



**GOVERNORS
FOR SCHOOLS**

Governance of the curriculum

**27th January
2022**

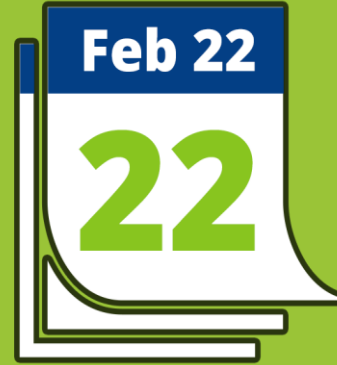


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www.bettermgovernor.co.uk



**National School
Governors'
Awareness Day**



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Aims of this session:



to consider the role and function of the curriculum in our schools and the oversight of governance;

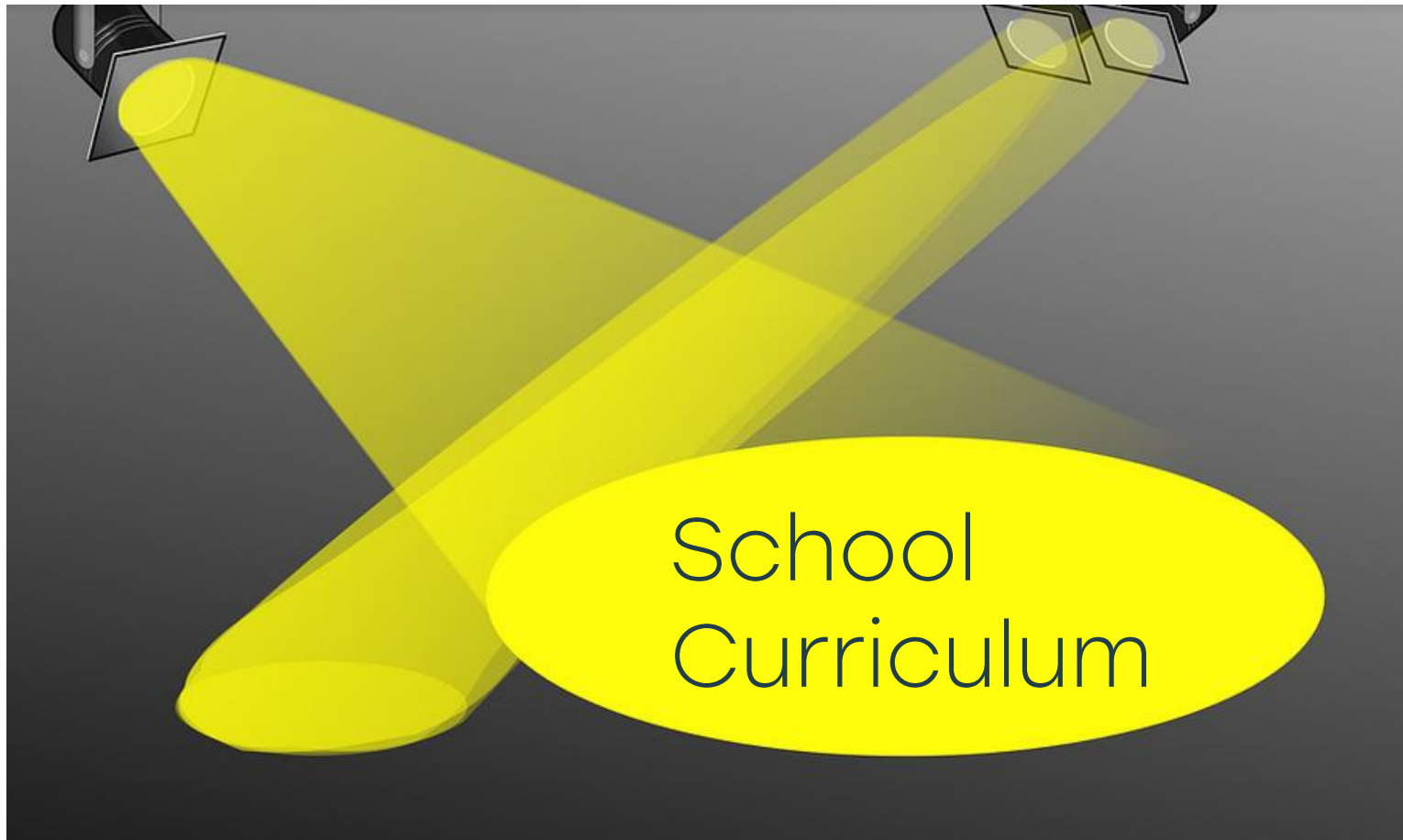


to reflect on how governors should monitor the curriculum;



to focus on how governors' questions can deepen knowledge, and ensure the school is compliant with requirements.

