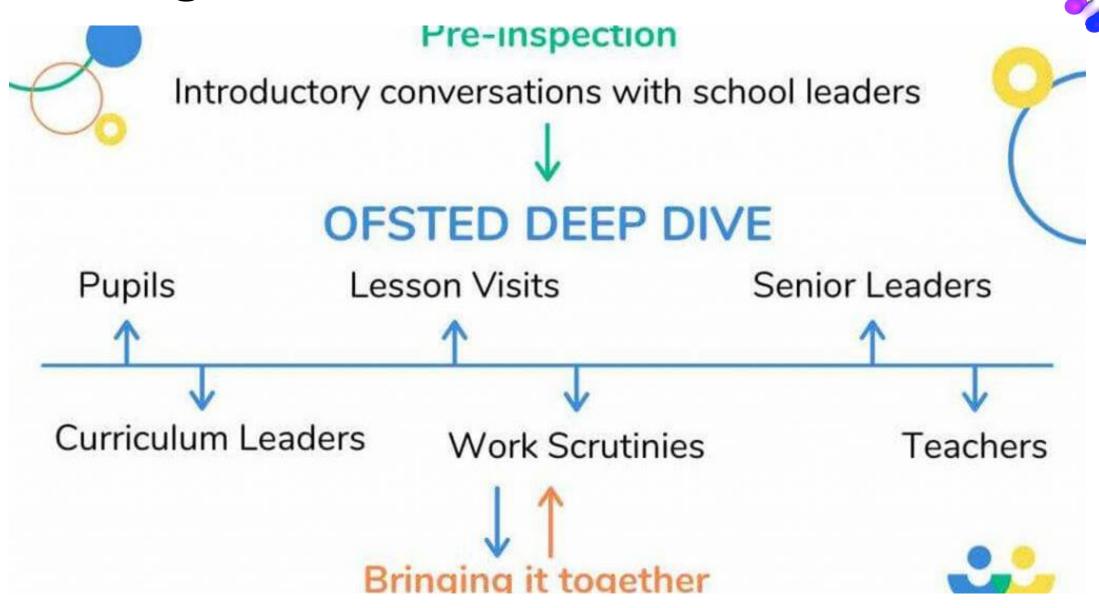


## **Intended outcomes:**



- Evaluating the curriculum an Ofsted Deep Dive
- The Curriculum Why, What, When and How
- What makes a strong curriculum
- Curriculum Learning Journeys examples shared
- L E A R N Wanstead High Habits (Pedagogy) examples shared
- Engage in Every Lesson (Lesson structure shared)
- Getting September Ready

# **Evaluating the curriculum**







Discussions with senior leaders

Discussions with curriculum leaders

Lesson visits to a connected sample of lessons

Discussions with same teachers

Discussions with same pupils

Scrutiny of same pupils' work



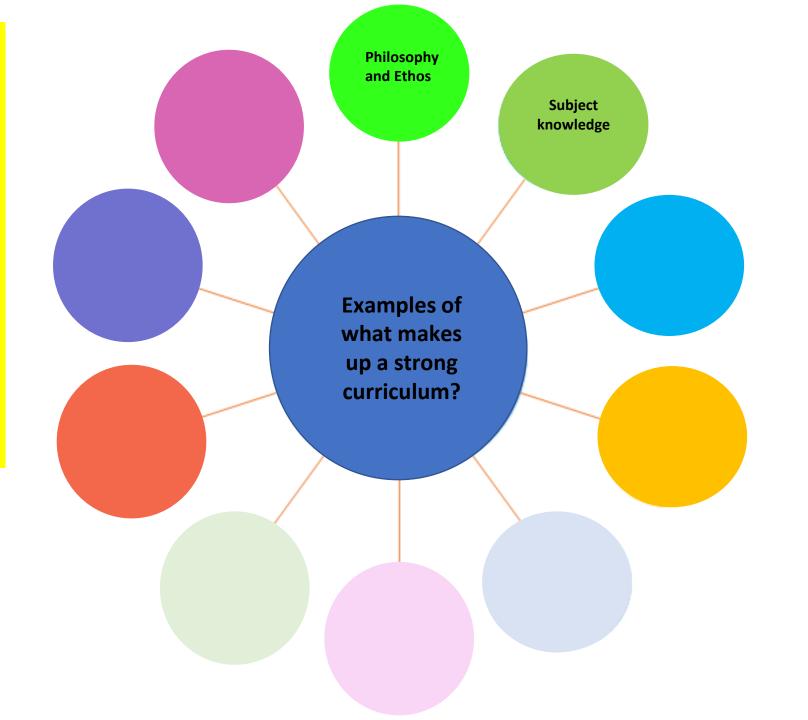


### Task:

On your tables/departments discuss and decide the aspects that go into creating a strong curriculum at Wanstead.

