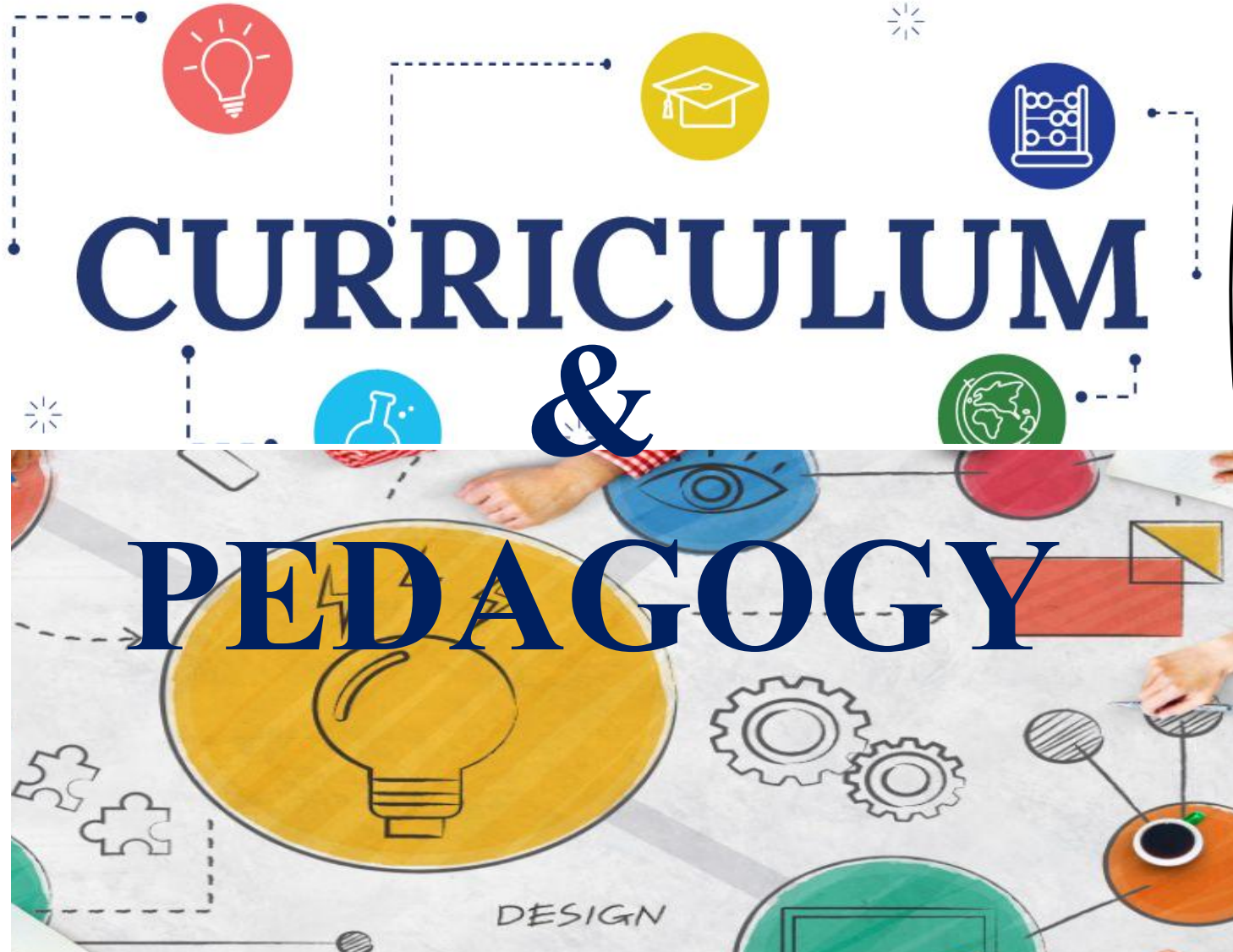




**Curriculum  
and Pedagogy  
Department  
Development.**

**Friday 4<sup>th</sup>  
October 2024**



# Do Now Questions:



1. Identify the 3R's that make a purposeful DO NOW.
2. What is meant by the term adaptive teaching?
3. List 4 adaptive teaching strategies to support our SEND and EAL pupils that you deploy effectively in your lessons.
4. Read the list below. All of these support in creating a culture of what in our classrooms?

*Pitch high, rigour and depth before speed, probing questions, wider discussions, precision and accuracy, use of tier 3 vocabulary, extended answers, know the why and the how...not just the what, pupils can question the teacher and question their own learning.*

# Session aims: (125/135 minutes)



## Compulsory session to cover in joint-Departments

- *Our Curriculum - Our Blueprint - 25 minutes*
- *Your Department On A Page - 25 minutes*
- *Our Sixth Form Strategy - 25 minutes*

Choose two of the following depending on the Growth & Development need of your Departments. Please cover these sessions in your own Department, not jointly.

