Deep Dive in Computing

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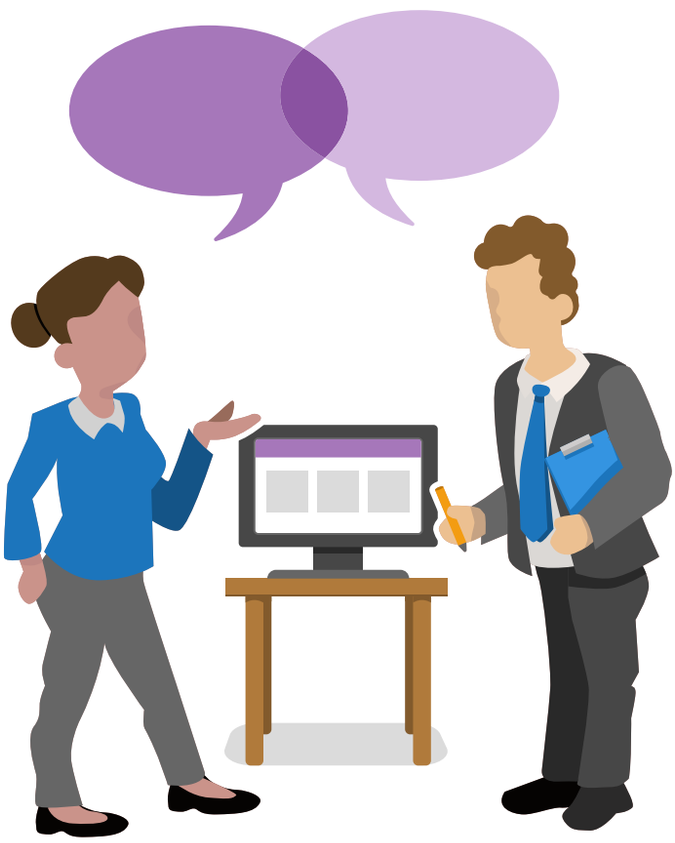

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purple mash

Ofsted have recently implemented their new Education Inspection Framework (EIF) which replaces the Common Inspection Framework (CIF). This new framework has come into existence as there were concerns that the curriculum was less favoured over performance measures. The new framework has had judgement categories revised. The biggest one that will be of possibly most interest to subject leaders is 'Quality of Education'.

The 'Quality of Education' category is split into: Intent, implementation and impact. Ofsted will perform a 'Deep dive' to establish the 'Quality of Education'. Deep dives are always carried out in reading, one or more foundation subjects and often maths.

It's important to be very clear about your understanding of what is meant by ***Intent, Implementation and Impact.***

Intent

The design, content and sequence of the curriculum. What is your intent? Why is it like this?

Implementation

How the curriculum is taught. *Can teachers explain why they teach it the way they do and justify it?*

Impact

How the curriculum has impacted on the pupils. *How do you check that the pupils know what they are supposed to know? What do you do when you find out some pupils don't know what they are supposed to?*

Take a look at our selection of 'Deep dive' style questions for you to self-check against.

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Raising Standards Through Creativity

Contact us
Tel: 0208 203 1781
Email: support@2simple.com

Example questions	Suggested Support
Sum up how you know the curriculum is being implemented as it is intended?	Use the auditing tools in the toolkit. Your monitoring plan should enable you to answer this with ease.
Why is your curriculum taught in this way in phase x/ year x/ across the school?	Think carefully about this. What is it about your school that means you teach the intended learning in a particular way?
What do you expect children to learn by point x and why?	Are you secure with why your pupils should know what they do by point x? What thought went into it? How did you decide this? Refer to the SOW overviews for Purple Mash and the Progression of Skills documents.
When do your children encounter learning about x and why?	You could be asked quite a specific question – "When do pupils learn how to recognise the separate parts of a complex algorithm?" Again, refer to the SOW overviews for Purple Mash and the Progression of Skills documents.
Explain why you have chosen to have x taught at this point in the year, what benefit does it have?	Refer to the skills being built upon and linkage to other curriculum areas. There might be numerous reasons, but ultimately the key reason should be that it benefits the pupils.
How does your scheme of work stretch the most able pupils? *How does it meet the needs for your least able?*	Know the scheme. Look at the supporting documentation, catch up lessons and content. Ensure you understand how to stretch the most able. Utilise the Assessment Tool in Purple Mash that provides exemplar for those that are emerging, expected and exceeding for each objective and unit area.
You are currently teaching coding in year 3, how does this build on the previous year's learning? Prior learning? *How is this built on next year?*	The progression of skills document is perfect for helping to support your answers. There are even four different layout versions which allow for easy year group comparisons to be made.
How does your computing scheme link with the National Curriculum?	Look at the Purple Mash Assessment Tool or the overviews for the SOW which contain a table showing how the SOW meets the National Curriculum within particular units.

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What does online safety look like at your school? What experience do pupils in year x get? How is this built on each year?	Explain your approach in your school, what the pupils experience and how this is built upon each year. Refer to monitoring to confirm how you know what it looks like and reference pupil/teacher and parent voice surveys. Utilise the Progression of Skill document and reference the computing SOW units.
Why have you chosen your approach to support online safety? What impact has it had with online safety incidents?	Be clear with how often the pupils are exposed to online safety learning. Detail what wrap around provision there is beyond discrete lessons. Understand your school's records of incidents and detail why you have implemented particular things based upon these records.
How do your teachers know if your pupils have learnt what they are supposed to have learnt? *What do they do if they haven't?*	What evidence capturing do you have in place? Are you utilising the Online Work folder in Purple Mash? Have you asked staff to assign the curriculum objectives to pieces of work and make judgements? What systems do you have in place for those pupils underperforming? Have you tried any of the catch-up material in the SOW?
How much time do the pupils spend learning key skills in your curriculum a week?	Thinking beyond the dedicated time for computing, look at where key skills are implemented in other areas of the curriculum. How do teachers evidence this and ensure this happens? Our computing SOW is fully contextualised and is flexible enough to allow for a range of skills to be threaded through most topics.
When do you revisit prior skills taught to check for retention of learning?	Our assessment tool is perfect for supporting this. Overlap and repetition of the same National Curriculum skills in multiple units per year help to secure objectives and allow for additional assessment over the year.
How quickly do you spot pupils not reaching their full potential? *What support is in place for these pupils?*	You should have rigorous assessment and data capturing protocols embedded in your curriculum offering. Using our assessment tool and or the inbuilt objective and judgment feature within Purple Mash should allow teachers to spot pupils who are not reaching their full potential. Strategies can then be implemented to tackle underperformance.

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How do you get parents engaged in your subject?	Ideally, Computing should be championed, promoted and given a high profile. You should be engaging with parents using multiple communication channels. Information sessions or school events are a great way to get key messages across. Even just hijacking 10 minutes of an event is great as you have a captive audience. Don't forget you can give all parents access to the Purple Mash Parent Portal, where they will see any comments, feedback and rewards given to their child.
We are now at point x in the year? Where are the majority of pupils? What percentage are not where they are expected to be?	As mentioned before, assessment systems should be fully in place. You might choose to show the inspector data in the Data Dashboard of Purple Mash to exemplify your response or show them data on the SOW assessment spreadsheet.
Can you show me where your pupils are in year x and year y currently?	Data Dashboard is perfect for showing where pupils currently are. Alternatively, you might use the assessment spreadsheet and flick between year groups.

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