|  |  |
| --- | --- |
| **Faculty / Subject(s)**  | **Link Governor:** |
| **Date of Visit:** | **Head of Faculty:** |
| **Suggested Areas of Enquiry** | **Feedback summary** | **SLT Commentary** |
| **1. Discussion with HoF regarding KS3 Curriculum planning, assessment and monitoring.** **Questions COULD include:*** What is the intention behind your KS3 curriculum?
* What is your rationale for deciding on this particular content?
* How have you shaped it (thinking particularly about our TGGS context – girls, Birmingham, high PP)?
* How does your curriculum extend pupils’ cultural capital and help them to become educated citizens?
* Can you describe your thinking behind the choice of sequencing (why have you chosen to order the units in this way)?
* Are there any underlying themes to your curriculum content?
* How has your department staff subject knowledge / specialisms / expertise / training impacted upon the design of your KS3 curriculum?
* Tell me about CPD related to the curriculum and your subject. How do you ensure that your department’s subject knowledge and pedagogy is up to date? How do you share subject knowledge across the department?
* What knowledge and skills does your KS3 curriculum contain?
* How does your curriculum enable pupils to embed knowledge into their long-term memory and to perform more complex tasks?
* How does the KS3 curriculum build connections to what they have learned before and what they will learn later on?
* How does your subject curriculum link to other subjects across the school?
* Which aspects of the curriculum are revised and repeated? What is your rationale for this?
* How does your curriculum prepare pupils for the next stage in their studies?
* To what extent does the curriculum meet the needs of all pupils?
 |  |  |
| **Suggested Areas of Enquiry** | **Feedback summary** | **SLT Commentary** |
| 1. **Discussion with HoF regarding KS3 Curriculum planning, assessment and monitoring continued…**

**Monitoring / Quality Assurance*** How do you monitor for consistent practice across your team? How do you know that the curriculum is being covered across all classes?
* When was your last (Learning Walk, Drop-in, Work Scrutiny?) What did it tell you?
* Have you had to take any actions to improve consistent practice?
* How challenging and ambitious is the curriculum? How do you know?
* **What does your latest Data Pack tell you?**
* What interventions are in place for pupils who are under-performing at KS3?
* How do you use assessment and internal data to support the quality of education in your subject area?
* How well do teachers use assessment to adapt the curriculum and to plan the right work? How do you know?
 |  |  |
| **2. A discussion using KS3 books from across the subject with the Faculty Head (all abilities and equal PP/non-PP split)****Possible questions:*** How do the books show the curriculum intent / mapping? Is that what they say they are intending to teach in the pupil books?
* Can you explain how learning over time shows progression and appropriate levels of challenge?
* How are pupils helped to learn and retain information?
* Talk me through the sequence of lessons in this book, how do they link together?
* Taking an underlying theme, show me how this resonates and is developed across KS3.
* How do the lesson activities link to the curriculum goals?
* Is there noticeable difference in the books between PP and non-PP pupils?
* How well are the different ability groups supported and challenged - HPA and SEND pupils in particular?
 |  |  |

|  |  |  |
| --- | --- | --- |
| **Suggested Areas of Enquiry** | **Feedback summary** | **SLT Commentary** |
| 1. **SEND Pupils**

**Possible areas to consider:*** How does the curriculum intent support pupils with SEND?
* Do SEND pupils have access to the full curriculum? Can you see an equality of access to the curriculum as for non-SEND pupils?
* How are SEND pupils supported to access the curriculum?
* How do your subject teachers promote improved literacy for SEND pupils?
* How do the teachers adapt the curriculum and plan the right work for pupils with SEND?
* How are you monitoring SEND pupil performance at KS3?
* Are there any specific subject challenges for pupils with SEND? How are you working to overcome these?
* How do you and your subject teachers develop your pedagogy around teaching pupils with SEND?
* How do the SENDCO and other specialist staff support your curriculum planning and delivery?
 |  |  |
| 1. **HPA Pupils / More able pupils**

**Possible areas to consider:*** How does the curriculum adapt to give additional stretch and challenge for HPA and more able pupils?
* How well are HPA pupils and HPA/PP pupils doing at KS3 as compared to MPA pupils? How do you know?
* If I were to compared HPA and MPA pupil work what would I see? If we visited a top set lesson how would it be different from a middle set lesson?
* How do you know whether extension materials or higher order thinking is going on in the lessons? When was the last time you checked and what did it tell you?
* What extra-curricular provision is there for pupils who show an enthusiasm / strong aptitude for your subject area?
 |  |  |
| **Suggested Areas of Enquiry** | **Feedback summary** | **SLT Commentary** |
| **4. Drop in on KS3 lessons from across the Faculty.****Prior to the drop-in ask:** What will I see?**Possible areas to consider:*** Is the learning in the books consistent with what you expected to see from looking at the curriculum plans?
* Enjoyment / engagement with learning
* Pride in work
* How do the lesson activities link to the learning goals?
 | **Positives Seen:**  |  |
| **For multi-subject Faculties only:*** What are the outcomes of your monitoring of the KS3 curriculum as set out in this document?
* Are there any areas of excellent practice across the faculty?
* Are there any subject areas that require further development or are causing concern with regard to the KS3 curriculum? How do you know?
* Is there a subject lead that you would like to meet the Faculty Link Governor at the next meeting in the Summer Term to report back on their KS3 development?
 |  |  |
| **Areas that the Faculty is currently developing:** |  |  |
| **Other issues discussed:** |  |  |