**New Ofsted framework and NCELP**

The new Ofsted framework emphasises the centrality of curriculum to its quality of education judgements. Three inter-related dimensions – intent, implementation and impact - are implicated, as follows: “Leaders and teachers **design, structure** and **sequence** a curriculum, which is then implemented through classroom teaching. The end result of a good, well-taught curriculum is that **pupils know more** and **are able to do more**.” (p.3, Ofsted, 2019a).

This document presents key evidence criteria and collection processes from the new Ofsted framework alongside NCELP’s curriculum principles to exemplify their alignment.

The Ofsted framework refers to building ‘knowledge and skills’, whereby knowledge is what you know and know how to do, and skill the performance built on what you know. The NCELP pillars of language knowledge are phonics, vocabulary and grammar. Within the approach, skill starts as structured, supported understanding (listening and reading) and meaningful production (speaking and writing), and gradually builds to freer production, in which learners recall and manipulate a wider range of language to communicate meaning.   
  
Teachers are encouraged to read this document in conjunction with NCELP research-informed pedagogy rationales, CPD materials, KS3 schemes of work and accompanying resources, all of which are available on the [NCELP Resource Portal](https://resources.ncelp.org/?locale=en).

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| **New Ofsted framework:** *evidence criteria and collection* | **NCELP curriculum planning** |
| **Intent**  “Do leaders have a clear and ambitious vision, for example, for providing **high-quality, inclusive education to all pupils**?” p.5, Ofsted, 2019a).  ***Note:*** **intent** means ‘everything up to the point of implementation.’  Judgements about **curriculum intent** concern the extent to which there is:   * NC or curriculum of similar **breadth and ambition** * **careful thinking** about what students will know and be able to do at the end points * curriculum **sequencing** to build knowledge and skills towards the identified end points * **subject** **content** that has been identified as **most useful** * **logical progression, systematic** and **sufficiently explicit teaching** to enable all pupils to acquire the intended knowledge and skills (p.44, Ofsted, 2019b).   **Implementation** The most important factors are that teachers:   * **have expert knowledge** of the subject(s) and courses they teach… * **enable students to understand key concepts, presenting information clearly** and **encourage appropriate discussion** * **check learners’ understanding effectively**, and **identify and correct misunderstandings.** * ensure that students **embed key concepts in their long-term memory** and **apply them fluently**. * **use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching…** * **select resources and materials** – in a way that does not create unnecessary workload for staff – that … support the intent of a **coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills** for future learning and employment   **Impact**   * learners develop **detailed knowledge and skills** across the curriculum **and, as a result, achieve well**. Where relevant… * **learners are ready for the next stage of education**, employment or training. Where relevant, …   Judgements about impact will come from the following sources;   * the progress that students make in terms of knowing more, remembering more and being able to do more * discussions with students about what they remember from the content they have studied * at KS4, relevant outcomes in national tests will be considered   **Personal development**   * the curriculum **extends beyond** the academic, technical or vocational. It provides for learners’ broader development, enabling them to develop and **discover their interests and talents** * the curriculum and the provider’s wider work support learners to **develop their character** – including their **resilience, confidence and independence**… * the provider prepares learners for life in modern Britain by:   + equipping them to be **responsible, respectful, active citizens who contribute positively to society**   + developing their understanding of fundamental British values   + **developing their understanding and appreciation of diversity**   + **celebrating what we have in common and promoting respect for the different protected characteristics** as defined in law   **Evidence collection at subject level [deep dive]**   * evaluation of **curriculum leaders’ long- and medium-term thinking and planning**, including the **rationale for content choices** and **curriculum sequencing** * visits to a deliberately and explicitly connected sample of lessons (4-6 lessons from at least 2 year groups) * work scrutiny of books (minimum 6 books) or other kinds of work produced by pupils who are part of classes that have also been (or will also be) observed by inspectors * discussion with teachers to understand **how the curriculum informs their choices about content and sequencing** to support effective learning * discussions with a group of pupils from the lessons observed   **Evidence of progress** = evidence that students know more, remember more and can do more  **Curriculum coverage** does not in itself demonstrate that students know or remember more.  ***Note:*** Deep dives will take place in 4-6 subjects in secondary, and 3-5 in primary schools (Ofsted, 2019a).  The majority of schools are good and will received a S8 inspection. However, the methodology for S8 and S5 will be the same. Deep dives are central. | The pedagogy is research-led and practice-informed (and engagement with it therefore strengthen subject teachers’ specialist knowledge).  Learning is carefully planned to support progression for the vast majority of learners at KS3\* within a low exposure foreign language setting.  **Progression** is determined by the functions of grammar, and the frequency and usefulness of vocabulary and phonics, and aims to avoid introducing too much language too fast.  In general, across KS3, this means:**Phonics** – paced, explicit teaching of new sound-symbol correspondences (SSC) initially in Y7, followed by integrated revisiting and consolidation throughout KS3 **Vocabulary** – teaching of ten new words, on average, per week (assuming a curriculum model of two lessons per week), in sets of words from different parts of speech, including the most common verbs, and selected on the basis of word frequency and additionally informed by scrutiny of the awarding body vocabulary lists. **Grammar** – no more than one new grammatical function every two weeks.  ‘End points’ denote planned progression to the end of KS3 and KS4:  **Phonics** – confidence in understanding and producing the key SSC by the end of KS3. **Vocabulary** – 360 words approx. per year at KS3 and KS4. **Grammar** – high-frequency grammar functions taught and revisited several times over KS3 and KS4, in particular features for persons, subjects, tenses and aspect and a range of key syntax (word order and relations between words).  **Systematic and explicit teaching / clear presentation** **Phonics** – specific SSC are practised initially with the symbol alone, in a source word and a series of cluster words, then subsequently in sentences and passages. Learners practise previously taught SSCs in combination in a variety of activities, and show increasing confidence. **Vocabulary** – planned sets of new words are learnt by connecting word, meaning and function, through oral and written activities, and in information gap tasks. Vocabulary is re-visited systematically in new contexts, and in extended, less or un-scaffolded activities **Grammar** – specific grammar features are presented explicitly and succinctly, using grammatical terminology, then practised thoroughly in input and production, which becomes more open-ended and less structured over time.  **Long-term retention and retrieval** NCELP SOW explicitly build in planned re-visiting of language knowledge, and include four ‘broad types’ of re-visiting: within about a week; within about a month; within about a term; within a year.  Grammar features and high-frequency vocabulary and phonics are recycled in new semantic fields and different contexts, which strengthens the knowledge base.  Planning includes regular, low-stakes knowledge checks, supported by strategic use of Computer Assisted Language Learning (CALL) tools, pre- and post-lesson.  **Effective checking of learner understanding**  NCELP resources build in frequent checks, often item-by-item in initial presentation and input practice activities.  Careful selection of new language for teacher and student use ensures that meanings are consistently clear.  Judicious use of images and gestures can support meanings, but in the presentation of new vocabulary, L1 translations are often provided as the quickest, clearest way to establish the word-meaning connection.  **Understanding and expressing meaning** In limited exposure learning contexts, a robust foundation of language knowledge is an important prerequisite for both understanding and expressing meaning in the new language.  By teaching thoroughly the most frequent and useful phonics, vocabulary and grammar knowledge, the expectation is that learners’ motivation is fed by a sense of progress and increased confidence.  Structured opportunities for learners to personalise their vocabulary and meaning-making are also important, as are rich text resources that combine cognitive and affective dimensions,  Additional opportunities to engage in language and language-related activities beyond the classroom contribute to several aspects of personal development, including:  - character development (resilience, confidence and independence)  - global citizenship  - understanding and appreciation of diversity - openness towards and acceptance of others and otherness |