Complete the diagram with what you would add.

Be ready to share and justify.

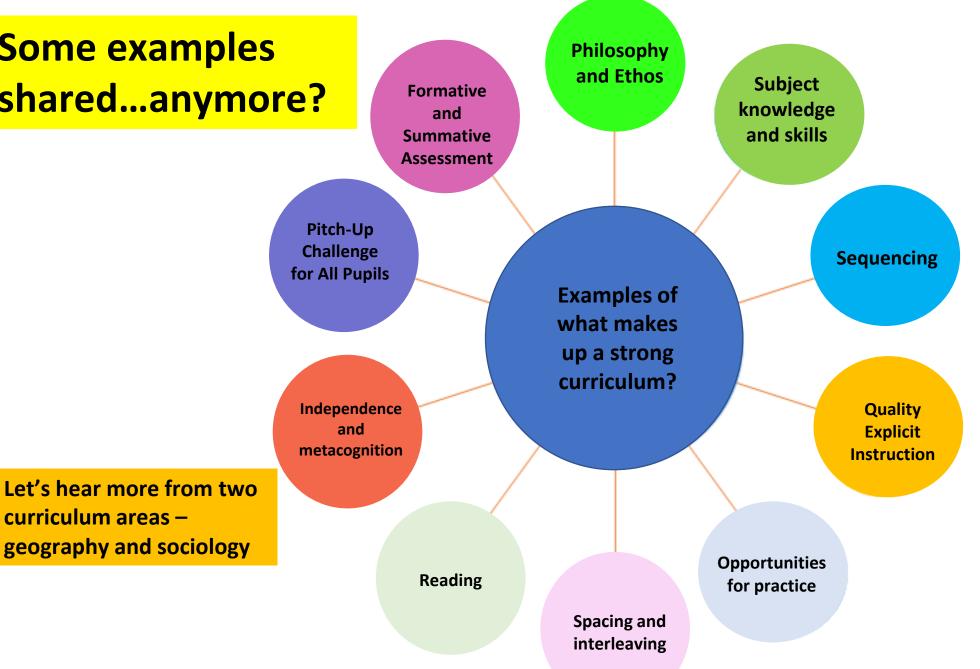




# Some examples shared...anymore?

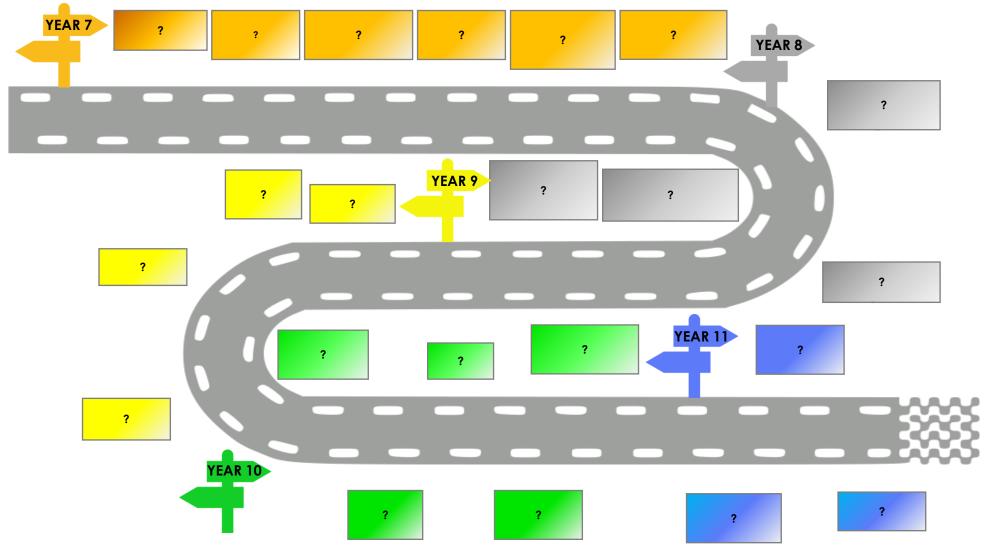
curriculum areas -

geography and sociology



# X Subject Curriculum LEARNING JOURNEY EXAMPLES SHARED





20 minutes

# **Learning Journey Presentations**

### A Curriculum Leader will share their curriculum journey:

Justify the importance of their subject in the Curriculum

How the curriculum develops education with character.

Matching and/or exceeding the National Curriculum

The Why, What, When and How – including sequencing

Helping pupils to Learn More and Remember More



# **Learning Journey Presentations**

### A Curriculum Leader will share their curriculum journey:

- Adaptive and responsive to meet the needs of all learners
- An ambitious curriculum with prominent challenge
- Supporting Reading and Literacy
- Developing cultural capital
- Careers next steps and pathways
- What's an area to develop?
- What in your curriculum are you most proud of?



