

Examining Teaching and Learning in

# English

Intent, Implementation, Impact

SAMPLE

## Examining Teaching and Learning in English

The following question prompts have been created by the Lancashire English and Literacy Team.

The question prompts are organised within the headings of:

**Intent of the Curriculum;**

**Implementation of the Curriculum;**

**Impact of the Curriculum.**

These reflect the emphasis on the wider curriculum that is the focus of the Ofsted Inspection Framework from September 2019. Whilst some of the prompts are generic, many of the questions are specific to the unique nature of that subject to help subject leaders more precisely identify the strengths and areas to further develop.

They can be used in a variety of ways:

- as a subject leader, to challenge your thinking regarding English in your school;
- used by a Head teacher and subject leader to discuss provision for English across school;
- to audit current practice and provision in school;
- to form a position statement to report to Governors;
- in preparation for an OFSTED inspection;
- to inform focus discussions with teachers;
- as part of a 'Health Check' consultancy visit conducted by a Lancashire Teaching and Learning Consultant. For further information, please contact Nicola Martin ([nicola.martin@lancashire.gov.uk](mailto:nicola.martin@lancashire.gov.uk))

## Examining Teaching and Learning in English

### Overview Grids

#### 1. Intent of the Curriculum

<b>a</b> Vision and purpose	<b>b</b> Curriculum meeting needs of children	<b>c</b> Aims of National Curriculum	<b>d</b> Curriculum review	<b>e</b> English policy	<b>f</b> Progressive curriculum map	<b>g</b> Teachers clear on skills	<b>h</b> Challenge for all children
<b>i</b> Wider opportunities	<b>j</b> Balance of content	<b>k</b> Reading and Writing across the curriculum	<b>l</b> Revisiting learning	<b>m</b> Pre-testing content coverage			

#### 2. Implementation of the Curriculum

<b>a</b> Subject expertise	<b>b</b> Professional development	<b>c</b> Planning resources	<b>d</b> Policies related to English	<b>e</b> Assessment of prior learning	<b>f</b> AfL informing next steps	<b>g</b> Coherent progression inc. adult-led + CP	<b>h</b> Questions planned for discussion
<b>i</b> English vocabulary	<b>j</b> Use of resources	<b>k</b> Modelling supports understanding	<b>l</b> Speaking, listening, reading, writing skills	<b>m</b> Teaching sequence	<b>n</b> Accessing year group expectations	<b>o</b> Deep and secure learning	<b>p</b> Greater depth
<b>q</b> Intervention	<b>r</b> Monitoring tasks leading to improvement	<b>s</b> Parental involvement					

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### 3. Implementation of the Curriculum: Phonics and Spelling

<b>a</b> Systematic, synthetic phonics	<b>b</b> National Curriculum requirements for phonics and spelling	<b>c</b> Lesson structure	<b>d</b> Needs of all learners	<b>e</b> Supporting resources	<b>f</b> Active learning	<b>g</b> Assessment systems; formative and summative	<b>h</b> Use of assessment information
<b>i</b> Phonics and spelling intervention							

### 4. Implementation of the Curriculum: Reading

<b>a</b> Positive reading culture	<b>b</b> Teaching of reading	<b>c</b> Selecting appropriate texts	<b>d</b> Wider reading	<b>e</b> Modelling reading	<b>f</b> Teaching reading skills	<b>g</b> Teaching vocabulary for reading	<b>h</b> Comprehension development
<b>i</b> Early reading	<b>j</b> Reading domains						

### 5. Implementation of the Curriculum: Writing

<b>a</b> Positive writing culture	<b>b</b> Teaching of writing	<b>c</b> Modelling writing	<b>d</b> Short writing opportunities	<b>e</b> Writing outcomes	<b>f</b> Grammar skills	<b>g</b> Planning for writing	<b>h</b> Oral rehearsal prior to writing
<b>i</b> Editing and proofreading	<b>j</b> Feedback	<b>k</b> Independent and cross-curricular writing					

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### 6. Implementation of the Curriculum: Handwriting

<b>a</b> Consistency of approach	<b>b</b> End of key stage expectations	<b>c</b> Fine and gross motor skills	<b>d</b> Handwriting style visible	<b>e</b> Modelling of handwriting style	<b>f</b> Presentation
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### 7. Impact of the Curriculum

<b>a</b> Relevance of learning	<b>b</b> Fostering an enjoyment of English	<b>c</b> Development of reading and writing skills	<b>d</b> Progress through teaching sequence	<b>e</b> Feedback has impact	<b>f</b> Outcomes for children	<b>g</b> Select appropriate resources	<b>h</b> Scaffolded and independent outcomes
<b>i</b> Standards at end of key stages	<b>j</b> Standards in Phonics Screening Check	<b>k</b> Teachers' judgements moderated	<b>l</b> Impact of intervention	<b>m</b> Issues addressed effectively	<b>n</b> Review by leaders and governors		

