**GOVERNANCE AND THE CURRICULUM**

Model toolkit for Governing Boards

*(Please modify and edit the below as required )*

The following are possible questions to ask / aspects to explore as a governing board:

|  |  |
| --- | --- |
| Questions to ask / aspects to explore | Notes |
| How does our curriculum set out to achieve our vision and how does it match our values? *How do we know this?* |  |
| Is our curriculum broad and balanced and does it meet the needs of all pupils? *How do we know this?* |  |
| Does the scope of the curriculum in each subject match the ambition of the national curriculum? |  |
| How is it decided how much time is given to each subject? |  |
| How do we know that the curriculum is having the desired impact? |  |
| Which are the current stronger / weaker areas? What are we doing about the areas for improvement? |  |
| What is the most important knowledge pupils should have? |  |
| Is what pupils learn subject-specific? Are they learning methods, rules and practices of the subject itself? |  |
| How have teachers identified the small building blocks of content that allow pupils to achieve the curriculum goal or end point? |  |
| How is assessment being used by teachers to ensure pupil knowledge (including remembering), skills and experiences are being developed? |  |
| How do we know that pupils are building on what they know, in lessons over time? |  |
| How does the school leadership monitor that reality matches planning? |  |
| What are the systems in place to support new, non-specialist teachers? |  |
| What staff professional development will be needed? |  |
| How is staff workload managed? |  |
| *[additional question / area to explore]* |  |
| *[additional question / area to explore]* |  |
| *[additional question / area to explore]* |  |

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Model toolkit for Governing Boards

*(Please modify and edit the below as required )*

The following are possible questions to ask / areas to explore for Reading & Phonics:

|  |  |
| --- | --- |
| Questions to ask / aspects to explore | Notes |
| How well do pupils read? *How do we know?* |  |
| How well are staff trained to teach phonics? |  |
| How is a love of reading promoted in the school? Does it work? Do the pupils enjoy reading? *How do we know?* |  |
| How is pupils’ vocabulary developed? |  |
| What is in place to help children ‘catch up’ and how effective is this? *And how do we know?* |  |
| Do children read books that are phonetically decodable and matched to the sounds they know? |  |
| *[additional question / area to explore]* |  |
| *[additional question / area to explore]* |  |

The following are possible questions to ask / areas to explore during link-governor visits:

|  |  |
| --- | --- |
| Questions to ask / aspects to explore | Notes |
| What is this content part of? Why this? And why now? |  |
| How do we expect this bit of content [eg in the Yr 1 plan] to create readiness for [eg curriculum in Yr 2]? |  |
| How will this content in [eg in the first term of Yr 4 plan] foster pupils’ capacity to tackle [x task] planned for [eg the summer term of Yr 4]? |  |
| How do you ensure pupils remember [content] long term? |  |
| How do you go about planning any adaptations for the children in the class with SEND? |  |
| Tell me about assessment and how you use it to ensure pupils know more and remember more? |  |
| How does the CPD support confident teaching of the curriculum? |  |
| *[additional question / area to explore]* |  |
| *[additional question / area to explore]* |  |