

Preparing for Ofsted

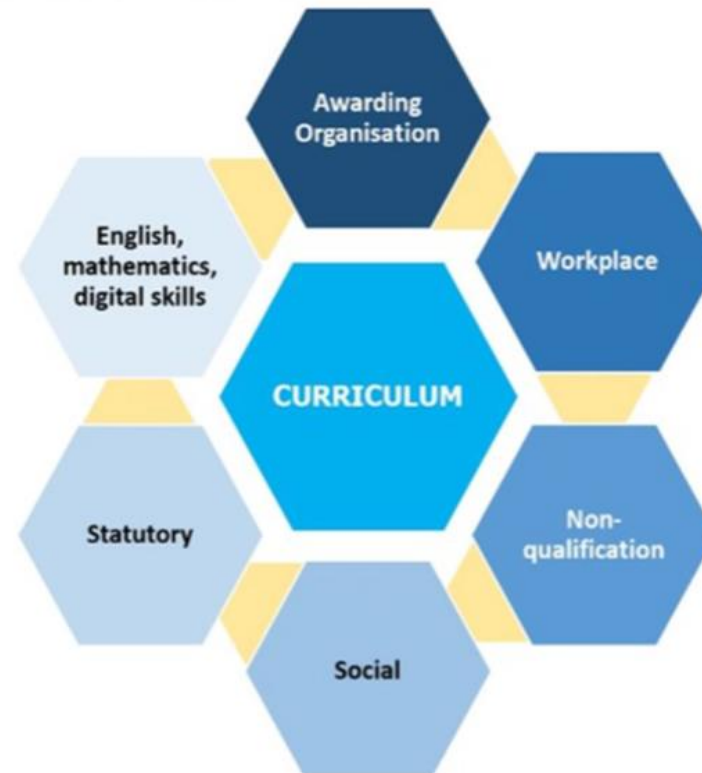
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Welcome

What's in the curriculum?



Preparing for Ofsted

Today

- 01 Starting Point - EIF**
- 02 Quality Cycle**
- 03 Golden Thread**
- 04 Takeaways**



01. Starting point

Analysis

- Dissect EIF - Line by line
- Self-assess against the EIF criteria
- Interrogation of Ofsted reports
- DCTPN Ofsted Updates
- AAC / AOC information



Quality of education- Intent

Leaders:

How does the curriculum offer fit in with the vision of the curriculum for the whole College/ITP

What is your curriculum offer? Why do you offer those subjects?

Who and what influences your curriculum

Intent

- Leaders and managers have selected and developed a curriculum that develops the knowledge, skills and behaviours that learners need in order to take advantage of the opportunities, responsibilities and experiences that prepare them for their next stage in education, training or employment. In this way, it can powerfully address social disadvantage.
- It is clear what the curriculum is preparing learners for. It is also clear what learners will need to be able to know and do at the end of their learning or training programmes.
- Leaders, managers and teachers have planned and sequenced the curriculum so that learners can build on previous teaching and learning and develop the new knowledge and skills they need.
- The curriculum offers learners the knowledge and skills that reflect the needs of the local, regional and national context.
- The curriculum intent takes into account the needs of learners, employers, and the local, regional and national economy, as necessary. Curriculum planning takes account of delays and gaps that arise as a result of the pandemic.
- The curriculum ensures that all learners benefit from high academic, technical and vocational ambitions. This means that the curriculum should be ambitious for disadvantaged learners or those with SEND, including those who have high needs, and should meet those needs.

How does the curriculum reflect your strategic aims & context?
How does it address gaps in skills or knowledge?

How is the wider curriculum offer planned to develop students for their next steps?

How do you embed robust (CEIAG) advice and guidance programme?

Teacher/Assessors:

How does your curriculum plan build skills and knowledge

What are the concepts they need to understand in what order? Sequencing

What are the next steps?



Leaders:

Are subject/ curriculum leaders able to evaluate the quality of learning effectively?

How does the lesson fit in to the wider curriculum?
How does it prepare students for their next steps? How does it develop their cultural capital?

Implementation

- Teachers having expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps so that learners are not disadvantaged by ineffective teaching.
- Teachers enable learners to understand key concepts, presenting information clearly and promoting discussion.
- Teachers check learners' understanding effectively and identify and correct misunderstandings.
- Teachers ensure that learners embed key concepts in their long-term memory and apply them fluently and consistently.
- Leaders and teachers have designed, and they deliver the subject curriculum in a way that allows learners to transfer key knowledge to long-term memory. The curriculum is sequenced so that new knowledge and skills build on what learners know and can do and learners can work towards defined end points.
- Teachers use assessment to check learners' understanding in order to inform teaching.
- Teachers use assessment to help learners to embed and use knowledge fluently, to develop their understanding, and to gain, extend and improve their skills and not simply memorise disconnected facts.