- *Teaching Literacy in lessons - 25 minutes*
- *Implementation of marking and feedback strategies - 25 minutes*
- *Questioning to Check & Challenge - 25 minutes*



# Your Curriculum Intents

How does your Curriculum  
Intent match the Wanstead  
Context and Serve our Pupils?

# Curriculum Intent - Activities



## Head of Department Presentations.

1. What is your Curriculum Intent? - HoD to take it in turns to present a 5-minute summary of their Curriculum to their group (audience).

### Reflections:

How well do your teachers know the Intent of your Curriculum?

How does your Curriculum Intent match the Wanstead Context and Serve our Pupils?

What are the similarities?



## Small Group Tasks

4. Have a copy of your Learning Journeys - Key Stage 3, 4 and 5. In a group of 3 (max. four) take it in turns to present how your curriculum is sequenced (why this/why now?). How does the curriculum sequencing help our pupils to build on the skills and knowledge (to know more and to remember more).



# Your department on a page (DOAP)

**How can you ensure consistency  
in teaching across your  
Department?**

# DOAP - Activities



## Small Group Task

Each have a copy of your: DOAP, Sugar Paper, pens.

Working in your group of 3 (max. 4) take it in turns to present the following to your group:

1. What does teaching look like in my Department? Which effective teaching strategies does my HoD expect to see in lessons? And why do we use these?
2. Use Page 89 onwards from the **WalkThru book**. What should effective Questioning look like and why?
3. Share one area to develop in your Department and why?
4. Share one thing you are most proud of in your Department and why?





# Our Sixth Form Strategy

Post exam results analysis- What is your KS5 strategy this year? How will this feed into your DDP?

# Our Sixth Form Vision



## Sixth Form Vision

To transform lives through education and equip our pupils for future learning, independent living and employment, preparing them fully for life in the modern world. To provide a clear route to higher education, employment and higher-level apprenticeships, facilitating choice and maximising opportunities.

# Our Sixth Form Vision



Our Sixth Form Strategy has 5 key objectives that will help to drive standards and ensure more consistency of outcomes within and across departments at KS5. The strategy will also support with consistency of practice in teaching at KS5 using quality assurance systems.

If we all work together, invest in this strategy and work towards these objectives, then our Sixth Form vision will be fully realised.

Next

Review each of the five objectives and work through discussion points 1-9

# Our Sixth Form Strategy



Objectives	Intended impact and Actions	Led by	Review dates
<p>1.</p> <p><b>The curriculum at KS5 is ambitious and consistently mapped, with all required curriculum information and documents in place for all departments.</b></p>	<p><b>Intended impact:</b> Required KS5 curriculum information such as MTPs are consistently in place throughout the KS5 curriculum. All KS5 curriculum documents map out the sequence of the curriculum- What, When, Why and How? Teachers at KS5 and Post-16 pupils can discuss this confidently.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Reviewing of examiner reports</li> <li>• Where required, curriculum modification as a result of forensic exam analysis and reviewing of scripts</li> <li>• All MTPs are in place at KS5</li> <li>• All Learning Journeys are in place at KS5</li> <li>• All curriculum booklet information and departments on a page are in place at KS5</li> <li>• As part of LEARN Drop-ins at KS5, check the curriculum delivery is in-line with curriculum mapping and curriculum information shared.</li> <li>• Department meetings and GD meetings are used to share updates on curriculum delivery and MTPs at KS5</li> <li>• Pupil voice takes place at KS5 to gain the pupil experience.</li> <li>• Department meetings and GD meetings are used to share findings at KS5 and to develop the department in any curriculum and pedagogy needs.</li> <li>• Pupil voice takes place at KS5 to gauge pupil confidence in discussing the curriculum- What, When, Why and How?</li> </ul>	<p>HoDs</p> <p>Followed up by QoE in LM</p>	<p>Every LMM with HOD</p>

