

Ofsted Curriculum aide memoir

Prompts and activities for evaluating the curriculum

1 Curriculum	
Possible questions	Possible activities
<p>SCOPE – coverage and challenge – why this?</p> <ul style="list-style-type: none"> Does it match/exceed the breadth of the NC? Is the timetable aligned to allow meaningful coverage? Is challenge understood in term of the demand of the curriculum endpoints? 	<p><i>Discussion with curriculum leaders: look at plans, schemes</i></p> <p><i>Work scrutiny: cross-check coverage and challenge</i></p> <p><i>Lesson visits: why this? Why now?</i></p>
<p>SEQUENCING – Why now?</p> <ul style="list-style-type: none"> Is the subject curriculum planned and sequenced so that new knowledge and skills build on what has been taught before and towards clearly defined end points? Does previous content support subsequent learning with a lesson, lesson sequence, topic, year or phase? Can all groups of pupils make progress? 	<p><i>Discussion with curriculum leaders: how do you intend the content in Year X and Y to build on each of the previous years? How have you adjusted the sequence in lower years....?</i></p> <p><i>Lesson visits: why this? Why now?</i></p> <p><i>Discussion with pupils: check that previously taught components for current work are secure</i></p>
<p>DISCIPLINARY KNOWLEDGE</p> <ul style="list-style-type: none"> Subject specific questions, methods, conventions, rules and practices How does the subject discipline build the new knowledge? Do teachers ensure pupils draw on the enough knowledge when answering subject specific questions? 	<p><i>Discussion with curriculum leaders: are content choices and activities appropriate?</i></p> <p><i>Work scrutiny: what knowledge do pupils draw upon when answering subject-specific questions?</i></p> <p><i>Discussion with teachers: in planning their lessons, do teachers use pedagogy, objectives/hierarchies (such as Bloom's), building learning power for disciplinary knowledge?</i></p>
<p>KNOWING MORE, REMEMBERING MORE -</p> <ul style="list-style-type: none"> Do pupils remember, long term, crucial content needed to subsequent learning? When they struggle, do teachers check which knowledge components are missing? Do teacher identify crucial components and emphasise them? 	<p><i>Lesson visits: looking backwards/forwards to infer that necessary components are remembered</i></p> <p><i>Discussion with pupils: check that previously taught components for current work are secure</i></p>

2 Pedagogy	
Possible questions	Possible activities
<p>PEDAGOGY – do teaching decisions achieve curricular intent?</p> <ul style="list-style-type: none"> Do teachers apply generic pedagogy without considering curricular intent? Is challenge misunderstood as a generic activity type? 	<p><i>Discussion with curriculum leaders: check application of school/department/aspect and whole school policy</i></p> <p><i>Work scrutiny: unnecessary application of whole-school policies</i></p> <p><i>Lesson visits: consider justification for activity choices</i></p>

3 Assessment	
Possible questions	Possible activities
<p>ASSESSMENT: is there timely feedback on component learning?</p> <ul style="list-style-type: none"> • <i>Is formative assessment fit for purpose?</i> • <i>Do teachers check that curriculum component have been remembered?</i> • <i>Are pupils falling behind within the lesson sequence?</i> 	<p><i>Discussion with curriculum leaders: does assessment check that the necessary components are learned to perform the composite tasks?</i></p> <p><i>Lesson visits: do teachers use assessment to identify useful feedback to plan/adjust teaching?</i></p> <p><i>Discussion with teachers: are teachers using descriptions of outcomes for formative purposes</i></p>

4 Culture	
Possible questions	Possible activities
<p>CULTURE: Is there a climate of high expectations where pupils love pupils' love of subject can flourish?</p> <ul style="list-style-type: none"> • <i>How does the school enrich the subject curriculum beyond the classroom?</i> • <i>Do teachers demonstrate their love of the subject and model engagement?</i> • <i>How do teachers get the best from their pupils?</i> 	<p><i>Discussion with curriculum leaders: check uptake at points where choices are made</i></p> <p><i>Discussion with pupils: level of enjoyment and learning beyond classroom</i></p>

5 Systems	
Possible questions	Possible activities
<p>SYSTEMS: Department processes and staff support.</p> <ul style="list-style-type: none"> • <i>Probe systems for staff support, construction of the curriculum and to ensure consistent quality of education in all subjects.</i> • <i>What do the strengths or weaknesses of the subject already identified indicate about the schools capacity to function effectively?</i> 	<p><i>Discussion with curriculum leaders: systems for inexperienced, non-specialist struggling teachers</i></p> <p><i>Discussion with teachers: quality and impact of CPD, implications for workload, confidence and subject delivery</i></p>

6 Policy	
Possible questions	Possible activities
<p>POLICY: What is the impact of school wide policies on subject delivery?</p> <ul style="list-style-type: none"> • <i>How does whole school timetabling, marking and assessment and CPD policies and priorities affect the quality of education in all subjects?</i> 	<p><i>Discussion with curriculum leaders: what are the priorities for discussions at line management meetings and/or subject reviews?</i></p> <p><i>Discussion with teachers: quality and impact of CPD, implications for workload, confidence and subject delivery</i></p>