

# How to Support Subject Leaders to Excel During a Deep Dive

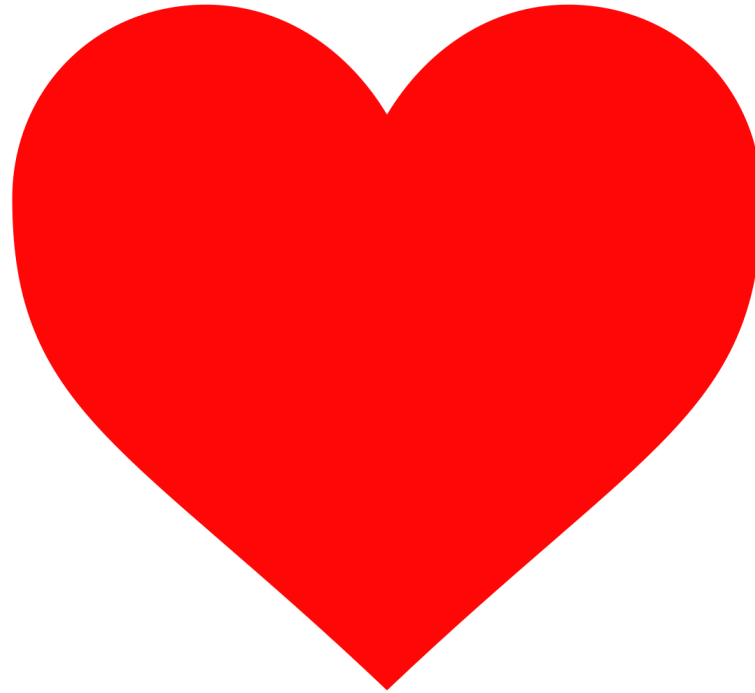


**EPHA – 07.10.22**

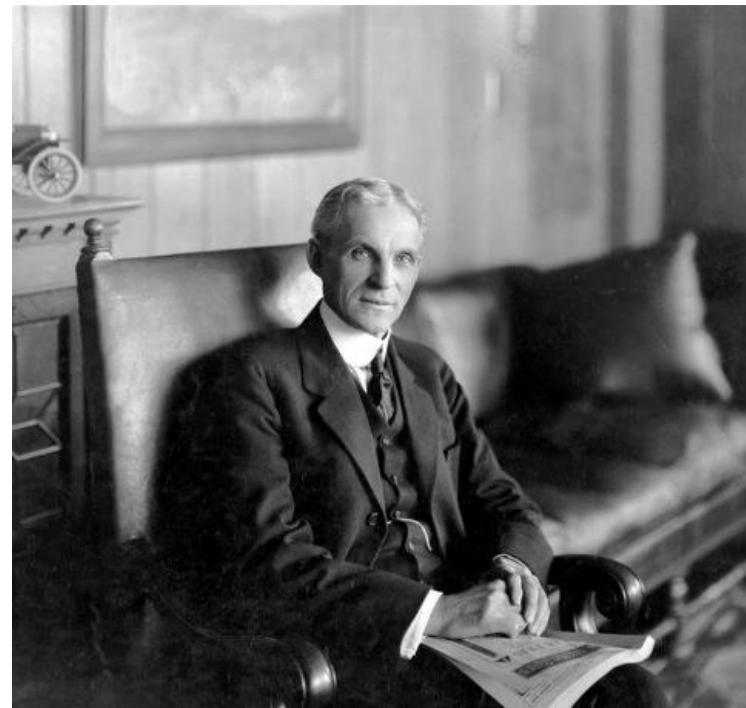
## There are six elements to Ofsted deep dives:

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1. Evaluation of **senior leaders' intent** for the curriculum in this subject or area and their understanding of its implementation and impact.
2. Evaluation of curriculum **leaders' long and medium-term thinking and planning**, including the rationale for content choices and curriculum sequencing.
3. Visits to a deliberately and explicitly **connected sample of lessons**.
4. **Work scrutiny of books** or other kinds of work produced by pupils who are part of classes that have also been (or will also be) observed by inspectors.
5. **Discussion with teachers** to understand how the curriculum informs their choices about content and sequencing to support effective learning.
6. **Discussions with a group of pupils** from the lessons observed.'



