



Governor CPD

Content

1. Trust and school vision and values and school context
2. Safeguarding and policy awareness
3. The current Ofsted framework – key points
4. Focus on Quality of Education
5. How can a Governor support and challenge school leadership?

For each of the above we will explore the current educational landscape and how you as Governors can support and challenge the schools leadership teams.



Trust and School Vision

Vision

- To provide every child and young person in the Multi-Academy Trust **opportunities and experiences**, which give all of them the confidence and aspiration to reach and go **beyond their potential**.
- To support and nurture each school's **individual identity**, to ensure that their unique DNA is used as a platform to build on the **enjoyment** and **academic success** of the children in our care.

Trust and School Values

- We instil the very **highest expectations** of everyone in the Multi-Academy Trust.
- We will ensure every school provides a safe, **supportive and challenging** environment to the children and young people in our care.
- We will ensure that every school is supportive and challenges all staff to **continually improve their craft**, through high quality **professional development** and opportunities for progression.

School Context

It is important to understand the context of the school. From this you can better understand why strategic decisions are being made.

Safeguarding and Policy Documents

Governors must understand safeguarding policy and procedures.

Not the main focus of today's training, but . . .

- Polaris governor portal under guidance documents has the safeguarding guidance document – please familiarise yourself with this

Ofsted Framework

- 4 main working hypothesis areas
- Quality of education ‘curriculum and teaching’ is at the heart of the new framework
- Strong focus on ‘meeting pupils needs’ e.g. SEND or PP
- No judgement about pupil outcomes and no scrutinising of internal data

Governors could be asked questions around any of the areas of the framework and their role in supporting and challenging the school.

Ofsted Framework

Quality of education

Intent

- Curriculum design, coverage and appropriateness

Implementation

- Curriculum delivery
- Teaching (pedagogy)
- Assessment (formative and summative)

Impact

- Attainment (qualifications & assessments)
- Progress
- Knowledge and skill development
- Destinations

Behaviour and attitudes

- Attitudes to learning
- Behaviour
- Employability
- Attendance & punctuality
- Respect

Personal development

- Enrichment
- FBV
- Careers guidance
- Health and well-being
- Citizenship
- Equality & diversity
- Preparation for next steps

Leadership & management

- Vision & ethos
- Staff development
- Staff workload and wellbeing
- Student experience
- Governance / oversight
- Safeguarding

Quality of Education

The QofE covers 3 main areas and is the most significant area(beyond safeguarding) of inspection;

- **Intent** The curriculum and the approaches to planning the curriculum
- **Implementation** Teaching methods adopted, quality of teaching and assessment
- **Impact** Pupil attainment (outcomes), pupil progress, acquirement of knowledge of skills and next steps



Curriculum Intent

Intent – What is it?

The key areas of intent are the following:

In its simplest form curriculum intent means curriculum design and planning and what is intended to be taught

- Curriculum design is a vital part of strong school and curriculum leadership
- There is a curriculum framework in place that is adhered to
- This framework sets out the knowledge and skills a pupil is required to learn by the school
- Skills and knowledge are coherently sequenced and mapped
- It is at least as ambitious as the National Curriculum
- It sets out ‘through design’ a set of educational standards and essential learning
- It plans for the ‘best practice’ methods of teaching the curriculum

Intent – Key Expectations

For each year group curriculum there are basic Trust and school expectations around intent that must be met;

