

# Ofsted Questions and Answers – Year 9 - Curriculum

## Intent

Question	Possible Answer and Notes	Examples
<p><b>1. How did you design your curriculum in Year 9?</b></p> <p>Possible sub-questions:</p> <ul style="list-style-type: none"><li>a) Why have you designed it in that way?</li><li>b) What are the basic principles and rationale behind your decisions?</li><li>c) What research did you use when designing your curriculum?</li></ul>	<p><b>Every question has a comprehensive and detailed model answer. If you scroll down, you will see some example answers. We couldn't include them all for the obvious reason 😊</b></p>	

d) How do you share the basic principles of the curriculum with all stakeholders?

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**2. Could you outline how you ensure that every pupil receives a broad and balanced curriculum in Year 9?**

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<p><b>What do you want pupils to know, understand and be able to do by the time they leave Year 9?</b></p>	<ul style="list-style-type: none"> <li>• <b>Curriculum Design</b> – our curriculum has two key elements in its design. The first element is developing students’ academic knowledge, skills and positive attitudes towards their learning is vital for Students to be socially mobile, improve their life chances and be successful at the next stage of their learning and in life. The second element of our curriculum is to help students to develop well personally, socially, and emotional, taking particular care to ensure their well-being and mental health are prioritised.</li> <li>• The aim of our curriculum is to produce the scientists, doctors, artists, technologists, professional sports people and musicians of the future. Our guiding principle is high ambition for all our students, regardless of background, and to believe that anything is possible with hard work and determination. We do not just provide a curriculum to cover the National Curriculum, our curriculum provides student with the knowledge and skills they need to work and think like a professional scientist, musician etc</li> <li>• Every subject curriculum plan has been well researched to ensure it is ambitious, well sequenced, coherent and provides students with the knowledge, skills, and cultural capital they require to be successful lifelong learners and happy productive citizens. Every subject leader has shared the content and progression with subject teachers to ensure progression and sequence is understood and to identify any gaps in teacher subject knowledge, which are then filled by subject leaders providing CPD and support.</li> </ul>	

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- **Academic Knowledge, Skills, and Vocabulary** – we want students to be able to confidently and competently be fluent in the key knowledge and skills in every subject. We want Students to be taught to work and think like a scientist, for example rather than just completing routine learning tasks. Developing students' vocabulary, in terms of subject specific and academic vocabulary, is also a fundamental element of our curriculum design because we want every child to leave with the knowledge skills and self-belief in themselves that they can achieve anything if they work hard enough.
- Every subject leader has identified the key concepts, knowledge, and skills, that students need to be fluent and 'automatically' apply to be competent in each subject. This knowledge needs to be embedded in their long-term memory, so needs to be taught building in lots of practise, applying and retrieving to ensure they remember their learning.
- Every subject leader has ensured that the curriculum map identifies greater depth in all foundation subjects. This means we have identified more able musicians, artists etc and provided them with additional resources and opportunities to flourish.
- **Personal, Social and Emotional Development** – we understand that students will not successfully learn now and, in the future, if there personal, social, emotional, and mental needs are not met. Therefore, we place equal importance on designing our curriculum to support students' personal development and give them the confidence and self-belief they need to achieve well

**How and why do you organise and sequence learning (long-term, medium-term, weekly and daily) the way you do?**

- a. How do you make sure that the curriculum is carefully sequenced to build knowledge and skills?
- b. How is the curriculum designed to develop pupils' knowledge, understanding, skills and attitudes to learning?

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**3. How good is your curriculum for all pupils in year 9?**

**Possible sub-questions:**

- a) Is it appropriate and how does it meet the needs for SEND, PPG, EAL?
- b) What are the strengths and weaknesses in your curriculum and how do you know?
- c) What do the Students excel at and what elements of art do they struggle with?
- d) What are the Students's main barriers to learning?

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e) What evidence do you have to back up what you are saying?

