

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.

Connecting evidence to reach a judgement
Forming a view of quality of education

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.

Bringing it together



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.
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Teachers

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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?



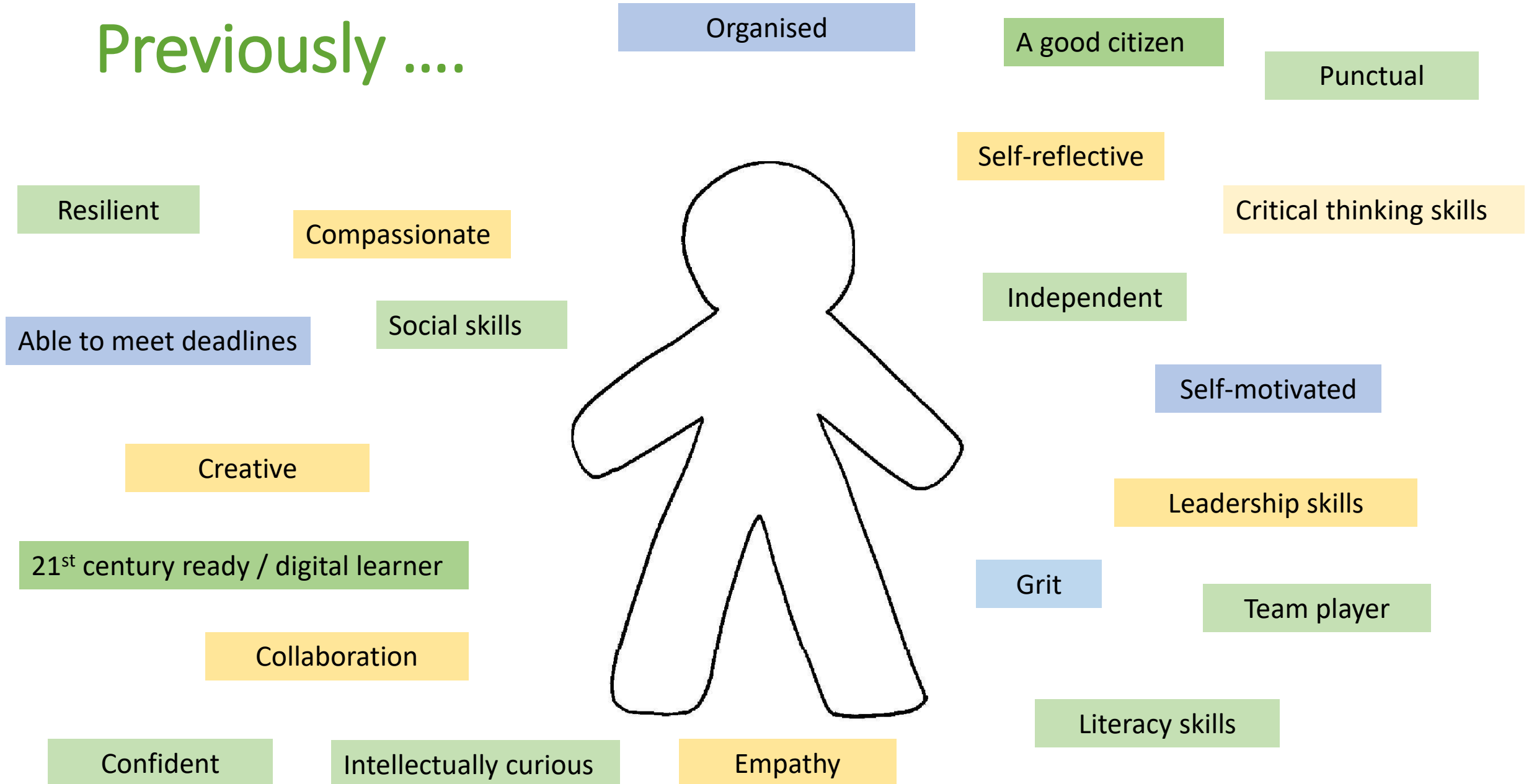
They will want to ...