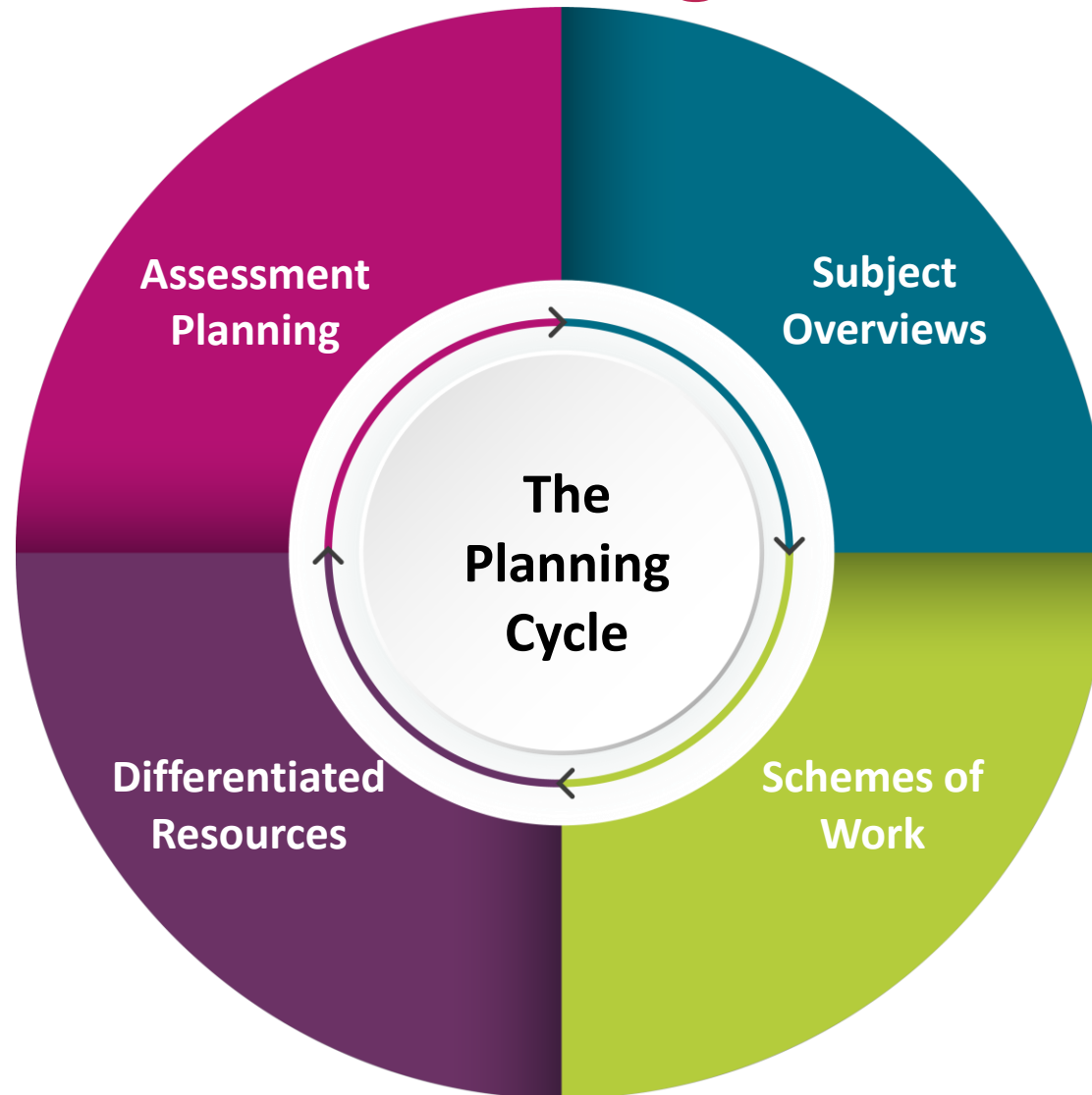
- There is a subject overview in place that maps out key learning
- There is a SOW with clear objectives and planned teacher activities
- There are appropriate assessment methods being used to measure a pupils understanding
- There are differentiated resources to teaching elements of a lesson to support individual pupils needs where appropriate
- Staff follow the intended curriculum, but can use their professional judgement to differentiate for their particular class

Intent – What does it look like?

See example from the History curriculum

- Teachers understand what is expected of them in terms of curriculum delivery
- All components of planning are in place
- Subject specific curriculum content is logically sequenced
- Teachers understand the curriculum sequence and why it is sequenced like it is
- Teachers appropriately differentiate the planning for the needs of their pupils

Components of Planning



Each stage is a vital element of producing a coherent curriculum plan.



Curriculum Implementation

Implementation – What is it?

The key areas of implementation are the following:

In its simplest form curriculum implementation means the quality of the teaching methods adopted to deliver the curriculum intent and how pupils are assessed.

