Quality of Education: From big picture to detail

Shaping the Curriculum

'Every child succeeds'

The Quality of Education – With Curriculum at its heart

What will the Inspection methodology be?

- 1. A top-level view
- 2. A Deep Dive
- 3. Bringing it together connecting evidence





A Top-level View



What do you think we should know before we begin?'.

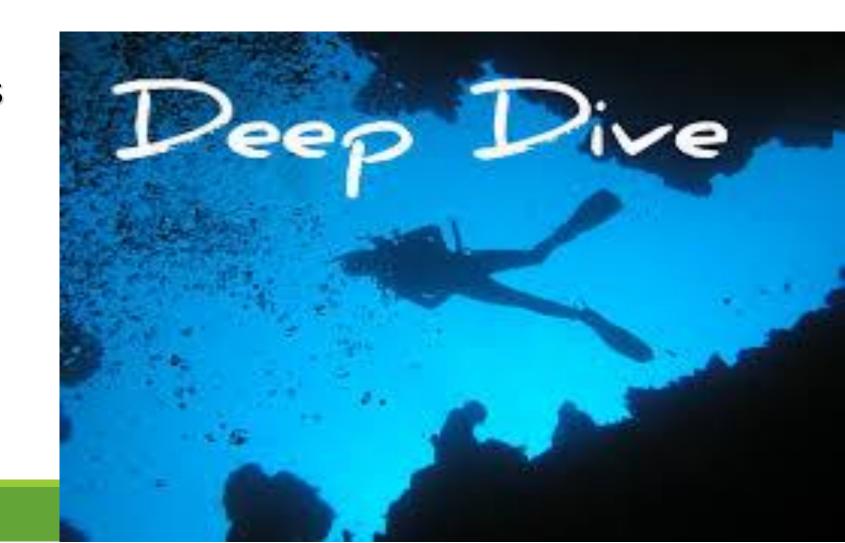
- They will not want our internal data
- They will want to discuss our GCSE outcomes (Curriculum Impact)
- Strengths and weaknesses: in relation to the curriculum, the way teaching supports students to learn the curriculum, Pupils' behaviour & attitudes, personal development
- This may shape some of their decisions about which departments to 'Dive into'.
- An opportunity for leaders to describe their Curriculum policy; the
 evidence base that influenced it and the CPD that supports it.
- After that they will want to test this.





Deep Dives "Let's see that in action together"

Typically 4 – 6 subjects or aspects of the school.



What does a "Deep Dive" consist of?

- Observing the Head of Department
- Meeting the head of department
- Joint observations of teachers in the department alongside the HOD
- Meetings with the observed teachers
- Meetings with pupils
- Joint work scrutinies (with the HODS)

All of the above activities will be focused on the curriculum.





Pre-inspection

Introductory conversation with school leaders

> Context Curriculum

Deep dive

Senior leaders

Curriculum Intent. Understanding of implementation and impact.

Curriculum leaders

Long- and medium-term thinking and planning. Rationale for content choices and sequencing.

Lesson visits

Evaluate where a lesson sits in a sequence, and leaders'/teachers' understanding of this.

Work scrutinies

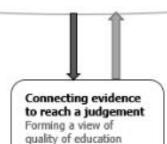
of pupils in observed classes. Where possible, jointly with teachers/leaders.

Teachers

Understand how the curriculum informs their choices about content and sequencing.

Pupils

From observed lessons. How well do they build schema and recall learning.



If there is insufficient evidence, or if leaders wish to present more, we will collect additional evidence. We may also collect additional evidence to identify whether or not the strengths and weaknesses that inspectors have seen during the deep dives are systemic.





Let's dive in a little deeper

Curriculum leaders

Long- and medium-term thinking and planning. Rationale for content choices and sequencing.

Lesson visits

Evaluate where a lesson sits in a sequence, and leaders'/teachers' understanding of this.

Work scrutinies

of pupils in observed classes.

Where possible, jointly with teachers/leaders.

