



Hub4Leaders



Monitoring the Curriculum

With Nicki Wadley, Governance Lead



Why should governors monitor the curriculum?



A curriculum for all pupils

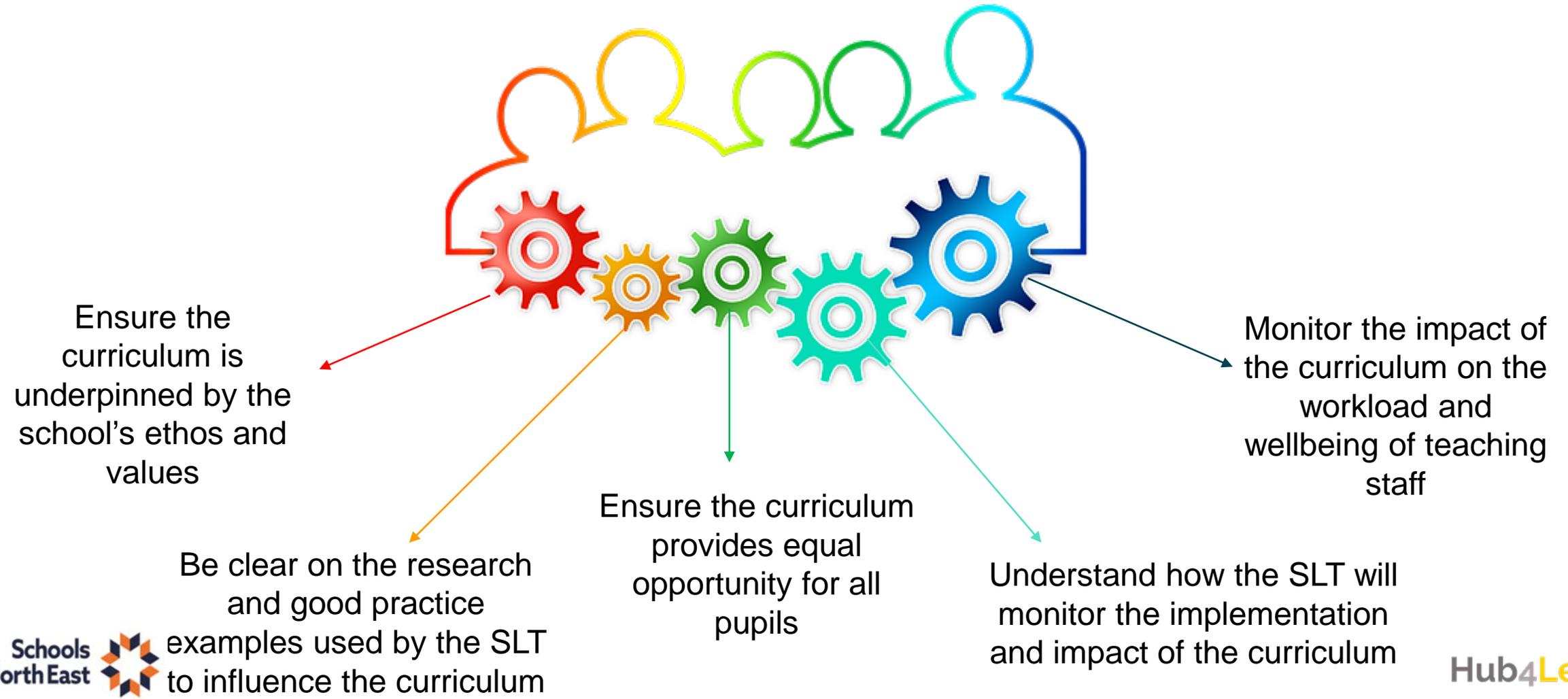


Governors should identify:

- How funding such as pupil premium and the PE and Sports Premium is used to make the curriculum accessible to all pupils
- Extra curricular activities provided to enrich and broaden the curriculum
- How the curriculum is designed to meet the needs of disadvantaged pupils
- How the curriculum is designed to be accessible to, and meet the needs of, pupils with SEND
- How the curriculum is designed to meet the needs of higher-attaining pupils



The role of the governing board





A broad and balanced curriculum

A broad and balanced curriculum should include the following features. It should...