- There is a strong quality of teaching culture within the school
- Pupils receive a rich diet of teaching methods and are assessed on their understanding of the curriculum
- Pupils engage with their learning and make increased rates of progress
- Implementation includes effective staff professional development (CPD)
- Allows the sharing and dissemination of high quality practice and reduces workload

Implementation – Key Expectations

For each year group curriculum there are basic Trust and school expectations around implementation that must be met;

- A variety of teaching methods are planned to ensure consistency of education
- There is a robust assessment in place that measures pupils attainment and progress
- The quality of teaching is checked frequently through the **‘Teacher Triangle’**
- Teaching is often outstanding, but never less than good
- A CPD programme is in place that supports staff in developing their teaching craft and meets the needs of the school and their development.

Implementation – What does it look like?

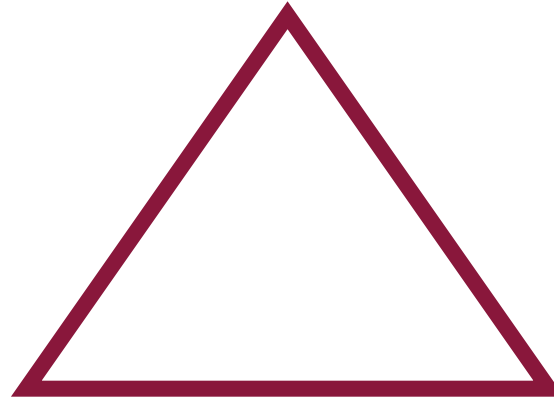
- Leaders effectively monitor the quality of teaching
- There is consistent delivery of the intended curriculum
- Quality assurance processes (internal and external) demonstrate the quality of teaching delivery is strong
- Teachers use an appropriate range of engaging teaching methods (pedagogies)
- Assessment informs teachers of pupils who have misconceptions or are not making the required progress
- Teachers receive appropriate and relevant CPD that improves their craft of teaching

A Quality Assurance System 'The Teacher Triangle'

A three point approach to consistent quality assurance of teaching;



Learning Walks



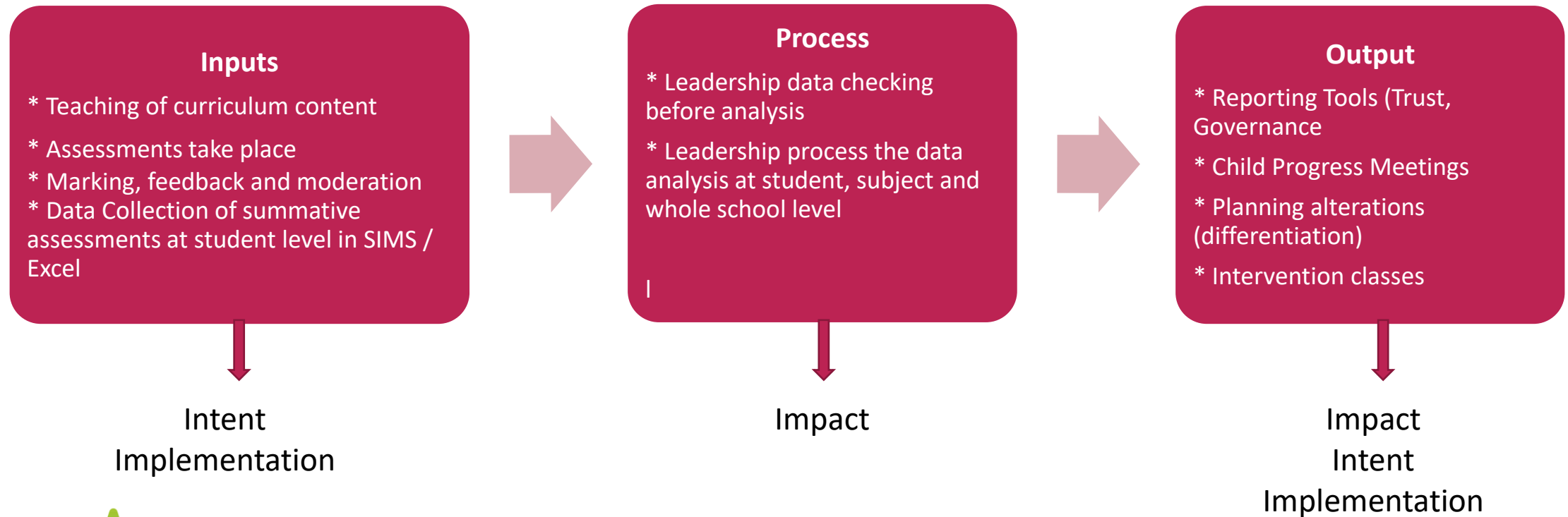
Student Attainment
and Progress Over
Time (inc data)



Work Scrutiny

All observation research agrees that multiple data sources are needed to come to an even partially reliable judgement on teaching quality.

