

### **Resource 3**

#### **‘Deep Dive’ in a foundation subject: Questions**

***‘A Deep Dive... involves gathering evidence on the curriculum intent, implementation and impact over a sample of subjects, topics or aspects. This is done in collaboration with leaders, teachers and pupils. The intent of the Deep Dive is to seek to interrogate and establish a coherent evidence base on the quality of education.’***

#### **Inspecting the curriculum, Ofsted**

This document is one of four that have been written to support subject leaders in preparation for a ‘Deep Dive’ as part of an Ofsted inspection.

***Being well-prepared is.... ‘being on the front foot’.***

***Resource 1: Ofsted and the subject leader*** outlines the key areas from the *Ofsted Inspection Handbook* which relates directly to the role of the *Primary School Subject Leader in an inspection*.

***Resource 2: Preparing for a ‘Deep Dive’*** is a document which aims to support a subject leader in preparation for either an internal / external ‘deep dive’.

**Resource 3:** This document - ***‘Deep Dive’ in a foundation subject: Questions*** provides a list of questions that subject leaders may well wish to familiarize themselves with.

**Resource 4: Subject Leader checklist / annual monitoring / review timetable**

#### **Preface:**

*(When responding to any questions, try not to focus solely on ‘describing’ what you / colleagues have been engaged in, BUT: what has been the impact / outcome of any actions on pupils’ learning in your specific subject.)*

As ever, if you have any comments, edits, recommendations, please do not hesitate to send them through to me at: [andy@apa-ec.co.uk](mailto:andy@apa-ec.co.uk)

Andy Phillips  
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## **Subjects**

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## **Art & Design**

### **Resources (to have at hand)**

- Art & Design self-evaluation report
- Art & Design development (action) plan
- Long / medium term planning, including your progression map (skills; knowledge)
- Examples of pupil's work across year groups (at least from say EY / KS1 / KS2), including sequential learning

### **Suggested questions**

***(When responding to any questions, try not to focus solely on 'describing' what you / colleagues have been engaged in, BUT: what has been the impact / outcome of any actions.)***

- Talk me through how you have designed and planned the Art & Design curriculum?
- How does the Art & Design curriculum fit in with the wider school curriculum?
- How does the Art & Design curriculum develop pupil's skills and knowledge throughout the year and their wider school life? *(can you give specific examples of which skills are developed, when and where?)*
- How are lessons planned to include age-appropriate skills, as per your progression map, and how are they implemented?
- Can you demonstrate how pupils' skills *(in drawing; painting; sculpture and other art, craft and design techniques)* are built upon year upon year?
- How do you assess pupil's learning during lessons? *(Can you give me an example / two?)*
- What opportunities are there for pupils to self and peer assess during lessons / end of topics and how is this helping their learning?
- How have you developed / modified the Art & Design curriculum in recent years and why?
- How do you know that pupil's have retained the skills and knowledge that they learn during a lesson?
- Can you explain how the lesson we are about to see / have just seen fits within this topic / why are the pupils learning 'this' at this time of the school year? *(e.g. having just observed the pupils 'making clay lamps' a question may include: 'how was this lesson on clay work linked to previous work undertaken and ...what skills you would expect the pupils to gain in this topic to develop into their next topic?')*
- Referring to the lesson 'we' are about to observe: *(e.g. how do you envisage the lesson will be differentiated to meet then needs of those pupils with SEND / the more able pupils?)*

- If there is to be a TA in the classroom (e.g. *can you tell me what CPD has the TA had on specific Art & Design skills and techniques?*)
- 'Thank you for the portfolio of pupils' work you have shared with me... (e.g. *can you explain the reasoning behind the pieces you have selected? / can you explain to me which specific skills from the Art & Design curriculum (e.g. use of colours / techniques) are being developed through these samples? / how are these being developed from year to year?*)
- How does pupils' learning in KS1 build on pupils' experiences and creative development from the EYFS?
- What enrichment activities are offered to pupils and how does this support their Art & Design skills, knowledge and understanding?
- What links are there between Art & Design and the rest of the curriculum?
- What links does the school have with external agencies / museums / galleries?
- How does the Art & Design curriculum contribute to pupils cultural capital / development?

