



SOUTHWARK DIOCESAN BOARD OF EDUCATION
Developing Church of England Education

THE BISHOP'S CERTIFICATE IN CHURCH SCHOOL GOVERNANCE

Module 5: Teaching, Learning and Achievement
within the Quality of Education



Rachel Phillips
Education Adviser



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Opening Prayer

We thank you, Lord God, that you created us and the world, and you love all you have made. We thank you that that your love and care for us never changes.

As we meet together, we ask your blessing on all the students, teachers and staff in our schools and in our Diocesan family of schools.

Give us wisdom and understanding; fill us with hope and aspiration; bind us together in community. Set our hearts on fire with your love, to live and work to your praise and glory,

In the name of Jesus Christ our Lord.

Amen



Bishop's Certificate Overview

Module 1	Nature & purpose of church schools
Module 2	Admissions
Module 3	Self-evaluation & inspection
Module 4	The Curriculum
Module 5	Teaching, learning and achievement within the Quality of Education
Module 6	Effective governance of church schools
Module 7	Religious Education
Module 8	Collective Worship
Module 9	School Buildings – Governor's responsibilities
Module 10	Recruitment and selection
Module 11	Personnel procedures



Agenda

- Quality of Education overview
- Teaching and Learning
- Assessment: Achievement and Attainment
- The role of the governing body in teaching, learning and achievement
 - Developing an appropriate monitoring role
 - Keeping informed about the teaching and learning in your school



What is the role of the Governing Body in overseeing the quality of teaching, learning and assessment?



What role does your governing body play?







Quality of Education

- a rounded view of the quality of education that a school provides to all its pupils, including the most disadvantaged pupils and pupils with SEND.
- consider the school's curriculum, which is the substance of what is taught with a specific plan of what pupils need to know in total and in each subject.



Curriculum Intent (Module 4 Review)

- The school's curriculum is rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life.
- It is clear what **end points** the curriculum is building towards and what pupils need to know and be able to do to reach those end points.
- The school's curriculum is planned and sequenced so that new **knowledge and skills build** on what has been taught before and towards its clearly defined end points.
- The curriculum reflects the **school's local context** by addressing typical gaps in pupils' knowledge and skills. Curriculum planning accounts for delays and gaps in learning that arise as a result of the pandemic.
- The curriculum is **ambitious and remains as broad** as possible for as long as possible, including when delivered remotely.
- There is **high academic/technical ambition for all pupils**, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.

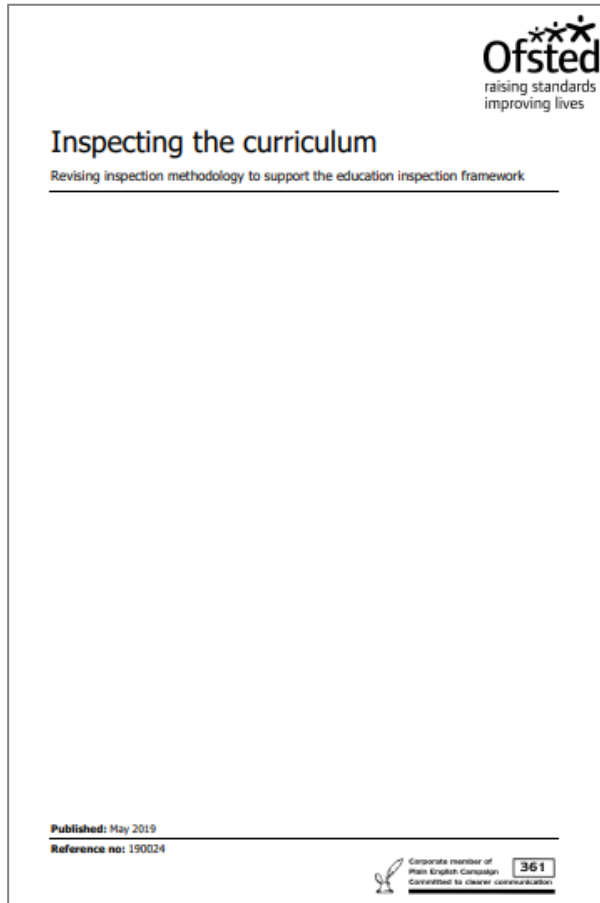


Curriculum: Intent, Implementation and impact

- Intent: the extent to which the school's curriculum sets out the knowledge and skills that pupils will gain at each stage;
- Implementation: the way that the curriculum developed or adopted by the school is structured, taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills;
- Impact: the outcomes that pupils achieve as a result of the education they have received.