- 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



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



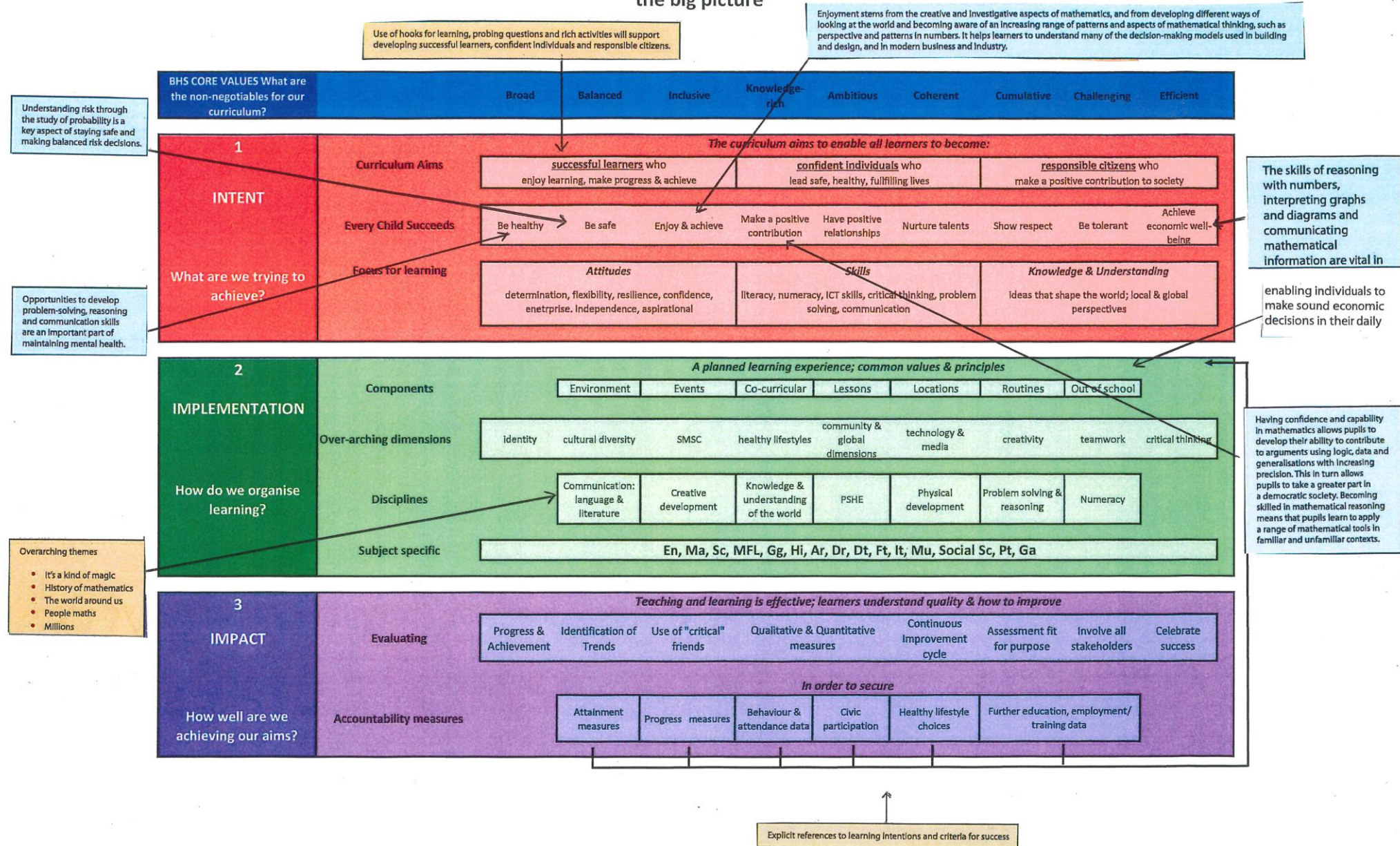
Beal & TFA - Curriculum non-negotiables

- 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



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!