## Computing

### Resources (to have at hand)

- Computing self-evaluation report
- Computing development (action) plan
- Long / medium term planning, including your progression map (skills; knowledge)
- Examples of pupil's work across year groups (at least from say EY / KS1 / KS2), including sequential learning

***(When responding to any questions, try not to focus solely on 'describing' what you / colleagues have been engaged in, BUT: what has been the impact / outcome of any actions.)***

- Talk me through how you have designed and planned the Art & Design curriculum / is it the school's own design or a published scheme?
- What is your rationale behind it?
- How does the Computing curriculum fit in with the wider school curriculum?
- How does the plan from Y1-Y6 develop pupil's Computing skills and knowledge as they progress through the school and how does it impact on their wider school life? *(can you give specific examples of which skills are developed, when and where?)*
- How are lessons planned to include age-appropriate skills, as per your progression map, and how are they implemented?
- Can you demonstrate how pupils' skills *(in computer studies; information technology and data literacy)* are built upon year upon year?
- How do you assess pupil's learning during lessons? *(Can you give me an example / two?)*
- What opportunities are there for pupils to self and peer assess during lessons / end of topics and how is this helping their learning?
- How have you developed / modified the Computing curriculum in recent years and why?
- How do you know that pupil's have retained the skills and knowledge that they learn during a lesson?
- Can you explain how the lesson we are about to see / have just seen fits within this topic / why are the pupils learning 'this' at this time of the school year? *(e.g. 'how was this lesson on data retrieval linked to previous work undertaken and ...what skills would you expect the pupils to gain in this topic that they will then develop in their next topic?')*
- Referring to the lesson 'we' are about to observe: *(e.g. how do you envisage the lesson will be differentiated to meet then needs of those pupils with SEND / the more able pupils?)*

- If there is to be a TA in the classroom (*e.g. can you tell me what CPD the TA has had on specific Computing skills and techniques?*)
- 'Thank you for the portfolio of pupils' work you have shared with me... (*e.g. can you explain the reasoning behind the pieces you have selected? / can you explain to me which specific skills from the Computing curriculum (e.g. predicting the behaviour of simple programs) are being developed through these examples? / how are these being developed from year to year?*)
- How does pupils learning in KS1 build on pupils' experiences and development from the EYFS?
- What enrichment activities are offered to pupils and how does this support their Computing skills, knowledge and understanding?
- How does the Computing curriculum contribute to pupils cultural capital / development?

## **Design & Technology**

### **Resources (to have at hand)**

- Design & Technology self-evaluation report
- Design & Technology development (action) plan
- Long / medium term planning, including your progression map (skills; knowledge)
- Examples of pupil's work across year groups (at least from say EY / KS1 / KS2), including sequential learning

***(When responding to any questions, try not to focus solely on 'describing' what you / colleagues have been engaged in, BUT: what has been the impact / outcome of any actions.)***

### **Suggested questions**

- Do you use and follow the National Curriculum? If not, what else do you have in place? If so, how do you track the coverage?
- Would you say that there is anything creative about your curriculum?
- What are the key characteristics of a good 'designer' / 'technologist'? How do you plan to develop these traits?
- What subject specific CPD have you had within the last three years?
- How do you keep up-to-date regarding recent subject specific developments?
- How do you plan for different groups of pupils to achieve within Design & Technology? How is this monitored?
- Are pupils aware of cross-curricular links with other subjects? *Can you give me an example?*
- Do you plan any topics with other subjects to ensure that some teaching methods are the same e.g. with the mathematics curriculum?
- How do you track and monitor the way the curriculum is covered?
- What assessment system do you have in place to track progress is being made as pupils move through the school?
- How areas of your Design and Technology curriculum are you most pleased with? Why is this?
- Which areas of your Design and Technology curriculum are you developing? Why is this?
- How do you know that pupils are making progress that is at least 'good' in Design and Technology?

