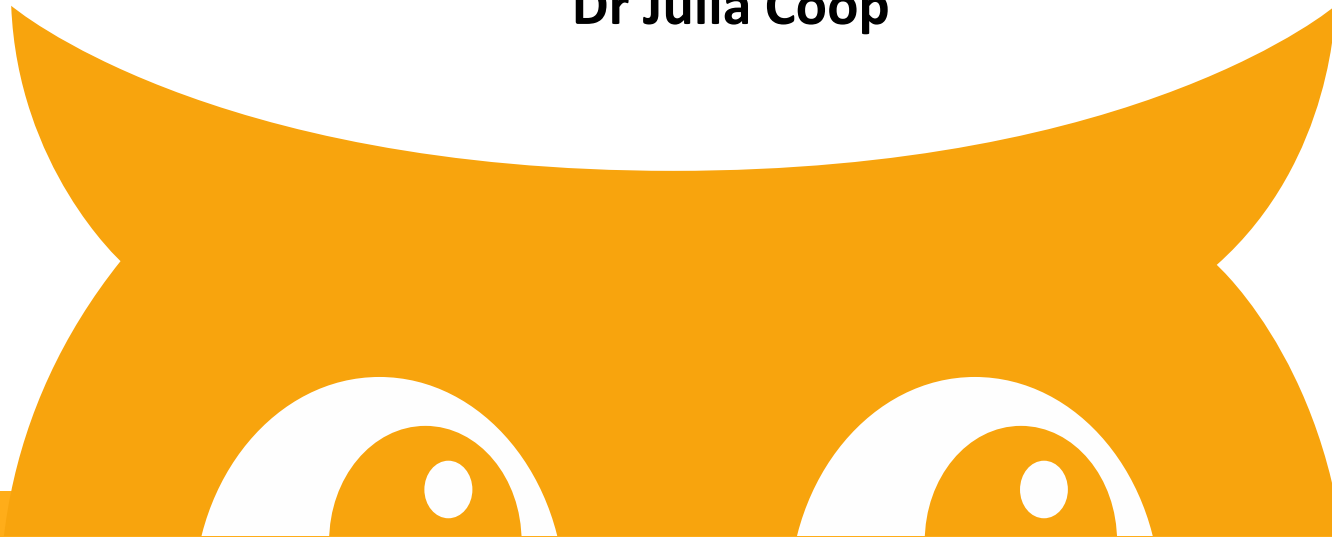




The New EIF Implications HEP

Dr Julia Coop



Agenda

Session 1: Overview of the main information in the EIF

Session 2: Quality of Education: a deeper look

Session 3: Inspection Methodology: Implications



EIF: Some Key Points

Section 8: 2 days in school unless small school

Grade 2 best fit, but not if you are aiming for outstanding!

Deep Dive methodology

Increased focus on subject /SENd leadership

Increased focus on talking to pupils

Always a focus on reading

Outcomes found in several places

Not looking at internal data

EYFS closely matches the main section

No longer recommendations for PPG/Gov reviews



New Key Themes:



reducing workload for teachers



Subject knowledge & emphasis on the wider curriculum



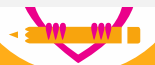
emphasis on developing good character and resilience among pupils



tackling off-rolling and curriculum narrowing



understanding the purpose and usefulness of internal pupil data



Quality of Education: Key Points

Key messages that ring loud and clear throughout the documents is that the curriculum:

- must be broad, balanced with a coherent sequence;
- in **EYFS/KS1** the focus is on the basics;
- should provide a wide range of subjects for **all** pupils, especially in KS2;
- reading is at the heart (*from Nursery*);

and

- what it is like to be a pupil in the school.



Schools have autonomy to design curriculum



Schools should have an inclusive culture

- Ofsted will still look at how well the Q of Ed provides for ***all*** pupils, including most able, disadvantaged and those with SENd
- How well the curriculum addresses 'typical gaps' in KU
- ❖ How the curriculum is adapted/designed/ developed to meet SENd needs
- ❖ '***address social disadvantage***' and pupils are '***given the knowledge & cultural capital they need to succeed in life***'.