Are subjects staffed appropriately and adequately resourced in terms of time and other resources?

How many assessment points are there? What is their purpose? What feedback do students get? How do students feel about them?

Teacher/Assessors:

How do you design tasks and activities?

How does your planning and delivery ensure that new knowledge is remembered?

How do you build learning towards an end point?



Quality of education- Impact

What does your destination data tell you about the curriculum you offer?

How do you know that apprentices have progressed from their starting point?

What are the completion rates telling you?

Impact

- A well-constructed, well-taught curriculum will lead to learners learning more and so achieving good results. There need be no conflict between teaching a broad, rich curriculum and achieving success in examinations and tests or assessments.
- Disadvantaged learners and learners with SEND acquire the knowledge and skills they need to succeed in life.
- End-point assessments and examinations are useful indicators of learners' outcomes, but they only represent a sample of what learners have learned. Inspectors will balance this with their first-hand assessment of learners' work.
- All learning builds towards an end point. Learners are being prepared for their next stage of education, training or employment at each stage of their learning. Inspectors will consider whether learners are ready for their next steps.
- Inspectors will also consider whether learners are ready for the next stage and are going to appropriate, high-quality destinations.

Are students prepared for their next steps?
How does your A&G programme prepare them?

Have employers valued their impact in the workplace?

Teacher/Assessors:

Have apprentices enhanced their chances of sustained employment?

Have apprentices made a difference to their workplace, colleagues and teams?

How well did apprentices with Learning Difficulties, SEND etc progress

What are the next steps? Is this what was planned?

Personal development

Personal development

- developing responsible, respectful and active citizens who are able to play their part and know how to become involved in public life
- developing and deepening learners' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- promoting equality of opportunity so that all learners can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- promoting an inclusive environment that meets the needs of all learners, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, relationship status or pregnancy
- developing learners' character, which we define as the set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives learners the qualities they need to flourish in our society
- developing learners' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- developing learners' understanding of how to keep physically healthy and maintain an active lifestyle
- developing an age-appropriate understanding of healthy relationships through appropriate relationship and sex education
- providing an effective careers programme that offers advice, experience and contact with employers to encourage learners to aspire, make good choices and understand what they need to do in order to reach and succeed in their chosen career
- supporting readiness for the next phase of education, training or employment so that learners can make the transition to the next stage successfully

How do you plan personal development in apprenticeships?

How well does the programme you have in place build on skills and prepare for next steps?

Does it meet the needs of all the students?

How do your students contribute to the wider community?

Does the curriculum help students build resilience? Good mental health?

Is your A&G programme planned n advance taking in to account the local needs context?

Is it equipping students with knowledge to make decisions about their future?

How are apprentices supported to develop awareness of wider topics around relationships, sexual harassment, citizenship etc.



How are expectations set and understood?

02. Quality Cycle

Self-Assessment & Improvement Plans

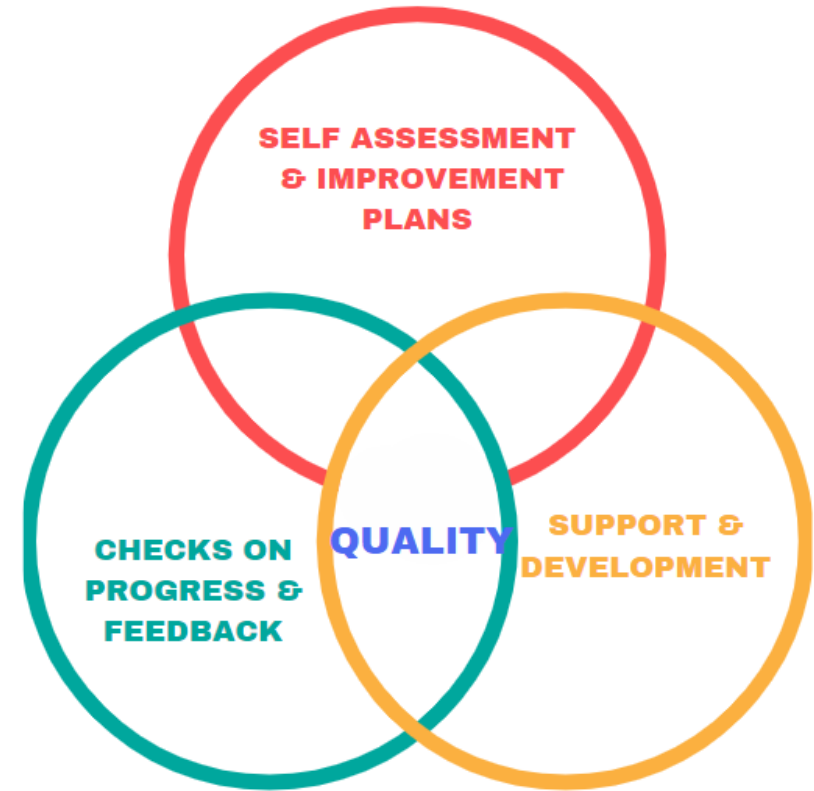
- Annual review of curriculum (ARC) - curriculum link training
- Quality & Review – Faculties once a term
- Faculty & Whole College SAR