# Our Sixth Form Strategy



Objective	Intended impact and Actions	Led by	Review dates
<p>2.</p> <p><b>Through the curriculum, assessments enable pupil progress. More meaningful and accurate pupil data is captured at KS5 and used to monitor progress, informing what should be taught in lessons and where intervention is necessary</b></p>	<p><b>Intended impact:</b> Assessments are consistently mapped throughout the KS5 curriculum. Internal departmental trackers are consistently in place at KS5, managed by HoDs. Together, the assessment and trackers provide rigorous, robust and live data on all pupils at KS5.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• HOD reviewing of scripts with top grades to use as model answers and exemplars and reviewing examiner reports for additional guidance</li> <li>• Support pupils and parents with revision and review materials throughout the year through revision lists, guides and knowledge organisers.</li> <li>• Exam skills practise regularly embedded within the lesson to provide opportunities for practise</li> <li>• All summative (formal) assessments must be fit for purpose and designed from a credible source. All assessments at A Level must be directly from the associated exam boards and specification. Moderation processes at procedures to be followed to ensure standardisation and consistency within departments.</li> <li>• Review where and how assessments take place in the curriculum, ensure they follow what is taught e.g. mid/end of unit.</li> <li>• Teachers standardise before marking, followed by moderation after marking.</li> <li>• Assessment summative marks/outcomes must be recorded onto a teacher/department tracking sheet following each assessment.</li> <li>• Pupils receive timely formative and summative feedback on their assessment. This is the grade/% and identified gaps in their knowledge/skills that they need to close.</li> <li>• Use the assessment tracking data to correctly identify pupils for intervention.</li> <li>• Use the assessment tracking data to identify knowledge and skill gaps (misconceptions) to plan the Intervention Curriculum of what must be re-taught in Intervention sessions and/or in actual lessons.</li> <li>• Take and keep registers of attendance to Intervention sessions and follow-up non-attenders with parents, EBR and MHA.</li> </ul>	<p>HoDs</p> <p>Followed up by QoE in LM</p>	<p>Half termly</p>

# Our Sixth Form Strategy



Objectives	Intended impact and Actions	Led by	Review dates
<p>3.</p> <p><b>The Quality of Education is consistently monitored at KS5 by HoDs using school procedures of LEARN Drop-ins, data analysis, book looks and pupil voice.</b></p>	<p><b>Intended impact:</b> The quality of education at KS5 is known and is an accurate reflection of the curriculum and teaching. The HoD and postholders go beyond their classrooms and have accurate knowledge of the department's strengths and areas to develop based on routine and rigorous quality assurance procedures.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Lesson visit take to place for all staff with a KS5 focus in Autumn Term 1</li> <li>• Department LEARN Drop-ins at KS5 are taking place every 3 weeks, co-ordinated by the HoD but includes postholders.</li> <li>• As part of LEARN Drop-ins at KS5, books are looked/book looks carried out to check the curriculum coverage and application.</li> <li>• Pupil voice takes place at KS5 to gain the pupil experience.</li> <li>• Department meetings and GD meetings are used to share findings at KS5 and to develop the department in any curriculum and pedagogy needs.</li> <li>• The KS5 curriculum is reviewed and adapted in response to feedback.</li> <li>• Following assessments, the department data is tracked and analysed to identify concerns and pupils for in class or out of class interventions.</li> </ul>	<p>HoDs</p> <p>Followed up by QoE in LM</p>	<p>Half termly</p>

# Our Sixth Form Strategy



Objectives	Intended impact and Actions	Led by	Review dates
<p>4.  <b>Teacher Development LEARN Drop-ins build staff expertise at KS5 and are scheduled for all teachers at KS5 following the guidance, including the WalkThrus stepped approach with instructional coaching to improve teaching and learning at KS5.</b></p>	<p><b>Intended impact:</b> Teaching at KS5 is continually improving with teachers actively refining their skills in various research-informed strategies proven to have the biggest impact on learning.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Lesson visit take to place for all staff with a KS5 focus in Autumn Term 1</li> <li>• Teacher Development LEARN Drop-ins are scheduled for Autumn term 2 and the Spring</li> <li>• 3x Coaching sessions are booked for each teacher of KS5 around each Teacher Development LEARN Drop-in.</li> <li>• Coaches are trained through the annual CPD programme designed to build staff expertise and are proactive in developing their skills in instructional coaching, supporting their teachers in refining their specific WalkThru in the classroom.</li> </ul>	<p>HoDs            Followed up by            QoE in LM</p>	<p>Autumn Term 1            Autumn Term 2            and Spring Term</p>

