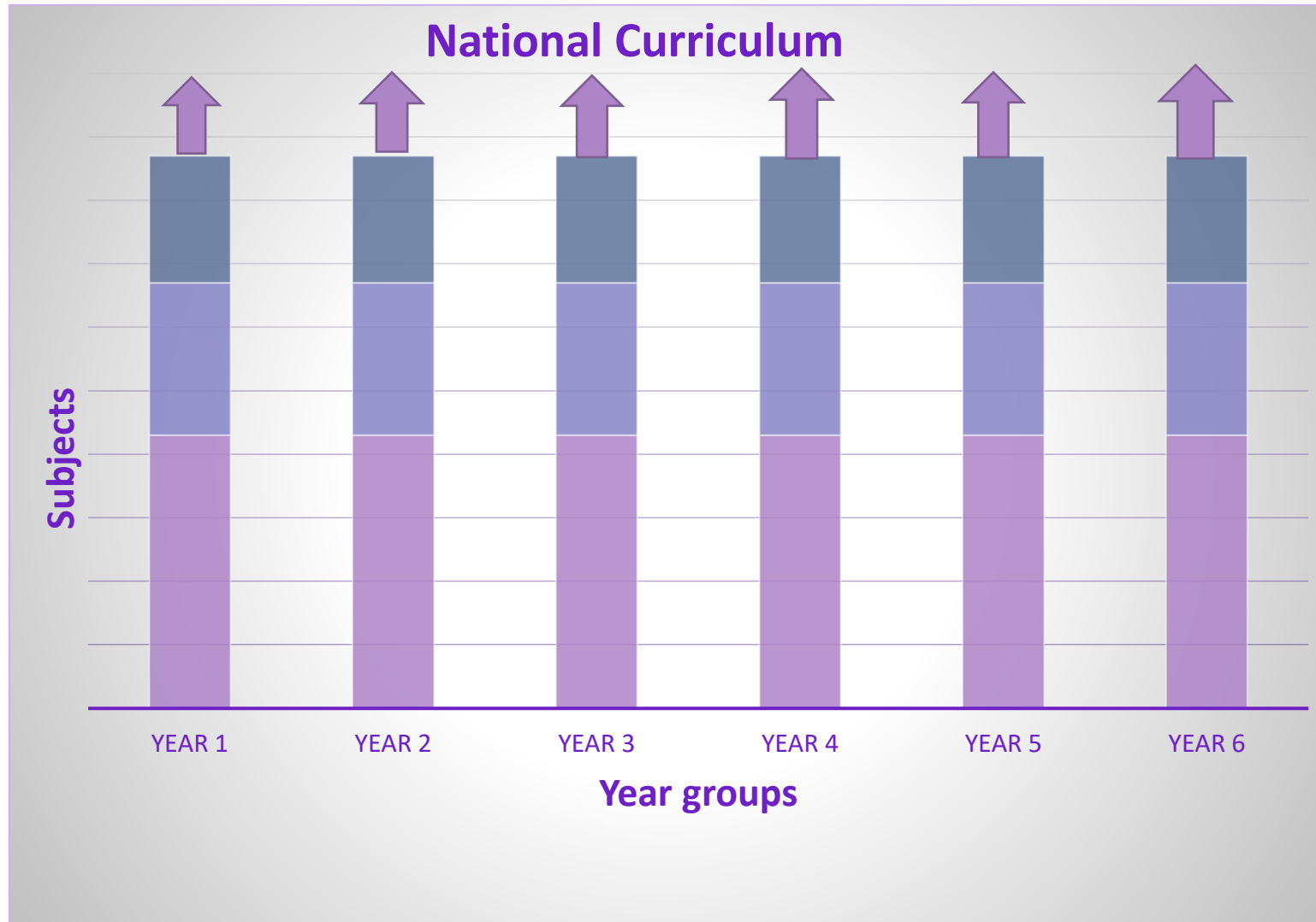
**Note: At key stage 2 the subject title for languages is ‘foreign language’; at key stage 3 it is ‘modern foreign language’.**