challenge

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

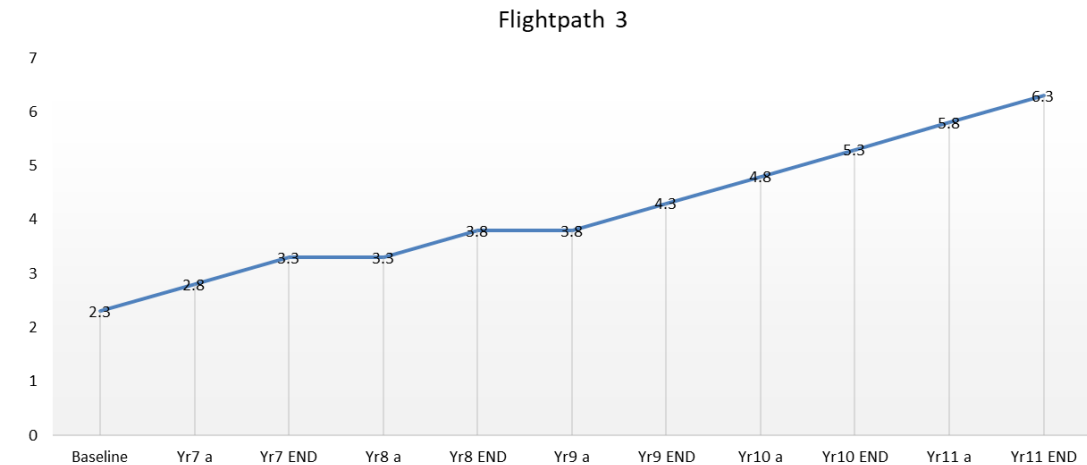
Average scaled score	Baseline conversion	Year 7 a	End of Year 7	Year 8 a	End of Year 8	Year 9 a	End of Year 9	Year 10 a	End of Year 10	Year 11 a	End of Year 11
93 – 99.9	1.8	1.8	2.3	2.3	2.8	2.8	3.3	3.3	3.8	4.3	4.8

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 average to higher standard	107 to 109	4	7 – 8
Expected standard to national average	100 to 106	3	5 - 6
Below expected standard	93 to 99	2	3 – 4
Well below expected standard	87 to 92	1	2



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 to 1-9 GCSE Grading	Partially Met?	Fully met?	Not Met
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 God	3			
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 differently	4 / 5			
10.	I can evaluate whether Christians are obliged to follow Jesus's teachings and the benefits of doing so	5 / 6			
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

Our whole school vision is underpinned by high quality schemes of work that focus on progression.

Coherence and progression in schemes of work and assessments results in a clear 'thread of learning'.

16



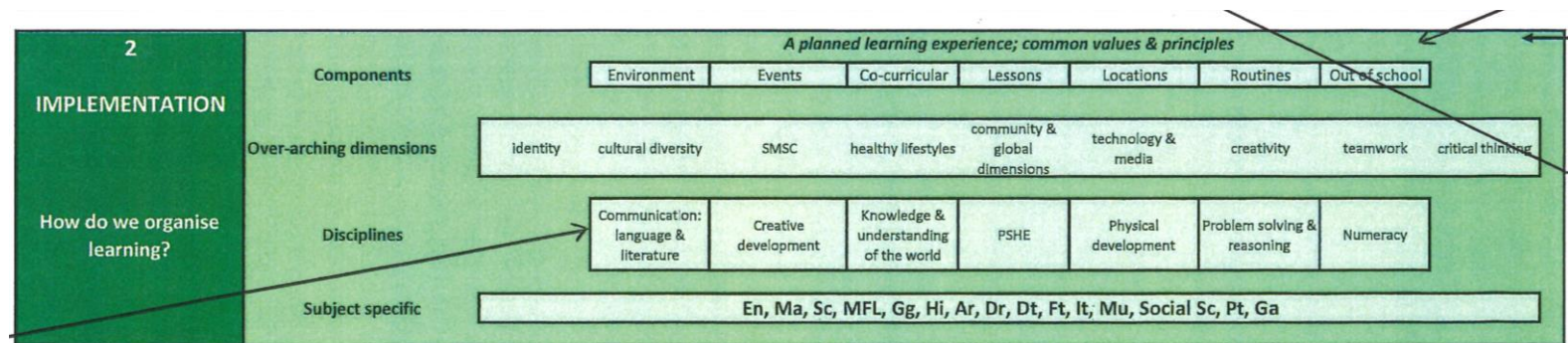
'TAKE AWAY' TASK

-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.