- Reflect the ethos and values of the school
- Be ambitious, aspirational and provide opportunities for enriching pupils' learning
- Provide opportunities pupils may not experience elsewhere in their lives
- Hold pupils' learning and personal development at its heart
- Remove stereotypes and encourage the exploration of creative subjects
- Inspire pupils to build resilience, confidence and self-esteem
- Be differentiated to meet the needs of all pupils



Monitoring the curriculum





Monitoring the curriculum

Support the development and review of the school's curriculum intent report, which should:

- Outline the school's curriculum, including the values and ethos it is based upon
- Explain how the curriculum has been created
- Identify the intended impact and benefit to pupils
- Communicate the school's curriculum approach to staff, parents and pupils



Monitoring the curriculum

Maintain oversight of the school's Curriculum Policy:

- It is not a statutory requirement to have a Curriculum Policy in place
- If it is decided to implement one, there should be a clearly identified reason
- The governing board should be aware of the intention of the policy, identify who is responsible for its review, and decide how governors will monitor its implementation
- The governing board should ensure that the Curriculum Policy reflects the school curriculum intent statement and sets out how the curriculum will be implemented and how impact will be identified



Monitoring the curriculum

Maintain oversight of subject development plans:

- During school visits to monitor the curriculum, governors may choose to meet with specific subject leaders to review progress in priority subject areas as outlined in the SDP and associated subject development plans
- This can support governors to maintain an awareness of the breadth of subjects taught
- Governors should be able to identify how subject-specific teaching is differentiated for pupils with different abilities and learning needs
- Subject development plans should clearly show the creativity and innovation in teaching, including cross-curricular learning and enrichment activities



Monitoring the curriculum

Monitor the curriculum via a committee:

- The board's committee structure should be purposeful and reflect the school's development journey
- Each committee should have clear aims and objectives which include areas to monitor
- Governing boards may choose to put in place a curriculum committee to maintain oversight of the implementation and impact of the curriculum
- Governors should invite subject leaders to report to committee members on the progress of their subject and its impact on outcomes for pupils



Monitoring the curriculum

Undertake a learning walk:

- A learning walk is an opportunity for governors to observe the curriculum in action
- Governors may undertake a learning walk to:
 - Establish if what happens day-to-day in the classroom reflects the curriculum intent statement or Curriculum Policy
 - Witness first-hand the breadth and diversity of subjects being delivered
 - Further evidence and triangulate information reported to governors during committee or FGB meetings
- A governor learning walk is not a formal observation of teaching and it is important that this is made clear to all teaching staff ahead of any planned visit to the school



Monitoring the curriculum

Undertake a book look:

- A book look can:
 - Provide evidence to governors regarding the curriculum being delivered
 - Showcase cross-curricular learning opportunities
 - Demonstrate how important safeguarding learning opportunities are embedded throughout the curriculum, e.g. e-safety
- Book looks can also help governors identify pupils' progress and the breadth of curriculum opportunity pupils have been given
- The most successful governor book looks are often undertaken in partnership with school leaders who can guide governors through the activity and answer any questions that may arise

Monitoring the curriculum

Undertake pupil voice:

- Pupil voice is one of the most valuable (and enjoyable) sources of monitoring evidence for governors
- Pupils are one of the governing board's most valuable stakeholders and their view of the curriculum provided, its relevance, breadth, how interesting it is and how much it excites their learning and influences their aspirations should be explored
- Governors undertaking pupil voice as part of their monitoring activities should ensure that pupils are clear on the focus and purpose of the visit and clarify their role if pupils do not understand the role of the governing board in school
- Governors should ensure they speak with a range of pupils, including disadvantaged pupils and pupils with SEND

What's next?



What's next?

Identifying the impact of the curriculum

- Governors should select and plan a range of activities to monitor the curriculum – these may change as the curriculum develops
- Governors should triangulate evidence collated from their monitoring of the curriculum by accessing validated external pupil progress and attainment data to establish the impact of the core curriculum subjects measured by national testing or qualifications, e.g. SATs or GCSEs
- The governing board should seek to understand how senior leaders measure the impact of those subjects not measured by national testing and how the curriculum prepares pupils for the next stage of their education or future career
- Governors should also demonstrate a commitment to the health and wellbeing of teaching staff by ensuring they question the impact of the curriculum planning and delivery on teacher workload by challenging unnecessary processes that do not evidence impact or are not purposeful

Any questions?



Keep in touch...



www.theschoolbus.net



Nicki.Wadley@hub4leaders.co.uk



[@_theschoolbus](https://twitter.com/_theschoolbus)



www.facebook.com/schoolgovernanceforumuk
www.facebook.com/schoolleadersforumuk



www.linkedin.com/theschoolbus

Hub4Leaders

TheSchoolBus

www.hub4leaders.co.uk

www.theschoolbus.net