Teachers

Understand how the curriculum informs their choices about content and sequencing.

Pupils

From observed lessons. How well do they build schema and recall learning.





Lesson Observations

- Joint Observations with a member of SLT or HOD
- They will become immersed in the lesson so could take up to 45 minutes
- Lots of talking with students and teacher
- Looking for a schematic and structured approach to learning





Work Scrutinies

 Six workbooks (or pieces of work) per subject per year group, and scrutinise work from at least two year groups

A Springboard for discussion:

- Can you tell me where you are pleased with your curriculum?
- Can you tell me why you chose this work for pupils to do?
- Is there anything that disappoints you in relation to your curriculum expectations?
- What is the purpose of this assessment?



They will want to ...

- Explore whether SMSC opportunities are being taken or missed
- How extra-curricular opportunities enhance pupils' cultural development
- How safeguarding issues feed into the curriculum eg internet safety, media bias, sexting, mental health and critical thinking
- How PSHE/Careers is taught across the curriculum
- See whether the breadth of opportunity and value of a subject for its own sake was being pursued, or whether exam outcomes unduly narrow learning

How students are knowing more and remembering more





Previously

Organised

A good citizen

Punctual

Resilient

Compassionate

Social skills

Able to meet deadlines

Creative

21st century ready / digital learner

Collaboration

Self-reflective

Critical thinking skills

Independent

Self-motivated

Leadership skills

Grit

Team player

Literacy skills

Confident

Intellectually curious

Empathy

Intent of the Curriculum

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives; by cementing their sense of identity, this in turn enables them engage in positive relationships and nurture their own talents.

• *responsible citizens* who make a positive contribution to society, and show respect and tolerance to others





Implementation – the curriculum should have an emphasis on:

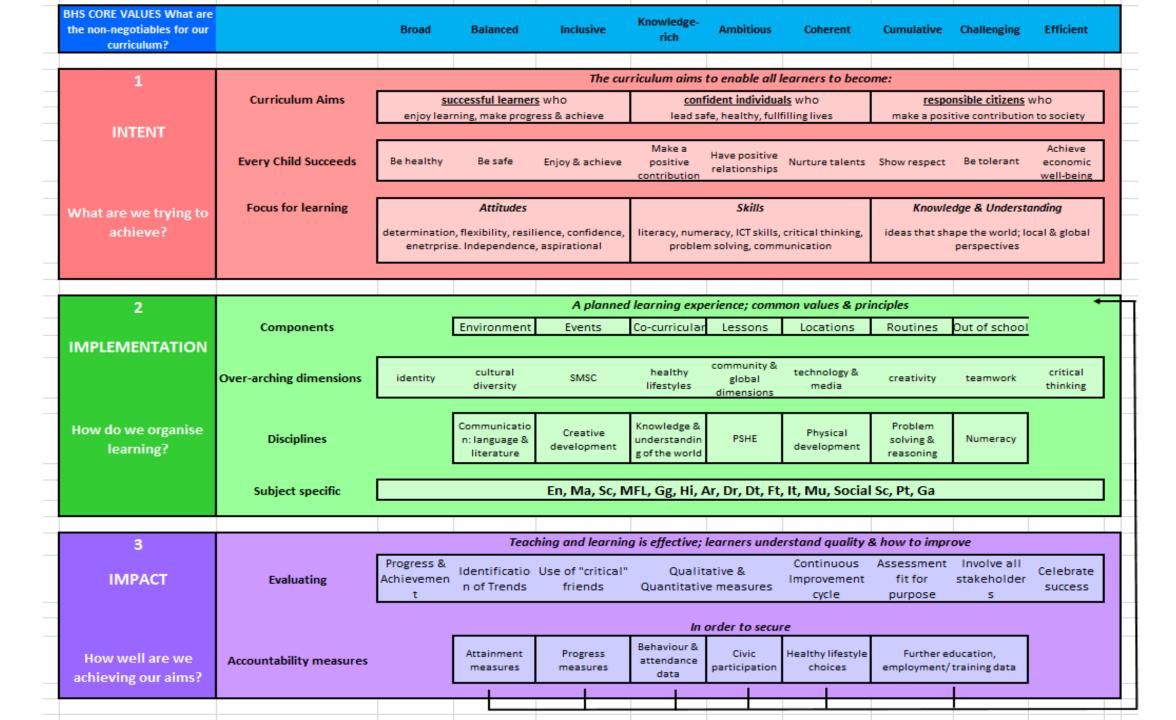
- balance,
- focus on disciplines,
- increasing autonomy,
- development of interests and skills,
- independence,
- entitlement to a broad curriculum offer and,
- a curriculum continuum