Inclusion:

Inspectors may check that the curriculum :

'does not offer disadvantaged pupils or pupils with SEND a reduced curriculum' p41

and will be:

'particularly alert to narrowing the curriculum in KS2' p42

and:

'how assessment is used ..not increasing workload by necessitating too much 1:1 teaching or over demanding programmes' .. P 45

❖ teachers respond and adapt teaching as necessary without **unnecessarily elaborate or individualised approaches.**



HMCI findings from research into the primary curriculum

❖ *Inspectors will meet with the SENCo*

research states that:

- In the drive to improve outcomes for disadvantaged pupils they often miss aspects of the curriculum
- Low-attaining pupils need basic skills, as all pupils do, but they shouldn't as a consequence be shut out of parts of the essential body of knowledge for any pupil.

A pause for thought

- **How might this impact on how you currently arrange to close the gaps?**



Quality of Education: Impact

Judgment based on how well pupils:

- **learn and recall** the detailed content outlined in the curriculum;
- outcomes meet national expectations;
- *'learners develop detailed knowledge and skills **across the curriculum** and, as a result, achieve well.'*
- The results and **wider outcomes** that children achieve, and their destinations.



The emphasis certainly isn't solely on what we'd class as academic success and there is a recognition of the fact there are more ways of defining success.



Inadequate Criteria!

Here we see the link to published data :

- Link to ARE in reading, writing and mathematics
- Trends of below average progress especially for disadvantaged pupils
- Low expectations for SEND and needs not met



❖ Judgments strongly based on first hand evidence however and not internal data



Moving away from internal data on inspection: Implications

- Leaders/governors need to demonstrate they have a strong understanding about **what is happening at classroom level**
- Monitoring needs to be more robust, detailed and triangulated

Therefore focus on :

- developing a **closer view of the learning journeys of pupils** –highlighting the impact of teaching /curriculum on progress
- **more closely monitoring** implementation and impact of the curriculum at **classroom level** and **impact on outcomes**



Moving away from internal data on inspection: Implications:

See Leadership criteria 2nd bullet!



- ❖ Leaders need to be able to demonstrate they have a thorough understanding of what is happening at classroom level
- ❖ How they are bringing all the information together and adapting the curriculum/pedagogy accordingly
- ❖ Governors should also therefore have a more hands-on approach



Section 8: Key Points

Focused on:

- ✓ How leaders ensure that the school provides a good (+) quality of education
- ✓ The curriculum structure core /non core and its impact
- ✓ Teacher subject knowledge
- ✓ Pupil feedback
- ✓ Pupils detailed knowledge/preparation for next stage
- ✓ Any curriculum narrowing
- ✓ EYFS staff KUS
- ✓ EYFS/KS1 how well reading and math's taught
- ✓ KS2 broader curriculum plus reading



Behaviour and Attitudes: Classroom level

- **How the school creates a 'respectful culture'**
- Safe, orderly, calm, and positive environment in the school **and classroom**
- Schools '**high expectations** are **consistently applied** reflected in pupils positive behaviour and conduct
- A strong focus on attendance and punctuality
- ❖ **Low level disruption is not tolerated**
- Positive staff /pupil relationships

and

- **Good character** (Cognitive science research):
- '[learners are] **committed** to their learning, know how to study effectively and do so
- are '**resilient** to setbacks and **take pride** in their achievements'



Behaviour and Attitudes

Judgements based more on:

- the **experience that different (vulnerable) groups of learners have and speak of**, rather than on what leaders say or think they are doing
- **sampling of SENd /LAC/medical/mental health needs** pupils to investigate impact of multi agency support (*EO Act and CoP*)

and

- views of **individual** key staff re challenging behaviour (*those most likely to be most affected by challenging behaviour*)



Behaviour and Attitudes: Data!

- ❖ **Data relating to attendance and use of exclusions will be looked at**

Also data relating to:

- absence and persistent absence for all pupils and different groups v Nat Av
- how low attenders are improving over time/trends
- frequency and reasoning behind internal and fixed term exclusions and evaluating the effectiveness



Behaviour and Attitudes: Data!