Support & Development

- Advanced Teaching Practitioners (ATP's)
- Mandatory Training
- Intensive Care & course support
- Observation cycle
- Staff Development Cycle inc. Industry/Scholarly activity Days

Checking Progress & Feedback

- Apprentice Induction & On course surveys
- Learning Walks – Faculty
- Staff Surveys
- Staff PPR's



How does your course meet our Curriculum Strategy?



Line of Sight

- Progression to HE / FE/ Industry/ Employment
- Based on high-quality LMI and aspiration for our learners
- Meets community, local skills and learner needs



Credibility

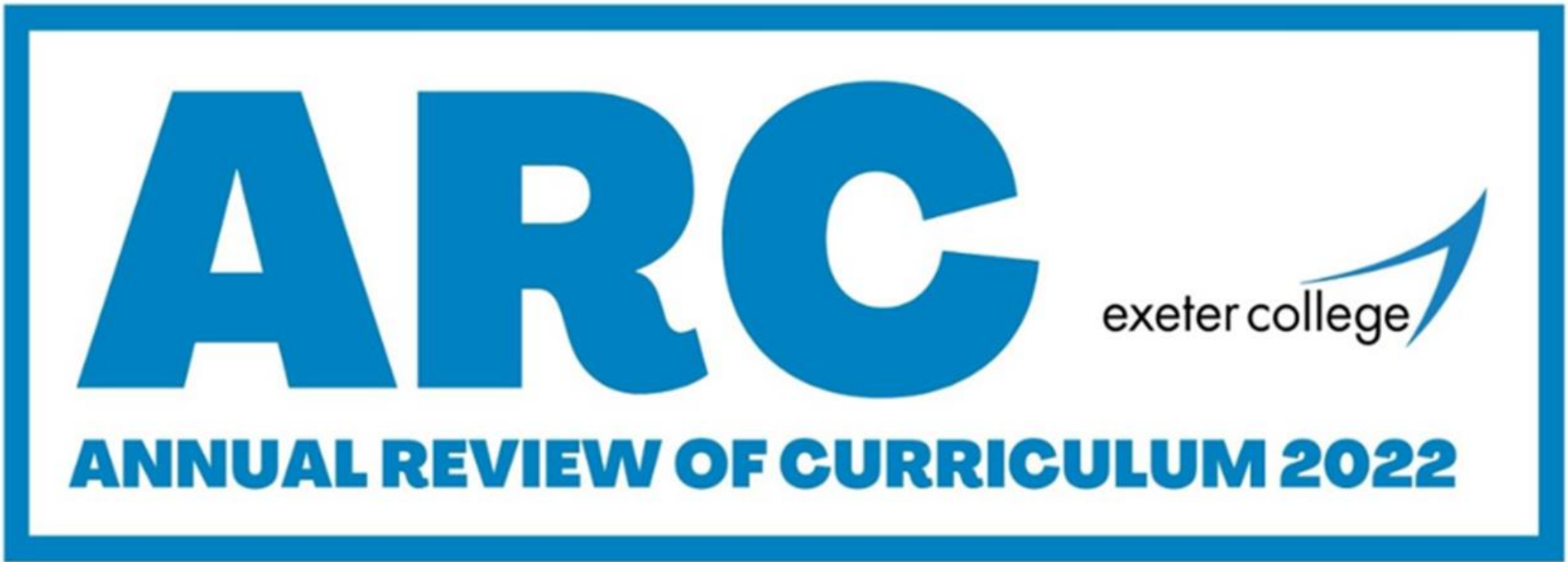
- High-quality delivery by subject-expert teachers and trainers
- Teaching excellence alongside care and personal development of our learners
- Industry-standard equipment and great facilities



Added Value

- Unique curriculum offer that goes beyond the expected
- Seek partnerships that shape our curriculum and add value for our learners
- Exceptional experiences that develop confidence and character as well as skills





- Replaced Faculty SARs
- Focus entirely on that course/apprenticeship Standard
- Highlighted that skills element integral to course design and delivery
- Whole curriculum team activity



03. Golden Thread



What the focus on skills means for Curriculum teams and deep dives?