# Our Sixth Form Strategy



Objectives	Intended impact and Actions	Led by	Review dates
<p>5.  <b>Departmental monitoring and tracking systems at KS5 are more accurate in identifying pupil progress to help better inform intervention led by the Sixth Form team.</b></p>	<p><b>Intended impact:</b> Intervention led by the Sixth Form team is more meaningful and impactful as a result of more robust department approaches to assessment and departmental tracking systems.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Academic coaching and mentoring ongoing for all disadvantaged Year 13 pupils to help close the disadvantaged gap. Attendance data and tracking to also be reviewed as part of the sessions. To support further, utilise Up Learn resources and monitor engagement for subjects offered (Maths, Biology, Chemistry, Economics and Psychology).</li> <li>• Bottom 20% of underachievers for progress in Year 13 are more accurately identified due to more robust department approaches to assessment and departmental tracking systems, so that academic mentoring and coaching of the bottom 20% of underachievers for progress in Year 13 is more meaningful and impactful. Attendance data and tracking to also be reviewed as part of the sessions. To support further, utilise Up Learn resources and monitor engagement for subjects offered (Maths, Biology, Chemistry, Economics and Psychology).</li> </ul>	<p>HoDs            Followed up by QoE in LM              HOY 13 and AHT Sixth Form via interventions</p>	<p>Half termly</p>

# Our Sixth Form Strategy - Activities



## Small Group Discussion Task

Working in your group of 3 (max. 4) take it in turns to discuss the following in your group:

1. How do my curriculum documents at KS5, including MTPs inform the sequence of teaching?
2. Can teachers in my department and pupils at post-16 discuss the sequence of the curriculum-What, When, Why and How?
3. What does curriculum assessments look like in my department?
4. How are assessments mapped out in my department KS5 curriculum?
5. What do my department internal trackers look?
6. How do I monitor the quality of education within my department and my department's strengths and areas to develop?
7. How do I support my KS5 teachers to develop and improve their teaching and refine their skills?
8. Referring to our Sixth Form Strategy, share one area to develop in your department and why?
9. Referring to our Sixth Form Strategy, share one thing that you are most proud of in your department and why?

**Reflection: For points 1-5 How consistent is this? Is it across all topics, units and exam papers?**



# Implementing marking & feedback

What does your Department's Marking and Feedback Strategy look like in action?

# Implementing marking and feedback



In our teams, we will discuss and evaluate our marking/feedback strategy thus far. This is beneficial as:

- Collaborative discussions ensure that feedback is consistent across the department.
- Peer Review within the team can lead to more accurate assessment, improving the overall quality of marking/feedback
- We get to share best practices and insight leading to collective professional growth.
- Evaluating our strategies encourages thoughtful consideration of how well or strategies align with our overall aims
- We get to consider the impact we are having.

As a team, [download the form](#) and evaluate the impact of your feedback. Send back to DSA when completed.