Inspecting the Curriculum



- EIF
- Inspection Handbook
- Inspecting the Curriculum



Guidance
Education inspection framework
Updated 23 July 2021



Self Evaluation



- What are the strengths in teaching and learning?
- What are the areas of development?





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Teaching and Learning



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Quality of Teaching

- The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.
- The quality of teaching is by far the biggest factor within schools that can make a difference to the achievement of children and young people.



Whole School

- Understanding of how children learn and considered teaching approaches for long term learning
- Consistency across year groups
- Teacher Development and support
- Clear, robust policies
- Quality curriculum
- Best outcomes for all pupils, particularly the most disadvantaged among them.



Elements of High Quality Teaching

- Knowing the children, prior learning and thoughtful planning/structure to learning.
- Engaging and motivating pupils; creativity and questioning.
- Explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils.
- Retrieval practice supports knowledge retention.
- Anticipating common misconceptions, and using diagnostic assessment to uncover them. Using feedback to improve learning.
- Maximising the impact of additional support

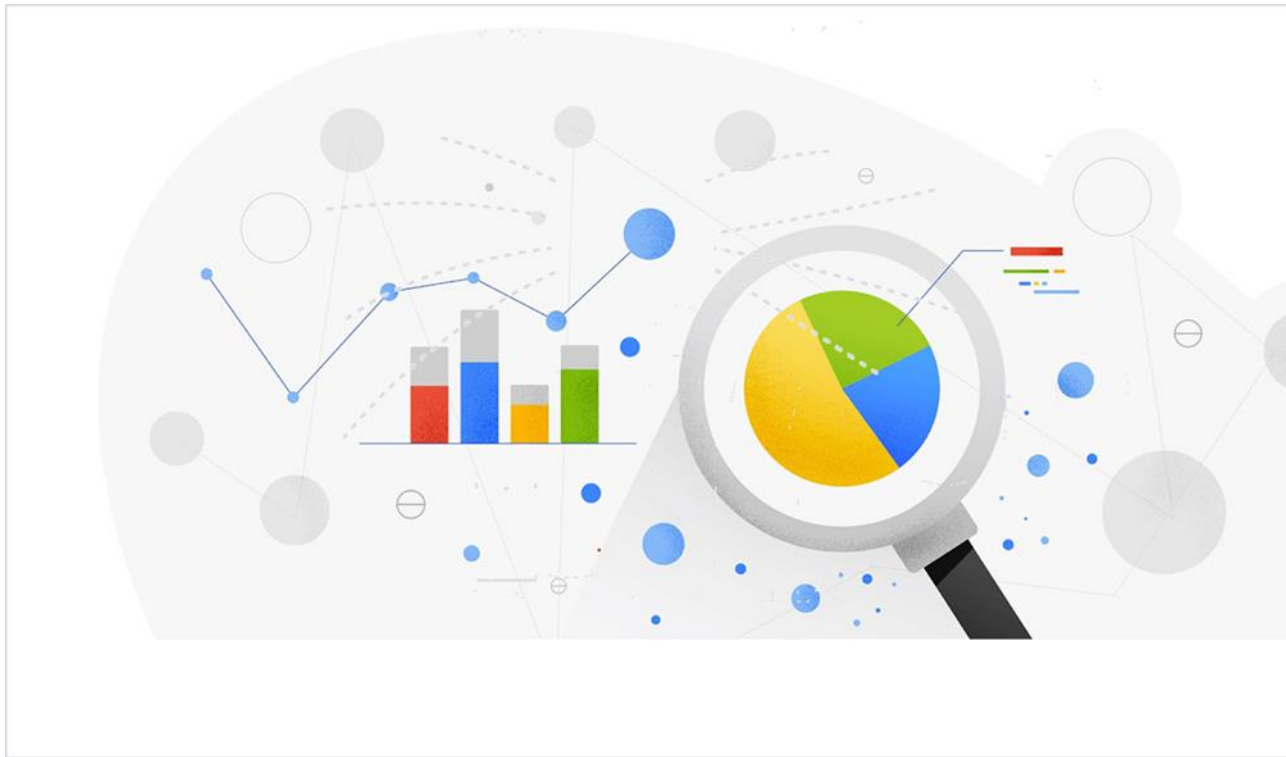


Elements of High Quality Learning

- Pupils are engaged, confident and independent learners
- Pupils develop detailed knowledge and skills across all areas of the curriculum
- Pupils 'know more and remember more'
- Standards are high
 - Outcomes demonstrate excellent progress and outcomes which reflect expectations
- Learners read widely, with fluency and comprehension
- Pupils are ready for the next stage of education



Assessment in the Early Years and Primary School



Statutory Primary Assessment

- Statutory Assessment at key points:
 - **Early Years**
 - Reception Baseline Assessment
 - Early Years Foundation Stage Profile
 - **Key Stage 1**
 - Year 1 phonics check
 - Key Stage 1 National Curriculum Assessment
 - **Key Stage 2**
 - Year 4 multiplication check
 - Key Stage 2 National Curriculum Assessment



Assessment in the EYFS

- **Reception Baseline Assessment**

- The RBA is an assessment of early mathematics and literacy, communication and language.
- Administered within the first six weeks of a pupil starting reception.
- The assessment has two components, each consisting of practical tasks using physical resources.
- Online scoring system for the teacher to use as the child engages with the tasks.
