

# The Curriculum in Action

INSET Day  
23<sup>rd</sup> June 2023

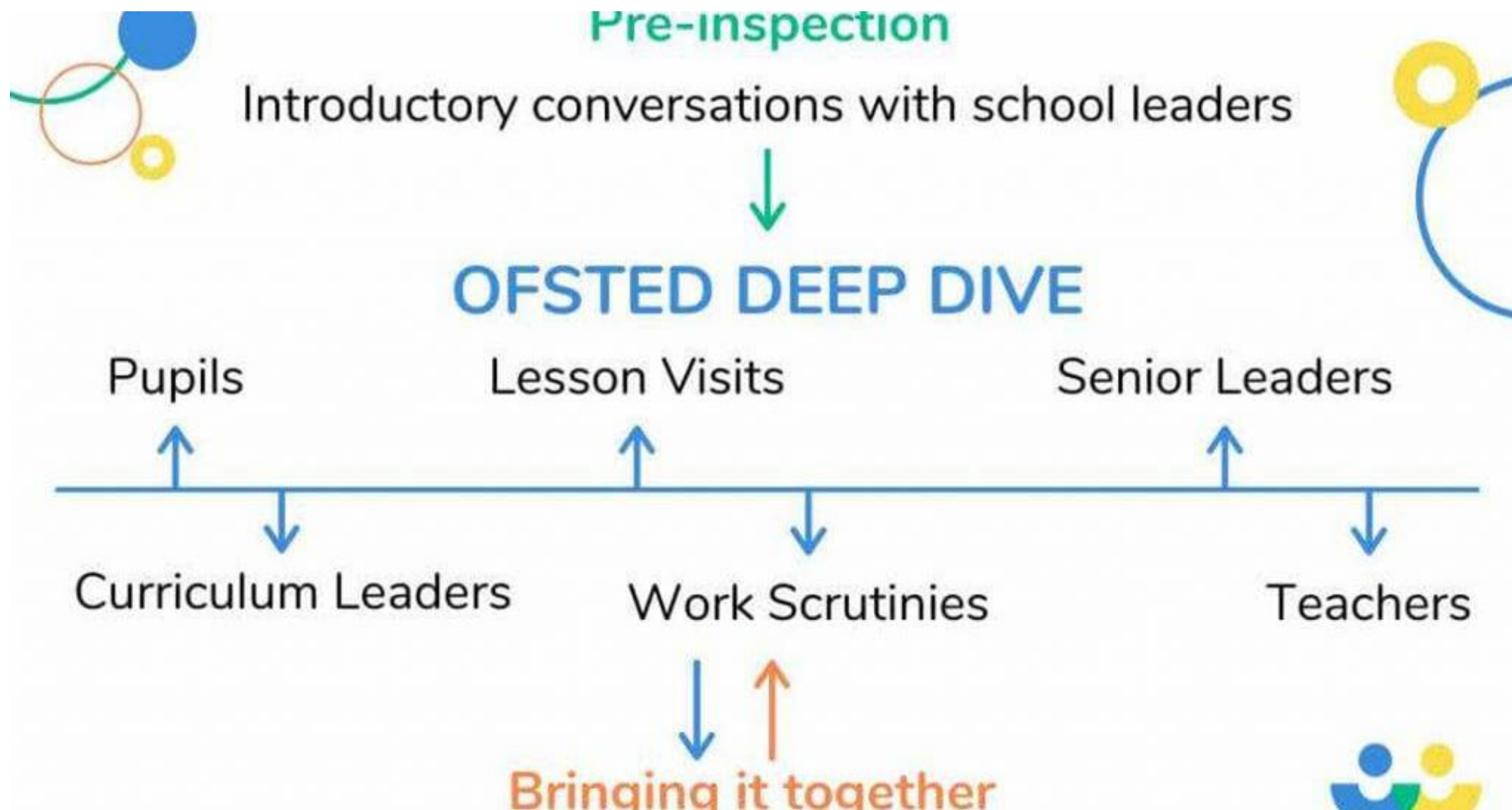


# Intended outcomes:



- 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



# How does a subject deep dive work in practice?



**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**

**Discussion task:**

Using examples from your subject's curriculum can you discuss the **What, Why, When** and **How** of your curriculum?