# Teaching Literacy

**Developing their literacy - reading confidence and vocabulary is central to the curriculum as a whole.**

# Teaching Literacy through your MTPs

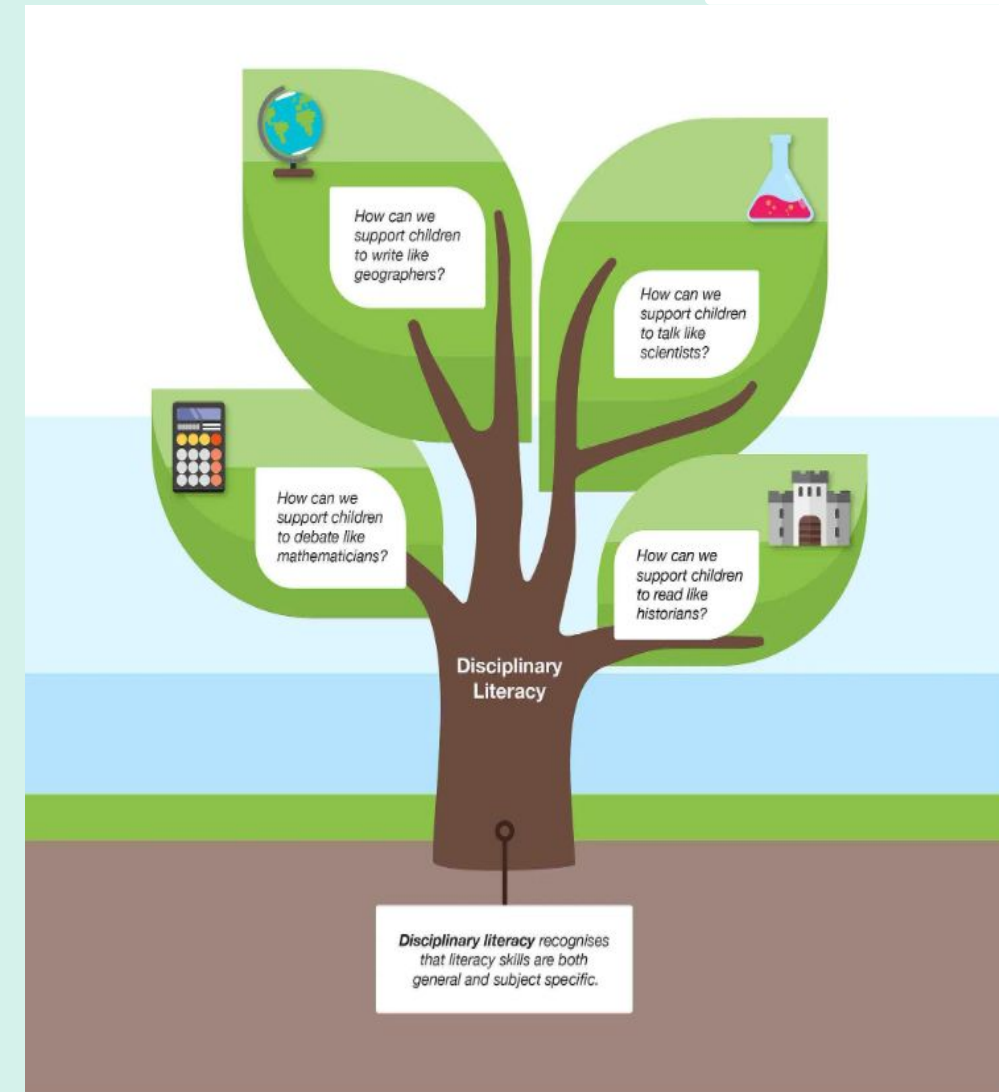


According to research by the Education Endowment Foundation (EEF), Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.

Disciplinary literacy - or subject specific literacy - is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support.

Discuss as a team - 5 minutes:

1. How is literacy currently taught in the **department?**
2. How are pupils being encouraged to **talk** **or write as** (add in subject) currently?





# Department Word of the Term (DWOT):

1. Display your MTPs for the Autumn Term. What are the DWOTs in Y7-13? Do the department know these?
2. Where are the DWOTs **currently displayed** for pupils to see and know these?
3. How do these words **connect to the current MTPs**? Are they still relevant for the current MTP?
4. How are pupils being **taught** these in lessons?
5. How is pupil **understanding checked** on these words?



# Ways to teach vocabulary in lessons:

This is the Frayer Method:



Consider where in your MTPs you have included the DWOTs and where they can be incorporated to allow this explicit teaching.

How can you make these part of lessons? How can you check students understanding of these words?

**HOD → Add in the DWOTs for Autumn 2 from Y7 using the Frayer method. Team to then work on DWOTs for Y8-13 together.**





# Effective reading strategy: Inside, outside, beyond (IOB)

When we read a chunk of text with our classes (a page, a paragraph), we **MUST** read it ourselves before the lesson, and in that process, have considered words the pupils may struggle to comprehend - especially if they are EAL or have a low chronological reading age. An easy to incorporate strategy is:

- Inside
- Outside
- Beyond

<https://www.youtube.com/watch?v=hR6Uk52rEkw>

Discuss one piece of text to trial this with in each year group this week. **Challenge: agree the word in the text!**



# Questioning to check & challenge

Effective questioning is essential, enabling teachers to gain a good sense of how well pupils are learning and to elicit thinking (rather than doing).

# Effective Questioning to Check & Challenge



In your small group, **identify** the questioning techniques that the research states as the most effective for checking and challenging. **Make a list** onto your Sugar Paper. **Discuss** 'Why' these questioning techniques have made it onto your list.

**Watch the video clip from Tom Sherrington Author of WalkThrus.**

**<https://www.youtube.com/watch?v=LAqde38TwEO>**

**Reflection: How fluent is your questioning repertoire?  
How responsive is your questioning in lessons?**



# In the first 3 mins - What effective questioning do you observe?

Teacher:	Class:	Subject:	Set if applicable:

## Lesson Visit Notes:

### Lesson visit prompts to consider

Makes detailed and factual notes describing teacher and pupil actions/responses.  
Keeping observation notes neutral, factual and non-judgemental.

### Observe the impact of the following on Learning:

Where/how does the lesson fit within the curriculum map?

Subject knowledge

Culture of challenge and high expectations for all

Relationships and routines

Explicit instruction

Sequencing

Modelling, demonstrations and explanations

Questioning (purpose, quality, types, inclusion, challenge, impact on learning)

Checking understanding (questioning, scanning, MWBs, live marking)

Adaptive & responsive teaching – adapting to meet the needs of a range of learners

Opportunities for guided or independent practice

Promoting literacy (reading, writing, oracy or listening)

Aiding pupils with memory (knowing more and remembering more)

Developing pupil metacognition