## Geography

### Resources (to have at hand)

- Geography self-evaluation report
- Geography development (action) plan
- Long / medium term planning, including your progression map (skills; knowledge)
- Examples of pupil's work across year groups (at least from say EY / KS1 / KS2), including sequential learning

### Suggested questions

- What is your rationale behind the Geography curriculum?
- How you have designed and planned the Geography curriculum / is it the school's own design or a published scheme?
- How does the Geography curriculum fit in with the wider school curriculum?
- How does the school's plan from Y1-Y6 develop pupil's Geography skills (*e.g. their mapping skills*) and knowledge (*e.g. of places and locations around the world*) as they progress through the school and how does it impact on their wider school life? (*can you give specific examples of which skills are developed, when and where?*)
- Can you demonstrate how pupils' skills and knowledge (*in geographical skills; knowledge of locations throughout the world; physical and human patterns and processes*) are built upon year on year?
- How do you assess pupil's learning during lessons? What aspects of their Geographical learning (*skills development; knowledge and understanding of places; patterns and processes of physical & human features are you assessing?*) (*Can you give me an example / two?*)
- What core knowledge in Geography, particularly their sense of place would you expect pupils to know and understand by the end of Y6?
- If pupils learn geography / history etc, as part of a topic or project - how do you ensure that the subject elements are identified clearly and taught properly and the programmes of study are covered fully?
- As the subject leader for Geography what subject-specific support and professional development has been provided to improve teachers' confidence and expertise, enabling them to teach geography more effectively?
- What fieldwork opportunities are there for pupils' from Y1-Y6, both locally and further away? What impact does this have on pupils understanding of Geographical skills, knowledge and understanding?
- How do pupils use new technology to support their learning in geography?
- What opportunities do pupils have to write at length how is their reading developed through their Geographical learning?

- How do you ensure that Geography enables pupils to recognise their contribution to, and responsibilities for, their locality, their country and the global community?
- How does the Geography curriculum contribute to pupils cultural capital / development?

## History

### Resources (to have at hand)

- Long / medium term planning, including your progression map (skills; knowledge)
- Examples of pupil's work across year groups (at least from say EY / KS1 / KS2), including sequential learning
- History self-evaluation report
- History development (action) plan

***(When responding to any questions, try not to focus solely on 'describing' what you / colleagues have been engaged in, BUT: what has been the impact / outcome of any actions.)***

- What is your rationale behind the History curriculum?
- How you have designed and planned the History curriculum / is it the school's own design or a published scheme?
- How does the History curriculum fit in with the wider school curriculum?
- How does the school's planning from Y1-Y6 develop pupil's History skills (e.g. *their chronological skills*) and knowledge (e.g. *understand significant aspects of the history of the wider world*) as they progress through the school and how does it impact on their wider school life? (*can you give specific examples of how pupils gain a historical perspective by placing their growing knowledge into different contexts?*)
- How do you assess pupil's learning during lessons? What aspects of their Historical learning (e.g. *chronological understanding; their historical perspective by being able placing their growing knowledge into different contexts; understanding of key historical concepts such as continuity and change, cause and consequence?*) (*Can you give me an example / two?*)
- What core knowledge in History, particularly their *growing knowledge into different contexts / understanding of key historical concepts / historical enquiry*, would you expect pupils to know and understand by the end of Y6?
- If pupils learn geography / history etc, as part of a topic or project - how do you ensure that the historical subject elements are identified clearly and taught properly and the programmes of study are covered fully?
- As the subject leader for History what subject-specific support and professional development has been provided to improve teachers' confidence and expertise, enabling them to teach geography more effectively?
- What opportunities are there for pupils' to visit historical places of interest (museums; galleries; historic houses /sites), either locally and further away? What impact does this have on the development of their Historical skills, knowledge and understanding?
- How do pupils use new technology to support their learning in History?
- What opportunities do pupils have to write at length how is their reading developed through their historical learning?

- How do you ensure that History enables pupils to recognise their contribution to, and responsibilities for, their locality, their country and the global community?
- How does the History curriculum contribute to pupils cultural capital / development?

## **Modern Foreign Language (MfL)**

### **Resources (to have at hand)**

- MfL self-evaluation report
- MfL development (action) plan
- Long / medium term planning, including your progression map (skills; knowledge)
- Examples of pupil's work across year groups (at least from say EY / KS1 / KS2), including sequential learning

***(When responding to any questions, try not to focus solely on 'describing' what you / colleagues have been engaged in, BUT: what has been the impact / outcome of any actions.)***

***The following is a plan from a school that experienced a 'deep dive' last academic year:***

- *Inspector to meet with subject leader looking at curriculum planning.*
- *Lesson observation with a focus on MfL (possibly up to 4)*
- *Discussions with pupils (from lessons observed) and a focused work scrutiny.*
- *Inspector to meeting with observed teacher(s) to discuss content of lesson, pedagogical choices and sequencing of MFL, with examples of work.*

