

**If this is a NC Subject visit, please see table below for Ofsted**

|    |                                                                                                                                           |
|----|-------------------------------------------------------------------------------------------------------------------------------------------|
| 2a | The curriculum is at least as ambitious as standards set by the national curriculum / external qualifications.                            |
| 3b | Subject 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.                                                                            |

**Possible questions for Governors to ask subject leaders:**

- 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?

|                                                                     |  |
|---------------------------------------------------------------------|--|
| <b>Name of Governor</b>                                             |  |
| <b>Date of Visit</b>                                                |  |
| <b>Agreed Focus for Visit</b> (linked to SEF, SDP & Key priorities) |  |
| <b>Name of Staff</b>                                                |  |
| <b>HUGG shared? (if subject area)</b>                               |  |
| <b>Next Steps/follow up from previous monitoring</b>                |  |
| <b>Key Area in SDP: Monitoring Findings from this visit</b>         |  |
| <b>Actions used to identify findings</b>                            |  |
| <b>What outcomes have been identified as a result of my visit</b>   |  |
| <b>Impact of this visit</b>                                         |  |

**Aspects I would like clarified/Questions I have**

To be shared with the school staff and school Governing Board.

Signed:

(Governor)

Signed:

(Headteacher/Staff member)

Possible questions/prompts 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?
- 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?