**Discussions with the curriculum leaders:**

1. **Curriculum scope**:

* How is the curriculum planned and sequenced so that pupils build up their knowledge, skills and understanding? Why this and why now?
* Does this subject curriculum match or exceed the requirements of the NC?
* Do the identified components ensure that pupils achieve end points that match the ambition of the NC attainment targets?
* How do you consider needs of pupils with SEND and DA pupils?
* What are you doing to broaden pupils' vocabulary, including subject specific vocabulary?

1. **Sequencing:**

* What are the key concepts that they need to understand?
* In what order will pupils learn them?
* Does the subject curriculum equip pupils with the knowledge to succeed in life?
* How do you intend the content in each year build on the previous years?
* What are the typical gaps in pupils’ knowledge and skills? How is the curriculum sequenced to address these?
* How do you ensure that content choices and activities are appropriate for the subject? How do you ensure that teaching decisions achieve curricular intent?

1. **Pedagogy:**

* Do all teachers have good subject knowledge, how do you know?
* What training and support is available for all staff; particularly for non-specialist teachers?
* How are specialists and non-specialists supported to improve their subject knowledge, alongside their pedagogical knowledge?
* How can you show evidence of practical tasks?

1. **Assessment:**

* How often are formal assessments done? Do they add to teacher workload? How do leaders use this information? What is it telling them about different year groups/classes?
* How do leaders/teachers assess whether pupils know more/remember more?
* Workload? Is the assessment model manageable? How do leaders ensure that teachers have a manageable workload?

**Lesson visits:**

* Discuss lesson visits
* ‘why this? why now?’
* Do pupils know more, remember more?
* Does there appear to be ‘over learning’ so that key knowledge/concepts are readily recalled? Does this lead to automaticity and fluency in pupils’ recall?
* Does the learning build on previous components in a logical manner? Does it help to lead to a complex task (composite)?
* How is assessment used? Within? Between lessons? How often are formal assessments done? Do they add to teacher workload? How do leaders use the information from assessment? How do teachers assess whether pupils 'know more and remember more'?

**Work scrutiny:**

* Has what the school set out to teach actually been taught/covered?

**Discussions with teachers:**

* To include assessment