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5-7	7-11	11-14	14-16
Year groups	1-2	3-6	7-9	10-11
<b>Core subjects</b>				
English	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Science	✓	✓	✓	✓
<b>Foundation subjects</b>				
Art and design	✓	✓	✓	
Citizenship			✓	✓
Computing	✓	✓	✓	✓
Design and technology	✓	✓	✓	
Languages		✓	✓	
Geography	✓	✓	✓	
History	✓	✓	✓	
Music	✓	✓	✓	
Physical education	✓	✓	✓	✓

## National Curriculum structure (2)



# National Curriculum structure (3)



# National Curriculum structure (4)

*Here's an example from the Year 2 Programme of Study for Mathematics. The language is important. It talks of pupils "should be taught"*

Year 2 programme of study

Number - number and place value

Pupils should be taught to:

- count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward
- recognise the place value of each digit in a two-digit number (10s, 1s)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems

## National Curriculum structure (5)

*Therefore, the school staff will:*

- Build a curriculum that **complies** with legislation for the sort of school it is
- Build a curriculum **based** on the National Curriculum if it is a maintained school (Academies don't have to but many do....)
- Build a curriculum **based** on the Programmes of Study for each subject for each year group....



A stylized illustration of three human figures sitting at a long table. The figure on the left is shown in profile, facing right. The figure in the center is shown from the front, sitting upright. The figure on the right is shown in profile, facing left. The table is a simple rectangular shape with four legs. The entire scene is rendered in a light gray color against a white background.

**Some important terminology...**

# Some important terminology...

## Expected

*What pupils are "expected" to attain in any given year in any subject*

## Below expected

*Pupils did not attain the "expected" for that year for that subject*

## Progress

*The amount a pupil has achieved in a year*

## Attainment

*What a pupil has learned in a year e.g "expected"*

## Programme of Study

*What is to be taught in a year per subject.*





**What does this mean for Governors –  
what can/should we be doing...?**

# What can we do as Governors to fulfil our responsibilities?



- Understand the area of responsibility in some detail – **training**
- Understand the structure and content of your school's curriculum – does it fit with your **vision and ethos?**
- **Presentations** from staff members – how would we do this?
- **Link Governors** – for areas in our SDP?
- **Visits** – remember we are not trained professionals we are visiting to be strategic. Have we got protocols/policies/paperwork for this?
- **Policies** – subjects etc – written by school, approved by Governors.

# What can we do as Governors to fulfil our responsibilities?

- We need to ask questions about:
  - Content
  - Structure
  - Overarching vision and ethos
  - How does a member of staff know?
  - Possibly resources (**link to our financial role**)
  - Standards for all children



A stylized illustration of three grey human figures sitting at a long table. The figure on the left is in profile, facing right. The middle figure is facing forward. The figure on the right is in profile, facing left. The table is a simple grey rectangle. The background is a light grey gradient.

# Curriculum Methodology & Ofsted

## Amanda Spielman (HMCI) at the 'Wonder Years' curriculum conference: 26/1/19

“Instead we are using **the statutory expectation of a broad and balanced curriculum and the national curriculum**, which all maintained schools are expected to follow, and which academies are expected to match in ambition, as our baseline. **So long as schools achieve that, they are free to design and build their curriculum as they see fit**, and Ofsted will reward the curricula that demonstrate thought and care about how to build **rich and deep learning.**”



# Influence of Ofsted methodology

• This speech which came just before the publication of the current Ofsted framework has had a significant influence. It showed Ofsted were interested in:

- A broad and balanced curriculum
- The best opportunities for all children
- That data was not 100% “supreme.”
- Knowledge and skills
- Knowledge and skills that are conserved.

