**Quality of Education: Deep Dive**

**‘*Know more Remember more Do more’***

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| Department |  | HOD |  |
| Date |  | KS4 Exam Groups |  |
| Number of staff |  | KS5 Exam Groups |  |
| Non Specialists |  | Co-curricular offer |  |
| NQT’s |  | Trips offered |  |
| Completed by |  |  |  |

**Meeting with HOD**

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| Questions | HOD Response | Triangulated |
| Describe your aims and approach to the curriculum. What are the most important factors that shaped your thinking? |  |  |
| How well is your curriculum implemented? How do you know? |  |  |
| How do you make sure that the topics are taught in the most effective order by each teacher? |  |  |
| How do you prepare students for changes between key stages? |  |  |
| To what extent does your curriculum meet the need of all its learners; in particular PP/Disadvantaged and the most able? |  |  |
| Students are with you for between 5-7 years in your faculty. What should a student look like at the end of their time with you? |  |  |
| On reflection of your results over the last three years how have you adapted your curriculum to improve the quality of education? |  |  |
| Tell me about your faculty’s approach to assessment formatively and summatively? |  |  |
| How well do staff understand and ensure effective assessment is taking place? |  |  |
| What CPD has been in place for your staff in the last two years? |  |  |
| How have you implemented careers into your curriculum? |  |  |

**Faculty Observations**

OFSTED – Implementation p. 44

* Teachers have **expert knowledge** of the subjects that they teach. If they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching.
* Teachers **enable pupils to understand key concepts**, presenting information clearly and encourage appropriate discussion.
* Teachers **check pupils’ understanding effectively**, and **identify** and **correct misunderstandings**.
* Teachers ensure that pupils **embed key concepts in their long-term memory** and apply them fluently.
* The subject curriculum is designed and delivered in a way that allows pupils to **transfer key knowledge to long-term memory.** It is **sequenced** so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points.
* Teachers use assessment to **check pupils’ understanding in order to inform teaching,** and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts.

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| **Information** | **Notes** | **Triangulation** |
| **Teacher:**  **Year:**  **Subject:** | **WWW:**  **EBI:** |  |
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| **Teacher:**  **Year:**  **Subject:** | **WWW:**  **EBI:** |  |
| **Teacher:**  **Year:**  **Subject:** | **WWW:**  **EBI:** |  |

**Student Meetings**

**Students to bring books to the meeting**

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| **Question** | **Response** | **Triangulation** |
| **Do you enjoy the subject; why?** |  |  |
| **What did you learn; and do you know how to improve?** |  |  |
| **What did you find challenging?** |  |  |
| **How does what you have learned today build on what you already know? Do you repeat previous learning? Do you know why?** |  |  |
| **What opportunities do you have for careers education in your subject? How well does the school prepare you for your next destination?** |  |  |
| **How well do pupils behave in your lessons? How often is learning disrupted?** |  |  |
| **Do staff apply the behaviour policy consistently?** |  |  |
| **How do teachers address areas of work you have not understood?** |  |  |
| **Where you need help to catch up, or learn something that is missed, how does this happen?** |  |  |
| **Have you been on any trips with your subject; or attended any co-curricular?** |  |  |

**Evaluation**

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| **WWW** | **EBI** |
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**Action Points**

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| **Issue** | **Action** | **Who** | **When** | **Completed Y/N** |
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