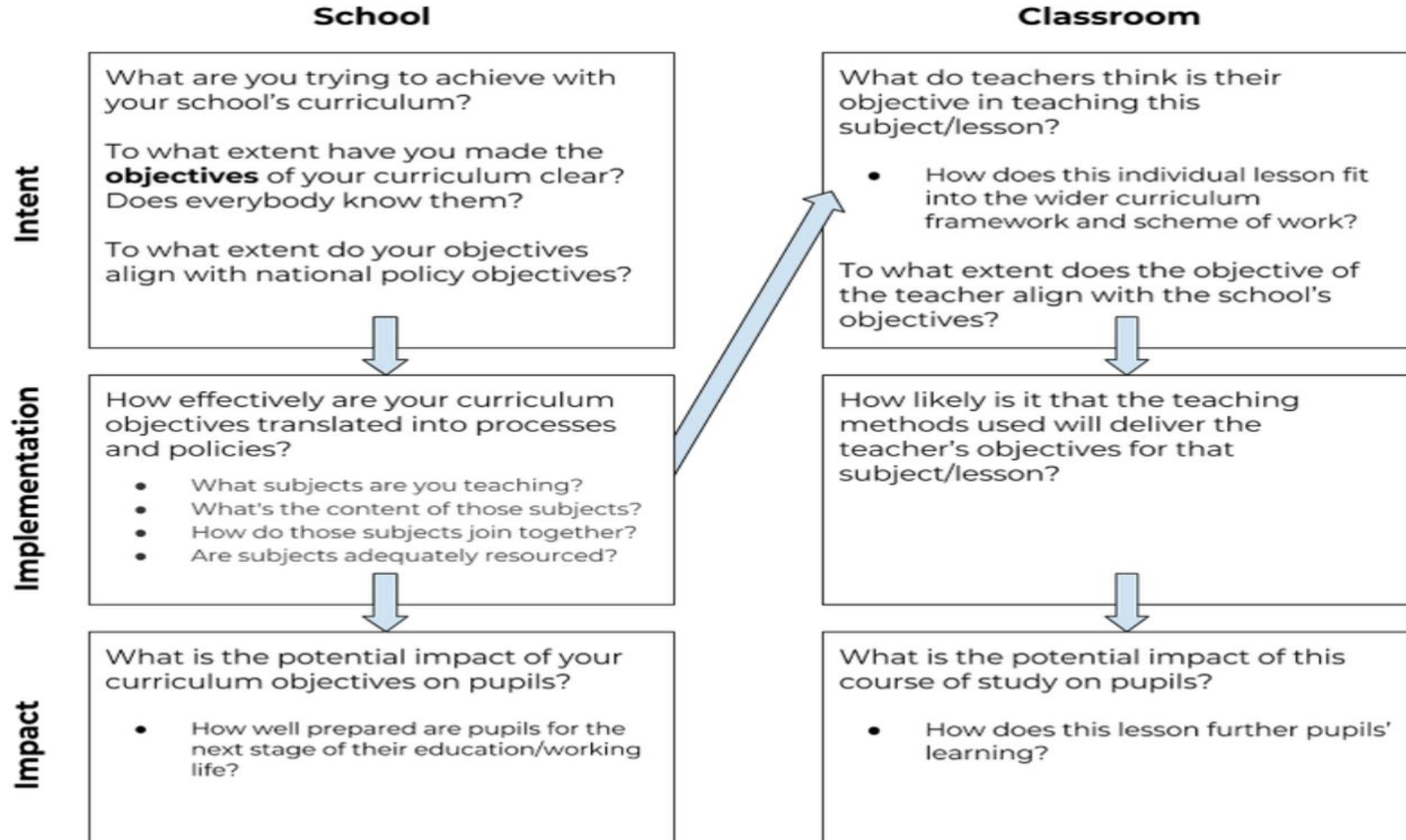
-Focus on the 'Implementation section': include details about how your subject area covers the sub-sections (critical thinking; cultural diversity, physical development...)

Deadline:

On the website by
September 2019



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



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



Department or Year Team:

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

Priority	Actions	By whom	When	Success criteria (KPI) Ensure these are SMART targets
Quality of Education: curriculum intent Priorities related to your curriculum design, coverage and appropriateness				
Quality of Education: curriculum implementation Priorities related to curriculum delivery, teaching and assessment (formative and summative)				
Quality of Education: curriculum impact (outcomes) Priorities related to attainment and progress				

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
<ul style="list-style-type: none"> a. Analysis of exam performance b. School, departmental and pastoral evaluations c. School Improvement priorities set and shared d. Departmental and Pastoral improvement priorities set and shared e. Performance Management targets review and setting for current cycle f. Teaching over Time Cycle 1: <ul style="list-style-type: none"> • Learning Walks • Lesson observations – NQTs and new staff • Student voice activities g. Pastoral and Progression Cycle 1: <ul style="list-style-type: none"> • Learning Walks • Observation of registration periods/assemblies • Student voice activities h. Half-termly SLT summary 	<ul style="list-style-type: none"> a. Teaching over Time Cycle 2: <ul style="list-style-type: none"> • Work scrutiny • Homework scrutiny • Lesson observation b. Data Review <ul style="list-style-type: none"> • 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