Therefore, many schools have adopted Ofsted “type” methodology to monitor their curriculum





**Curriculum Methodology – what we  
might hear from staff members**

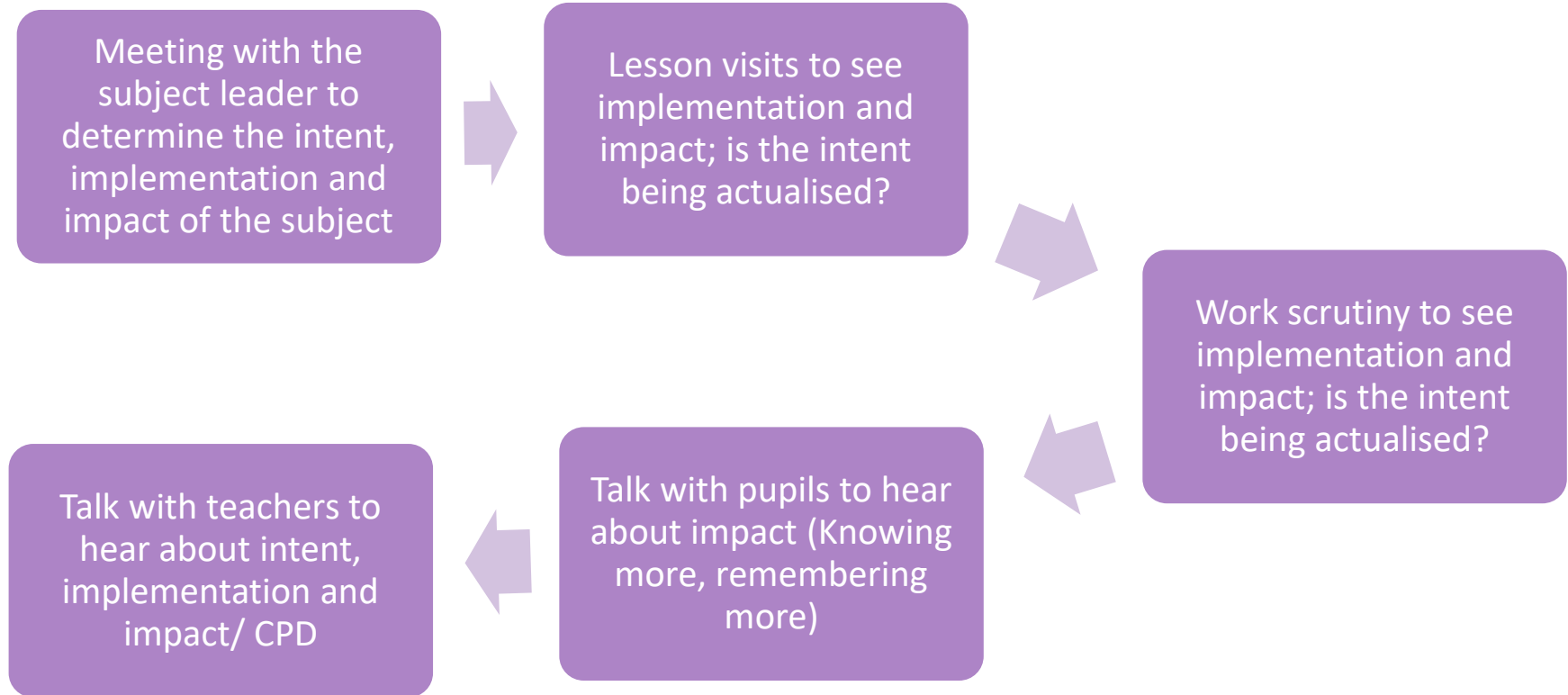
# Curriculum Deep Dive

- Deep Dives are Ofsted's method of gathering evidence about the curriculum being taught.
- They have been adopted by many schools as the means of monitoring their own curriculum
- If you have a programme of presentations from subject coordinators - expect to hear about these....
- If not ask how the subject is monitored.





# An Ofsted Curriculum Deep Dive – school methodology the same?



# Bringing it together – Ofsted/school?

- Evidence is collected from all Deep Dives to determine an overall judgement for the Quality of Education judgement...a graded judgement or confirmation in an ungraded inspection
- The Quality of Education judgement (curriculum) feeds into the Leadership and Management judgement