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Intent of the Curriculum	
Question / query / criteria	Current situation / notes / evidence
<p><b>1a.</b> What is the <b>school's vision and purpose</b> for English?</p> <p>Is this understood and shared by all stakeholders?</p> <p>How is this evident in lessons and around the school?</p> <p>How does the vision for English fit into the aims and vision for the whole school?</p>	
<p><b>1b.</b> How well have you designed your curriculum to <b>meet the needs of your children and families</b> – developing knowledge, skills, understanding and characteristics that are additional to the National Curriculum requirements?</p> <p>What evidence is there to support this?</p>	
<p><b>1c.</b> Are the <b>aims and purposes</b> of the English programmes of study for KS1 and KS2 fulfilled by your English curriculum?</p> <p>Do all <b>staff</b> have a clear <b>understanding of the aims of the National Curriculum</b> for English? These being:</p> <ul style="list-style-type: none"> <li>• read easily, fluently and with good understanding;</li> <li>• develop the habit of reading widely and often, for both pleasure and information;</li> <li>• acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;</li> <li>• appreciate our rich and varied literary heritage;</li> <li>• write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;</li> <li>• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas;</li> <li>• are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</li> </ul> <p>Does the English curriculum in <b>EYFS lay strong foundations</b> for the National Curriculum aims?</p>	



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<p><b>1d.</b> How frequently do you <b>review</b> your <b>English curriculum</b>?</p> <p>How do you decide on any adjustments that are required?</p>	
<p><b>1e.</b> Is there an <b>English policy</b> in place that reflects the vision and supports implementation of the curriculum?</p>	
<p><b>1f.</b> Is there a <b>whole school progressive curriculum map</b> in place for English?</p> <p>Does this include an appropriate balance of narrative, non-fiction and poetry units?</p> <p>Does this match EYFS expectations and the National Curriculum programme of study, as well as expectations for each year group?</p> <p>Is there a <b>clear sequence of progression</b> between, and within year groups?</p>	
<p><b>1g.</b> Are all <b>teachers clear</b> on the <b>skills</b> which need to be taught in each year group?</p> <p>Do these <b>inform planning</b>?</p>	
<p><b>1h.</b> Does the curriculum provide <b>challenge for all children</b> (groups such as SEND, more able, pupil premium etc.)?</p> <p>Do texts provide challenge in terms of vocabulary and content?</p>	
<p><b>1i.</b> How is the <b>learning</b> in English <b>supported and enhanced</b> by:</p> <ul style="list-style-type: none"> <li>- using displays around school;</li> <li>- extra-curricular clubs;</li> <li>- working with external organisations or working on local or national initiatives;</li> <li>- visitors to and visits outside of school?</li> </ul>	
<p><b>1j.</b> Does your English curriculum include an <b>appropriate balance of content</b> e.g. narrative, non-fiction and poetry units?</p>	
<p><b>1k.</b> Is the curriculum organised in order to provide opportunities <b>for reading and writing</b> across the curriculum? Are <b>independent writing</b> opportunities based on texts, topics, visits or curriculum experiences?</p>	
<p><b>1l.</b> Is there time built in for regular <b>revisiting of learning</b> throughout the year e.g. through grammar warm-ups and editing stations?</p>	



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<b>1m.</b> Is the curriculum <b>content completed before any end of year tests</b> , especially in Years 2 and 6?	
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## Examining Teaching and Learning in English

Implementation of the Curriculum	
Question / query / criteria	Current situation / notes / evidence
<b>2a.</b> Is <b>subject expertise</b> sufficient to support the intentions of the English curriculum across the school?	
<b>2b.</b> What <b>professional development</b> has taken place recently – for the subject leader and for the staff? <b>How was this identified</b> as a need for the school? What has been the <b>impact</b> of the CPD on the <b>outcomes for children</b> ? Do the staff have <b>regular CPD sessions / staff meetings</b> based on English to update them on current good practice?	
<b>2c.</b> Which materials form the basis of the school's <b>medium and short term planning</b> in English? Is this consistent across the school? Are these effective in supporting the <b>delivery of your curriculum</b> ? Do <b>planning resources</b> accurately <b>match National Curriculum</b> expectations for each year group?	
<b>2d.</b> Do teachers implement the school's <b>agreed policies</b> for English?	
<b>2e.</b> Do teachers check children's <b>existing understanding</b> of a skill <b>prior</b> to planning and teaching a unit, and then build on this? How do they do this?	
<b>2f.</b> Is <b>formative assessment</b> throughout a unit used effectively to inform children's immediate <b>next steps</b> and future learning?	
<b>2g.</b> Does planning support <b>coherent progression within a unit</b> using the teaching sequence from reading to writing? Are children given opportunities in <b>EYFS to develop the knowledge and skills</b> from key learning in adult-led learning and continuous provision?	
<b>2h.</b> Are <b>questions specifically planned</b> to develop children's understanding?	
<b>2i.</b> Is <b>vocabulary</b> being specifically planned and taught? Is it used appropriately by children independently and with understanding?	