

Are you clear about what is meant by 'Intent, Implementation, Impact' ?

Check the Education and Inspection Framework [\(EIF\)](#)

Quality of education

Inspectors will make a judgement on the quality of education by evaluating the extent to which:

Intent

- leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life
- the provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- the provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs
- learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary

Implementation

- teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise
- teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches
- over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts
- teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners
- teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge

Impact

- learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained
- learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.

HoDs interview

- What is your intent?
- How does your curriculum work?
- What do you mean about interleaving?
- How does interleaving work? Examples?
- How does year 9 prepare for GCSE whilst not being KS4?
- What does QA look like in the department?
(How do you check that the things you want to be implemented, are being implemented?)
- How do you ensure the curriculum is working?
- How are you teaching and ensuring fluency?
- How do you teach problem solving?
- What support do you give for SEN? At a department/class/individual level?
- What is an area for improvement in Maths?
- What is the percentage of LAP students in your school?
- How do you promote an enjoyment for Maths?
- How do you use CPD to support class teachers?

Learning Walk

- What did you think of that lesson ?
- Is that a typical lesson in this department ?

Teachers' questions

- How is reasoning embedded in KS3 as well as Year 11 and how are you improving this?
- Thinking about the lessons visited today, how does this build on what they have done before and what they are doing next?
- What does a lesson with a SEND student look like and how are these students supported in your lessons?
- Safeguarding- e.g. If you had a concern about your head teacher, who would you report this to?

Pupils' questions

Pupils will have their books so that they can use them to discuss answers.

Inspector may choose one pupil and ask the HOD to choose another

- Do you like maths lessons?
- What is your favourite aspect of maths lessons?
- How do your maths lessons work?
- How do your lessons build on stuff you have learnt previously?

Pupils may also be asked some specific maths-based questions, for example, an Inspector might write or draw questions and ask all pupils some calculation or terminology questions such as identifying what a subset is Venn diagrams.

Work scrutiny questions

HoD might be asked to bring 4 other books, alongside books selected during pupil questions

- What does a standard work scrutiny look like in your department?
- Are you happy to see these books?
- Comparing two students in different groups-why has this student got less green pen in their book than this student?
- How is this student challenged more than this student?
- How do Y8 books differ from Y9?
- What is the expectation on copying/ printing examples with diagrams?
- Show me in Y11 books the end goal you want for all students to achieve?
- How do you support SEN needs in terms of books?