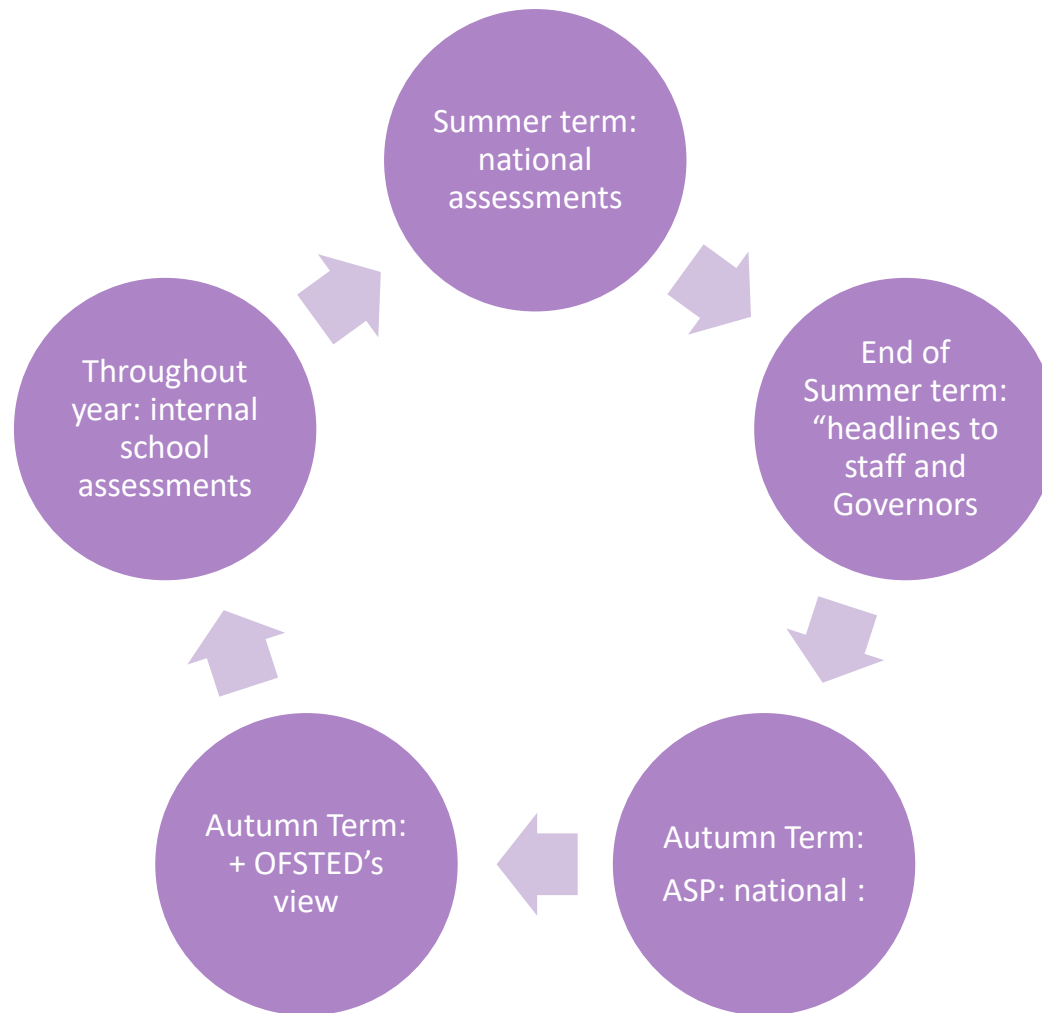
**This is why governors need to know about the curriculum  
If this is being “mirrored in your school it is useful for all  
concerned.**

**If another methodology is being used – ask about in your  
“educational performance” role.**

A stylized illustration of three people sitting at a long table. The figures are rendered in a simple, rounded, greyish-blue style. The person on the left is shown in profile, facing right. The person in the middle is shown from the front, with a white rectangular area on their lap representing a laptop. The person on the right is shown in profile, facing left. The table is a simple horizontal line with four legs. The background is a light, neutral color.

**Assessment – where does it fit in and what should we be monitoring?**

# Academic data: what to look out for...



**External assessments – how do they fit in?**

**How do we find out about them? When are they?**

The image features a light gray background with a faint, stylized illustration of three people sitting at a long table. The figures are rendered in a simple, rounded silhouette style. The person on the left is seated on a chair, facing right. The person in the middle is seated directly at the table, facing forward. The person on the right is seated on a chair, facing left. The table is a simple rectangular shape. The text 'Assessment – sources of information' is overlaid in the center of the image in a dark blue, bold, sans-serif font.