**To lead anything effectively you need to  
determine your reason why**



- If we genuinely want **EVERY** child to succeed then we need to offer a curriculum which includes more than just maths and English.
- To succeed children will need to be more than a 'robot' programmed how to sit tests.
- Not every career or job is purely maths and English focused. We need experts in other things.

**What is the substance/intent of your curriculum?**



- It is not necessary for subject leaders to be an **'expert'** in the subject they lead.
- Schools vary in the process they adopt for selecting subject/area leaders.



**How do you appoint subject leadership roles?**

# Why schools need to focus on the curriculum...

*‘Curriculum is how we change the child through what is in their head’- Christine Counsell*



**What impact is your curriculum having on the children?**

# The right curriculum is life changing for children



**Not just the national curriculum...**



# Primary School



**What was I passionate about?  
What did the school do about it?**

# Middle School



**What was I passionate about?  
What did the school do about it?**

# The right curriculum is life changing for children...



**Not just the national curriculum...**

**Case Studies – get ready examples of children who have left your school and who have excelled academically or in another aspect of work or life.**

# The Quality of Education - Intent

1. Evaluation of **senior leaders' intent** for the curriculum in this subject or area and their understanding of its implementation and impact.



**What do you want children to know learn and be able to do as a result of your curriculum?**

# Key Questions for SLT - Intent

1. What is your school's curriculum like – can you describe its purpose and why you have structured the curriculum in this way?
2. How do you make sure that non-core subjects are developed across the school to ensure the sequence of learning?
3. Which areas of your curriculum are a strength and are there any areas you need to improve?



**90 minute phone call curriculum questions**

It is the **substance/intent** of education that ultimately creates and changes life chances not SATS percentages or grades from exams.



**What are the objectives for your curriculum and how did you decide they were right for this school?**

**AMBITIOUS**

# 1. Substance/Intent



**What type of children are we trying to create?**

**What are the objectives for your curriculum and how did you decide they were right for this school?**

**What do you want children to know learn and be able to do as a result of your curriculum?**

2. Design your curriculum so that it is **customised, personalised and designed** to build upon the experiences and backgrounds of pupils.

**INTENT - Is your curriculum ambitious for all groups of learners?**



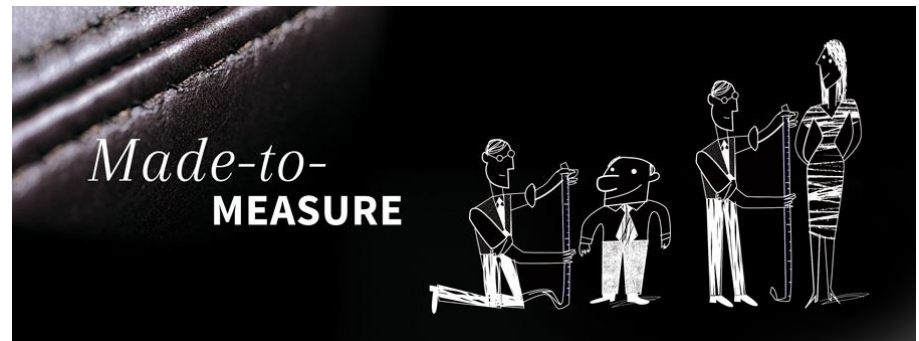


Schools must design a curriculum which is unique and based on the children's experiences, backgrounds and needs.

**1. Local context**

**2. Barriers to learning**

bespoke   
DESIGN



# Cultural Capital

## What is it?



- Any assets that can improve life chances.
- Having the skills, knowledge, norms and values which can be used to get ahead in education and life more generally.
- **You are not just teaching the national curriculum. – Life skills etc**

**? Why is your curriculum right for these children, in this school, at this time.**

### 3. Teachers must plan breadth of opportunities for all groups of pupils?

What does **breadth** mean?

