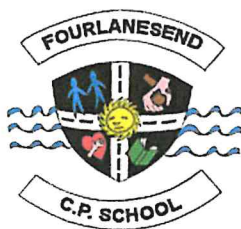




<b>Visit Date:</b>	11 <sup>th</sup> Dec 2019	<b>Names:</b> Rebecca Norton and Fran Ferguson Simon King
<b>Visit time:</b>	<u>11am</u>	
<b>Location:</b>	<u>School</u>	
<b><u>School Development Plan priority area</u></b> <b>Focus 6 Leadership and Management – The curriculum is prioritised</b> 6 A The leadership is highly focused on the FLE curriculum – this is well thought out and reflects the children's context and locality		<b><u>Focus of visit</u></b> To ensure that the curriculum offered to students is broad, balanced, accessible to all and follows the principles of a demanding, relevant and contemporary education that allows all students to excel. Does it have a clear intent, implementation and impact?
<b><u>Actions agreed from previous visit</u></b> <ul style="list-style-type: none"> <li>• First visit</li> </ul>		
<b><u>Principles to be explored</u></b> <ol style="list-style-type: none"> <li>What is the intent of our curriculum?           <ol style="list-style-type: none"> <li>Does each subject have a 'provision map' for across the whole school?</li> <li>Who do staff speak to about key questions such as 'Why are we teaching this? What difference will it make? What are the key principles I want the children to learn?'</li> <li>What evidence is there that there is coherence across the school from one subject to another?</li> <li>How do we address the 'word gap' for disadvantaged students on entry to school?</li> <li>Do school leaders know what is being taught in every subject?</li> </ol> </li> <li>How are we implementing our curriculum?           <ol style="list-style-type: none"> <li>Are staff working together to share planning?</li> <li>How do we give children the opportunity to talk about what they are learning?</li> <li>Do we identify key words that they need to understand and use in each topic?</li> <li>How are the topic questions answered? Examples?</li> <li>Do we explicitly set out what core knowledge we expect our children to know for each topic?</li> <li>How do we engage students with broader reading as they progress through the school?</li> <li>Do all children have the opportunity to access the challenging materials? How has this changed over the past 12 months? Are there any situations in school with a top, middle and bottom table?</li> </ol> </li> <li>How are we measuring the impact of our curriculum?</li> </ol>		



- a. What subject based CPD are we offering our staff? How have the staff who are teaching new subjects been supported to improve their core knowledge?
- b. How do we check 'topic plans' and are they having the desired impact?
- c. What opportunities do children get to talk about their learning? And who listens?
- d. Do children get the opportunity to produce quality outcomes (beautiful work) in all subjects/year groups?
- e. How many visits/visitors might a child experience through their school year?
- f. Can I have some examples of how the curriculum prepares pupils for modern life as global citizens?

### **Success criteria to be evidenced**

The curriculum mapping file kept on the staff server was shared, this contains: curriculum overviews; FLE year group overviews; skills progression; unit titles; FLE curriculum map; NC mapping for every subject and FLE skills progression in foundation subjects. The National Curriculum was shown and an explanation given as to how it underpins the curriculum at FLE. An example in History was shown of how this subject was mapped over 2 years in KS1 and 4 years in KS2. It was explained that this is not the same for all subjects and for example Geography is mapped over 2 years in KS1 and 2 years in KS2 due to the scaling of the content. For art it is most things every year; sculpture every 2 years and digital media every 4 years in KS2. It was explained how the content was then matched to the topic questions (one for each term), although some would be stand alone to ensure broad coverage. Topic questions are planned that reflect the context of the children and our community, making best use of our locality: Autumn term – How far and wide are we connected?

Termly medium intent planning was shown and examples given of skills progression in music, it was demonstrated that although FLE has mixed age classes the skills expected for Y5 are different to those expected at Y6. The end points and lesson sequencing are shown on the medium intent planning and it was discussed how the daily lesson was then planned from this. FF gave examples of how this is then shared with the children and they are aware of the skills and knowledge they need to acquire to achieve the end points. Each subject through the end points shows a buildup in skill and knowledge progression across school. There is also evidence of subject cohesion in the intent medium term planning which identifies where cross-curriculum links are made. All of the information shared is available on the website and parents have received a copy of the year group overviews for every child – these are also on the website. All of the information given and the 3I's is available in the school curriculum policy which has been drafted up from scratch by staff this Autumn Term.



**Summary to be entered on Governor Monitoring Plan:**

**1. Key points**

- a. How FLE plans a broad, balanced and challenging curriculum from the National Curriculum
- b. The curriculum 'Intent' at FLE – how the planning reflects the intentions.
- c. How the leadership team have ensured that the curriculum reflects the children's context and locality

**2. Next steps – who and when by**

- a. The school curriculum is ambitious and meets the needs of all learners – from the SDP - to be covered in the next visit by staff and SK

**3. Impact of governance**

- a. Ensuring the school is providing a broad and balanced curriculum that meet the needs of the learners in this locality – holding the leaders to account for the quality of education at FLE.

**Date and focus of next visit:**

Spring Term 2020

**Governor signature:**

**Date:**

**Staff signature:**