**Assessment – sources of information**

# Academic data

**ASP – every October/November (usually during half term!!)**

Replaced “Raise online” in 2018




- Reflects the assessment and testing reporting arrangements
- Reflects school data for one year
- Raised profile of KS2 progress
- Raised profile of disadvantaged pupils
- Raised profile of prior attainment for KS2 and KS1
- Science teacher assessment now included
- Includes analysis of test outcomes for KS2 pupils
- Includes other data e.g attendance
- Raised profile of inspection dashboard

# Academic data

- An ASP page (KS2)...

## Progress in reading, writing and maths

[▶ Help with progress scores](#)

	Reading	Writing	Maths
	<a href="#">Explore data in detail</a>	<a href="#">Explore data in detail</a>	<a href="#">Explore data in detail</a>
School progress score	<b>+0.23</b>	<b>+1.41</b>	<b>-0.24</b>
Confidence interval ?	-1.38 to +1.83	-0.16 to +2.98	-1.70 to +1.22
Well above national average (about 10% of schools in England)			
Above national average (about 10% of schools in England)			
Average (about 60% of schools in England)			
Below national average (about 10% of schools in England)			
Well below national average (about 10% of schools in England)			
Number of pupils	88	87	88

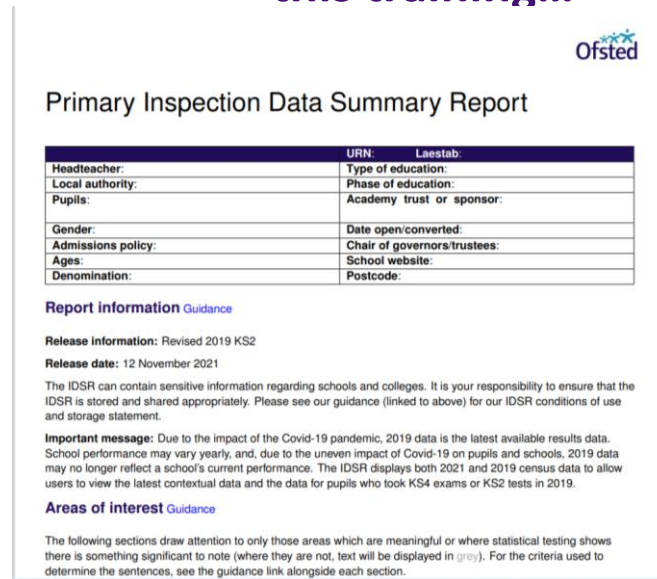
The data suggests that students are making positive progress in reading and, in particular, writing. The weakest area in the school for progress is maths. However, all of the progress scores fall within the confidence interval – potentially due to the low pupil numbers. This means that it is uncertain whether the progress made by students was due to the measures taken by the school or not.

Unlike attainment measures, the progress charts in ASP give a clear indication of whether a school is above or below the national average. It also gives some indication of the statistical significance of each progress

# Academic data

## ISDR(Inspection summary data report)

There is an example copy of ISDR with the papers for this training...



The screenshot shows the Ofsted Primary Inspection Data Summary Report form. It includes the Ofsted logo, the title 'Primary Inspection Data Summary Report', and a table for data entry. Below the table are sections for 'Report information' and 'Areas of interest', both with links to guidance.

URN:		Laestab:	
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:	

**Report information** [Guidance](#)

**Release information:** Revised 2019 KS2  
**Release date:** 12 November 2021

The ISDR can contain sensitive information regarding schools and colleges. It is your responsibility to ensure that the ISDR is stored and shared appropriately. Please see our guidance (linked to above) for our ISDR conditions of use and storage statement.

**Important message:** Due to the impact of the Covid-19 pandemic, 2019 data is the latest available results data. School performance may vary yearly, and, due to the uneven impact of Covid-19 on pupils and schools, 2019 data may no longer reflect a school's current performance. The ISDR displays both 2021 and 2019 census data to allow users to view the latest contextual data and the data for pupils who took KS4 exams or KS2 tests in 2019.

**Areas of interest** [Guidance](#)

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.