Why is the Curriculum in the spotlight?



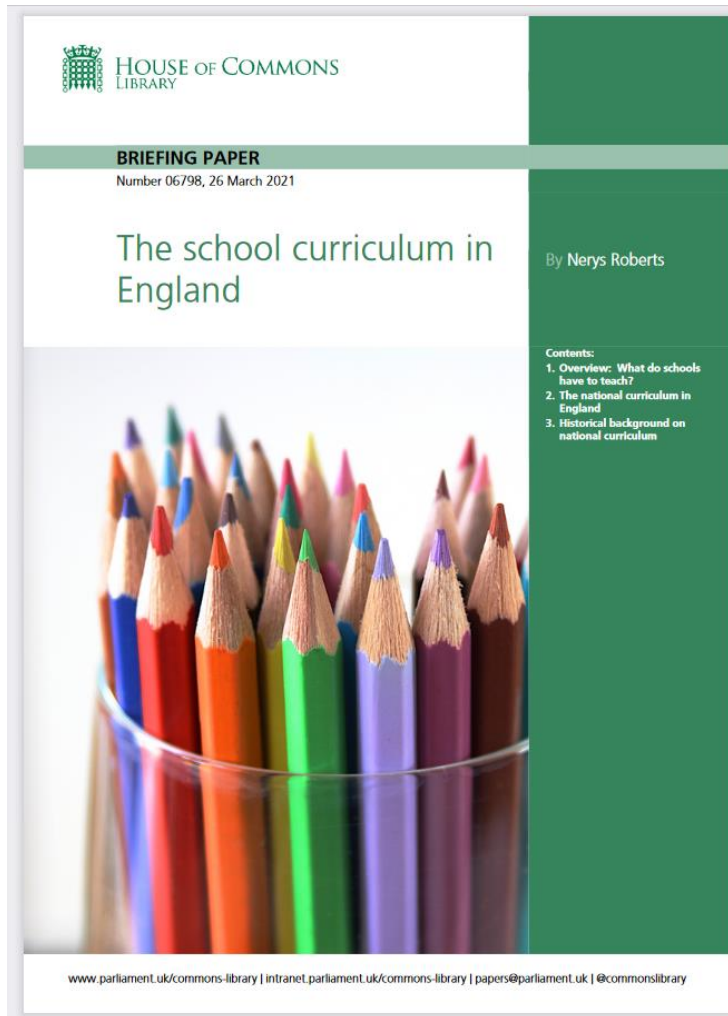
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Everyone is talking curriculum!

- National Curriculum introduced in 1988;
- It has *always* been a matter of compliance in schools;
- Ofsted focused the lens of inspection on the Curriculum in the 2019 inspection framework;
- *Some* schools have been found lacking.

The end result of a good, well-taught curriculum is that pupils know more and are able to do more.

What is the curriculum?



1. Overview: What do schools have to teach?

Box 1: overview of the curriculum in state-funded schools in England

- Maintained schools in England must follow the national curriculum.
- Academies and free schools are subject to slightly different rules. Many follow the national curriculum, but they don't have to.
- Some other subjects – such as RE – are not part of the national curriculum, but schools are required to offer them.
- There are no minimum hours required for any national curriculum or other subject.

Curriculum – the role of governance

The 2002 Education Act requires a school's curriculum be balanced and broadly based, **it's all about**

- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society;
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life

Unpicking the Curriculum

Broad and balanced?

- Meets all statutory requirements (National Curriculum and other subjects);
- Enrichment;
- Extra-curricular.

Questions for Governors to ask:

- How do I know the curriculum is broad and balanced?
- Are EYFS curriculum and post 16 programmes of study on the radar (*as appropriate*)?
- What enrichment do we provide?
- What extra-curricular activities do we offer?
- Where is the evidence?

The National Curriculum

The national curriculum sets out the subjects and associated programmes of study that must be taught at each key stage.

(Governance Handbook)

Key stage 1 and 2

Compulsory [national curriculum](#) subjects at primary school are:

- English
- maths
- science
- design and technology
- history
- geography
- art and design
- music
- physical education (PE), including swimming
- computing
- ancient and modern foreign languages (at key stage 2)

Schools must provide [religious education \(RE\)](#) but parents can ask for their children to be taken out of the whole lesson or part of it.

Schools often also teach:

- personal, social and health education (PSHE)
- citizenship



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Beyond the National Curriculum

- Daily act of collective worship
- Religious education
- PSHE which should include;
 - Relationship, Sex and Health Education
 - Spiritual, Moral, Social and Cultural education, inc. British Values
 - Safeguarding including online safety etc

And in academies?

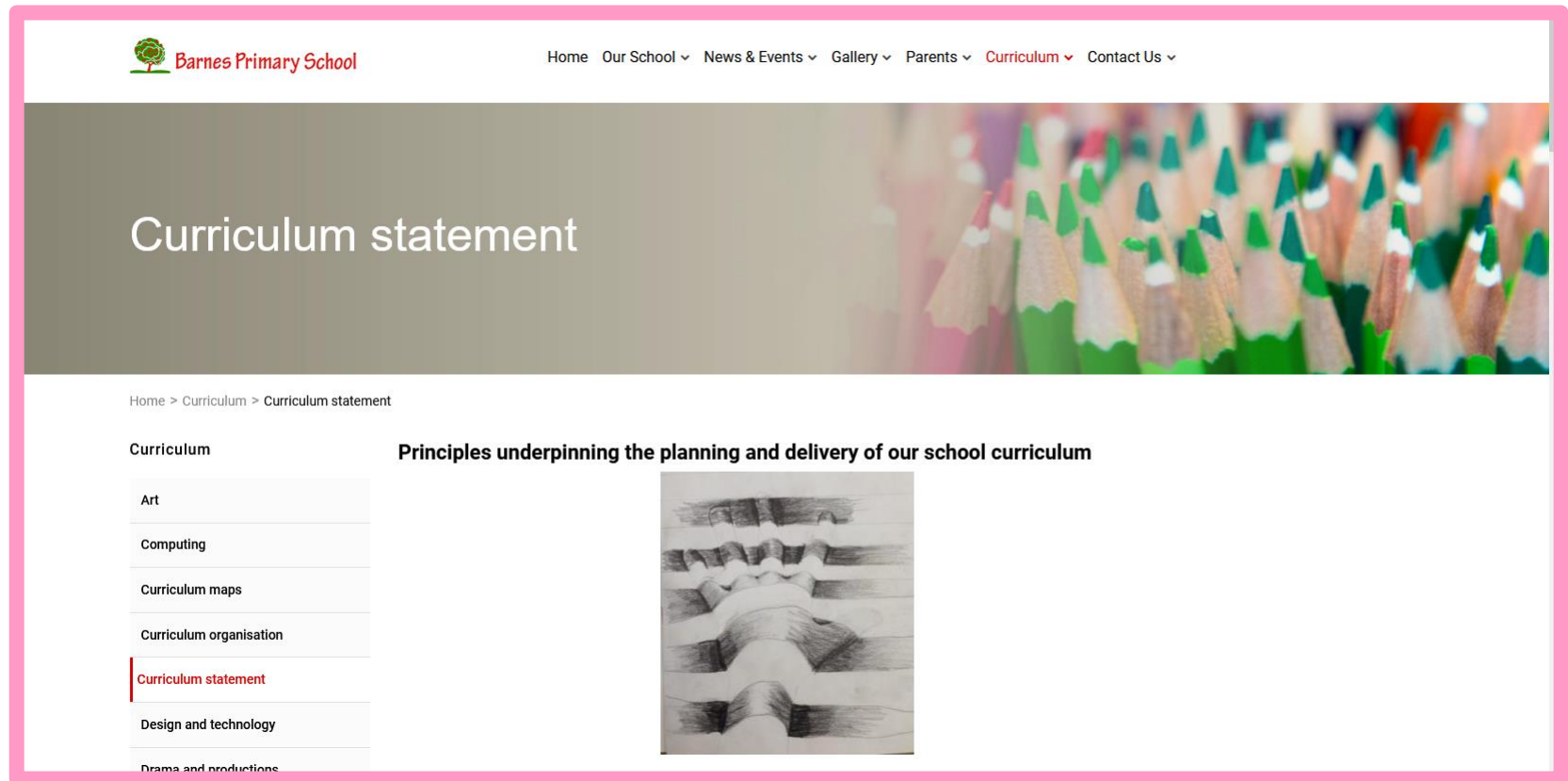
- National Curriculum is not mandatory;
- The trust's curriculum strategy, linked to sponsors etc, may result in non-traditional approaches to what's taught and how;
- The approach of governance should be the same in all schools.

What boards must ensure

Boards in maintained schools should reassure themselves that:

- enough teaching time is provided for pupils to cover the national curriculum and other statutory requirements;
- the relevant assessment arrangements are in place;
- all courses provided for all pupils below the age of 19 that lead to qualifications such as GCSEs and A levels, are approved by the Secretary of State.

Monitoring the curriculum:



The screenshot displays the Barnes Primary School website. At the top left is the school's logo, a tree with a red dot above it, followed by the text "Barnes Primary School". To the right is a navigation menu with links: "Home", "Our School", "News & Events", "Gallery", "Parents", "Curriculum", and "Contact Us". The main header area features a background image of sharpened colored pencils in various colors (green, blue, red, yellow) and the text "Curriculum statement". Below this is a breadcrumb trail: "Home > Curriculum > Curriculum statement". A left-hand navigation menu lists curriculum areas: "Art", "Computing", "Curriculum maps", "Curriculum organisation", "Curriculum statement" (highlighted in red), "Design and technology", and "Drama and productions". The main content area is titled "Principles underpinning the planning and delivery of our school curriculum" and includes a pencil-drawn illustration of a hand holding a pencil.

The curriculum: your website

- The content of your school curriculum in each academic year for every subject, including Religious Education even if it is taught as part of another subject or subjects, or is called something else
- the names of any phonics or reading schemes you're using in key stage 1
- a list of the courses available to pupils at key stage 4, including GCSEs
- how parents or other members of the public can find out more about the curriculum your school is following

Your approach to the curriculum should also include how you are complying with your duties in the [Equality Act 2010](#) and the [Special Educational Needs and Disability Regulations 2014](#) about making the curriculum accessible for those with disabilities or special educational needs.

What maintained schools must publish online –
DfE Feb. 2021

Ofsted, the Curriculum and governance:

- The lexicon is evolving:
 - *Intent*
 - *Implement*
 - *Impact*
- Governors are *not* and should not be expected to be curriculum experts;
- Governors do not do deep dives

What governors need to know:

- the schools delivers a compliant curriculum;
- subject leads/Heads of Dept. know that the curriculum is being implemented in full across the school and is being apparently sequenced;
- it is leading to good outcomes for pupils.

Structuring monitoring:

- If curriculum features in the School Dev Plan – through Headteacher report etc.
- Annual Curriculum review encompassing:
 - Compliance (inc. website)
 - Changes (e.g EYFS, Key Stage 3 structure & options)
 - Enrichment and extra-curricular

Any Questions?

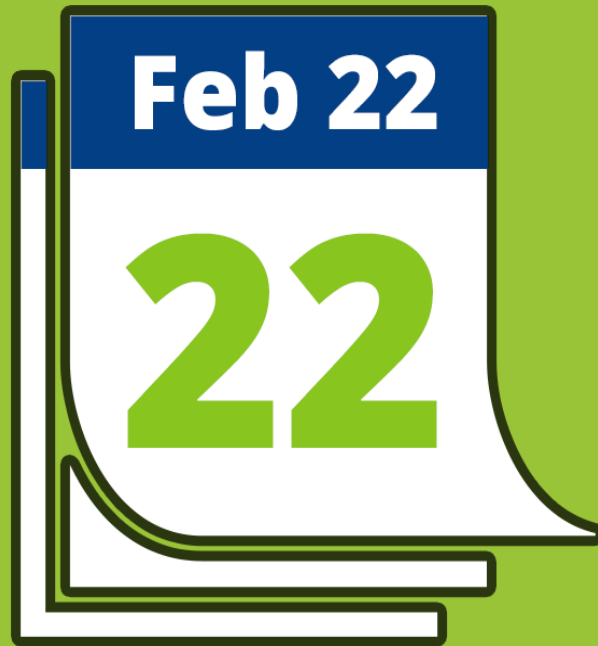


References:

- Governance Handbook
[Governance handbook and competency framework - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- House of Commons Report
[The school curriculum in England - House of Commons Library \(parliament.uk\)](http://parliament.uk)



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Thank you