

**31 January 2023**

**Inspection Training**

## **Session 2:**

# **Curriculum Leader Preparation**

## **Polite Request**

**Please do not record any of the sessions. We want  
leaders to be able to speak freely about their  
schools**

**An edited recording of the session will be made  
available**

## Introductions:

- **Jason Hughes - Primary School Advisor (presenting)**
- **Michael Hawkins - Interim Service Manager (supporting)**
- **Richard Woodfinn - Primary School Advisor (supporting)**
- **Nicki O'Flanagan - Education Improvement Support Officer (supporting)**

# Suggestions

- **Please use the 'chat' option to ask questions, all questions will be answered, some by a follow up email**
- **The slides will be made available to you, please make notes as you see fit**

**Thank you for your feedback from Session 1**  
**We hope to have addressed your comments.**

**This session is part of a suite of training offered to support Hillingdon Schools in preparation for inspection and includes:**

**Session 1: Phone Call Preparation**

**Session 2: Curriculum Leader Preparation**

**Session 3: Subject Leaders Meeting Inspectors**

**Session 4: Preparation for Deep Dives, Subject Leaders  
Looking at Books**

**Session 5: Preparation for Deep Dives for Teachers**

**Session 6: Bringing Everything Together**



- **Audience:** Headteachers and senior leaders including curriculum leaders.
- **Remit:** What to expect when questioned on the curriculum. Discussing positively both weaker and stronger subjects. The deep dive processes.

# Agenda

- **The phone call and the Curriculum discussion**
- **A knowledge based Curriculum**
- **Sequencing the Curriculum**
- **Choosing Deep Dives**

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# Where will inspectors obtain your Curriculum information?

- **Your website**
- **Development plans etc.**
- **Phone call**
- **Day 1 curriculum meeting**

**Lessons, discussions with teachers and children etc.**

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# Why is your curriculum designed the way that it is?

## ➤ What is special about your school?

For example, Girls, Reading. Gypsy, Roma, Traveller (GRT). Eid

# Why is your curriculum designed the way that it is?

- **This is not tokenism**
- **If you have made a decision to alter your curriculum because of your cohort then celebrate that...**

## **Breakout 1**

**Thinking about your children, discuss with your colleagues:**

**How you have or might alter your curriculum because of your cohort.**

# Why is your curriculum designed the way that it is?

➤ **What are you preparing your children for?**

**Destinations, the next stage in their education,  
examinations, work**



# Why is your curriculum designed the way that it is?

➤ **Are you following the National Curriculum?**

**Coverage?**

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# A Knowledge based curriculum

- Ofsted research defined a ‘knowledge-rich’ approach as one in which curriculum leaders are clear on the **“invaluable knowledge they want their pupils to know”**

# A Knowledge based curriculum

## **Knowledge v Skills**

**(Reading - Maths - Biology - Music - Maths)**

## **Breakout 2**

**In your breakout rooms please discuss this question:**

**How many days, were there, from the 1<sup>st</sup> April 1999 to the 1<sup>st</sup> April 2000, inclusive?**

**In the chat please answer the following:**

**What information/knowledge did you need to answer the question?**

**Some knowledge needed to answer the question:**

**The number of days in a year.**

**Was 2000 a leap year?**

**What 'inclusive' means.**

**How are your children supported in building their knowledge?**

**Rhymes, songs, mnemonics, chanting, making connections, spellings, practice...**

**Do these form part of your curriculum? Are they explicit?**



# A Knowledge based curriculum

- **In short, a successful knowledge-rich curriculum should be designed to help pupils remember what they have been taught.**
- **It's not rocket science!**
- **We've been doing it for years**

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# Sequencing

The sequencing of the curriculum is more than the ordering of its component parts – it is about the relationships and connections between them, and the deeper understanding that the sequence allows children to access.

It is more than simply this, follows this, follows this – it is a narrative, it tells the story of the subject, it is a conversation between its parts.

# Sequencing

**Reducing cognitive load is essential to giving children the opportunity to gain knowledge.**

**Using retrieval tasks for example. Prior to using technical vocabulary.**

# Sequencing

**When talking to inspectors be clear on how knowledge is built. Have some fantastic examples, use something that interests you.**

**For example, six figure grid references....**

## Sequencing. You have 24 hours notice!

- **Find out what is being taught in your deep dive subjects  
Day 1 and Day 2**
- **Think about the topics and how they are sequenced within  
the curriculum (not just in that year group-or key stage)**
- **Use these as examples in your discussions on the  
sequencing of the curriculum - triangulation**

**For example, negative numbers might be being taught in Year 6, that comes from:**

- An understanding of place value – beginning in KS1
- Measuring temperature – KS2 Science

**And is leading to:**

- Using negative numbers in KS3 and KS4

## **Breakout 3**

**In your breakout rooms please discuss this question:**

**Choose an element of your school's curriculum**

**Why are you teaching this and why are you teaching it now?**



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# Choosing Deep Dive subjects

How does the Lead inspector choose subjects?

- Sometimes its obvious e,g, a subject was mentioned in the previous report
- Or the HT makes a slip
- Or the website makes a slip and there is a outdated statutory subject information
- Or the balance of the curriculum is strange for example, History only taught in the autumn term every year...

# Choosing Deep Dive subjects

**NB: only mention subjects you want to have a deep dive in, do not mention any other subjects.**

**Inspector: Tell me about how your curriculum is sequenced?**

**Headteacher/Curriculum leader: Let me tell you about...**YOUR CHOICE****

# The Phone Call #1

## Possible questions:

Where are you with your curriculum?

Is it as you wish it to be?

# The Phone Call #2

## Possible questions:

To what extent does the KS2/3/4 curriculum provide well for the needs of all groups of pupils?

# The Phone Call #4

## Possible questions:

What is the focus, rationale and impact of staff training on the curriculum?

# The Phone Call #5

## Possible questions:

Are there any weaker subjects?

# Choosing Deep Dive subjects

**Choose a subject you believe is really strong and reflects the work that leaders have done to improve that area.**

**Contrast that with a subject that is still in development that will showcase your journey in school improvement.**



## **Breakout 4**

**In your breakout rooms please discuss this question:**

**What would be your choice of 4 additional Deep Dive subjects?  
(as well as reading and maths)**

# Any Questions?