- Its always worth knowing what OFSTED are thinking about our school..
- They are generic and compiled electronically.
- They are mainly academic data, (hence I am including it in this section,)), but also include other sources of information e.g. absence, exclusions...





# Academic data

## ISDR(Inspection summary data report) – example....

### Year group context 2019 (Primary)

#### Characteristics Guidance

Year group markedly above average of others 

Year group markedly below average of others 

	Number on Roll	Low prior R/W/M	Mid prior R/W/M	High prior R/W/M	% FSM	FSM Nat	% EAL	EAL Nat
Y1						18		21
Y2						20		21
Y3	58	10/15/10	33/39/37	15/4/11	28	24	2	21
Y4	64	11/17/9	29/33/37	24/14/18	25	26	2	21
Y5	60	11/16/12	32/36/41	17/8/7	28	29	2	22
Y6	65	3/3/3	37/46/45	23/14/15	34	30	3	21

#### Prior attainment Guidance

Well above national 

Well below national 

In line with national 

Small cohort 

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading			-	-	-	-
Writing			-	-	-	-
Mathematics			-	Above	-	-

#### SEND characteristics Guidance

Type of resourced provision:

Number of pupil with SEND who are also disadvantaged: 28

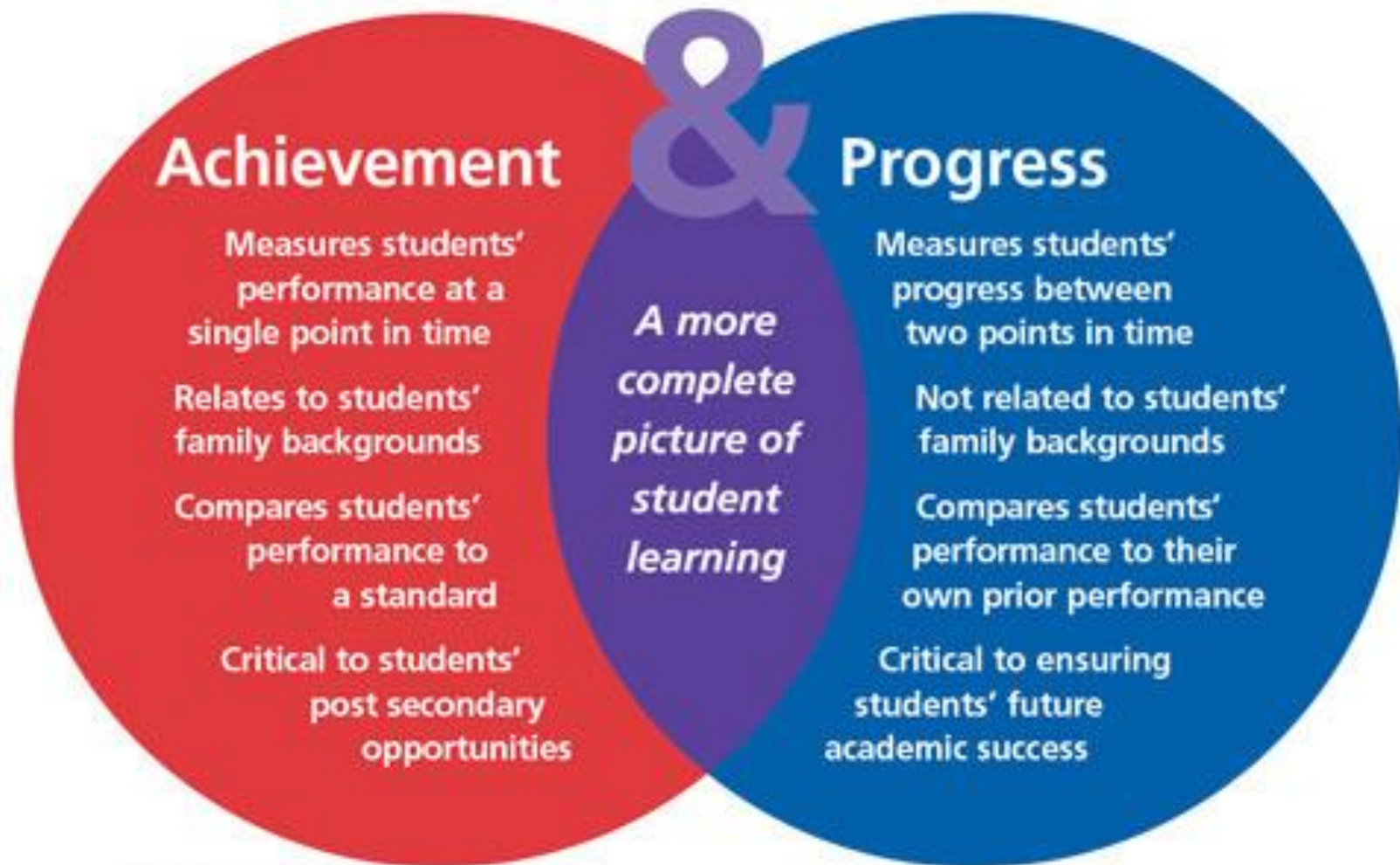
SEND primary need	SEND Support (58)						EHC Plan (2)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty			2	0	0	0			0	0	0	0
Moderate Learning Difficulty			5	1	2	5			0	0	0	0
Severe Learning Difficulty			0	0	0	0			0	0	0	0
Profound & Multiple Learning Difficulty			0	0	0	0			0	0	0	0