- The RBA will be used to create school-level progress measures for primary schools which will show the progress pupils make from reception until the end of key stage 2.



Assessment in the EYFS

- **Early Years Foundation Stage Profile**
 - The EYFS profile is a statutory assessment of children's development at the end of EYFS
 - The assessment of the child's outcomes in relation to the 17 early learning goal descriptors
 - The main purpose of the profile assessment at the end of the EYFS is to support a successful transition to Key Stage 1.
 - Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy.



KS1 Assessment

- **Phonics Check**

- All pupils in year 1 must take the check, unless they have no understanding of grapheme-phoneme correspondences.
- This includes pupils who join the school just before, or during, the check window.
- Pupils in year 2 should take the check if they:
 - did not take it in year 1
 - took the check in year 1 but did not meet the expected standard
 - started school in year 2



KS1 Assessment

- **KS1 National Curriculum Assessment**
 - Teachers' judgements take into account each pupil's progress and performance throughout the Key Stage
 - Key evidence on the tests but also take into account additional work if necessary
 - Children's raw score is turned to a scaled score where a score of 100 means the child is working at the expected standard.
 - The maximum score possible is 115, and the minimum is 85.



KS2 Assessment

- **Year 4 Multiplication Check**
 - An on-screen assessment designed to determine whether pupils are able to fluently recall their multiplication tables up to 12, through a set of timed questions.
 - The official check consists of 25 questions. Pupils will have 6 seconds to answer each question, with 3-seconds pause between questions. Pupils will answer 3 practice questions before the check begins.



Assessment

- When used effectively, assessment helps pupils embed knowledge and use it fluently
- It also assists teachers in producing next steps
 - Feedback, tests, quizzes
 - Termly assessment, internal tracking
 - Pupil progress
 - Analyse School Performance (ASP)



Assessment

- Inspectors will consider available external data. However, they will be mindful of the age of this data, especially around statutory assessment and qualifications, when making judgements.
- Teacher-assessed grades from 2020 and 2021 will not be used to assess curriculum impact.
- Inspectors will not expect or accept internal data from schools either instead of or in addition to published data.



Inspection and the Curriculum





Grade Descriptions for the Quality of Education

- Review criteria for quality of education
 - What are the key areas?
 - What is moving a school between good and outstanding?