As well as:

- frequency of permanent exclusions, procedures used and reasons
- the evidence that adequate support was provided and whether there were any possible alternatives
- assessing punctuality and impact of your work to improve this aspect.
- They will also use information from pupil and staff surveys



Section 8: Key Points

Focused on:

- ✓ Pupils day to day conduct
- ✓ How leaders create an environment where bullying and harassment is not tolerated
- ✓ Are any incidents of harassment bullying etc. dealt with swiftly along with statutory guidance ?
- ✓ Any evidence of off-rolling/gaming on attendance rates



Personal Development (Quality & Intent of Curriculum b)

- ❖ **The Intent to provide for the PD of *all* pupils and quality of implementation**
- How the wider curriculum supports preparation for life
- Promotion of EO and inclusive values (*appreciation of difference*)
- British values (*democracy; the rule of law; individual liberty; and the mutual respect for and tolerance of those with different faiths and beliefs and for those without faith*)

The promotion of an Inclusive environment and development of respectful and active young citizens who understand difference and thrive together



Personal Development

❖ Judgement based on:

- The range, quality and take-up of extra-curricular activities
- RE /PSHE/RSE curriculum and contribution of curriculum areas
- The promotion of British Values and the development of pupils' character
- The quality of debate and discussions that pupils have
- The pupils' understanding of how equality and diversity are promoted and celebrated



Personal Development

- **Evaluating SMSC provision is a key aspect**

As well as:

- character development (*resilience, confidence and independence, citizenship*)
- ❖ impact of the wider curriculum: how learners keep themselves mentally and physically active/healthy relationships

Key link here to how your curriculum reflects the local community context, the quality of this work and the impact of this for the PD of all your pupils



Section 8: Key Points

Focused on:

- ✓ How the school curriculum goes beyond academic development
- ✓ How SMSC is enhanced and developed



Leadership and Management

Judgments based on whether or not leaders have:

- an ambitious and inclusive vision & shared values;
- **greater focus on** (*improving, developing coherence and consistency*) in the Q of Ed
- a concern for the ***continuing professional development*** of staff, with a focus on **subject knowledge and pedagogy** rather than on performance management;
- **engaged with the community**, particularly learners and staff;

and

- ensured high levels of safeguarding.
- Governance will also come under review during inspections, as previously.



Leadership and Management: Off Rolling

This isn't just a focus for secondary schools

Pupil movement : implications (*a deeper focus*)

Do you have detailed knowledge and analysis of:

- ❖ Who is *leaving* the school roll? (*Name/yr./group*)
- ❖ Why they are leaving?
- ❖ Their destination(*is it appropriate*)?
- ❖ Are you analysing this information to spot trends?

and

Permanent Exclusions

- ❖ Are you able to demonstrate that you are following correct processes?



Leadership and Management: Off Rolling

Pupil movement: implications (*a deeper focus*)

Example:

Evidence shows you are not 'off rolling' however the analysis indicates that a number of pupils who have left have SENd.

Lines of enquiry may focus on:

- Is this due to issues relating to your SENd provision?
- Is it due to behaviour/ bullying?
- Are there any implications about your Q of Ed and pedagogy?
- Have leaders identified trends and followed up the reasons?
- If so, what has been the impact of this?



Leadership and Management: Safeguarding

More than the correct paper work

Emphasis on the development of a:

➤ Safeguarding culture

- ❖ KSIE do *all* staff **KNOW** the changes and what it means?
- ❖ How have you checked your staffs' knowledge and understanding?
- ❖ How have you used community and parent links to promote a SG culture?
- ❖ How does your curriculum fit into community issues e.g. Knife crime, Forced Marriage (*link here to Curriculum Intent*)



Leadership and Management: Safeguarding

Deeper dive

- How schools respond to critical incidents
- Peer on Peer abuse

- ❖ **Testing out evidence from wide variety of staff, pupils, parents and other partners**



Leadership and Management: Workload

- With reference to assessment and the data collection, input and the analysis it involves, leaders ***'do not use it in a way that creates unnecessary burdens for staff or learners'***
- Any workload issues are consistently dealt with appropriately and quickly
- Will question the number of your data drops, if more than two or three

❖ ***How would your staff respond?***



Section 8: Key Points

Focused on:

- ✓ The extent that leaders engage with staff and take account of main pressures and **workload**
- ✓ The extent to which staff are free from bullying and harassment
- ✓ Avoid unnecessary assessment burdens
- ✓ The development of a Safeguarding culture
- ✓ Meeting Statutory safeguarding responsibilities

- ✓ Always report if Safeguarding is effective





Getting ready for the Inspection Phone call

Pre-inspection phone call: A Single joined up conversation

Element 1: This is the 'key start' of the inspection

A reflective, educationally focused conversation about:

- ✓ the schools progress since the last inspection
- ✓ your assessment of current strengths and weaknesses
- ✓ your curriculum overview and design
- ✓ The specific areas of the school that should be the focus of inspection



Pre-inspection phone call: Element 1

Potential questions: Progress since last inspection

- ✓ What actions have you taken to address previous issues?
- ✓ Can you describe the impact of your actions on outcomes?
- ✓ How did you ensure that the key actions were shared and consistently implemented?
- ✓ What are you currently working on?



