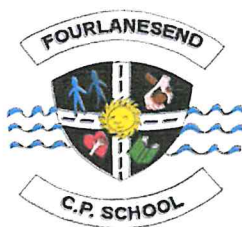




<p><u>School Development Plan Priority</u></p> <p>Quality of education - Delivery of a broad and balanced FLE curriculum based on our policy.</p> <p>Leadership and management - Ensuring teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time and that this consistently translates into improvements in the teaching of the curriculum.</p>	<p><u>Focus of Visit - Curriculum</u></p> <p>The school's curriculum, intent and implementation are embedded securely and consistently across school – it is evident from what the teachers do that they have a firm and common understanding of the school and that the series of lessons contribute well to delivering the curriculum intent.</p> <p>The school curriculum is ambitious and meets the needs of all learners</p>
<p><u>Visit time, date and Governor name:</u></p> <p>27/01/22 - Vicky Richards</p>	<p><u>Staff name:</u></p> <p>Emily Green</p>
<p><u>SDP actions to consider</u></p> <ul style="list-style-type: none"> • PM in place to coach, mentor and monitor the planning, lessons and outcomes. The monitoring (see evidence for list of documents) will ensure the work given to children, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills and of a consistently high quality for all children from all groups. <p>Monitoring of the school curriculum meeting the needs of every learner will take place in staff meetings and will demonstrate:</p> <ul style="list-style-type: none"> • Use of pre-teach strategies – In places • Effective use of widget so every child can access every subject in the curriculum • Early identification of areas of need • Provision maps – <i>we are now providing a pupil profile for every child identified with SEN – new initiative Dec21</i> <p>Planning demonstrates challenges aimed at deepening thinking and reasoning as applicable in every subject.</p> <p>Planning, knowledge organisers and photobooks are used to support children in remembering so that children develop a fluency to their learning and unconsciously apply their knowledge as skills</p>	
<p>Ofsted</p> <p>Outstanding:</p> <ul style="list-style-type: none"> • The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent. • The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. 	



- Pupils' work across the curriculum is consistently of a high quality.

Good:

Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.]
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.]
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]
- Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum)

Implementation

- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.
- Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the pandemic.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.

Impact

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce.

Previous visit: Progress on agreed actions and Impact

The school curriculum is ambitious and meets the needs of all learners. See revised curriculum policy and evidence from the focus this visit.



Observations and Discussions

- 1) Aside from English and Maths, what other subjects are strong? PSHE/BV etc. D/T History/Geography
- 2) What is the intent of your curriculum? Please see the Fourlanesend Community Primary School Curriculum, Teaching and Learning Policy 2021/22 where this is highlighted - **(1)**
- 3) How does your curriculum fit your context? Please see school's policy where this is highlighted - **(2)** Links to Cornwall in RE, Geography and History.
- 4) When children start in your school, what do you find they can and cannot do? (*Your curriculum intent should be to fit typical gaps in your pupil's skills and knowledge*) Below national averages across the board especially low in managing feelings and behaviours, managing relationships, listening and attention, the world and reading and writing BV/location – life in modern Britain.
- 5) Can you give me an example of how governors have influenced the curriculum strategy? Challenged by Governors @ FGM re: Mark visit. Our curriculum is fluid due to mixed year groups. We make sure everything is covered and adapt the curriculum where needed.
- 6) How has the sequence of the curriculum been developed? And how does this support learning and development? Highlighted in policy - **(3)**
- 7) How do you monitor the impact of the curriculum? What needs further development? SEF and SDP and highlighted in policy - **(4)**
- 8) What does the school do to ensure that all groups of pupils have access to a broad and ambitious curriculum? This is in the SEF and SDP + highlighted in policy - **(5)**. We are now providing a pupil profile for every child identified with SEN which highlights any adaptations made in order for them to access the curriculum – new initiative Dec21
- 9) How did you adapt the curriculum during Remote learning? We checked the units of learning due to be covered and made sure that they were achievable, if they weren't then planning was adapted and the sequence of learning was changed. For example: Class Lynher sent musical instruments home in order to access the music. All classes used English text books for the children to easily follow at home.
- 10) What training have you provided for staff to increase their subject specific knowledge? This is what we are developing – staff will soon be attending subject cluster meetings to develop specific subject knowledge etc CPD - Fran – music conference. Emma – RE. Emily – History.
- 11) How have teachers identified student's learning gaps and new starting points? How have you adapted the curriculum to respond to this? This can be found in SDP and is highlighted in the school's policy - **(6)**. Following lockdown (Spring term 2021), all staff carried out mini assessments based on their previous learning in all curriculum subjects. We were then able to prioritise and plan learning that needed revisiting over the summer term.

Governor questioned whether trips would now be undertaken. EG and FF explained where some are scheduled. Action to feed-back on this.

Fourlanesend Community Primary School – Governor monitoring visit report form

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

The development of the curriculum and how it works for our school was discussed

Further Action Required:

Staff to participate in subject cluster meetings.

Feedback on trips

Impact of Governance:

In light of restrictions being lifted school trips to be reviewed and fed back on

Date and time of next visit:

TBC

Governor signature:

V Richards

Date:

Staff signature:

egreen