### **Suggested questions**

- What does your curriculum design look like (Intent)?
- What is your method of delivery / how have you planned your SoW (how have you chosen the 'topics' on your SoW (Implementation)?
- How do you ensure progress is part of your implementation focus?
- How have you planned the sequence of learning, for e.g. particularly in regard to writing?
- Is your SoW skills or vocabulary focused?
- How do you diagnostically assess the progress pupil's make (Impact)?
- How is this assessment information used by you / teachers? (e.g. to assess the progress pupil's make).
- What aspects of learning a language (*reading; writing; speaking & listening*) are pupils finding 'tricky' and how are you addressing this?
- What interventions do you have in place for pupils (*e.g. those with SEND, those eligible for pupil premium funding and the more able pupils?*) and is the level of challenge appropriate?
- Does the school draw upon any external agencies (*secondary schools; parents; business etc*) to support the teaching and learning of MfL's?

- In what way's does the curriculum contribute to pupils cultural capital / development?
- Pupils:
  - What are you learning in language x?
  - How do you find your language lessons (e.g. *reading; writing; speaking & listening*) / what do you find difficult / easy?
- What cultural / international activities are pupils engaged that support their modern language learning?
- How do you give access to authentic French / German / Spanish / etc material?
- How are phonic and grapheme links promoted?
- How do you promote spontaneous speech?
- How often is the target language used? Is this different from class to class and if so why?
- Is grammar taught explicitly / implicitly?
- What order are verb tenses promoted in?
- How are misconceptions dealt with?
- What challenges that are specific to French / German / Spanish / etc do you face? What do you do about these?
- What type of culture is taught about? food / history / geography / music / art...?
- How is vocabulary retrieval taught?
- Is there a progression model from word to sentence level?
- What do you think successful language learning look like?

## **Music**

### **Resources (to have at hand)**

- Music self-evaluation report
- Music development (action) plan
- Long / medium term planning, including your progression map (skills; knowledge)
- Examples of pupil's work across year groups (at least from say EY / KS1 / KS2), including sequential learning

***(When responding to any questions, try not to focus solely on 'describing' what you / colleagues have been engaged in, BUT: what has been the impact / outcome of any actions.)***

### **Suggested questions**

- Do you follow the music national curriculum... do you add to it?
- Talk to me about the school's long term plan for music and the cross curricular links
- In terms of sequencing, what was your thinking?
- What would you expect pupils to know by the end of the autumn 1, autumn 2... at the end of the key stages?
- Explain about your peripatetic lessons and equal opportunities
- How do you instil a love for music in all students?
- Is music curriculum provision likely to ensure that pupils will remember and connect the steps they have been taught? E.g. are they familiar with the interrelated dimensions of music and other key vocabulary? Do they know why a particular unit is being taught?
- Are teachers, TAs or other musicians teaching in schools, adequately skilled and confident to deliver music lessons?
- Is long, medium and short term planning in place?
- Is there a year-on-year Action Plan with clear success criteria?
- Does the school follow a clear progression route for music, citing skills, knowledge and experience that all pupils will acquire on their musical 'journey'?
- Does music-making take account of pupils views and interests?
- (e.g. *integrated into lessons; listening music for assemblies*)
- Is music-making engaging and enjoyable? How do you know?
- Is EYFS music delivered through best holistic practice?
- Does EYFS outdoor provision offer an enabling environment appropriate to young learners' musical exploration?
- How is the quality of music provision monitored?
- How are SEND, EAL etc. pupils' needs accommodated in music lessons?