10 minutes





**Discussion task:**

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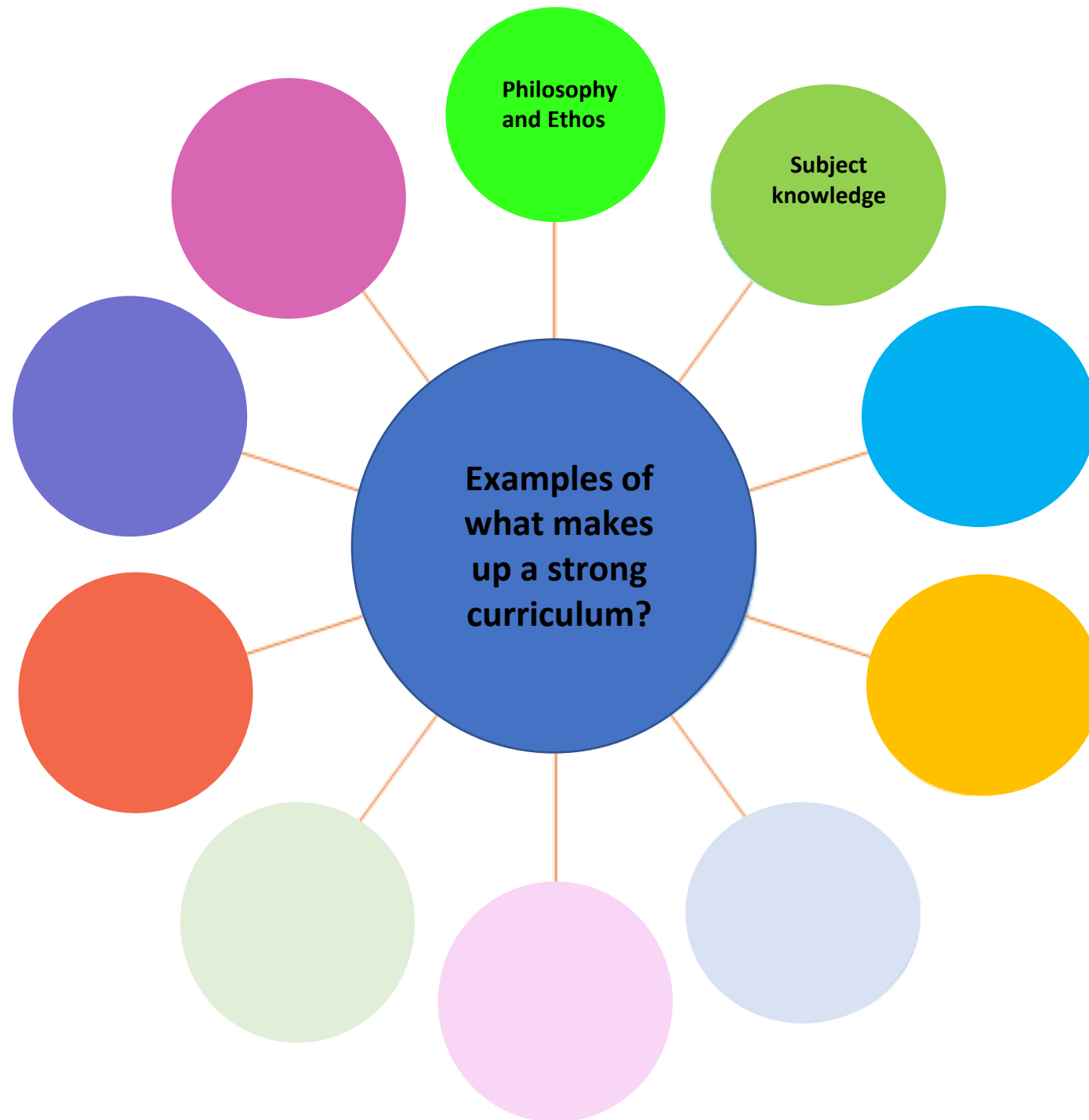
10 minutes

## 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.



10 minutes

**Some examples  
shared...anymore?**



**Let's hear more from two  
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 L E A R N to improve classroom practice**

**ECT Year 2**

10-20 minutes



[illegible]



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

# Lesson visits – a focus on learning



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Is prior learning revisited?

