

# The Ofsted Framework ~ Our Curriculum and the 3 Is

**Inset - 2nd September 2019**

# Ofsted's New Judgement Areas

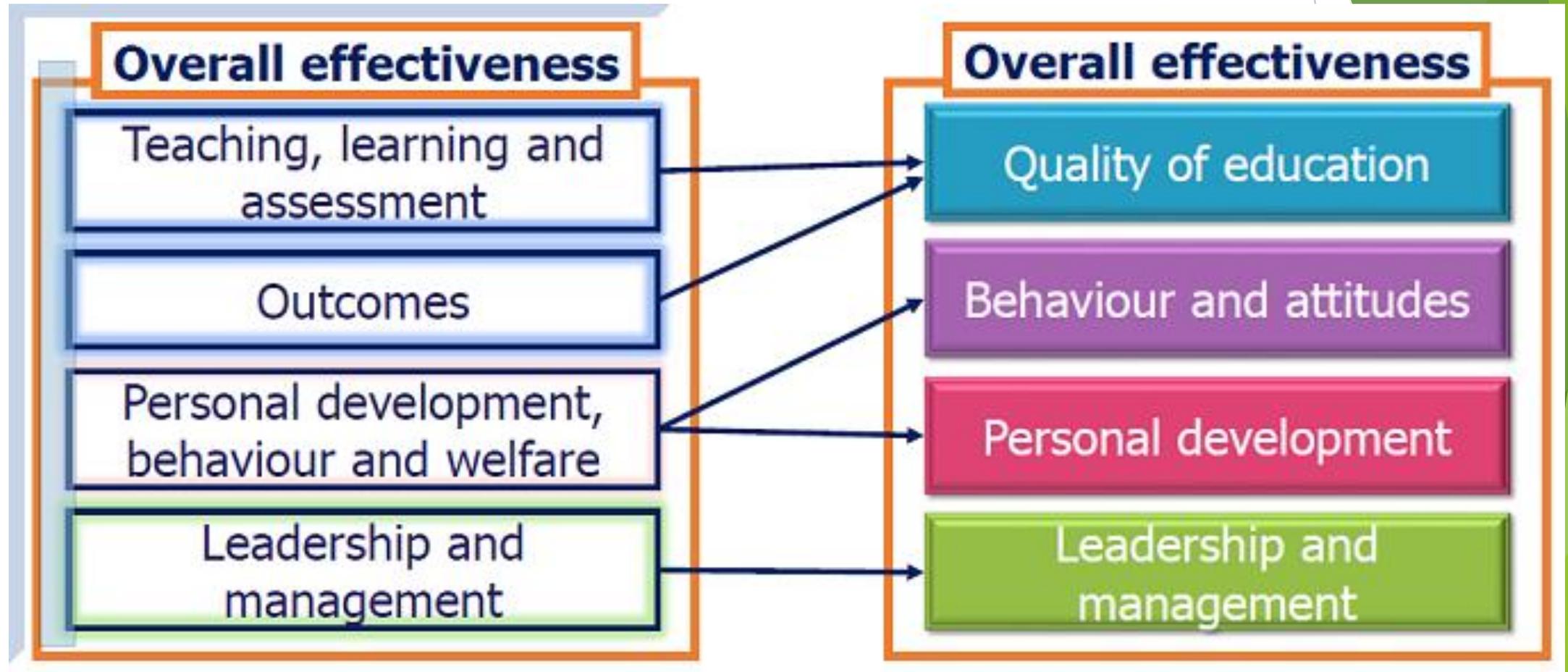
Quality of education

Behaviour and attitudes

Personal development

Leadership and  
management

# How they relate to the old framework



## Quality of education

### Intent

- Curriculum design, coverage and appropriateness

### Implementation

- Curriculum delivery
- Teaching (pedagogy)
- Assessment (formative and summative)

### Impact

- Attainment and progress (including national tests and assessments)
- Reading
- Destinations

## Behaviour and attitudes

- Attitudes to learning
- Behaviour
- Exclusions
- Attendance
- Bullying

## Personal development

- Spiritual, moral, social and cultural development
- Fundamental British values
- Careers guidance
- Healthy living
- Citizenship
- Equality and diversity
- Preparation for next stage

## Leadership and management

- Vision and ethos
- Staff development
- Staff workload and well-being
- Off-rolling
- Governance/oversight
- Safeguarding

# Intent

- ▶ Our intent is to deliver our knowledge-based curriculum
- ▶ End points of our knowledge-based curriculum build towards, what **pupils** will be able to know and do at those end points, and the curriculum has been planned accordingly (Knowledge Organisers/Curriculum Overviews). We must consider how the intended curriculum will **address social disadvantage** by addressing gaps in pupils' knowledge and skills
- ▶ Our knowledge-based curriculum is **sequenced** to enable pupils to build their knowledge and skills towards the agreed end points
- ▶ The subject curriculum contains content that has been identified as most **useful**, and this content is taught in a **logical progression**, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills
- ▶ The curriculum has been **designed** and taught so that pupils **read at an age-appropriate level**