- How is delivery differentiated in mixed age classes?
- Is percussion provision adequate and stored appropriately? Is technology readily accessible e.g. iPads
- Do classes sing every day/week?
- Are there opportunities for each KS to sing together?
- Is repertoire appropriate – does it demonstrate progression?
- Is technology threaded through music delivery appropriately?
- Are pupils engaged in regular and creative music-making – do they identify as ‘musicians’ and ‘composers’ ?
- Is there any additional instrumental tuition for individual pupils/small groups? Funded by parents, covered by the school/ PP? How are players integrated into the musical life of the school?
- Which music activities go beyond National Curriculum requirements i.e. enrichment? (e.g. Are these organised by a Hub or ‘private enterprise’)
- How do you instil a love of music and acquaintance with a broad range of music?
- What are the lunchtime or out-of-hours music activities offered at your school? Are they truly inclusive? i.e. do members come from ‘*identified groups*’ e.g. SEND, Pupil Premium, FSM, EAL ...boys etc.
- Do performances form a regular part of school life?
- How does music feature in cross-curricular or topic-based planning? Is it age-appropriate, does it maintains progression of skills, knowledge and understanding?
- How do key skills and knowledge contribute to the acquisition of ‘cultural capital’ (preparing pupils to take advantage of opportunities in future life) particularly for pupils from disadvantaged backgrounds?
- How is pupil progress measured, monitored and recorded in practical and manageable ways? Do older pupils self-assess showing independent development of musical skills and competences?

***Questions asked after the joint lesson observations and following discussions with the pupils:***

- Did anything surprise you about the learning (gaps, skills they already knew)?
- Why are you teaching what you are teaching now?
- What’s going to come next?
- What is the end point for this unit?
- How do you support pupils with SEND?

***Questions asked of the pupils***

- What did you learn in today’s lesson?
- What did you learn in last week’s lesson?
- What did you learn in music last term?
- To the Year 6 children: What did you learn in Year 2?
- To the Year 5 children: What did you learn in Year 1?
- How would you describe your musical journey during your time in this school?

## **PE**

### **Resources (to have at hand)**

- PE self-evaluation report
- PE development (action) plan
- Long / medium term planning, including your progression map (skills; knowledge)
- Examples of pupil's work across year groups (at least from say EY / KS1 / KS2), including sequential learning

***(When responding to any questions, try not to focus solely on 'describing' what you / colleagues have been engaged in, BUT: what has been the impact / outcome of any actions.)***

### **Notes from a 'deep dive' that was undertaken during the last academic year**

#### **What it involved:**

- 25 minute with PE subject leader
- 2 x 45 minute observations of P.E Specialist and Class Teachers modelling how recent CPD sessions are organised & quality of Teaching & Learning
- A meeting with pupils, 3 from each of the classes observed – chosen by the inspector.

#### **Questions asked during meeting**

*(the Inspector stated towards the end of meeting that they would spend the rest of the afternoon trying to find evidence to support the statements during the meeting)*

- What would I expect to see in a typical PE lesson?
- How do you make sure the pupils make progress?
- How do I know that the teachers using the school's SoW will ensure that the pupils' make progress?
- How do you know the areas of PE in which the teachers need further CPD?
- If you were to leave the school (as you are a PE specialist) is the model you have in place – is this sustainable? Has the CPD that's been delivered made a significant contribution to teachers subject knowledge / ability to teacher PE on their own?
- What is your model for CPD? How do you decide what to offer and have you had time to evaluate it's impact so far?
- How much choice do pupils have over what topics / sports that they would like to learn?

- How do you structure your swimming? What is the % of children hitting the requirements by the end of Y6?

### **Questions asked to class teachers during the learning observations**

- Is this normal?
- Explain the standard of P.E here to me?
- Is it useful to have a PE specialist on the staff?
- Explain to me how this topic/Scheme of Work will help all pupils' to progress?
- Have you got better at teaching P.E? How does CPD work in P.E at the school?
- Would you be confident to teach this topic (Handball) independently now? (it was lesson 6 of the CPD cycle)

### **Questions asked to pupils during the lesson**

- Do you have P.E with Ms X. and Ms Y. every week? Is this normal?
- If you get really good at this – what will be your next challenge?
- What do you need to do to make sure you complete this challenge?

### **Some additional questions to consider**

- Can you describe PE provision in your school?
- What is the progression of skills like in PE? (e.g. is it based upon key skills rather than sport specific?
  - *An example: re: invasion games: )*
    - *Y1 children were initially exposed to playground games to develop skills of tactical decision making;*
    - *Y2 begin to look at sending and receiving during multi-skills units;*
    - *Y3/4 cover units of work based around throwing and catching games (netball, basketball, handball, tag rugby) in a general sense of the transferable skills;*
    - *Y5/6 are exposed to the traditional sports and competition now skills are fully secured.*
- How do you know children have made progress in PE? (e.g. consider making reference to pupils in the year groups that you will be observing during the inspection)
- Do you have good knowledge of the skills and capabilities of both staff and pupils?
- What support do you give to members of staff who need a bit extra within PE?
- What CPD have all staff received in regards to INSET or staff meetings?
- Have your staff been going out for CPD opportunities and what impact has this had?
- How have you decided what CPD is required?
- Have you undertaken an audit of staff needs with regards PE subject knowledge and if so what have you put in place / and what has been the impact of this?
- How have you used the Sport Premium funding and what impact has this had?