\* At the time of writing the NCELP Schemes of Work, we felt that, as a national centre, we had to assume very little knowledge in each language on arrival in year 7, given the very mixed picture of primary FL provision and transition arrangements. However, we **strongly** emphasise that individual schools should check the phonics, vocabulary and grammar knowledge of pupils arriving in year 7, and build on this knowledge (including knowledge about English and grammatical terminology) wherever possible.

**Additional Ofsted notes on curriculum design**

**KS2 and KS3 Curricula**

* All students in maintained schools are expected to study the national curriculum.
* Academies are expected to offer all students a broad curriculum that should be similar in breadth and ambition (to the NC).
* If a school has shortened KS3, students should still study a broad range of subjects, commensurate with the NC, in Years 7 to 9.

**KS4 Curriculum**

* At the heart of an effective key stage 4 curriculum is **a strong academic core: the EBacc.**
* … the large majority of pupils should be expected to study the EBacc.
* It is therefore the government’s national ambition that **75% of Year 10 pupils in state-funded mainstream schools should be starting to study EBacc GCSE courses nationally by 2022 (taking their examinations in 2024), rising to 90% by 2025 (taking their examinations in 2027).**
* This is an ambition, and not a target for any individual school. Inspectors will not make a judgement about the quality of education based **solely or primarily** on its progress towards the EBacc ambition.
* **Nevertheless, it is an important factor in understanding a school’s level of ambition for its pupils.** It is, therefore, important that inspectors understand what schools are doing to prepare for this to be achieved, and **they should take those preparations into consideration when evaluating the intent of the school’s curriculum.** (p.43, Ofsted, 2019b)

**References**Ofsted, (2019a). Inspecting the curriculum, May 2019, 190024, [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).   
Ofsted, (2019b). School Inspection Handbook, September 2019, 190024, [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).