Beal & TFA - Curriculum non-negotiables

- Breadth and balance
- Equality of opportunity
- Learners leave with desirable skills for their future:
 - creativity,
 - problem solving skills,
 - teamwork skills,
 - good communication,
 - resilience,
 - effective time management





Beal Curriculum Vision the big picture Enjoyment stems from the creative and investigative aspects of mathematics, and from developing different ways of looking at the world and becoming aware of an increasing range of patterns and aspects of mathematical thinking, such as Use of hooks for learning, probing questions and rich activities will support perspective and patterns in numbers. It helps learners to understand many of the decision-making models used in building developing successful learners, confident individuals and responsible citizens. and design, and in modern business and industry. **BHS CORE VALUES What are** the non-negotiables for our Understanding risk through curriculum? the study of probability is a key aspect of staying safe and making balanced risk decisions. The cupriculum aims to enable all learners to become **Curriculum Aims** successful learners who confident individuals who responsible citizens who The skills of reasoning enjoy learning, make progress & achieve lead safe, healthy, fullfilling lives make a positive contribution to society with numbers, INTENT interpreting graphs Achleve and diagrams and Make a positive Have positive **Every Child Succeeds** Be healthy Enloy & achieve Nurture talents Show respect Be tolerant economic wellcommunicating contribution relationships being mathematical information are vital in **Eceus for learning** Attitudes Skills Knowledge & Understanding What are we trying to enabling individuals to determination, flexibility, resilience, confidence, literacy, numeracy, ICT skills, critical thinking, problem ideas that shape the world; local & global Opportunities to develop make sound economic enetrorise, Independence, aspirational solving, communication problem-solving, reasoning perspectives and communication skills decisions in their daily are an important part of maintaining mental health. A planned learning experience; common values & principles 2 Out of school Components Environment Events Co-curricular Lessons Locations Routines IMPLEMENTATION Having confidence and capability community & in mathematics allows pupils to technology & Over-arching dimensions identity cultural diversity SMSC healthy lifestyles creativity critical th global teamwork develop their ability to contribute media to arguments using logic, data and generalisations with increasing precision. This in turn allows pupils to take a greater part in Knowledge & Communication How do we organise roblem solving 8 Creative Physical a democratic society. Becoming Disciplines language & understanding PSHE Numeracy skilled in mathematical reasoning learning? development development reasoning literature of the world means that pupils learn to apply a range of mathematical tools in familiar and unfamiliar contexts. Subject specific En, Ma, Sc, MFL, Gg, Hi, Ar, Dr, Dt, Ft, It, Mu, Social Sc, Pt, Ga Overarching themes · It's a kind of magic History of mathematics . The world around us Teaching and learning is effective; learners understand quality & how to improve · People maths Continuous Millions Identification of Qualitative & Quantitative Celebrate Progress & Use of "critical" Assessment fit Involve all **IMPACT Evaluating** Improvement Achievement Trends friends measures for purpose stakeholders success cycle In order to secure Further education, employment/ Healthy lifestyle Behaviour & How well are we Accountability measures training data measures attendance data participation choices achieving our aims? Explicit references to learning intentions and criteria for success

Task – In groups (20 minutes)

Using the Big Picture diagram on your tables and your individual Department Shaping the Curriculum documents:

- Identify areas of commonality with those departments on your table – skills or knowledge
- Start with INTENT but focus on IMPLEMENTATION
- What does your department cover that others on the table do not...at the moment!