Opportunities to practise, apply embed the same things in a range of different ways. **People, places, experiences**

**AMBITIOUS**

**What are the strengths of your curriculum?**



**breadth**

## 4. Teachers must plan for appropriate balance?



Timetables – all English and Maths

Is your curriculum suitable for all learners and not just those who excel in English and maths?

What is Dave good at and passionate about?

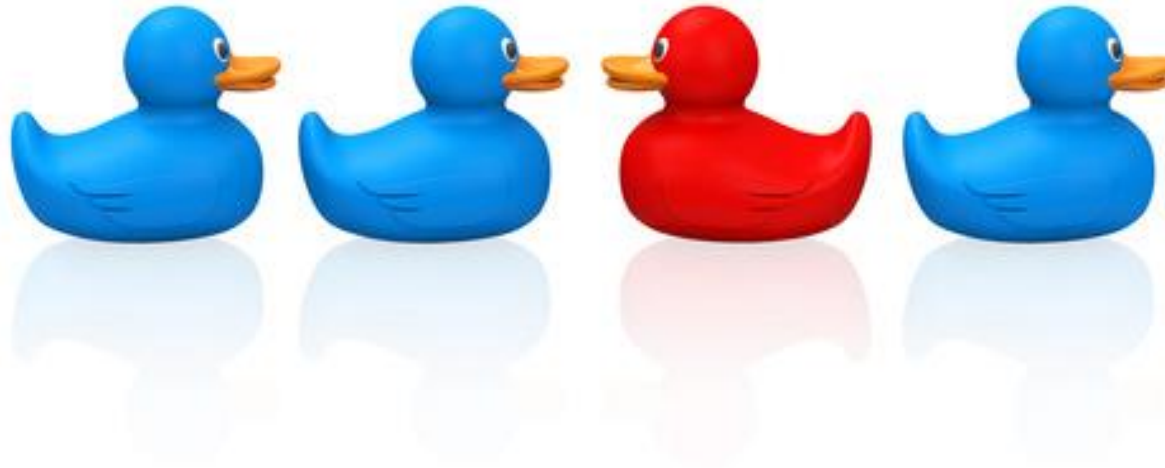
Where are you amazing geographers, artists?



Is the same importance given to all foundation subjects? If not, why not?

**AMBITIOUS**

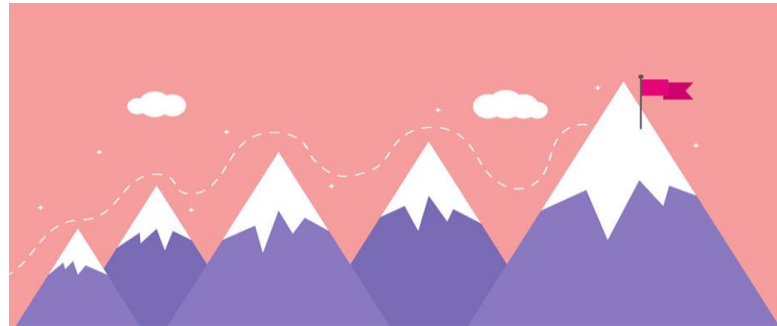
# Outstanding Subject Leadership



2. Evaluation of curriculum **leaders' long and medium-term thinking and planning**, including the rationale for content choices and curriculum sequencing.