Nb: data up to 2019

The image features three stylized, grey human figures sitting at a long, rectangular table. The figures are positioned on the left, center, and right sides of the table. They are depicted in a simple, minimalist style with rounded heads and blocky bodies. The table is a solid grey rectangle. The background is a light, neutral color. The text 'Assessment – what do we mean by progress?' is overlaid in the center of the image, in a dark purple font.

**Assessment – what do we mean by progress?**

# Academic data – attainment v progress



## Academic data – attainment v progress

It's usually recorded as grades, scores or levels, and it indicates a pupil's result at the end of a Key Stage (KS). In other words, attainment is where a pupil is at a specific point in time, and **progress is how steep the climb was between attainment points. The steeper the climb, the greater the progress.**

# Academic data – attainment v progress

Attainment = driving test



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Where you are on this pathway and how long it has taken you is progress

# KS2 Progress measure- How it works

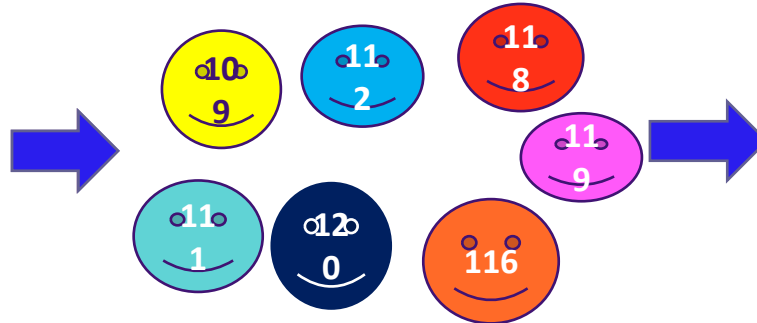
Stage 1:  
This is Chris



Chris' result are

- KS1 Average Point Score = 18.0
- KS2 reading scaled score=117

All other pupils nationally with average score at KS1 of 18.0



All these pupils' KS2 scores are added together and divided by the number of pupils in the group = average (national mean) reading score is 116

Back to Chris

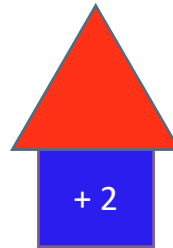
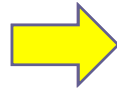


- He got one point(+1) more than the average for those with similar starting points

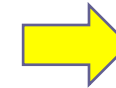
# KS2 Progress measure how does it work

We put Chris back with his Y6 peers in his school.

Stage 2:  
Chris now brings his +1  
progress score with him



- We add all the Y6 progress scores together and divide by the number of pupils to give a mean score
- Schools progress score is +2
- So pupils in Chris' school made slightly more progress than those with similar starting points nationally



The different progress measures added together gives the school progress measure for that subject. This can then be compared for all pupils and groups to national comparators.

