

Governance and the Curriculum

Welcome



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Aims of this session

- To look at governance's role in the strategic direction and monitoring of the curriculum – using the Ofsted Inspection Framework for context.

The case for change

Accountability is important, but the old system diverts schools from the **real substance of education**.

An industry has arisen around delivery of **performance table data**.

This data focus also leads to **unnecessary workload** for teachers

Teaching to the test has the greatest negative effect on those we care about the most: **the most disadvantaged and the least able children**.

New Ofsted Inspection Framework (Sept 19)...

Ofsted inspection framework (Sept 19)

EIF inspection judgements



Overall effectiveness



Quality of
education



Personal
development



Behaviour
and attitudes



Leadership
and
management

Ofsted inspection framework (Sept 19)

The new framework draws on the **knowledge built up through inspection history** as well as **wider research**.

- **Quality of education**
- Curriculum design – appropriateness and delivery
- Teaching method
- Assessment (sequenced approach)
- Reading (primary)
- Readiness for next stage in life

The Curriculum at the Heart (importance)

*“If [children’s] entire school experience has been designed to push them through mark-scheme hoops, rather than developing **a deep body of knowledge**, they will struggle in later study.”*

MORE ABOUT KNOWLEDGE THAN SKILLS – long term memory approach

Ofsted's working definition

- 'The curriculum is the framework for setting out **the aims of a programme of education**, including the **knowledge** and skills to be gained at each stage (**intent**)
- for translating that framework over time into a **structure and narrative**, within an institutional context (**implementation**)
- for **evaluating** what **knowledge and skills** pupils have **gained** against expectations (**impact/achievement**).'

Ofsted inspection framework (Sept 19)



The quality of education judgement

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

- What pupils have learned of the intended curriculum
- Attainment and progress (including evidence of impact demonstrated in national tests and assessments, where available)
- Destinations

Quality of Education – Intent

Inspectors evaluate the extent to which:

- leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life
- the provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- the provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs
- learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary.

Ofsted framework

The Curriculum - ambitious for all learners

“...The planned curriculum has been adapted in all subjects to ensure that pupils with SEND learn the knowledge and skills that they need...”

“...in geography, pupils with SEND learn the same vocabulary as their peers and are supported to apply their learning through well-structured writing tasks...”

“... Leaders make sure that the support in place enables most pupils with SEND to follow the same curriculum as their peers...”

“... Teachers adapt their curriculum plans appropriately to meet the needs of all learners...”

“... Pupils with SEND are fully included in school life.”

Your school's curriculum

DISCUSSION

- What is your school's vision for its curriculum?
- **How has your Governing Board contributed to that vision?**

Your school's curriculum

Considering....

- The extent to which the school's curriculum sets out the knowledge and skills that pupils will gain at each stage (intent)
- The way that the curriculum is taught and assessed in order to support pupils to build knowledge and to apply that knowledge as skills (implementation)
- What pupils are able to do and achieve as a result of the education they receive

DISCUSSION

How do we, as governors, monitor this?

Governor monitoring – how do we do this?

DISCUSSION

- Do we invite Subject Leaders – and/or other staff - to give reports at governor meetings?
- How do we monitor through our school visits?
- What else....??

CURRICULUM DEEP DIVES



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The Curriculum - what Ofsted is looking for

2a	The curriculum is at least as ambitious as standards set by the national curriculum / external qualifications.
3b	Subjects leaders have the knowledge, expertise and practical skill to design and implement a curriculum.
4a	Leaders ensure that ongoing professional development / training is available for staff to ensure that curriculum requirements can be met.
5b	The way that the curriculum is planned meets pupils' learning needs.
5c	Curriculum delivery is equitable for all groups and appropriate.
6b	There is a model for curriculum progression for every subject.

What inputs do we need to monitor this is happening?

'Good' criteria



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Curriculum

Requires improvement

At present, only a few other subjects are well thought out.

... staff have not considered which parts of the curriculum they want pupils to remember over time. Curriculum planning does not make the necessary links between one topic and the next.

... the curriculum is not yet sufficiently coherently planned. For example, in art, activities are not well connected

Good

Long-term plans for English and mathematics are well sequenced to build upon what pupils already know and can do.

... pupils can develop their knowledge and skills in a logical order.

... knowledge is sequenced so that pupils' understanding builds steadily.