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Do pupils understand key concepts and engage in appropriate discussion?

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

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

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

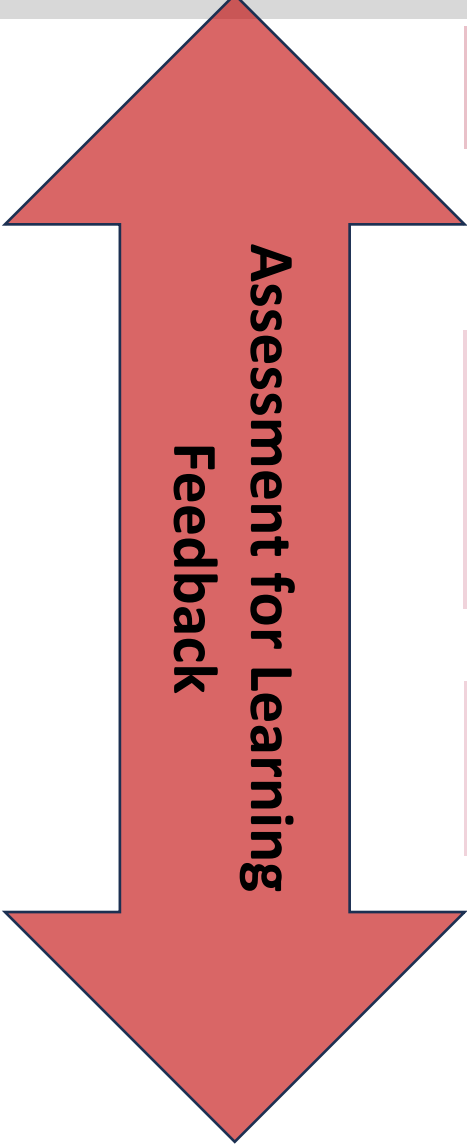
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How do the explanations, modelling, demonstrations, questioning affect progress made?

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

# Engage in Every Lesson



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

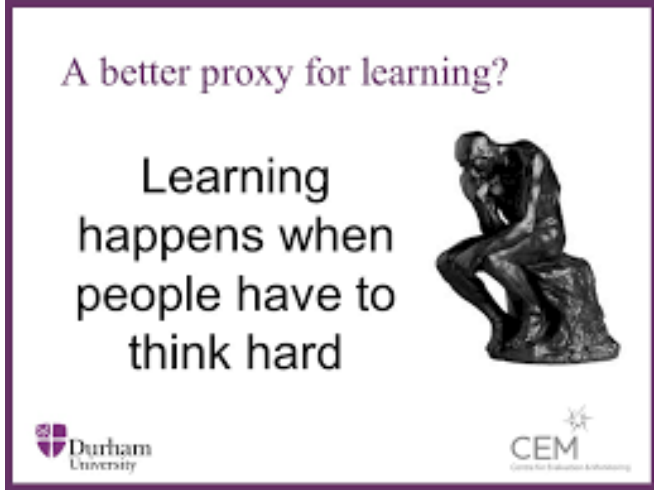
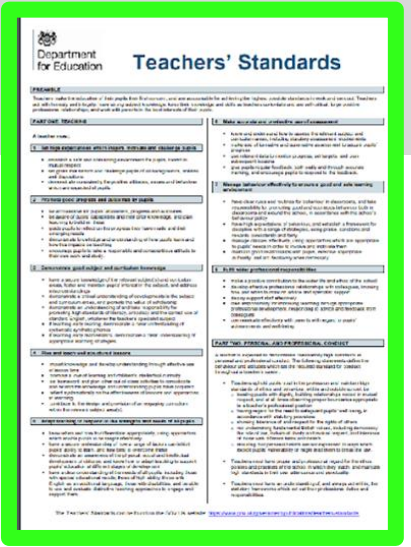
Learning journey

- Explicit Instruction**
- Modelling
  - Demonstrations
  - Questioning
  - Examples

- Actively Practice**
- Guided
  - Independent

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

**Challenge**  
**Scaffold**  
**Engagement**







# 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
- L E A R N
- 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:**

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