- What makes your PE curriculum different?
- What additional PE activities are run either during / at the end of the school day? And what is the take up by B / G / SEND / PP / MA / LA pupils?
- How does PE contribute to the development of the whole child and their cultural capital?
- How does PE link to the school's values?
- What does PE offer pupils that other subject areas doesn't?
- What are you proud of achieving in your PE offer in recent years?
- How does PE bring your community together?
- What sporting events are held over the school year?
- What external links with sports clubs does the school have?
- Have you run any sessions for parents / carers and if so what was the impact of these?

## **PSHE**

### **Resources (to have at hand)**

- PSHE self-evaluation report
- PSHE development (action) plan
- Long / medium term planning, including your progression map (skills; knowledge)
- Examples of pupil's work across year groups (at least from say EY / KS1 / KS2), including sequential learning

***(When responding to any questions, try not to focus solely on 'describing' what you / colleagues have been engaged in, BUT: what has been the impact / outcome of any actions.)***

### **Suggested questions**

- What is the rationale behind the school's aims and values/ mission statement? And how does the PSHE curriculum support this?
- How is the PSHE curriculum adapted to reflect the school's context and community?
- How has the PSHE curriculum been developed in recent years and what have / have been the benefits of this?
- What is profile of PSHE's profile within the school? What would you say are the strengths / areas for development?
- When you talk of 'high expectations' what does that mean in terms of pupil's learning in PSHE? *(e.g. How do teachers ensure that pupils are challenged and supported?)*
- How did you decide the long-term plan *(sequence of units)* for the topics / units taught at the school? *(e.g. are they related to the needs of the pupils / is this based on pupil need and relevance to school context?)*
- How much time is allocated to does the teaching of PSHE? *(is this enough?)*
- How is pupil's learning from EYFS built on as they progress through the school?
- What is the school's approach to any particularly sensitive issues in the PSHE curriculum? *(and what CPD are staff given to support them?)*
- Do you set age related expectations and what do these look like in PSHE?
- How does the school know that pupils are meeting the end of key stage expectations set out in their own curriculum model?
- How do teachers ensure that key content is remembered long term?

- How do lessons across different year groups demonstrate progression in the acquisition of PSHE knowledge and understanding? How are pupils building on prior learning? (e.g. *how do you know that pupils know and remember more?*)
- Does the school have links with any external agencies to support the PSHE curriculum and if so what is the benefit / impact of these?
- How do you as SL ensure consistency in teaching and learning across the school?
- Have you delivered any CPD related to PSHE and what has been the impact of this on pupil's learning / teacher's knowledge?
- How are teachers and leaders using assessment information and how does this impact on progress that pupils are making in PSHE?

### ***Pupil's books***

- Is there clear evidence of pupils developing their PSHE knowledge and understanding of content, as set out in the school's plans?
- Can you show me an example (or two) that demonstrates that pupils are building on their prior knowledge and understanding? And also examples of where pupils are being challenged in PSHE?
- Likewise, is there evidence of pupils using and applying PSHE specific vocabulary accurately?
- Do pupils have opportunities in PSHE for extended writing? How does this compare with the same pupils' writing in English?
- Do learning objectives (or similar) clearly match the task and are they subject appropriate and precise?
- How do pupils develop / use their reading skills to carry out research in PSHE lessons?

### ***Following lesson observations***

- How does the observed lesson fit into a sequence? What will come next and how does it build on pupils' prior knowledge?
- How do teachers know what the pupils have already learned in previous years as well as previous lessons this year, and how do they use this information?
- What is the rationale for the activities and resources chosen in PSHE lessons?
- How do teachers ensure progression for all pupils?
- How do teachers address any sensitive issues in PSHE?
- What methods are teachers using to ensure the pupils' long-term retention of key PSHE knowledge (including key vocabulary)?
- What do age related expectations look like for the age group taught?
- What has been the impact of CPD on the teaching of PSHE?
- How is assessment information used to inform planning?