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**Which areas of your  
year 9 curriculum  
are the strongest,  
and which need  
further  
improvement?**

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**What is your  
evidence base for  
your decisions about  
curriculum,  
assessment,  
workload and data?**

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**How innovative is  
your curriculum in  
year 9?**

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# Implementation

Question	Possible Answer and Notes	Examples
<p>How do you keep your knowledge and leadership of the curriculum up to date and relevant?</p>	<p>SAMPLE</p>	<p>E</p>

**How do you know the curriculum is allowing pupils to achieve well?**

- Every subject has a well-planned, sequenced, and progressive curriculum map which contains the key concepts, knowledge and skills students require to master the subject. Every subject leader has spent time working through the curriculum map progression with teachers so that they understand what they are teaching and the sequence and progression of learning.
- Subject teachers have worked with subject leaders to plan and rewrite the curriculum between Jan 2019 and June 2022 working collaboratively in subject teams, using the national curriculum and research involving experts from the national associations. This has led to improved subject knowledge and better understanding of the progression and sequence of key concepts and knowledge in every subject.
- SLT have monitored the implementation of the curriculum and have evidenced that our improved curriculum design is ambitious, challenging, engaging, and coherently planned and sequenced in all subject areas. Over the last three years we are proud that over 95% of lessons are taught by suitably qualified subject specialists. For the academic year 2022-3 this figure is increasing to 99%. This judgement has been moderated and agreed by our school SIP.
- Our rigorous termly monitoring and evaluation programme ensures that subject leaders and teachers receive regular and continuous feedback on the quality of teaching, learning, planning and assessment. Gaps in subject knowledge and swiftly identified and remedied.

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- Every subject leader and teacher have received a comprehensive programme of CPD which has focused on the content knowledge and pedagogical content knowledge (subject specific pedagogy) required for every subject. As a result, every teacher has responded to an internal questionnaire stating that they now feel much more confident about teaching their subject and that their content and subject specific pedagogy choices have improved.
- Work sampling and monitoring in every subject has shown that the outcomes are positive, with students learning and remembering more knowledge in every core and foundation subject. Progress has been identified as weaker in music which needs to be addressed. In addition, work sampling has highlighted that we need to work on identifying the more able students in foundation subjects more swiftly and ensure we provide them with sufficient challenge.
- Whole school INSET training in the academic year 2021-22 particularly focused on the effective teaching of mixed attainment groups, including adaptive and responsive training so that students with SEND and students who are disadvantaged can achieve the same outcomes as others with suitable support. Each curriculum subject leader has identified the key knowledge to be covered at the start of each course and then reinforced through constant reinforcing, interleaving, retrieval, practising and application of the knowledge through skills.

**How is your curriculum coverage progressive throughout Year 9?**

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**Do you follow any  
published schemes of  
work?**

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**Can your pupils use their  
subject knowledge across  
the curriculum?**

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**How do you ensure your curriculum is broad and engaging?**

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**How do you timetable  
your curriculum?**

What impact does  
timetable this way have,  
especially on  
disadvantaged Students  
or pupils with special  
educational needs?

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How well is the curriculum covered?

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**How do you develop,  
monitor, evaluate and  
improve provision in  
subjects?**

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**How effective is teaching? How do you know?**

- a. Where is your strongest teaching?
- b. Where is your weakest teaching?
- c. How well is assessment used?
- d. How do teachers adapt and respond their teaching to needs?

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**How do you ensure that pupils understand and remember the subject knowledge?**

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**How you introduce new concepts or material to pupils?**

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**How do you identify and address gaps in pupils' knowledge?**

- a. How do you support and enable them catch up with their peers?

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**How do you ensure that your curriculum gives pupils the opportunity to revise and repeat previously learned material?**

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**Tell me about how you  
use assessment well?**

- a. How do you know  
when pupils are  
ready to move on  
to more complex  
content?

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**How do pupils know  
what to aim for, or what  
knowledge or skills  
they're progressing  
towards?**

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**How do you make sure  
that teachers have  
sufficient subject  
knowledge?**

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**What is on your current  
SIP for the curriculum?**

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**What do staff think of the curriculum?**

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**What do pupils think of  
the curriculum?**

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## Impact

Question	Possible Answer and Notes	Examples
<p><b>How good is your curriculum?</b></p> <ul style="list-style-type: none"><li>• Subject strengths and weaknesses</li><li>• Key stage strengths and weaknesses.</li></ul>	<p>SAMPLE</p>	<p>E</p>

**How do you know pupils  
are progressing**

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**How do your results  
compare to national  
averages?**

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**Does learning over time  
show appropriate levels  
of challenge?**

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