Pre-inspection phone call: Element 1

Potential questions: Curriculum

- ✓ What is your curriculum like?
- ✓ What is its purpose and why you have structured your curriculum in this way?
- ✓ How is it designed to ensure that all non-core subjects are taught and in a logical sequence ?
- ✓ How do you ensure all pupils especially pupils with SENd/ most vulnerable have access to a broad curriculum?



Pre-inspection phone call: A Single joined up conversation

Throughout the inspection inspectors will test your responses against what is actually happening in the classrooms so you need to ensure your answers reflect actual practice!

They are checking whether you have a thorough understanding of your curriculum and intent



Pre-inspection phone call: A Single joined up conversation

Element 2: Inspection planning discussion

In addition to the generic and usual practical issues ensure you discuss:

- ✓ the nature of any SEND resource base/ nursery provision
- ✓ your before and after school care or clubs led and managed by the school
- ✓ availability of subject leaders (who lead the focus subject) and potential arrangements to cover their classes





**Curriculum 2019 and beyond: It's
not just about the timetable and
topics!**

Quality of Education: Intent



INTENT IS **ALL** THE
CURRICULUM PLANNING

THAT HAPPENS UP UNTIL
THE POINT

THAT A TEACHER TEACHES
THE CURRICULUM



Intent: the roots of the curriculum

- ❖ *What do you want for your children?*
- ❖ *What are your curriculum goals?*

How far your curriculum decisions link to:

- your school context and needs of the local community;
 - the schools' vision and values;
 - the needs of the wider society;
 - overcoming barriers to learning
- and
- what outcomes you want for your pupils(*curriculum goals*).



Curriculum Intent

Key Questions to consider:

- Is your curriculum inclusive?
- How well is it designed to overcome disadvantage?
- How successfully do you adapt and personalise the curriculum for SENd pupils?
- How have you ensured that the curriculum has not been narrowed by too much 'boosting' in Yr. 5/6 or withdrawal for CtG activities?
- How do you ensure that more able children are challenged?



Curriculum Intent

Key Questions to consider:

- How is reading prioritised to enable pupils full access to the curriculum?
- How do you develop a love of reading?
- How is Mathematical fluency and confidence developed within the curriculum?
- Are you focussing sufficiently on developing reading, vocabulary and language in EYFS?
- Are learning experiences e.g. trips, planned to meet the intent statement?



Curriculum Intent

Key Questions to consider for each subject :

- Is it ambitious, **coherently planned and sequenced?**
- Does it contain the right knowledge in the right order?
- Is the curriculum providing pupils with the **building blocks**, of what they need to know and be able to do to succeed, in each subject?
- Do plans **reference the key knowledge and skills needed** for all subjects and year groups?
- Are you ensuring that individual subjects are not subsumed by the topic?



Cultural Capital

A well taught knowledge-rich education is potentially the driver for true equality for pupils from different backgrounds. Knowing things, not just recalling bald facts but deeply understanding them gives pupils confidence. It helps them to discuss a wide range of live topics with their peers, irrespective of their backgrounds

Dame Rachel De Souza



Intent : Top Level View

In evaluating the educational intent, inspectors will

- primarily consider the curriculum leadership provided by senior, subject and curriculum leaders;
 - they will first talk to senior leaders to find out whether the curriculum is broad and balanced;
 - is it at least as ambitious as the national curriculum?
 - Then they will decide which subjects to focus on
- and
- undertake **a Subject Deep Dive!**



Intent

In your groups discuss

- How you currently plan and organise your curriculum
- What might you need to adjust in light of the points raised so far?
- What are the implications for subject leaders?





Implementation & Impact
Implications for pedagogy

I have taught
Snoopy
to whistle

I can't
hear him
whistle

I said that I had
taught him, not
that
he had learned



IMPACT

“The purpose of learning is to *increase the store of knowledge in long term memory*. If nothing has changed in long-term memory, nothing has been learned”.

❖ Progress means knowing more and remembering more



IMPACT

Pupils :

- ✓ develop detailed knowledge and skills across the curriculum
- ✓ their work across the curriculum is of good quality
- ✓ are ready for the next stage
- ✓ with SENd achieve best possible outcomes
- ✓ read widely and with fluency and comprehension
- ✓ apply mathematical knowledge and concepts and procedures



Curriculum 2019 and beyond....

