



Using the Ofsted Framework as a Curriculum Development Tool

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Have faith...believe you can!

“Do things for the children, not Ofsted”

“Ofsted-aware, not Ofsted-driven”

Long-term curriculum development...



The Framework...



Overall Effectiveness

The Quality of Education	Curriculum intent, curriculum implementation, curriculum impact
Behaviour and Attitudes	Environment, culture, attitudes, school systems
Personal Development	Character development, education beyond the curriculum
Leadership & Management	Focus of leaders, CPDL, role clarity

The Framework...



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The Framework...



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Intent

- Why are you doing what you are doing?
- Can everyone articulate this clearly?

Implementation

- How effectively is the curriculum intent enacted in the classroom?
- Can teachers talk deeply about their practice and demonstrate it?
- Is it reflected in the quality of student work?

Impact

- What are results like?
- Can students talk about their learning?

The methodology...

Curriculum 'deep dives': what do they include? Ofsted



Preparing for Ofsted

- Owning the framework as a tool for development
- Building confidence amongst the team

Intent

Make curriculum review and development part of the culture of your department.

Spend time – as a team – on what you are teaching, not just how you are teaching it.

Key considerations from the framework:

- Clearly defined end points; understanding of prior learning
- Sequencing; Covid mitigation
- Addressing social disadvantage; cultural capital
- Representation in the curriculum
- Breadth and balance
- Curriculum narrowing (inc disadvantaged/ SEND)

Intent



What is the vision for your curriculum area?

- Is it genuinely a shared vision?
- Is it about more than an exam specification?

Is this vision reflected in the lived daily experience of the students?

- Use the framework to generate a list of questions/statements
- RAG rate them/ rank them
- Sequence them for development over time

Aspect		Notes	Jun-23
1	The curriculum is considered and planned as a 5/7 year journey. It delivers the SJB vision for learning and supports teaching for mastery.	A Level curriculum is planned to be delivered in Year 12 and Year 13.	
2	There is a clear curriculum map that states key <u>knowledge</u> (substantive and disciplinary) to be taught sequentially in each year group. There are clear start/end points and that support mastery learning and ensures foundational knowledge is built upon.	Curriculum map outlines sequence of key knowledge delivery. Year 12 students start topics that introduce key concepts that develop throughout the course. Teacher 1 introduces key theoretical approaches which underpins delivery of content from Teacher 2 relating to use of these approaches in understanding Psychopathology. This core knowledge is applied in following topics through year 12 and year 13. Start and end points are clear as content is separated according to booklets for each section of the specification that contain separate topics.	
3	There is a clear curriculum map that states key <u>skills</u> to be taught sequentially and/or revisited in each year group.	Skills are mapped and built on as students develop through the course.	

5	The curriculum is planned to build in time to revisit learning and build schemas, as well as identify and address misconceptions. (spaced and retrieval practice to enhance memory)	A Level psychology is content heavy which limits time available to revisit whole topics on a regular basis. Year 13 Research Methods content allows revisiting and application of key content from year 12. Debates content from Year 12 is applied and contextualised in delivery of Year 13 topics as evaluation eg Schizophrenia. Misconceptions identified through class Q and A, SAQs and assessment. Spaced retrieval practice provided in Starter activities eg Wordwall and used within lessons to include knowledge checks and categorisation activities. SOW planned to allow revision of all topics at end of Year 13. End of topic and mid topic assessment (where appropriate) provide opportunity for spaced retrieval practice.	
6	The curriculum is planned to enable students to reflect on their learning and the learning process in order to apply this to another concept. (metacognition)	Students are introduced to study skills within Psychopathology unit in Term 1 of year 12 eg different methods of note making Cornell vs Mindmap and encouraged to develop skills to support learning across all topics. Post assessment reflection encourages reflection on both learning, revision and skills. Department has increased use of focussed 1-2-1s for students this year in addition to class feedback activities - Post Year 13 RM assessment/ Post Yr 13 Mocks/ Post year 12 mock.	

Implementation

How is your curriculum enacted in classrooms?

- Is there 'fidelity' across classrooms?
- How effective is the practice of individuals?

Key considerations from the framework:

- Teacher subject knowledge
- Teacher Explanation
- Checking for understanding
- Embedding knowledge in long-term memory
- Feedback, retrieval practice, assessment
- Communication with parents and colleagues

Implementation

Visit lessons

- Involve the team
- Share; support; challenge
- Consider scheduling visits with a specific focus to support current priorities

Scrutinise work

- What does work tell you about:
 - The pride students take?
 - The expectations of the teacher?
 - Typical teaching in that room?
 - Progress over time?
- Make it a shared exercise – work slices?

Work Slices



1. Set a question/ focus

Relating to a population of students? The quality of work? The quality of the task? Literacy? Growth over time? Etc...

2. 'Mine' the work – look at a small sample

- Patterns/ contradictions/ themes?
- What does this tell you about student thinking/ understanding?
- Can you see impact of teacher input/ feedback?

3. Debrief – what are the implications?

- What questions have been raised about the work/ the teaching?
- What have you learnt about the way students think/ learn/ interpreted the task?

Impact



What have students actually learnt?!

Key considerations from the framework:

- Exam results, obvs.
- Disadvantaged and SEND – knowledge and cultural capital
- Students know more, remember more, can do more
- All are building towards a known endpoint

Impact



Look at outcomes

- Analyse patterns – which aspects of classroom practice can be refined? Which assessments can be refined?
- Scrutinise work – what does it tell you about the journey of individual students?

Speak to students – what do they say about their learning?

- Do they know more? Has there been a change in long-term memory?
- Do they know what they are doing and why?

Curriculum development over time

- Use the framework as a development tool
- Make ‘curriculum conversations’ routine
- Use the language of the framework
- Celebrate things you do well – foreground key things you are doing well as a team
 - A notice board for ‘spotlighting’ things?
 - A shared document that records the journey over time?
 - But... don’t say it if you can’t show it

Reflection...

1. To what extent are you already using the framework as a tool for development?

Not at all!



We've got it all nailed down!

2. How confident do you think your team are?

Not at all!



We've got it all nailed down!

3. What first? What next?



Questions to consider...

- What is your vision for your subject? How does your vision support the school's intent?
- Talk me through your schemes of work and curriculum mapping. Why do you teach this here? Why not there?
- How do you ensure consistency in classroom experience?
- How is your curriculum organised? What are the links between KS3 and KS4/KS5?
- What would you expect to see happening in the lessons today?
- What is your approach to teaching topic X?
- How are SEN students supported?
- How do you assess students?
- What safeguarding training have you had?
- What is the role of the iPads in the classrooms?
- Which topic/ skill do students find most difficult? How are you tackling it?
- How do you promote reading?
- How do you revisit and build on prior learning of XYZ? Where is the evidence for how it informs your sequencing?
- How do you enrich the curriculum?
- Tell me about your extra-curricular provision.
- What are your Departmental priorities?
- What is your take-up at A Level?
- How do you share/ develop subject knowledge?