To note...

- In order to judge whether a school is good or requires improvement, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team
- Ofsted has been clear for some time that the teaching of reading holds the very highest importance. If the school's teaching of reading does not meet the criteria for good, the school would not be good.



SIAMS

- Inspectors will grade the school on the following over-arching inspection question:
- “How effective is the school’s distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?”



SIAMS

This overarching inspection question is examined through seven strands:

1. Vision and Leadership
2. Wisdom, Knowledge, and Skills
3. Character Development: Hope, Aspiration, and Courageous Advocacy
4. Community and Living Well Together
5. Dignity and Respect
6. Impact of Collective Worship
7. Effectiveness of Religious Education.



Strand 2: Wisdom, Knowledge, and Skills

- **How well the school's staff and leaders apply their Christian vision wisely and sensitively to ensure that the curriculum and extra-curricular opportunities meet the learning and spiritual needs of all learners.**

a) How effective is the school at meeting the learning needs of all pupils through the curriculum? How effective is the school in identifying and supporting those who are more vulnerable and who may have additional learning and personal needs?

b) How well does the school support all pupils in their spiritual development enabling all pupils to flourish?



How do you know what you know?



- What information do you receive from the school?
- How has your school responded to the new framework?





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The Role of School Leaders



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The Role of School Leaders

- Culture of high expectations and standards
- School improvement which raises standards
- Clear policies and systems to monitor and evaluate
- Staff professional development
- Modelling good practice
- Feedback to governors
- Develop expert subject leaders who have impact
- Enriched, high quality and meaningful curriculum





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Governance and the curriculum



The role of governors



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A strategic role

- To set the aims and objectives for the school
- To approve priorities for the school (SDP/SIP)
- To monitor and evaluate the progress
- To challenge and support to the headteacher



The Governing Body

- To receive feedback on quality of education including knowing the curriculum delivers in terms of intent, implementation and impact
- Reflects the school's vision and ambition for all pupils
- Meets the needs of pupils in terms of destination, personal development, behaviour and welfare
- Assessments are administered according to current DfE arrangements
- To understand the range of monitoring, agree policies and experience classroom life through visits and meetings.
- To know that school leaders are aware of the strengths and weaknesses and are addressing them, including tackling underperformance



For example...

Question	Answer	Evidence	Notes
What are the key strengths of the school?			
What are the key challenges for the school currently?			
How has the school supported children and adults during the pandemic (&post)			
What is the school's approach to 'recovery for young people'?			
How effective is the curriculum in meeting the needs of all young people?			
How does the curriculum link transition points (e.g. eyfs or 6 th form)			
What needs further development in the curriculum?			
How well does the school enrich the curriculum to develop the whole child?			

Further questions could include: leadership (e.g. data, SEND, impact), safeguarding, behaviour, personal development



Asking the Right Questions

- Ask questions to determine how school leaders are:
 - Maintaining oversight and developing teaching and learning
 - Monitoring strengths and weaknesses
 - Managing performance and continuing professional development
 - Making sure teaching is meeting the needs of all children (particularly disadvantaged)
 - Ensuring outcomes reflect expectations



Quality of Evidence

Observe it happening

**HT Report to
Governors**

Discuss what's happening

Examine output e.g. pupils' work

Analyse performance indicators e.g. data

Evaluate evidence of trends

**Learning visits and
discussions with people
about their own roles**

School Advisor visits and reports

Review action plans and self evaluation

SEND or PP Reports

Ask questions about standards

**Examine policy
documents**

Talk to pupils



Finding the right evidence

- Governor visits:
 - Develop relationships with staff and pupils
 - Understand the environment in which staff work and recognise different teaching and learning styles
 - See policy and school improvement in action
 - Recognise success



Remember...

- Governors should visit and see the school in action
- The role is to experience not inspect
- The school's leadership team monitor, evaluate, address and report to governors





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Performance Vision
Leadership Policies
Team
Integrity Knowledge Role Strength Support
Governance
Responsibilities
Outcomes Development
Partnership
Governance Training Effective
Team Duties



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