Remember!

- Each subject needs to be designed and delivered in a way that allows pupils to **transfer key knowledge to long-term memory**;
- and is **sequenced** so that **new knowledge and skills build on what has been taught before and towards defined end points.**
- The content chosen is the **most useful**, taught in a **logical progression, systematically and explicitly** enough for all pupils to acquire the **intended knowledge and skills.**



Implementation

Key Points:

Teachers:

- promote subject discussions
- ensure work is demanding
- help pupils embed subject content into long term memory
- Integrate new knowledge into larger ideas
- help pupils embed and use knowledge fluently
- ensure reading fluency, confidence and enjoyment is central



Implementation EYFS

New Points:

Teachers:

- promote discussions and vocabulary
- are experts in phonics/reading/develop a love of reading/early math's fluency
- help children develop long term memory
- help children embed and integrate knowledge into larger ideas



Memory: Underlying research

- Long-term memory consists of a range of **schemata**. These are complex structures that *link knowledge, create meaning and allow skills to be performed*. They are built up over time
- Learning is about developing those schemata through *acquiring knowledge and making connections* with different schemata
- *Deep learning requires cognitive load (learning is hard!)*, but it must be relevant to the task and help rather than hinder learning. (*Vygotsky ZOR*)



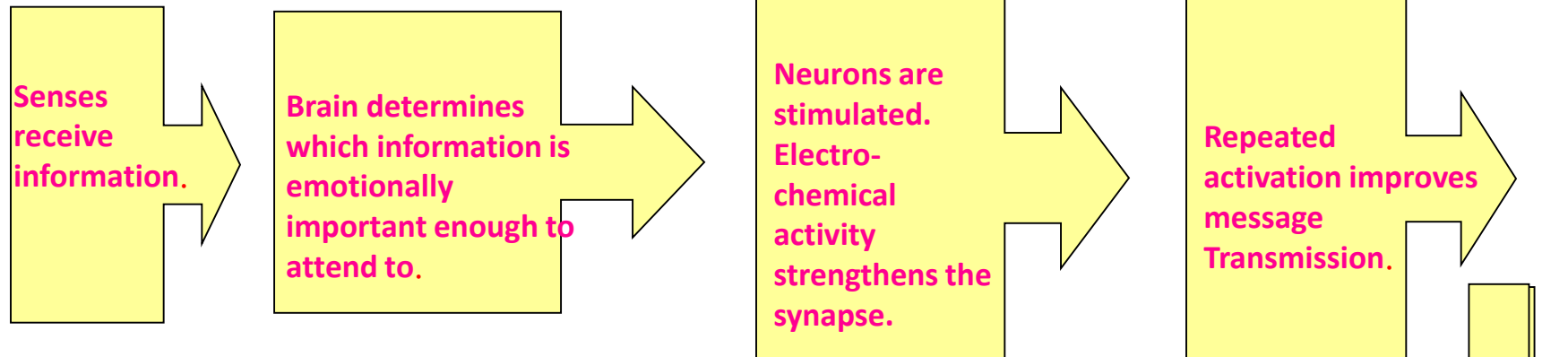
The Learning Process

**Sensory
Memory**

