

21 February 2023

Inspection Training

Session 4:

Subject Leaders - looking at
books

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 Sessions 1, 2 and 3

We hope to have addressed your comments.

No breakout rooms today.

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:** Senior leaders, curriculum leaders and subject leaders
- **Remit:** Looking at subjects through book and work scrutiny

Agenda

- **Revisit Knowledge**
- **Children's Work**
- **Progress**
- **School Improvement**

Please take notes

- Throughout this session examples and suggestions on the information that can be gleaned from children' work will be discussed
- The final section will consider how this can be incorporated into your school improvement plans
- So, throughout the session please consider when reading 'inspectors' instead read 'myself and the leaders at my school'

Agenda

- **Revisiting Knowledge**
- **Children's work**
- **Progress**
- **School Improvement**

A Knowledge based curriculum

Disciplinary v Substantive KNOWLEDGE

A Knowledge based curriculum

Substantive knowledge

- Is basically the specific, **factual content** for the subjects, which must be connected into a careful sequence.
- It is the **building blocks**, the **substance** of your subject

A Knowledge based curriculum

Substantive KNOWLEDGE

How are children at your school gaining substantive knowledge – any examples?

- **Please take a few moments to consider this**

Vocabulary

- Subject specific vocabulary is substantive knowledge
- How do you develop subject specific knowledge?
- How could you further improve subject specific vocabulary retention?

A Knowledge based curriculum

Disciplinary Knowledge

This is best described as **the action** taken within a particular subject to gain knowledge i.e. how we gain substantive knowledge.

A Knowledge based curriculum

Disciplinary Knowledge

- For example, in history this might mean **using** evidence to construct a claim.
- Meanwhile, in science it might mean **testing** hypotheses.
- In music, it might mean **reading** and **writing** notation.

A Knowledge based curriculum

Disciplinary Knowledge

How are children at your school gaining disciplinary knowledge? What does that look like? Do you have examples?

- **Please take a few moments to consider this**

Agenda

- Revisiting Knowledge
- Children's work
- Progress
- School Improvement

Children's Work

Examining children's work can be used as an alternative as well as a supplement to visiting lessons for:

- **Teachers under competency**
- **Sickness**
- **Nerves...**

Children's Work

Examining children's work can be used to find evidence of **systemic issues** within a school.

For example, if writing is being considered to be an issue in years 3 and 4 then looking at children's work across the foundation subjects could provide further evidence to back up this line of inquiry. (the quality of writing in History and Geography)

Why do inspectors look at children's work?

- **As part of the deep dive process**

Reminder: LATEST OFSTED FRAMEWORK

➤ **Intent, Implementation, Impact**

How inspectors test the curriculum and therefore the quality of education

Reminder: LATEST OFSTED FRAMEWORK

- **How it is adapted, taught and assessed and called IMPLEMENTATION.**

Reminder: LATEST OFSTED FRAMEWORK

- **Inspectors will consider children's outcomes based on the education that they have received.**
- **Called IMPACT.**

Why do inspectors look at children's work?

- They are looking at the 'IMPLEMENTATION' of the curriculum under the quality of education judgement (Teaching & Assessment)

Why do inspectors look at children's work?

- They are looking at the 'IMPACT' of the curriculum under the quality of education judgement (Outcomes)

Why do inspectors look at children's work?

- To test how the curriculum already **described** is translated into the classroom.

On inspection have your previous discussions with inspectors described your curriculum accurately?

- For example, yes, we cover the national curriculum!

Where will inspectors find examples of children's work?

- Your website
- Your social media presence
- Assemblies
- Displays in corridors
- Displays in classrooms
- In books

Question: where else?

Where will inspectors find examples of children's work?

Question: – how do you celebrate children's work?

How do inspectors choose the work to be reviewed?

A spectrum across the deep dive subjects:

- **From highly organised with specific children's work chosen in the various deep dive subjects**
- **To killing three birds with one stone. For example, visiting lessons, talking to children and looking at their work (my preference-examples)**

Agenda

- Revisiting Knowledge
- Children's work
- **Progress**
- School Improvement

Progress

- **What does progress in children's work look like?**

Please take a few moments to consider this

Progress

- In fact inspectors can find out so much from children's work, not just progress. For example, the quality of marking and the quality of handwriting.

What else can inspectors find from looking at children's work?

Sequencing

- As well as progress, by examining children's work inspectors will also have the opportunity to scrutinise other aspects of the deep dive process

For example, **sequencing**

Sequencing

- Is it clear how topics are being developed?

For example, in English; how does the chosen text relate to the writing technique being introduced.

Does what is being taught build on prior learning?

Sequencing

- Is it clear where prior learning features in current learning? (although this will not always be possible)
- Consider where and when this will and will not be possible

Coverage

Through work scrutiny, inspectors can examine how knowledge is being built and if there is full coverage of the National Curriculum or examination specification

Marking and assessment

OFSTED do not have a preferred method for marking, assessment and feedback.

Marking and assessment

But whatever your policy states it needs to be happening!

IS IT?

IS IT REALLY? ARE YOU SURE??

Whatever system you use the proof is in the pudding!*

Marking and assessment

Do your marking and assessment procedures:

- **Make a difference?**
- **Ensure progress?**
- **Enable children to further their access to the curriculum**
- **Consider staff workload?**

Marking and assessment

- Is a child's work perfect? **What does that say?**
- Is everything incorrect? **What does that say?**
- Is the work well presented? **What does that say?***

Marking and assessment

- **Is the marking correct?**
- **Are misconceptions being addressed?**
- **Have the narrative – example, SPAG**

Handwriting

(yr 2 handwriting – linked to maths)

Agenda

- **Revisiting Knowledge**
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- **Progress**
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School Improvement

Suggestions:

- **Link lesson observation and book scrutiny proforma to school priorities**

School Improvement

Suggestions:

- **Review the subject coverage of the national curriculum**

School Improvement

Suggestions:

- **Make sure that work is dated**

School Improvement

Suggestions:

- **There is no preference for the type of books used but please be consistent for the benefit of children**
- **If it is topic books or subject books be consistent**
- **Do you have messy books for rough work, doodling?***

School Improvement

Suggestions:

- **Be consistent, if Art uses sketch books in KS3 use them in KS4**
- **What does your feeder school use? What does your children's destination school use?**

School Improvement

Suggestions:

- Consider your narrative:

‘we do this because it is consistent with the practice in our main feeder/destination school’

School Improvement

- **How do you maintain progress year on year?**
- **Example in writing: in the front of new books a ‘masterpiece’ from the previous year is attached – setting the standard and baseline for the forthcoming year**

Any Questions?