### ***Discussion with pupils***

- What topics / themes of PSHE have you enjoyed learning about and why? Can you give me some examples?
- What did you learn about last year in PSHE that has helped you this year?
- How do your teachers help you learn in PSHE?

- What does (e.g. give some examples of specific PSHE vocabulary) and tell me what they mean?
- What does it mean to have a 'healthy lifestyle' and how would you explain this to younger pupils? What have you been learning about regarding: 'relationships' as well as 'staying safe'?
- How do you know you have done well in a PSHE lesson?
- Do you have opportunities to read in PSHE and have you had any opportunities do undertake your own research?

## Science

### Resources (to have at hand)

- Science self-evaluation report
- Science development (action) plan
- Long / medium term planning, including your progression map (skills; knowledge)
- Examples of pupil's work across year groups (at least from say EY / KS1 / KS2), including sequential learning

***(When responding to any questions, try not to focus solely on 'describing' what you / colleagues have been engaged in, BUT: what has been the impact / outcome of any actions.)***

### Suggested questions:

- Are you covering all the statutory content of the national curriculum for science in each year group? What about 'working scientifically' skills? Are cross-curricular links highlighted?
- How do the concepts you teach progress up through the years and during the course of a unit of lessons? Is there a logical sequence to the lessons?
- What strategies do you use to assess learning? Do your teachers know where the children are in terms of science knowledge and 'working scientifically' skills?
- Are pupils encouraged to develop a wide scientific vocabulary? Do you provide opportunities for them to talk like scientists and discuss scientific ideas with each other?
- Do you have an up-to-date action plan which identifies weaknesses and outlines steps to address them?
- How is your curriculum coverage planned to ensure progression throughout the school? (*e.g. is it already on the school's website?*)
- How do you ensure coverage of the Science curriculum across all year groups?
- What published schemes, if any, do you follow? Or, if not – how have you planned your own SoW?
- How do you ensure that all teachers build on prior knowledge if a topic is repeated? (*e.g. Light in Science*)
- Explain the rationale behind your yearly overview – why certain topics are taught in a particular order (*e.g. why you teach Plants in Spring*)?
- How do you plan for the progression of knowledge and scientific skills – what was the prior knowledge from the year before (if topic also appeared in that year group) and what were the prior scientific skills? Is the current class teacher aware of this?

- What CPD have Staff had on the Science curriculum, why (*e.g. how did you identify the need*) and what has / is the impact of this?
- How confident are teachers, including TA's in teaching the whole of the Science curriculum, especially '*working scientifically*'?
- What do children think of your subject?
- What links are there between Science and the rest of the curriculum? (*e.g. can you give me some examples?*)
- How do you know if pupils 'learn and remember the curriculum'?
- How do you monitor your subject? And what does this tell you about the quality of Teaching & learning?
- How do you use the wider community, e.g. trips, visitors in your subject?
- What's on your action plan this year? And why?
- What are the strengths/ areas for development in your subject?
- How do teachers differentiate in Science lessons?

### **Lesson Observations**

- How does the lesson fit in with the overview for your subject?
- Is the correct vocabulary being used?
- How are misconceptions addressed? Are teachers thinking of them prior to teaching in order to prevent/tackle them?
- How do teachers use questioning to target specific pupils and in a sequential/chronological order? Do they routinely 'dig deeper' to try to find out a pupils reasoning (*e.g. awareness of disciplinary knowledge*)?
- Are the children learning new knowledge and skills?
- Does the teacher's questioning encourage learning and enquiry?
- Is the teacher's subject knowledge good?
- What would you expect to see in 'good' Science lessons?

### **Questions to pupils**

#### **e.g. Year 1 – Changing Materials**

- What is the difference between hot and cold?
- What is melting?
- How do you know when something is melting?
- Using a thermometer - what is it / what can it be used for / what unit of measurement is used on a thermometer?
- Do you know what degrees and Celsius mean?

#### **e.g. Year 3 – Rocks, Fossils and Soil**

- What do you know about fossils?
- Is it only animals that can be fossils?
- Does an animal have to be eaten to be a fossil?
- If a plant can be a fossil, do plants have bones?
- What is sedimentary, igneous and metamorphic?
- Explain how the tasks taught link to your subject overview and what would come next.