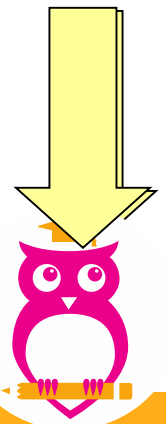
**Limbic
System**

**Short-term
Memory**

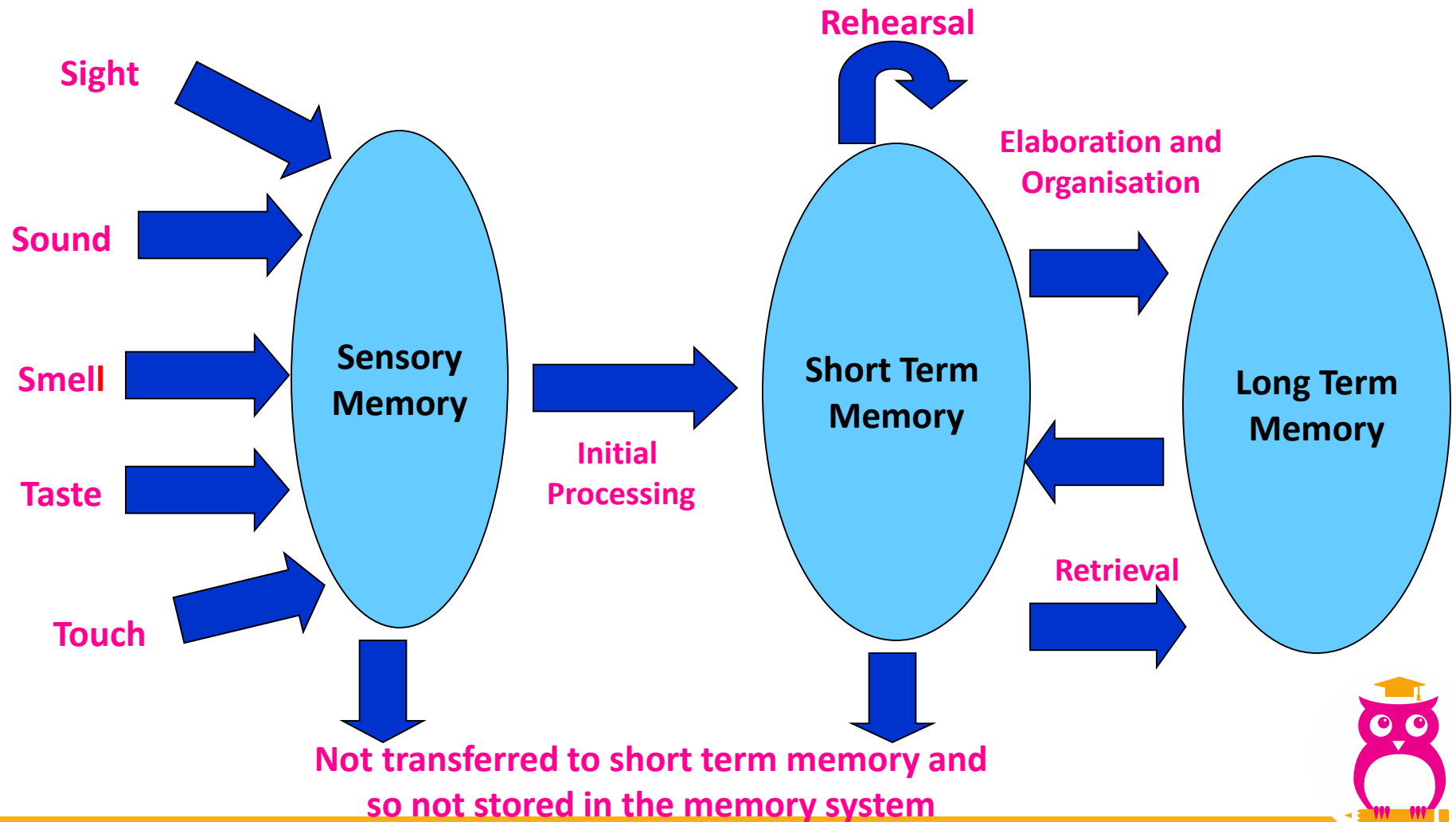
**Long-term
Memory**



The more these networks of neurons are used, the stronger they become...the more easily they are accessed and information recalled



The Memory Process



Learning and memory

What we know

- ❖ Pupils can only listen passively to a teacher for 2 minutes longer than their CA before they become overloaded
- ❖ Opportunities for elaboration via describing or explaining or asking each other questions *i.e. pupils making connections in learning and ideas*, leads to improved memory
- ❖ Regular retrieval practise strengthens memory



Learning and memory

What we know

- ❖ Presenting materials visually and verbally strengthens learning and memory
- ❖ Making connections with something they already know strengthens long term memory
- ❖ Retrieving learning and using/applying learning across subjects strengthens long term memory and develops fluency



Learning and Forgetting

A Spiral Curriculum

- ✓ Learning isn't linear, it is a spiral
- ✓ The act of recall builds memory
- ✓ The struggle to retrieve and use KUS makes memory stronger
- ✓ This means less forgetting!



Non-Core subject Implementation A Mastery Model



❖ More than timetables, topics and coverage!



Curriculum Implementation: Subject level

Ensure that:

- ✓ learning is based clearly on identified next steps
- ✓ Look closely at progression overtime in KUS and the development of higher order skills such as problem solving as well as the development of cognitive and personal skills.



Curriculum 2019 and beyond....