PLAN BACKWARDS to DELIVER FORWARDS







Average scaled score	Baseline conversion	Year 7a	End of Year 7	Year 8a	End of Year 8	Year 9a	End of Year 9	Year 10a	End of Year 10	Year 11a	End of Year 11
110+	3.3	3.3	4.3	4.8	5.3	5.8	6.3	6.8	7.3	7.8	8.8

Average scaled score	Baseline conversion	Year 7 a	End of Year 7	Year 8 a	End of Year 8	Year 9 a	End of Year 9	Year 10 a	End of Year 10	Year 11 a	End of Year 11
107-109.9	2.8	2.8	3.3	3.8	4.3	4.8	5.3	5.3	5.8	6.8	7.3

Average scaled score	Baseline conversion	Year 7 a	End of Year 7	Year 8 a	End of Year 8	Year 9 a	End of Year 9	Year 10 a	End of Year 10	Year 11 a	End of Year 11
100 – 106.9	2.3	2.8	3.3	3.3	3.8	3.8	4.3	4.8	5.3	5.8	6.3

Average scaled score	Baseline conversion	Year 7 a	End of Year 7	Year 8 a	End of Year 8	Year 9 a	End of Year 9	Year 10 a	End of Year 10	Year 11 a	End of Year 11
93 – 99.9	1.8	1.8	2.3	2.3	2.8	2.8	3.3	3.3	3.8	4.3	4.8

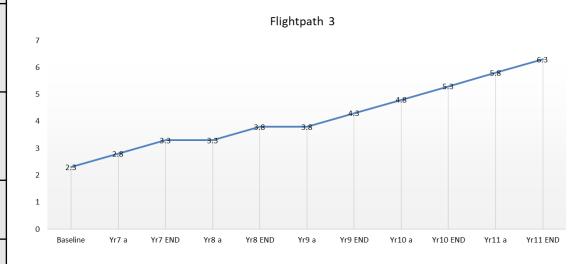
Average scaled score	Baseline conversion	Year 7 a	End of Year 7	Year 8 a	End of Year 8	Year 9 a	End of Year 9	Year 10 a	End of Year 10	Year 11 a	End of Year 11
86 -92.9	WT1	WT1	WT1	WT1	1	1	1.8	1.8	2.3	2.3	2.8





Implementation - 'Flightpaths'

KS2 performance	Average scaled score (across reading, GPS and maths)	Flightpath	Expected GCSE attainment
Higher standard	110+	5	8 – 9
Above national	107 to 109	4	7 – 8
average to higher			
standard			
Expected	100 to 106	3	5 - 6
standard to			
national average			
Below expected	93 to 99	2	3 – 4
standard			
Well below	87 to 92	1	2
expected			
standard			







Implementation – Next steps

- Benchmark GCSE grades 9 to 1 across the five-year curriculum.
- Collate pupil portfolios for accurate standardisation and benchmarking.
- Ensure that pupils in each year group have the opportunity to demonstrate the skills necessary to achieve the highest grade projected for each flightpath group.
- Review curriculum content if necessary.
- Review and update summative assessments if necessary.
- Update legacy KS3 AWL administration.



A few examples - TFA

Y7 EXAM

GCSE Projected Grade	Y7 test Score/30
4.3	24
3.3	14
3.3	14
2.3	8
WT1	4

Y8 EXAM

GCSE Grade	Y8 test Score/30					
	Higher	Foundation				
5.3	18					
4.3	14	22				
3.8	8	17				
2.8	5	11				
1		6				





Name: Teachers Name:

Qn No	Skills being assessed in this assessment	Equivalent	Partially	Fully	Not Met
		to 1-9	Met?	met?	
		GCSE			
		Grading			
1.	I can recall the relevant key words associated with this topic	2			
2.	I can outline reasons for belief in God	2			
3.	I can outline Biblical miracles and why they may support belief in	3			
	God				
4.	I can evaluate Miracles	3/4			
5.	I can explain why people believe n miracles	3/4			
6.	I can explain each person of the Trinity	3/4			
7.	I can explain the moral of parables	3/4			
8.	I can describe how belief leads to action	4/5			
9.	I can describe how people have interpreted Jesus appearance	4/5			
	differently				
10.	I can evaluate whether Christians are obliged to follow Jesus's	5/6			
	teachings and the benefits of doing so				
11.	I can evaluate belief in salvation	7/8			

Above Track	
On Track	
Below Track	

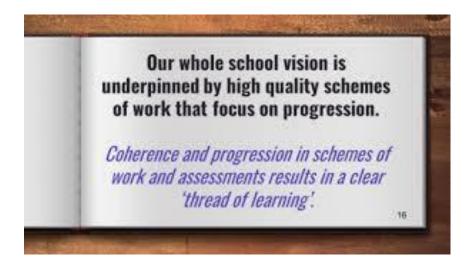
Instructions

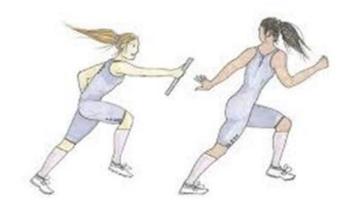
- You have 45 minutes to complete the assessment in silence
- Complete all questions in your exercise book using full sentences.
- You are **not** permitted to use your books to help you
- Stick this question sheet on a whole page in your book





Impact









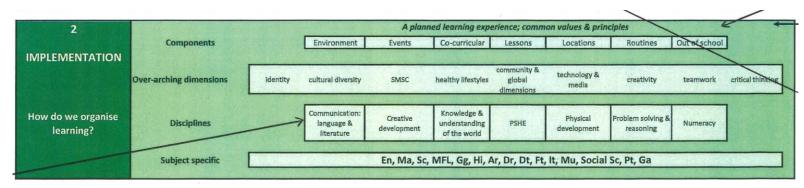
'TAKE AWAY' TASK

-Annotate blank version of 'curriculum vision' document in relation with evolving/updated Schemes of Work. These documents will be uploaded on the school website in your departmental / pastoral section.

-Focus on the 'Implementation section': include details about how your subject area covers the sub-sections (critical thinking; cultural diversity, physical development...)

Deadline:

On the website by September 2019





You need to ensure that the Big Picture translates to classroom/corridors

School

Classroom

Intent

What are you trying to achieve with your school's curriculum?

To what extent have you made the objectives of your curriculum clear? Does everybody know them?

To what extent do your objectives align with national policy objectives?



How effectively are your curriculum objectives translated into processes and policies?

- What subjects are you teaching?
- What's the content of those subjects?
- How do those subjects join together?
- Are subjects adequately resourced?



What is the potential impact of your curriculum objectives on pupils?

How well prepared are pupils for the next stage of their education/working life?

What do teachers think is their objective in teaching this subject/lesson?

How does this individual lesson fit into the wider curriculum framework and scheme of work?

To what extent does the objective of the teacher align with the school's objectives?

How likely is it that the teaching methods used will deliver the teacher's objectives for that subject/lesson?



How does this lesson further pupils' learning?



Implementation



Essential Training – Thursday 27th June

Share Your Department Curriculum Vision
Share the Take Away Task with your department
Department (and Pastoral) Evaluation of Priorities 2018/19





Department and Pastoral Evaluation Forms 2019

Two documents required:

- Self-evaluation document RAG rated based on an evaluation of outcomes/key performance indicators (2019) and departmental/pastoral action plans/improvement priorities for 2018/2019
- Action plan document for 2019/2020 categories based on the new Ofsted framework





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Self-Evaluation - Review of DIP/PIP priorities 2018/2019

RAG rating key:

Red – not yet achieving, requires further action

Amber – not yet achieving, doesn't require urgent action

Green – fully achieving

Leadership and Management

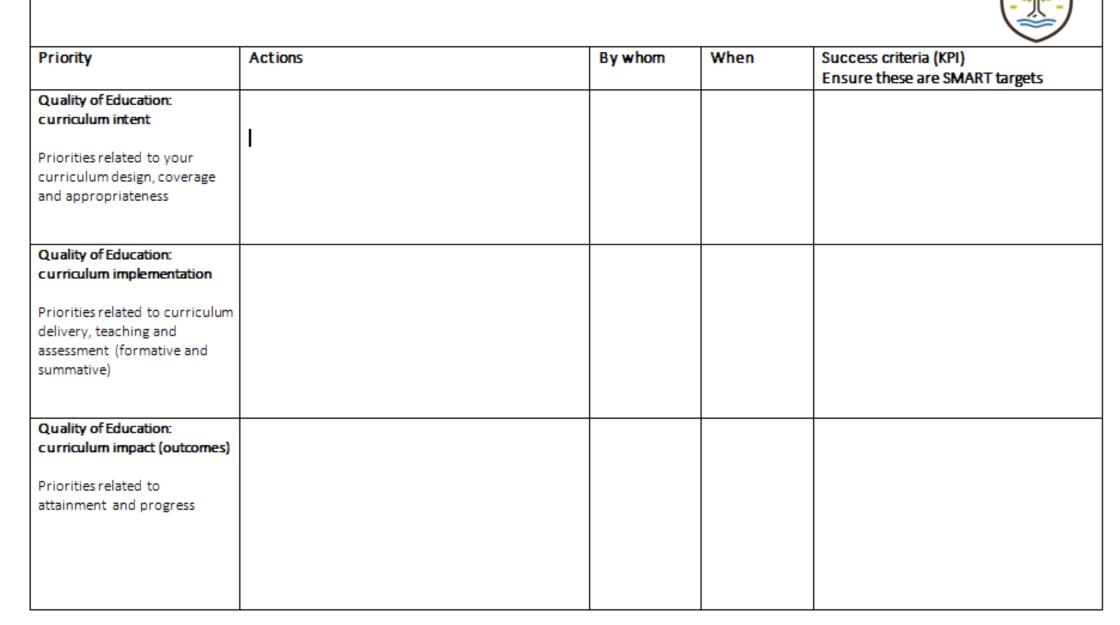
No.	Priority	Actions taken	Impact /Outcomes	RAG rating
1				
2				
3				
4				

Key Priorities:

Key Risks:

Department/Year Team:

2019/2020 Departmental/Pastoral evaluations – priorities, actions and KPIs



Behaviour and attitudes		
Priorities related to:		
High expectations		
Attitudes to learning		
Behaviour		
Exclusions		
Attendance		
Bullying		
Personal development		
Priorities related to:		
SMSC		
Fundamental British values		
Careers		
Healthy Living		
Citizenship		
Equality and diversity		
Preparation for next stage		
Leadership and management		
Priorities related to:		
Implementation		
Vision, ethos and ethics		
Staff development		
Staff workload and well-being		
Alternate provision		
Safeguarding		
New staff induction		
Overall effectiveness		

Quality Assurance Cycle

Autumn	Half Term 1	Autumn Half Term 2			
a. b. c. d. e. f. • g. • h.	Analysis of exam performance School, departmental and pastoral evaluations School Improvement priorities set and shared Departmental and Pastoral improvement priorities set and shared Performance Management targets review and setting for current cycle Teaching over Time Cycle 1: Learning Walks Lesson observations – NQTs and new staff Student voice activities Pastoral and Progression Cycle 1: Learning Walks Observation of registration periods/assemblies Student voice activities Half-termly SLT summary	 a. Teaching over Time Cycle 2: Work scrutiny Homework scrutiny Lesson observation b. Data Review Soft data capture Y7 – Y13 Interventions planned and implemented c. Review of progress towards Improvement priorities d. Pastoral review of Behaviour Strategy e. Half-termly SLT summary f. Data report for Trustees/Standards and Effectiveness g. CEO report 			