Could you give me the names of three stakeholders who would be able to talk about how their input/influence on the curriculum is sought.

Can you give me an example of how a link with an employer /stakeholder has influenced your curriculum?



03. Golden Thread Apprentices



Deep Dive & Learning Walks

Apprentices are embedded in the Quality Cycle

Deep Dives & Review observation

Learning Walks

Progress Reviews 1 2 3

'What can you do now that you couldn't do before ?'

'What do you know now that you didn't at your last review?'

Four Fundamentals of Effective Reviews

A review is effective when it:

1. **Is inclusive:** the apprentice and employer participate fully throughout. The review is timely and well-sequenced, thereby ensuring the apprentice is actively engaged. Any specific learning needs are considered.
2. **Uses checks on learning:** questioning is used effectively during the review to assess the progress of the apprentice. Checks are made on the development of knowledge, skills, and behaviours, including evaluations or feedback on KSB from the employer.
3. **Has high expectations:** appropriately challenging targets / next steps are set and clearly shared. High expectations of professional behaviours and the conduct of the apprentice are evident. Targets are ambitious, clearly articulated, and developed in collaboration with the apprentice and the employer.
4. **Embeds knowledge, skills, and behaviours:** comprehensive feedback is given to the apprentice and the employer on all aspects of the apprenticeship (including Personal Development / WRAAP, Maths and English, and digital skills). The apprentice can make effective links between their college learning and their workplace.

Personal Development

Same expectations for adults & apprentices as 16 -18

WRAAP Curriculum - EIF

- WRAAP SOW
- WRAAP Learning aim
- WRAAP Courses

WRAAP measures

- Progress Reviews
- Employer Newsletters



03. Golden Thread



Curriculum Links

- Need to have a detailed knowledge of the curriculum and the team
- Not necessarily our Faculty Head/Deputy/Curriculum Area Manager structure
- Our experience was that they needed practice feel confident about articulating the three Is of their curriculum



Faculty & Department Plans

6 Day / 48 Hour Plan

Communications:

Are there any communications you can plan?
What marketing materials can you prepare?
How will you share comms during the visit?

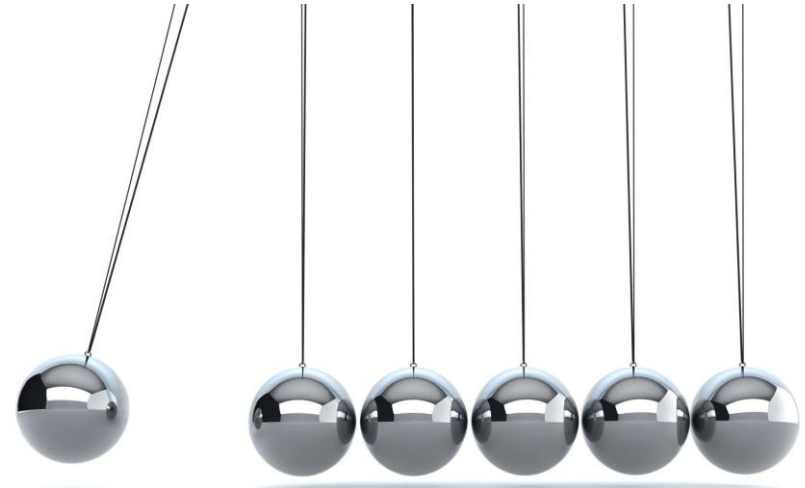
Environment:

What aspects of the physical environment would you need to prepare in the 48-hour period prior to the inspection?
How should it look and feel?
How will you manage this?

Organisational:

Are there any staffing considerations to consider?
How will you manage Team Responsibilities?
How will you manage Annual Leave?
Are there any other administrative functions to prepare?

Don't forget about staff wellbeing!



What our staff said helped the most to prep

- Clear top level curriculum strategy
- ARCs – linking to curriculum strategy to curriculum planning, delivery and skills
- O2E files (preparation and exceptional files)
- Curriculum link training – inc initial conversation training
- Deep Dive practice runs by SCG
- 6 day/48 hour plans at CLT and Faculty level
- Lesson obs and mandatory training refresh



04. Takeaways

Encouraging - **'is there anything more you wish to tell me'**

Avoid the word **'all'** if it doesn't apply!

Controlled honesty – **'this wasn't up to our expectations last year'**

Don't make it up.. **'I will find out'** is absolutely fine

Manage the process of sharing documents that are requested

Safeguarding – **local risks** include sexual harassment, county lines or could be current news

Prepare evidence examples such as **case studies/data/employer course design** etc

Seize every opportunity to show your passion



Feedback

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FOUNDATION

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Thank You

Any Questions