Take the KS2 History content:

- Changes in Britain from Stone age to Iron age
- Roman Empire and impact on Britain
- Settlement by Anglo-Saxons and Scots
- Viking & Anglo Saxon struggle for Kingdom of England to Edward TC
- Local study
- An aspect or theme beyond 1066
- Achievements of early civilisations
- Ancient greece
- Non european contrasting society

❖ **You need to decide the most logical sequence**



Curriculum 2019 and beyond....

However: it isn't just about the coverage of the content

It's about

- ❖ How you are developing them to be Historians
- ❖ How you are progressively developing KUS
- ❖ How you are building in discussions
- ❖ How you are building in recall and making links



Curriculum 2019 and beyond....

It should *'inspire pupils' curiosity... equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgment etc.*

In KS2 pupils should , *'note connections, contrasts and trends over time and develop appropriate historical terms.... address and sometimes devise historically valid questions.. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.*

How effectively does your history curriculum meet the purpose and aims of the History NC?



Curriculum 2019 and beyond....

And the impact is not about just memorising basic facts, its about:

➤ Pupils being able to *recall key KUS*

and

➤ develop understanding through *connecting new knowledge* with *existing knowledge* and *applying* this

So:

➤ challenge isn't about a harder activity its about **ambitious curriculum goals,**

and

➤ feedback to pupils should be helpful in *developing their understanding of specific content*



Subject Leadership

If Ofsted asked, how would you respond to these questions?

- How does your subject support the schools' curriculum intentions?
- How well have your curriculum decisions been translated into practice?
- How do you know its had the right impact?
- Is each subject area well resourced ?
- Do teachers/subject leaders have the subject knowledge, skills and expertise to implement the curriculum?
- How do you develop subject expertise across the school?



If Ofsted asked, how would you respond to these questions:

Teaching

- How do you ensure that subject delivery develops essential skills and meets your ambitious curriculum goals?
- How do you ensure that pupils are developing key knowledge, skills and understanding and not just covering subject 'content'?
- Is assessment information used to shape learning and adjust planning?
- Do pupils have sufficient opportunities to debate, become independent learners and creative thinkers?



If Ofsted asked, how would you respond to these questions:

Impact

- How effectively do **all** pupils make progress in developing essential knowledge in each subject?
- Can pupils recall key knowledge, make connections and use and apply essential skills?
- How well do SENd /disadvantaged pupils achieve?
- Are pupils increasingly resilient and confident?





Inspection Methodology: Implications for monitoring

Inspection Methodology: Deep dives!



Quality of Education

- The lines of enquiry are beyond the superficial
 - Testing out what you say about the curriculum intentions, delivery and impact
- and
- how you have used assessment to make necessary adjustments to the curriculum
-
- **Through deep diving into 2/3 subjects.**



Subject leaders
The inspection conversation will therefore be based on:

- The subject curriculum substance and the curriculum goals;
 - Understanding of long-medium term thinking, planning and rationale for content choice and sequence
 - understanding about how effectively and consistently it is implemented;
 - pupils' knowledge and skills
- and also on
- pupils' ability to recall and make links in learning across subjects.