... plans for subjects have been arranged in a logical way. Leaders have identified the knowledge that they want pupils to know at certain points in their schooling.

[Teachers] check that pupils gain skills and knowledge in a logical order, which helps them to remember more.

Subject knowledge

Requires improvement

... middle leaders are not experts in the subjects that they lead and cannot support other teachers in the best way to teach that subject.

Good

Teachers have good subject knowledge. They plan for important concepts to be repeated so that pupils can remember more.

Reading

Requires improvement

In lessons, teachers use different ways to teach pupils new sounds and this is sometimes confusing. This means that some pupils struggle to read fluently and do not understand what they are reading.

Pupils' reading books are not always well matched to their reading stage. Books contain sounds they have not yet been taught. As a result, some pupils fall behind in their reading.

There are not enough phonics experts across the staff team to help all pupils to learn to read from an early age.

Good

Well-trained staff ensure the expert teaching of phonics. As a result, nearly all pupils meet the expected standard in the Year 1 phonics screening check.

There is a well-organised system for teaching reading, which starts from the beginning of Reception.

Almost all the children, including the disadvantaged, were successful in the Year 1 phonics screening check. Any pupil who falls behind is given extra help to catch up.

[secondary school] Younger pupils have access to regular reading lessons to develop their vocabulary and confidence. Those pupils who need additional help with reading receive appropriate support to develop their phonics knowledge.

Reading in Secondary Schools

- Reading may be explored through a deep dive in English
- It may be considered as part of other subject deep dives
- Inspectors will evaluate support for struggling readers.
- They may look at leaders' whole school approaches to promote a love of reading.

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SEND

Requires improvement

Pupils who struggle with reading or those with special educational needs and/or disabilities (SEND) are particularly affected [by poor reading instruction].

Not all pupils with SEND make the progress that they should in all subjects.

in some lessons ... teachers give pupils work that is too difficult. This includes pupils with special educational needs and/or disabilities (SEND).

Good

Parents told us that the school meets the needs of all pupils, including those with special educational needs and/or disabilities (SEND) or with medical needs.

Teachers ensure that disadvantaged pupils and those with SEND do well.

Leaders have ensured that teachers meet the needs of disadvantaged pupils and those with special educational needs and/or disabilities (SEND).

Pupils, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND), achieve well.

Pupils with special educational needs and/or disabilities are well supported.

Governor monitoring – possible questions to ask / areas to explore



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Possible questions/areas to explore

- Does the scope of the curriculum in each subject match the ambition of the national curriculum?
- What is the most important knowledge pupils should have?
- Have teachers identified the small building blocks of content that allow pupils to achieve the curriculum goal or end point?
- Are pupils able to build on what they know, in lessons over time?
- Is what pupils learn subject specific? Are they learning methods, rules and practices of the subject itself?

Possible questions/areas to explore

- Do pupils practise so that they can remember content long term?
- Does assessment check that the most important building blocks/components, identified by leaders, have been remembered?
- Are there systems in place to support new, non-specialist teachers?
- What staff professional development will be needed?
- How can staff workload be managed?

Possible questions/areas to explore

The Phonics Curriculum

- How well do pupils read?
- How well are staff trained to teach phonics?
- How is a love of reading promoted in the school? Does it work? Do pupils enjoy reading?
- How is pupils' vocabulary developed?
- What is in place to help children 'catch up' and how effective is this?
- Do children read books that are phonetically decodable and matched to the sounds they know?

Possible questions to ask (link governor visits)

- What is this content part of?
- How do you expect this specific bit of [Year 1] content to create readiness for [Year 2]?
- How will this specific content in the first term of Y4 foster pupils' capacity to tackle a task that your curriculum shows they will meet in the summer?
- Why this? Why now?
- When pupils struggle – do you know why?
- How do you get the best from pupils?
- How do you ensure pupils remember the curriculum long term?
- How does the CPD support confident teaching of the curriculum?
- Tell me about assessment and how you use it to ensure pupils know more and remember more?

Questions governors have been asked

- What is the governors' vision for the curriculum?
- What areas of the curriculum do you (governors) see as 'good'? What are the strengths in the curriculum areas?
- Why did you decide to change the curriculum? What was wrong with the existing one?
- What is your involvement in curriculum design?
- What needs further development in the curriculum?
- (*Question about the new curriculum...*) What impact have the governors noted so far?
- How do you monitor the impact of the curriculum?

Any Questions?

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