

Visit Report

| | |
|---|------------------------|
| Name: Jenny Horton | Date: Friday, Jan 21st |
| Purpose of visit: To attend the training day for staff on The Intentional Curriculum | |
| Overall aims for school development plan 2021/2022 | |
| SDP 1: Quality of education | |
| 1.1 Catch-up learning missed due to Covid in order to move towards raising attainment in reading, writing and maths for all pupils and groups- boys, pupil premium, more able | |
| 1.2 Provision of a progressive, broad and balanced curriculum | |
| 1.3 Further develop provision for SEND pupils | |
| 1.4 Use Artsmark to support embedding arts within the curriculum | |
| SDP 2: Behaviour and attitudes | |
| 2.1 Re-establish cooperative learning and engagement strategies | |
| 2.2 Attendance - Raise attendance of boys to at least match girls, of PP pupils to at least match all pupils and reduce PA of PP pupils (19/20 target) | |
| SDP3: Personal development | |
| 3.1 Improve well-being of pupils by developing provision for SEMH | |
| 3.2 Ensure PSHE curriculum meets requirements of revised Relationships curriculum | |
| SDP4: Leadership and management | |
| 4.1 Development of leadership in EYFS | |
| 4.2 Effective CPD and Induction to maximise impact of staff on pupil progress | |
| 4.3 Consistency of practice and provision across school | |
| 4.4 Governor visits used effectively to support monitoring and evaluation | |
| 4.5 Review Safeguarding procedures to ensure they remain robust | |
| Governor observations and comments: (e.g. What did you see? How long did the visit last? What did you learn? What would you like clarified?) | |
| My visit lasted from 9.30- 3pm | |
| The whole day was a link with our current SDP | |
| SDP 1: Quality of Education | |
| 1.2 Provision of a progressive, broad and balanced curriculum | |
| 1.4 Continue development of curriculum intent documentation to ensure a progressive curriculum (Why this? Why now?). | |
| These are notes from my notes on the day which, I hope will give you a flavour of the day which, I'm sure, will have an impact on our SDP for some time. | |

Visit Report

The curriculum is what we teach, pedagogy is how we teach. Ofsted now prioritises the curriculum over teaching. Curriculum implementation encompasses pedagogy but, strong implementation demands high quality intent in the first place. The emphasis is now on the **Intentional Curriculum** and there is a shift away from skills development to knowledge acquisition. What do we know about knowledge? A person who has existing knowledge has the greatest capacity to absorb the most knowledge because they have more links, a schema of stored links to build new knowledge on.

Phil asked why some children struggled and said the key question here is what is missing in their stored knowledge that means they are unable to make the links with new learning and move forward. A quality curriculum intent ensures practice, practice, practice so that all children become fluent and automatic in the 'know what's' and 'know how to's'.

As an illustration, Phil then played the Martin Luther King speech 'I have a dream' speech, and asked us, as we listened to note what prior knowledge, we were drawing on to understand this.

There was a need to become more granular in our curriculum planning intent for the foundation subjects and science, as we now are in the planning of reading and mathematics. An emphasis on the knowledge to be taught with specificity and detail would then ensure that teachers were freed from planning lessons, (because the planning was already there, systematically drawn up across school from EYFS to year 6). Teachers could then more effectively concentrate on the how of teaching and the resources they will use. **I thought this could have positive implications for staff well-being and work/life balance.**

The link between skills and knowledge was described as skills absolutely depend on existing knowledge .The performance of a skill draws on what is known.

Time was then given to the implications for EYFS, for pupils with SEND and the most able.

Assessment.

There are important implications here for assessment ie If intent is the knowledge, we want pupils to acquire, assessment is simply checking whether they have acquired it, internalised, understood, mastered and remembered it. The more detailed the intent the more straightforward the assessment.

If we know we have an ambitious, detailed curriculum intent.

If we know it is well implemented.

If we know the pupils are learning it.

What more do we need to know? **Nothing**

And how will we know if it's being well implemented and having the desired impact? **Check**

Again, this has the potential to free up more time for teaching over assessment, and could also impact positively on child and staff well being.

I thoroughly enjoyed this thought-provoking session There was a lot to take in and much new thinking to absorb. But, apart from the content I was so impressed with the staff engagement. I know it probably made it easier because they know, trust and respect Phil but, like the children in class, everyone was completely engaged the whole of the time, no noises off. Staff participation throughout was impressive and it became clear that the support staff who attended were equal partners in demonstrating their understanding and its relevance to their stage. They are obviously well used to being actively engaged in staff development and discussion. There was a really positive response across the room, when in other circumstances ,you might have people harrumphing about the additional work involved. It also struck me that there was a democracy about it all, senior staff did not dominate at all .

Visit Report

Any key issues arising from the governing body:

(e.g. the way resources are allocated, the way the school communicates, progress in implementing a key policy, evidence of the impact of the governing body's work on pupils' achievement)

The development of this work across school will demand time from all staff, especially subject leaders. Resources will be needed for this work to proceed smoothly, for staff to have thinking time, time with colleagues and time with with Phil etc.

The implications for assessment will radically change the school's way of accounting to governors .

Action following governing body meeting:

(Record any action agreed by the governing body with regard to this visit)