The Data Cycle



Data and Assessment Narrative

Intent

- SOW are clear what we want pupils to know and how we will assess that
- SOW include formative (**day to day understanding checks**) assessment opportunities and methodologies
- Summative (**end of unit – graded**) assessments are mapped and aligned with the assessment calendar
- Each subject has an assessment model and a range of summative ‘common assessments’

Implementation

- Teachers are trained (CPD) to deliver a range of formative assessment approaches
- Summative tests are delivered, marked and moderated as per the mark scheme and feedback policy

Impact

- Pupil progress is tracked
- Key performance measures are analysed
- Appropriate wave 1, 2 and 3 interventions are put in place



Curriculum Impact

Impact – What is it?

The key areas of impact are the following:

In its simplest form curriculum impact means how well pupils learn the knowledge and skills required and how this translates it into academic attainment and progress (outcomes) performance

- Pupils can remember more about what the curriculum intended them to learn
- All pupils (including those with additional needs) acquire the knowledge they need to succeed in life and are ready for next steps
- Pupils achieve well in national testing
- Pupils make appropriate progress compared to their peers nationally

Impact – Key Expectations

For each year group curriculum there are basic Trust and school expectations around impact that must be met;

- Due to a high quality curriculum and effective planning – pupils remember and know more
- There is an engaging, supportive and challenging approach to teaching
- Pupil progress in books demonstrate that pupils are engaged in their learning and the curriculum is reflected strongly in pupil work
- Pupils sitting national testing perform strongly at a minimum in line with their peers
- Pupil voice demonstrates pupils feel they are engaged in their learning and they recognise themselves that they are learning and making progress.

Impact – What does this look like?

- Strong curriculums are in place (written planning documents and supporting resources) that are ambitious and provide pupils with a breadth and balance of skills and knowledge
- Teaching is outstanding, but never less than good – teaching is consistently judged to be effective
- The school can track and report pupils progress effectively between national testing points
- The schools data profile through national testing (DFE performance tables, IDSR) demonstrates that pupils are making strong progress and attainment levels are reflective of that progress.
- Pupils speak strongly about the education and experiences they receive

How can you provide support and challenge?

- Governors must frequently question the school around the quality of education including the intent, implementation and impact.
- Governors must have an understanding of the strategic direction of the school

Thinking about your areas of interest and role as a Governor how could you support and challenge school leaders about their approaches to the quality of education and safeguarding?



This support and challenge must happen for Governance to be deemed effective.

Governor Support and Challenge

- Governor visits
 - Meet the leadership team to discuss school improvement
 - Check the progress of planning (intent)
 - Visit the classrooms to see the curriculum being taught (implemented)
- Pupil Voice
 - Speak to pupils regarding their learning and how well they are engaging with the curriculum and teaching
- Staff Voice
 - Speak to staff regarding planning and delivery of the curriculum and CPD opportunities

Governor Questions

Your role as Governor is a strategic role to support the continued improvement of the school

You have been given a question pack and there are additional questions on the Governor portal.

- Looking at the questions - are any particularly relevant to your Governor role e.g. SEND, PP
- At each governance meeting/event asking these questions provides challenge and support to the school leadership team and demonstrates an effective Governing body

Next steps . . .

Your role as Governor is a strategic role to support the continued improvement of the school

- Ensure you ask appropriate questions that can support and challenge the HOS and leadership team at future Governor meetings – if you do not ask a question you are not being an effective Governor
- Engage with wider Governor experiences that will help validate your understanding e.g. Governor visit
- Your Head of School will work with you to provide you more contextual information about the schools progress and development so you know more about what is happening in school