

Possible Curriculum questions for curriculum leaders – overlap with phone call questions

- Any pupils educated offsite? Have you assessed the quality of the curriculum they receive?
- Do you provide support to any other school, for example if you have a specialist unit, do staff offer outreach work?
- Where are you with your curriculum? Is it as you wish it to be?
- What is the overall approach to / or driver for the curriculum? How has the Trust's / governors' vision influenced this process?
- Where has it come from and what do you want it to achieve?
- If the school is not following the national curriculum, is what is offered similarly broad and ambitious? Starting point is the NC – or better!
- How have you made sure that the curriculum stays as broad as possible for as long as possible?
- How have you made sure that the curriculum equally ambitious for all? How do you know that all pupils are learning the curriculum?

- Does the curriculum reflect local context?
- Are you aware of the DfE's national EBAC ambition and are you working towards it?
- To what extent do you provide information to staff and governors about the rationale behind your curriculum design?
- What does the school want pupils to learn and why and is this put in to practice in curriculum planning?
- Tell me about how your KS2/3/4 curriculum is planned?
- To what extent does the KS2/3/4 curriculum provide well for the needs of all groups of pupils?
- Looking at subjects:
- Looking at subjects; how are you supporting curriculum leaders and departments to refine and develop their curriculum?
- Which subjects have the strongest curriculum and why? This will help to inform the deep dives.
- Are there any weaker subjects?
- What are the mechanisms that you have in place to know that the curriculum in each subject contains well-chosen and well-ordered content'?
- How do you and your senior team know how learning is sequenced over time in each subject?

- How do teachers ensure that pupils build on their previous learning and remember? How do you and your senior leaders know that pupils are learning and remembering the things that they want them to? For example – the scientific facts and concepts; grammar, phonics and vocab in MFL and in music they can ‘listen with attention to detail and recall sounds’? (This is about QA mechanisms – consider line management, lesson visits by leaders, work scrutiny – what do these focus on – pedagogy or curriculum.

Looking at training:

- What is the focus, rationale and impact of staff training on the curriculum?
- How are teachers helped to acquire content knowledge, pedagogical knowledge and pedagogical content knowledge? So how are you assured that teachers know what pupils need to know, and be able to do, by the end of the year?
- Are there well-developed schemes of work for those who have to teach outside of their own subject?
- To what extent is there a common understanding of terms such as ‘knowledge’, ‘skills’ and ‘progression’ across the provider? How do you know?
- How do you assure yourself that they have a good understanding of this?
- How clear are subject leaders on the rationale and purpose of the curriculum?
- How did you ensure this? How do you know?

- Tell me about your approach to the use of assessment? How do you expect teachers/trainers and subject areas/programmes to use assessment?
- How do you use assessment? What about summative and formative? How is this used to improve the curriculum?
- What do staff do with assessment information? How do you know? How are you making sure it is not adversely affecting staff workload and wellbeing?
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- How well does assessment identify gaps in pupils' and learners' knowledge and their ability to apply that knowledge fluently and accurately?
- Can we talk about the support you offer for SEND?
- Highly effective schools minimise ineffective practice and reduce variation. How do leaders work to reduce within-school variation?