# 5. NC Curriculum Mapping

Subject leaders need to create curriculum maps ensure **progression** across all year groups and phases with **clear end points?** (Knowledge, skills, vocabulary)



**How is the curriculum delivered across each year group and across key stages, ensuring progress in knowledge, skills and understanding from different starting points?**



# Curriculum Mapping – Science

1. Working Scientifically
2. Observing Closely
3. Performing Tests
4. Identifying and Classifying
5. Recording Findings
6. Types of Investigations



**How did you create your curriculum maps/plans?**

**What is your model of progression?**

**How did you decide on the content – knowledge, skills?**

**How have you ensured that it is progressive?**

# Curriculum Mapping – Computing

1. Problem Solving and Logical Thinking
2. Creative Content
3. Digital Literacy

**AMBITIOUS INTENT**





# Curriculum Mapping – D.T

1. Developing, planning and communicating ideas
2. Working with tools, equipment, materials and components to make quality products
3. Evaluating processes and products
4. Mechanisms
5. Construction and use of materials
6. Textiles

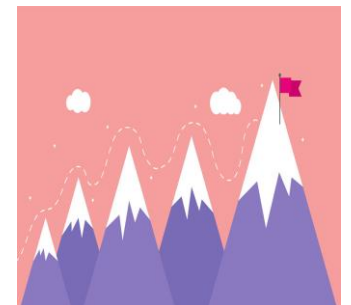
**AMBITIOUS INTENT**



# Curriculum Mapping – History

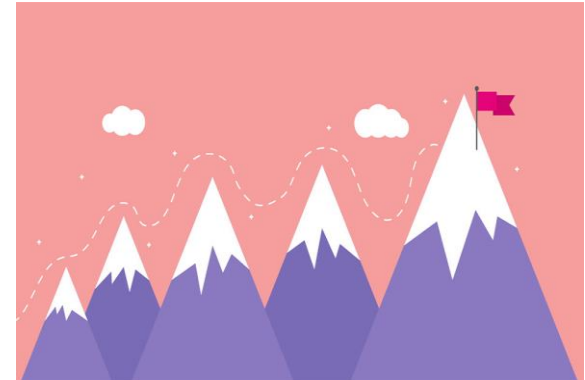
1. Historical interpretations (HI)
2. Knowledge and understanding of events, people and changes in the past (KU)
3. Chronological understanding (CU)
4. Historical Understanding (HU)

**AMBITIOUS INTENT**



# Curriculum Mapping – P.E

- EYFS - Moving and handling
- EYFS - Health and self-care
- Physical skills
- Personal skills
- Thinking Skills
- Health skills



**How did you create your curriculum maps/plans?**

**How did you decide on the content and progression in the subject?**

# Curriculum Mapping – Music

1. Performing
2. Composing
3. Appraising

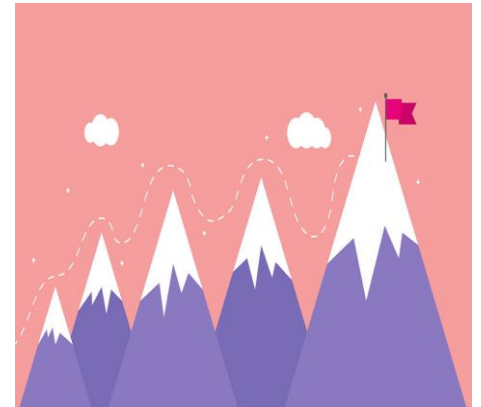
**AMBITIOUS INTENT**



# Curriculum Mapping – Geography

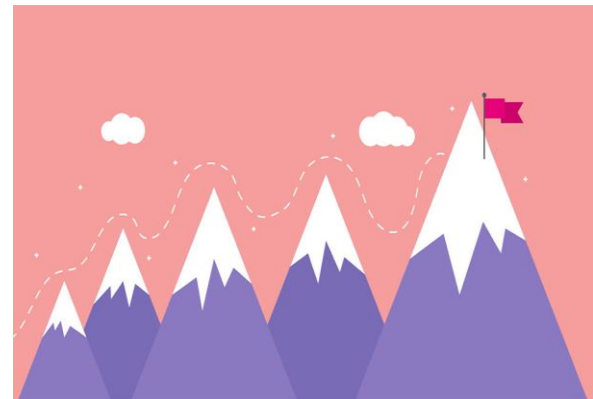
1. Geographical Enquiry (GE)
2. Location Knowledge (LK)
3. Geographical Skills and Fieldwork (GS)
4. Human and Physical Geography (HP)
5. Place Knowledge (PK)