Quality of Education

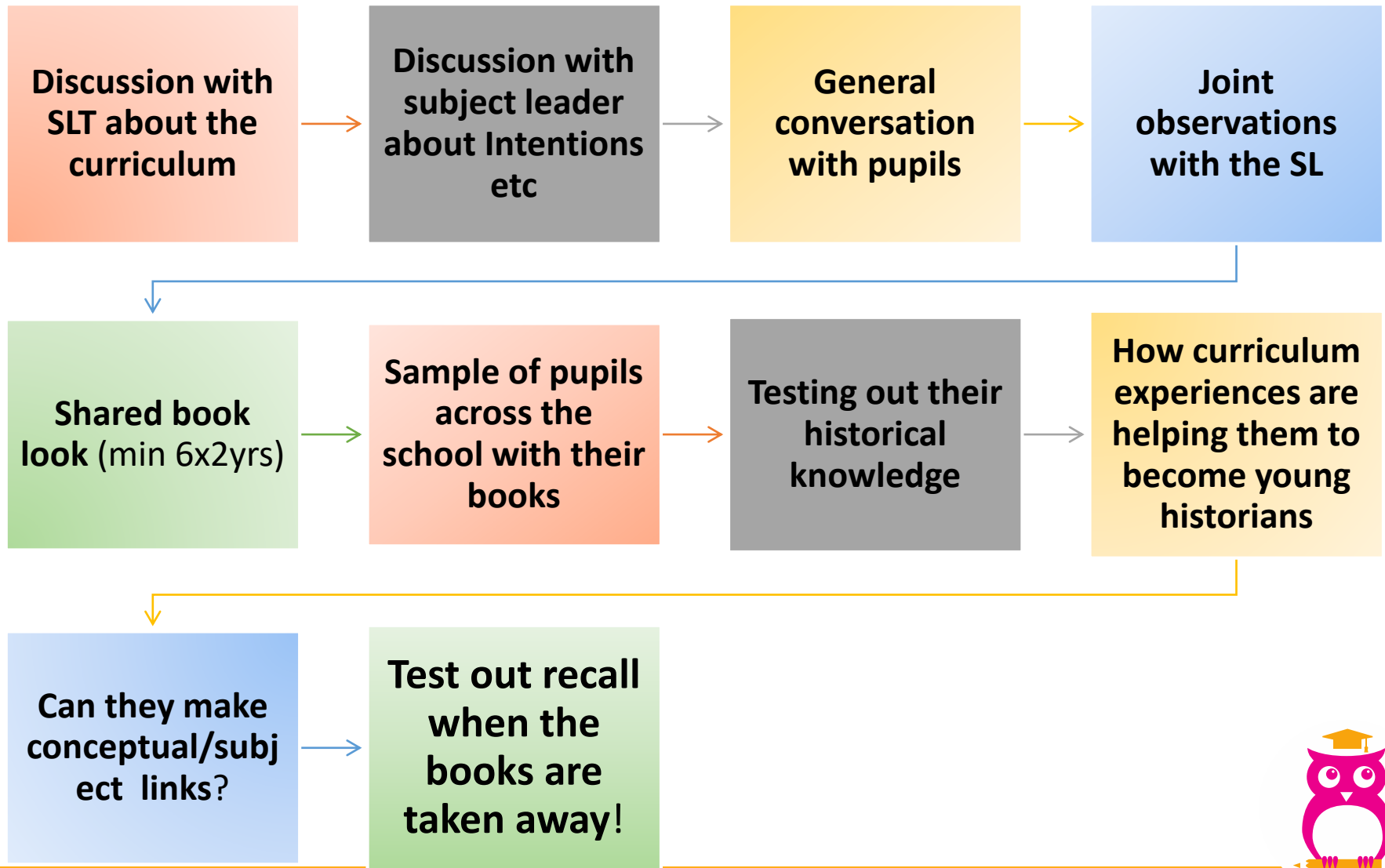
- Judgments are less about the quality of teaching seen on the inspection, but how well pupils can recall key KUS, and make links

and

- how lessons visited fit into the curriculum sequence and leaders and teachers understanding of this
- Then taking this information back through the framework.

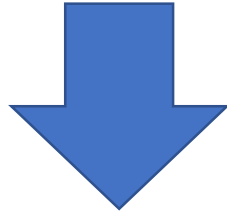


A History Deep Dive



Quality of Education

- ❖ So if pupils can't talk about their learning in detail or recall key aspects then perhaps pedagogy/ learning sequence isn't right



- ❖ If pedagogy/sequence isn't right, then what has leadership done to develop teachers' subject knowledge through focussed CPD?



- ❖ How well have leaders and teachers used assessment to inform curriculum delivery and develop understanding?



Quality of Education: Summary

Therefore careful thought is required to the sequence of the curriculum and how you:

- ✓ meet the aims and vision of the curriculum for each subject
- ✓ empower teachers to become subject experts
- ✓ ensure teachers know what went before and what comes after in order to promote discussion and develop fluency
- ✓ build in opportunities to retrieve and recall learning
- ✓ continually check understanding
- ✓ use this information to adapt planning and teaching
- ✓ ensure pupils **make connections, deepen learning and remember !**





**Your Monitoring
should reflect the
Deep Dive approach!**



and finally a to do list!

- Ensure all staff and governors are up to speed with the changes
- Make sure that each subject is mapped out and is logically sequenced
- Make sure you can evidence the impact of each subject
- Develop subject leaders monitoring skills and understanding of deep dives
- Audit staff subject knowledge and skills to plan CPD
- Build into planning regular, short recall activities
- Review how you use internal data
- Increase use of pupil voice
- Review how the GB interact with internal data and monitor the work of the school



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