A stylized, light gray illustration of three people sitting at a long table. The person on the left is leaning forward, the person in the middle is sitting upright, and the person on the right is leaning back. The table is a simple rectangular shape. The background is a light gray gradient.

**Governors – how do we monitor all of this?**



# Academic data

*Understand the terms so you can ask the right questions....*

An example of what you might be told....

***“83% of Year 2 have made expected progress in Reading.”***

Let's just interrogate that statement to see what it means



1. 83% out of how many? – 30/35/45/60/75/90/some other number. **You will need to know**
  2. “Expected” – what is the amount of progress that is “expected?” Is this good, what is the context, how many pupils are in specific groups e.g. SEND, PPG etc...
  3. Progress – what were the starting points?
  4. How does this relate to how Year 2 have done in previous years?
  5. Progress – what about the 17% who did not make expected progress? What are we going to do for them? Did they make expected attainment?
  6. Attainment – not mentioned here, but what are the actual attainment levels relative to progress. Again what were the starting points. This could be a tremendous achievement because attainment was very low in Year 1. However, it could be a falling back from the attainment in Year 1.
- CONTEXT** – you need to be able to interpret this to make some sense and see what the story is here.....

# Governor monitoring of the Curriculum and assessments

- Understanding of our role to be **strategic**....
- Understanding of our role to **“challenge”**
- **Training**....
  - Keep updated on curriculum
  - Keep updated on national expectations
- Be **prepared** for meetings and ask challenging questions
- Programmes of **presentations** by subject leaders to the appropriate group(s)
- Governor **visits**



# Governor monitoring of the Curriculum and assessments - -questions...

## Some potential areas of questioning to be thinking about.....

- How were these results arrived at? Methodology?
- Are these progress and attainment?
- Can we go through these year by year please?
- Can we go through the main groups e.g PPG, SEND, EAL, Boys v Girls?
- Please explain how this data is being presented?
- How do we relate to national norms/local norms?
- How do they relate to previous year's results?
- Have they been internally moderated? How was this carried out?
- Have they been externally validated? If yes who by and how? If no are we going to do this?

**It is important to remember that these questions indicate “areas” for you to investigate. The answers and your school's circumstances will determine where you go with the questioning and any subsequent actions.....**

# Curriculum and Assessment

Overarching question:  
How well does the curriculum and  
assessment of it provide for and stretch  
all pupils?





Any

Questions





**Governor Support Service  
Based in Hillingdon and  
supporting governors and clerks  
throughout the borough and  
beyond**

**Email: [office@governor.support](mailto:office@governor.support)**

**Phone: 01895 717321**

**Website: [www.governor.support](http://www.governor.support)**

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**Upcoming courses**

- \* Clerks Briefing\*\*  
Wednesday 23rd November  
10.00am-11.00am
- \* New Governors and Trustees Induction course\*\*  
Part 1 Wednesday 9th November 2022,  
3.00pm-8.00pm  
(covering strategic roles & responsibilities)  
Part 2 Wednesday 16th November  
2.00pm-8.00pm  
(covering your role in accountability)  
Part 3 Wednesday 23rd November  
2.30pm-8.00pm  
(our role in safeguarding and child protection)
- \* Safeguarding: the governor and governing boards role\*\*  
Wednesday 30th November  
2.30pm-8.00pm  
(refresher and update for existing governors)

training, advice, guidance and support to all Hillingdon Schools. With over 20 years' combined experience working within local authorities in Governor Support roles, we are able to offer local and legislative advice, support and training to school governors and clerks.  
[More](#)



**Our services**

**Advice & Guidance**  
We provide governing bodies and schools with information, support, and advice to proactively promote and achieve outstanding governance. Schools can access our full range of services by purchasing a service level agreement with us for 2022/2023, or schools can access the training on a 'pay as you go' basis. Please contact us for further information

**Clerks monthly briefing meeting**  
Copies of the October meeting Powerpoint and briefing notes are available. Please log in to download the material.  
19th October 2022

**DfE Federations Guidance**  
All categories of maintained school, including voluntary-aided, foundation schools and maintained school nurseries can federate together under one governing body. Follow link to find out more details  
Updated 27th September 2022