# Implementation

The most important factors in how effectively the curriculum is taught and assessed are that:

- ▶ Teachers have **expert knowledge** of the subjects that they teach. If they do not, they are **supported to address gaps** in their knowledge so that pupils are not disadvantaged.
- ▶ Teachers enable pupils to understand key concepts, **presenting information clearly** and encourage appropriate discussion.
- ▶ Teachers **check pupils' understanding** effectively, and identify and correct misunderstandings.
- ▶ Teachers ensure that pupils **embed key concepts** in their **long-term memory** and apply them fluently.
- ▶ The subject **curriculum is designed and delivered** in a way that allows pupils to **transfer key knowledge to long-term memory**. It is **sequenced** so that **new knowledge and skills build on what has been taught before** and pupils can work towards **clearly defined end points**.
- ▶ Teachers use **assessment to check pupils' understanding** in order to **inform teaching**, and to help pupils **embed and use knowledge fluently and develop their understanding**, and not simply memorise disconnected facts.

# Impact

Sources of evidence specific to the impact of our curriculum will include:

- ▶ The progress that pupils are making in terms of **knowing more, remembering more and being able to do more**
- ▶ Nationally generated performance information about **pupils' progress and attainment.**
- ▶ First-hand evidence of how pupils are doing, including drop-ins, learning walks and work scrutinies etc
- ▶ **Listening to a range of pupils read**
- ▶ **Discussions with pupils about what they have remembered about the content they have studied**
- ▶ How well pupils with **SEND** are **prepared for the next stage of education and their adult lives.**

# Impact: **Impact Statements - Ofsted**

- ▶ Pupils develop detailed **knowledge** and **skills** across the **curriculum** and, **as a result, achieve well**. This is reflected in results from **national tests** and examinations that **meet government expectations**, or in the qualifications obtained.
- ▶ **Pupils** are ready for the **next stage of education**, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with **SEND** achieve the **best possible outcomes**.
- ▶ Pupils' work across the curriculum is of good quality.
- ▶ Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

# Impact: Key groups for tracking purposes.

- ▶ All pupils
- ▶ Disadvantaged pupils
- ▶ SEND pupils
- ▶ Most able pupils
  - Current Year 6 (High Prior Attainment Group)
  - Current Year 3, 4 and 5 (Greater Depth at KS1)
  - Current Year 1 and 2 (Exceeding in Year R ELG)

# Key Accountability Measures ~ EYFS/KS1

## EYFS:

- ▶ % pupils attaining a Good Level of Development (GLD) at the end of Year R

## KS1:

- ▶ % pupils attaining the Expected Standard in phonics - both at the end of Year 1 and at end of Year 2.
- ▶ % pupils attaining Expected Standard+ in reading, in writing and in maths.
- ▶ % pupils attaining Greater Depth in Reading, in Writing and in Maths
- ▶ % pupils attaining Expected Standard in Science

# Key Accountability Measures ~ KS2

## KS2:

- ▶ % pupils attaining the Expected Standard (EXS) in reading, writing and mathematics combined (key measure)
- ▶ % pupils attaining the Expected Standard+ (SS 100+) in reading, writing, mathematics, GPS and science
- ▶ % Attaining a High Score (SS 110+) in reading, mathematics and GPS, and Greater Depth in writing
- ▶ Average Scaled Score (ASS) in reading, writing, mathematics and GPS
- ▶ New 3 year average attainment measures. The 3 year average % pupils attaining the Expected Standard+ in reading, writing and mathematics combined and a Greater Depth/High Standard in reading, writing and mathematics combined. 3 year average scaled scores in reading and mathematics
- ▶ Value Added Progress (national average = 0) in reading, writing and mathematics separately (key measures)

# New assessment measures for 2020 and ahead

- ▶ P-scales 1-4 will be removed in 2019/20 and replaced with 7 aspects of engagement for cognition and learning. These will sit below the pre-key stage standards (PK 1-6)
- ▶ Online multiplication tables check, to be taken by pupils at the end of year 4, from 2019/20 onwards
- ▶ Reception baseline test. Piloted 2018/19, voluntary participation 2019/20, implementation Autumn 2020/21
- ▶ Removal of the statutory status of end-of-key stage 1 assessments 2022/23. When these pupils reach Year 6 in 2026/27 pupils' progress will be judged from their reception baseline taken in 2020/21

# How could you apply the 3 Is to subject leadership/ Action Planning?

- ▶ **Consider the intent** ~ How has the curriculum been designed for your subject? What is coverage going to look like? How is it appropriate for our children in our schools? What are the priorities for your subject?
- ▶ **Consider the implementation** ~ How well is your subject delivered/taught? How well is this helping to address your key priorities? How are you going to monitor this? How will you support teachers to ensure that they have the knowledge and skills needed to deliver your subject well? How will you monitor how well pupils are transferring key knowledge to their long-term memory?
- ▶ **Consider the impact** ~ How will you ensure that pupils make good progress in your subject in terms of knowing more, remembering more and being able to do more? How will you monitor attainment and progress? What is the impact for different groups - boys/girls/more able/SEND/disadvantaged etc. How well have your priorities been addressed?