**AMBITIOUS INTENT**



# Curriculum Mapping – Art

1. Drawing
2. Painting
3. Printing
4. 3D
5. Collage
6. Use of IT
7. Knowledge



# Curriculum Mapping – MFL

1. Listening and responding
2. Speaking
3. Reading and responding
4. Writing



# Knowledge Rich Curriculums

- It is about developing understanding, not memorising disconnected facts. Children need to be equipped with the necessary knowledge to be procedurally fluent in a subject.
- In order to develop understanding, pupils connect new knowledge with existing knowledge. Pupils also need to develop fluency and unconsciously apply their knowledge as skills. **Procedurally fluent in every subject.**
- This must not be reduced to, or confused with, simply memorising facts. Inspectors will be alert to unnecessary or excessive attempts to simply prompt pupils to learn glossaries or long lists of disconnected facts.'



**How do you decide on the knowledge children are taught in your curriculum?**

**Not too many quizzes!**



# Progression of Vocabulary

- Deliberately building vocabulary is one of the most important and powerful things teachers can do. It deepens and extends knowledge.
- Children from deprived backgrounds have much smaller vocabulary. **If we are serious about closing gaps for deprived children you need to address vocabulary.**
- Socio economic status is not a fixed indicator, with education and support you can make a significant impact on a child's vocabulary development by concentrating on talking and explaining higher level words.
- **The twinkle sprinkle...**



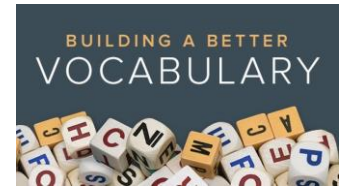
# Progression of Vocabulary

**Tier 1** – 5500 high frequency words which need little direct instruction because they are in common daily use.

**Tier 2** – General academic words which occur across different subjects and which are essential to reading comprehension e.g analyse, clarify

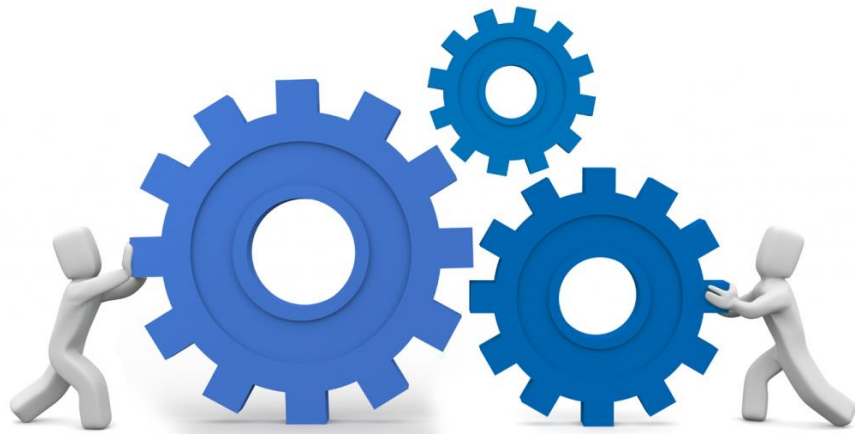
**Tier 3** - subject-specific words such as isotope

Three Tier Model – Isobel Beck and Margaret McKeown



**How do you organize your curriculum to increase children's vocabulary?**

# The Quality of Education Implementation



**How effectively are the curriculum policies and plans translated into practice?**



# Ofsted Research

## Research on effective teaching

We can draw on decades of research in **school** and teacher effectiveness to underpin the importance of effective teaching. Classroom practice, and in particular *teaching effectiveness*, is the single most important factor in school effectiveness. Teaching effectiveness is a strong predictor of pupils' progress throughout school, and having a succession of strong or weak teachers can have lasting effects (Muijs et al, 2014; Reynolds et al, 2014; Kyriakides & Creemers, 2008; Muijs & Reynolds, 2003; Sammons et al, 2009).