# **Lesson visits - Ofsted**

Visit a sequence of lessons across key stages



- E.g. deep dive in history four to six history lessons visited
- Curriculum and/or senior leaders goes with inspector to lessons
- Where does this lesson fit into the planned history sequence that you've told me about?
- How does this lesson build on subject learning to support the next stage?
- Inspector talks to pupils, looks at work and identifies pupils for the panel and work sample
- How well is the curriculum being taught to all learners adapting and responding to needs?
- Is current learning sequenced to build on prior learning and are **pupils aware of these** connections?



# Examples of using LEARN to improve classroom practice

ECT Year 2

# Wanstead High Habits: Pedagogy (Teachers)

### Teacher habits:

- Lead the learning and the learning environment.
- Begin every lesson with a Do Now: Retrieval Practice task to review, reconnect and recall prior learning.
- Act as the subject expert confidently explaining and introducing content.
- Check the learning and understanding through questioning and low stake quizzes.
- Lead on formative and summative assessments.
- Follow up with regular, timely specific formative feedback.
- Set clear and meaningful home learning tasks.

### Leadership

### Teacher habits:

- Share learning intentions and where this fits into the wider schemes of learning.
- Think aloud, explain well, model and provide
- Provide opportunities for students to question you about the learning and content.
- Plan for structured questioning to check understanding.
- Use a range of questioning techniques ask lots of questions to many students.

- · Plan for and deliver an ambitious and challenging curriculum.
- Teach to the top whilst providing scaffolds for difficult tasks.
- Use strategies such as 'Thinking Hard'.
- Adapt and respond as necessary.

Teacher habits:

Teacher habits:

growth mindset.

Plan for stretch and challenge of all students.

Use techniques to reduce the cognitive load.

Check learning and strive to obtain a high

Leave no one behind, nurture and facilitate a

Vary the range of activities and tasks - take risks.

Provide regular and timely and specific formative

Re-teach material when necessary.

Build a safe and fully inclusive learning environment.

- Use techniques to reduce the cognitive load
  - Plenty of opportunities to practice new learning and techniques.
    - Provide regular, timely specific formative feedback.

# Active Learner

### Teacher habits:

- Provide pupils with opportunities of both guided and independent practice activities.
- Provide opportunities to work in small groups and pairs.
- Where appropriate use students as 'experts' to model good practice.
- Include active learning approaches.
- Ask students to explain what they have learnt.

### Teachers' Standards



Teaching effectiveness is the single most important factor in school effectiveness.

# Lesson visits – a focus on learning



	•		• • • • • • •
IS	prior	learning	revisited?

Do pupils understand key concepts and engage in appropriate discussion?

As a result of the teaching seen do pupils know more and remember more?

Are all pupils sufficiently challenged? – the pitch is right, and pupils are having to think hard.

Do teachers use assessment to identify useful feedback to plan/adjust subsequent teaching?

How do the explanations, modelling, demonstrations, questioning affect progress made?

Do teachers have expert knowledge of their pupils and the subject they are teaching?

Diane

# **Engage in Every Lesson**



DO NOW: Retrieval, **Recall and Reconnect** 

**L**earning journey



- Modelling
- **Demonstrations** 
  - Questioning
    - **Examples**

for

rning

**A**ctively Practice

- Guided
- Independent

Review knowledge and skills. Identify **New Learning** 

Challenge

Scaffold Engagement

Teachers' Standards



A better proxy for learning?

Learning happens when people have to think hard









**Education with Character** 



# Discussion with subject teachers

- Inspectors do not judge individual teachers.
- They are primarily focused on how teachers plan and deliver a sequence of lessons over time to help pupils learn the curriculum content in class.
- Inspectors will expect teachers to understand what key knowledge and skills they are teaching that will be essential for their study in later years at school; in other words, how their Year 7 history curriculum builds towards what the pupils will learn in Year 9 and beyond.
- Inspectors may also talk to individual teachers about the lesson they've observed, although individual teachers and lessons are not graded in this framework.
- They could also discuss how the lessons inspectors have visited fit within the larger sequence of lessons they are teaching on that subject.
- What key concepts they wanted pupils to take from the lesson, and how that builds on what they have learned before and gets them ready for what they will learn in the future.

# **September Ready**

- Know your pupils and seating plans
- LEARN
- Knowing the What, Why, When and How
- The importance of your subject in the curriculum
- Learning Journey's KS3 to KS5 shared
- National Curriculum, including Key Stage 2
- Education With Character

- Reading and literacy
- Adaptive and responsive
- Equalities and diversity
- Ambition and pitching up
- Developing Cultural Capital
- Assessment of learning
- Next steps and career paths

# Please ensure you scan the QR code to complete the CPD feedback survey:



