



Britannica
Digital Learning

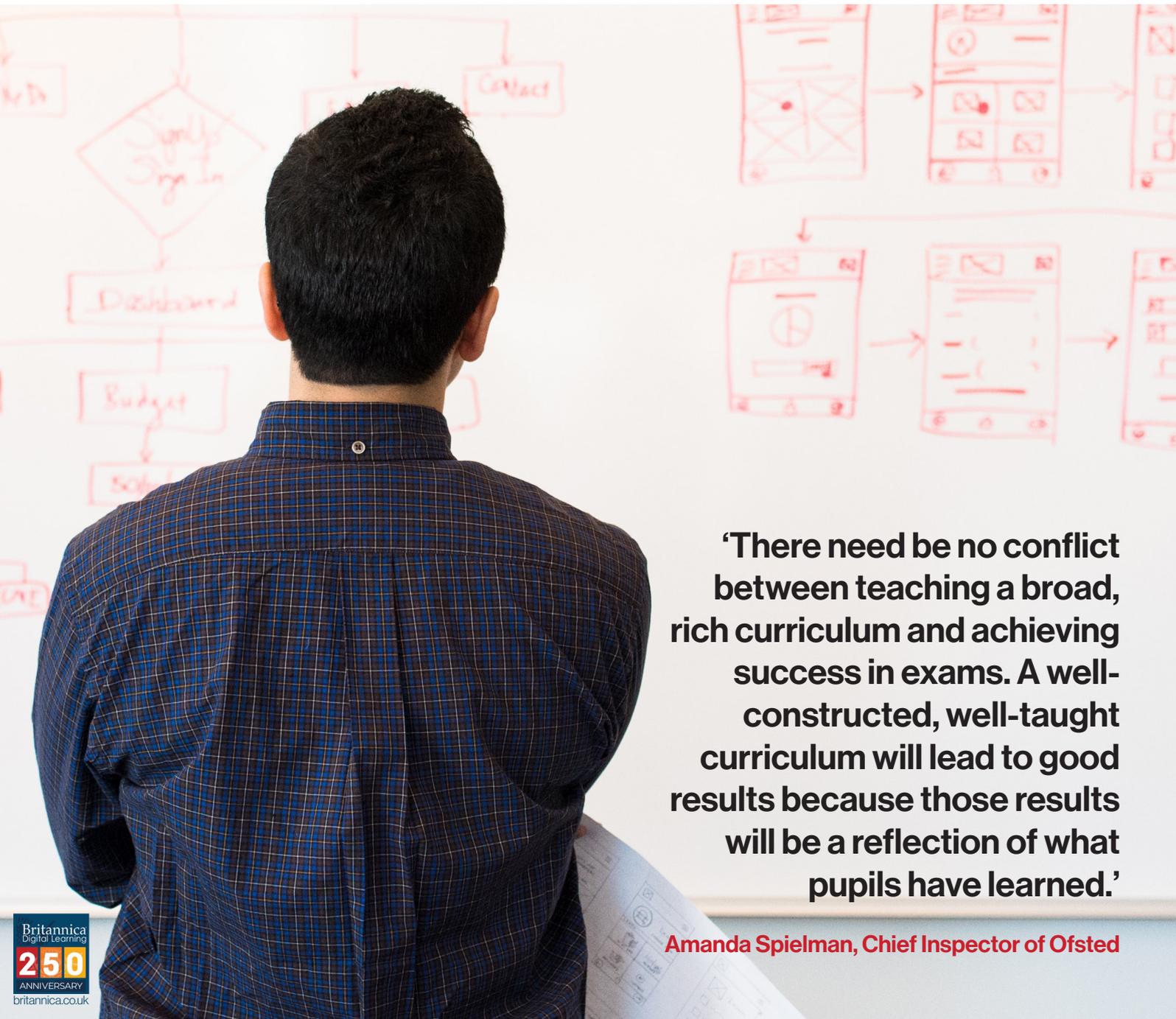
Ofsted Survival Guide

How institutions can prepare for the
New Inspection Framework 2019

Introduction

The Ofsted Inspection Framework is changing....

From September 2019, a new inspection framework will be implemented in the UK, which states that inspectors will be spending more time considering how the educator has achieved their results through their preparation, quality of teaching and feedback, as opposed to focusing on data. This means inspectors will be looking closely at how teachers deliver their lessons and engage pupils.



‘There need be no conflict between teaching a broad, rich curriculum and achieving success in exams. A well-constructed, well-taught curriculum will lead to good results because those results will be a reflection of what pupils have learned.’

Amanda Spielman, Chief Inspector of Ofsted

Background to the changes

Ofsted's research behind the new Education Inspection Framework

Research on teacher subject knowledge and support:

- Teachers with greater content knowledge have higher levels of pedagogical knowledge... leading to greater attention to cognitive activation.
- Formal training of teachers in early childhood education leads to a better classroom environment.

Research on memory and learning:

- Block learning and repeated practice over time leads to better long-term retention of knowledge.
- Retrieval practice strengthens memory and makes it easier to retrieve the information later.
- The use of visuals alongside verbal communication enhances learning and retrieval from memory.

Research on assessment:

- Learners who take a test shortly after studying a piece of material do better on a final test than those who don't.
- Overuse and questionable assessment practice in the English education system have contributed to overly high workloads among teachers, who report spending eight hours a week on marking.
- Verbal feedback (rather than detailed written feedback and so-called 'deep' marking) is an appropriate form of feedback in most cases.
- Existing tests and systems used in schools have been found to be only partially accurate predictors of actual attainment and tend to provide little information on the progress of individual pupils.

Research on effective teaching:

- Asking questions and giving feedback over extended lecturing results in more effective teaching.
- There is no evidence that pupils have distinct and identifiable learning styles.

Research on reading:

- An understanding of phonics is crucial to a pupils reading ability, and pupils taught using synthetic phonics in particular have better word reading, spelling and reading comprehension.
- Up to 90% of vocabulary is encountered in reading, and not everyday speech.
- The more knowledge readers have about the topic of a text, the better they will understand it.

About us



For 250 years, Britannica has collaborated with experts, scholars, educators, designers and specialists as well as our team of over 100 editors, who rigorously review all content to combine together and produce learning products that we believe are critical to providing a reliable, useful and enjoyable learning experience.

We work closely with schools, parents and educators, designing products for the modern-day classroom and home learning environments. Our resources can be accessed online from any device, meaning that we're able to provide support wherever students need it.

Our passion is – and always has been – bringing high quality, reliable and accessible learning resources to people all over the world.

Change can be overwhelming, so we've put together a guide to surviving the new academic year. In it, you can find:



Overview of changes



Tips for tackling changes



How Britannica can help

What is new

As of September 2019, Ofsted are placing a new focus on the needs of pupils and how they are progressing from one stage to another. They will look at both summative and formative assessments, as well as performance in the classroom and how each learner is individually catered for in lessons.

“Inspectors will take a rounded view of the quality of education that a school provides to all its pupils, including the most disadvantaged pupils, as well as the most able pupils.”

- Ofsted, 2019

The new Quality of Education judgement consists of three teaching stages



Intent

The school must provide a curriculum that engages all pupils and gives all abilities the opportunity to succeed. Pupils should gain new knowledge and skills at each stage. Inspectors will be putting more focus on the curriculum rather than internal assessment outcomes.



Implement

Inspectors will then evaluate how the subject is being taught at subject and classroom level. This will include looking at:

- Teacher's knowledge
- Use of assessment purposefully
- Differentiation used effectively to cater all abilities
- Teacher's innovation in the classroom to engage pupils



Impact

Inspectors will be looking at the impact this implementation has had on the pupils. They will be assessing if pupils are prepared for the next steps in their learning and are ready to develop new skills, as well as ensuring that pupils of all abilities are understanding the work given and making progress.

Teacher Tips



Get to know your pupils before teaching subjects to ensure you are aware of any sensitive topics for certain individuals and can prepare how to address this.

If you know the general interests or current trends that the pupils are following, you can build your lessons around these ideas to help encourage pupils to engage. For example, create a series of lessons on the topic of Instagram by creating usage graphs, designing a new logo or discussing its impact on young people.



Differentiate your lessons based on individual pupil ability, showing examples of trying to 'close the gap'.

Ofsted are looking for how teachers are implementing teaching strategies into their lessons, including catering for all types of abilities. Organise your seating plan, allowing your more able pupils to be challenged by having to help your SEN pupils. Similarly, create 'bronze', 'silver' and 'gold' worksheets to indicate the level in which the pupils are working at, increasing the challenge as they work their way up to gold.



Explore different pedagogical approaches to make the learning environment interesting and engaging for the pupils.

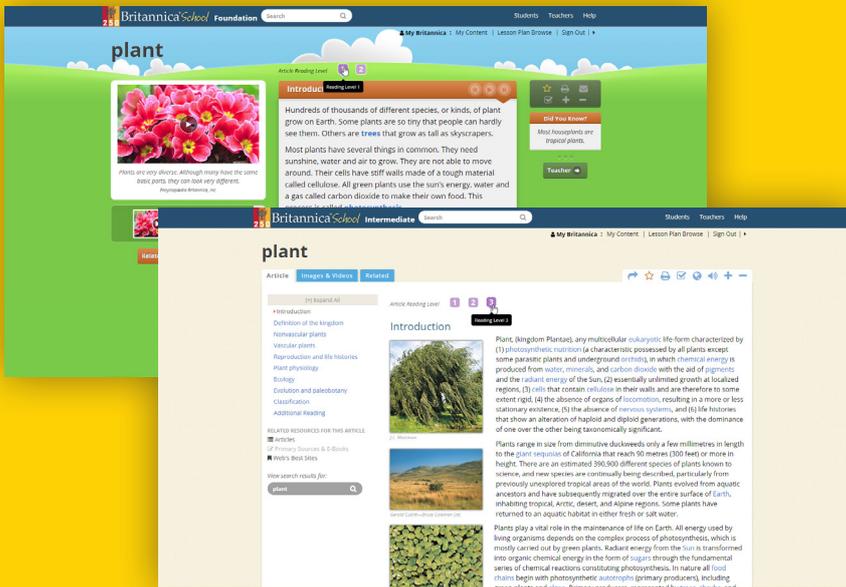
Again, this will involve getting to know your pupils to ensure you know what engages them the most. Try some 'collaborative learning', grouping pupils who are at different performance levels and setting them a series of tasks. Start with a discussion based task, moving onto reading and analytical skills before completing a writing task.



Focus on AfL (formative assessments) consistently as opposed to AoL (summative assessments) to show that you are assessing the pupils throughout their learning, honing their knowledge and skills during the process of their academic journey.

During lessons, use questioning strategies to constantly test the pupils learning and progress, aiming the 'what' questions at the lower ability and the 'how' questions at MAT pupils. At the end of each lesson, ask the pupils to close their eyes and 'hands up' if they are confident. From this, you will be able to identify what needs to be addressed next lesson.

How Britannica can help



All of our content is differentiated, with reading options and search pages for primary, secondary and advanced pupils. This makes it easier for teachers to cater for a range of abilities in the classroom with differentiated resources already prepared, for instance, more able and talented (MAT) pupils can be challenged using the advanced reading tool at secondary level.

Curriculum Standards Browse

STANDARD TYPE

NONE

National Curriculum for England

STANDARD

National Curriculum for England

SUBJECT

Science

KEY STAGE, LEVEL OR GRADE

Choose a Key Stage/Level/Grade...

KS1

KS2

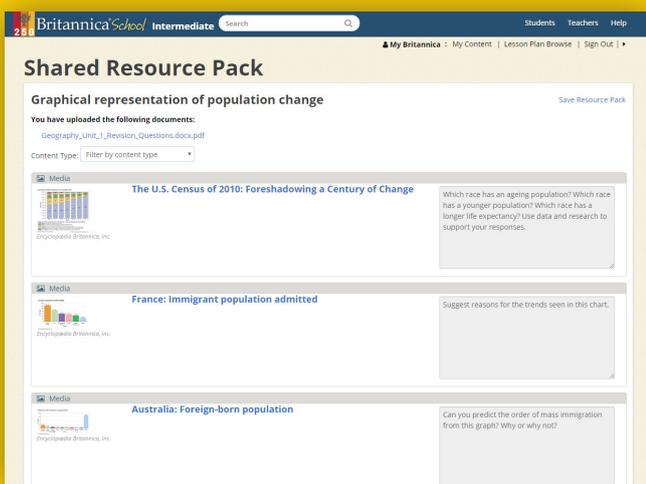
KS3

KS4

View Results

Our Britannica School platform allows teachers to map content to the curriculum. This allows teachers to recognise what parts of the curriculum they are covering, making lesson plan design easier and highlighting cross-curricular topics.

All content from Britannica is thoroughly vetted during a meticulous editorial process, and delivers authoritative and trustworthy information, making it reliable, suitable and safe for primary years, secondary years and advanced pupils.



Our resources are available in all subject areas, including information relevant to Health and Wellbeing, Sex and Relationships. In particular, with resource packs in Britannica School, content from all subject areas can be collated and packaged into easy to share lesson plans. The pack pictured here is used to support the teaching and learning of population change in Geography.



Do you have EAL students in your school? All Britannica content is fully translatable into over 90 different languages, with the read aloud tool and double-click dictionary further supporting those students who speak English as a second language. At Britannica we believe language should never be a barrier to knowledge.



To find out more about our resources and how they can help you in the classroom, visit britannica.co.uk/book-a-demo