# Implementation

- **Good subject knowledge – leaders providing support.**
- **Teachers present subject matter clearly.**
- **Remember in the long term – curriculum coherence**
- **Assessment is used well**



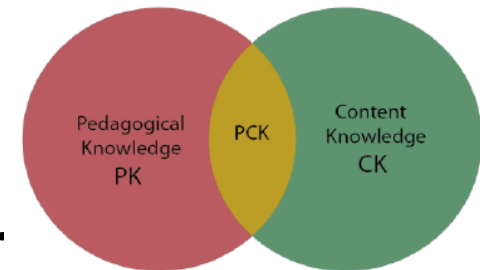
# Ofsted and Subject Knowledge

EIF grade criterion:

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.
- **Teachers need to know how to teach generally, but how to teach that subject – pedagogical knowledge**
- Teaching P.E well is very different to teaching geography well.
- Three types of essential knowledge are known as **content knowledge**, pedagogical knowledge and pedagogical content knowledge.
- Content knowledge can be defined as teachers' knowledge of the subject they are teaching, pedagogical knowledge as teachers' knowledge of effective teaching methods, and **pedagogical content knowledge** as teachers' knowledge of how to teach the particular subject or topic.

# Pedagogical Content Knowledge

- PCK is how teachers make the subject matter meaningful and accessible for learners.
- How to make connections between ideas.
- Explanations, demonstrations, examples, illustrations, analogies
- How to select the most appropriate teaching strategies to promote understanding
- Subject specific pedagogies



**How do you teach Science at Hope Primary?**

# Pedagogical Content Knowledge

## Science

What is the most effective teaching strategy to

**Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees**





# Quality First Teaching



**How do you meet the needs of SEND, PPG etc?**

**How do you raise standards in geography?**

# Importance of Pedagogical Knowledge

Always remember the famous words sung by Bananarama - **IMPLEMENTATION**



1. Questioning
2. Responsive/Adaptive Teaching (Differentiation)
3. Independent Learning
4. Assessment for Learning

**What is our definition of learning?**

**How do you know if children have learned something?**



**How do you implement the curriculum to ensure depth of understanding and learning?**

The definition Ofsted is going with is that...

# ‘Learning is a change to long term memory’



- Once you determine your definition of learning, that has to lead the design of your curriculum in terms of its intent, implementation and how you measure the impact of the curriculum in your school.
- If you define learning as a change to the long term memory you must change the way you implement the curriculum maps to ensure children do actually remember and recall in the long term.

**New Framework = Cognitive Sciences**

# Quick changes to practice...



1. At the start of every lesson which subject is it, explain its purpose. **What is a geographer?**
2. **Prior Learning** - where lesson fits in the bigger picture and sequence of lessons. What did the learn before, today and what is coming next...
3. **Inspire** children by telling them how the subject could help them in the future – careers, hobbies, opportunities

# Historians, Geographers and Scientists...



- Children (and some staff) have no idea why they are learning geography and what use it could be in later life.
- They cannot explain what geography is and why it is important.

**1. No NC content**

**2. Feedback not linked to learning target**

**3. Viking newspapers**

**How do you ensure that history maintains its subject integrity?**

# The Quality of Education Impact



**What has been the impact of your curriculum?**

# More than Numbers

‘Don’t track numbers, think about what children now know, understand or can do, that they couldn’t before’

(Sean Harford Ofsted)

How is progress and attainment measured? 

**PROGRESS\_**



# Record Keeping



- There is no preference in terms of record keeping. Do something which is manageable and does not add significantly to workload.
- Excel sheet – element being assessed at top. (achieved, below, above). You can then collate percentages if you wish.

## Developing a Portfolio for Your Curriculum Area

- **At the end of each unit and assessment point collate work from each year group.**

**Which subjects are strongest in your school?**



# Groups of Children

1. More Able
2. Disadvantaged
- 3. Disadvantaged - More Able**
- 4. SEND - More Able**



**How successful is your curriculum at meeting the needs of SEND and disadvantaged pupils? Prepare case studies**

# Preparing for Ofsted

