

WHAT IS A CURRICULUM

DEEP DIVE?

DISCUSSIONS WITH SENIOR LEADERS

Will focus around senior leaders understanding of curriculum quality and how they **ensure** and **assure** a quality curriculum in each subject.

Possible Key Questions:

Are leaders following the national curriculum or confident their curriculum is of similar breadth/ambition in each subject?
What are the reasons for differences in subject effectiveness across the school?

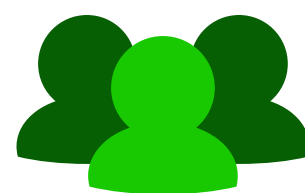


DISCUSSIONS WITH CURRICULUM/SUBJECT LEADERS

Middle Leaders will be expected to discuss subject content choices, sequencing of learning and the attention to pupils knowledge.

Possible Key Questions:

Have leaders ensured that the curriculum contains content that has been identified as most useful, and taught in a logical progression? Examples?
How do subject leaders know if pupils 'learn their curriculum'?
How do leaders quality assure their curriculum?
In what ways and what difference is it making? (Implementation & Impact)



LESSON VISITS

For each subject 'deep dive' inspectors will expect to see between 4-6 lessons (parts of) across a range of year groups. These will be joint visits with either the head teacher and/or subject leader where possible.

Key Points the inspectors will look for:

How lesson fits in: sequence, topic, year, key stage etc.
Are the activities appropriate for the curriculum content?
Inspectors will also be considering behaviour and attitudes during lesson visits



WORK SCRUTINY

Is about seeing whether the planned curriculum has been taught in practice and whether it is effective. To be able to determine a meaningful judgement inspectors will review a minimum of 12 books across a range of year groups.

Key Points the Inspectors will look for:

Are pupils drawing upon a wide range of prior knowledge?
What is the scope of the planned curriculum, and is it being covered?



DISCUSSIONS WITH TEACHERS

Discussions where possible will be with a group of staff from the same subject and include all or most of the staff seen teaching during the inspection.

Key Points Inspectors will explore:

How teachers are helped to improve their subject knowledge, alongside their pedagogical knowledge.
How are specialists and non-specialists supported?
Are staff aware of the sequence of learning and how this develops the pupils' knowledge?



DISCUSSIONS WITH PUPILS

Inspectors should select a group of pupils to talk to. Most of these pupils will be drawn from lessons visited. Pupils will be chosen from two or more year groups, so that subject progression and learning over time can be gauged. Pupils may be asked to attend the discussion with their books.

Key Points Inspectors will explore:

How teachers help them remember key learning components.
What the pupils can remember from previous topics, subjects etc



Remember:

During lesson visits, work scrutines, teacher and pupil discussions, inspectors will connect evidence back to the senior and middle leaders' discussions (you said..., we saw...) .This will help determine their hypothesis of the Quality of Education.