

## Deep Dive History

### Meeting with leader

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| Who chooses what is taught on the History Curriculum? And why?          |
| How do you assess History?  |
| How do you support children with SEND?                                  |
| What CPD has been offered to staff to support with History?             |
| How do you ensure the curriculum / sequence of learning is progressive? |
| How do you ensure chronology is taught and understood by children?      |
| What are your current development points and what are your strengths?   |

### Meeting with staff after visiting lessons

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| What essential skill did you teach in your lesson?  |
| What key vocabulary did you use?  |
| What was the outcome of the lesson?   |
| What was the lesson prior to the lesson you taught?   |
| What is your next lesson in your theme?   |
| What is the final outcome of your theme?  |
| What links are there in your current theme to previous ones?  |
| How do you show challenge in books?   |
| Discussed how outcomes related to the learning e.g. questioned why a speech had written for the cause of WW2 (Y6) |
| Discussed children's' knowledge and understanding of a theme  |
| How do you support children with SEND?  |

## Deep Dive Music

### Meeting with leader

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| How is music taught at your school?                           |
| How do you know all music skills are covered?                 |
| How do you ensure progression?                                |
| Do children get the chance to play a musical instrument?      |
| How is notation taught?                                       |
| How do you support children with SEND                         |
| What CPD has been offered to staff to support Music teaching? |
| How do you assess Music?                                      |

## Personal Development

### Meeting with leader and Principal

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| What does Personal Development mean to you?                        |
| What enrichment opportunities to you provide?                      |
| What do you follow for RE?   |
| How to you promote / deliver BV?                                   |
| What do you do to support children pastorally?                     |
| How do children Safeguard and support each other?                  |
| How many children are targeted for enrichment inc specific groups? |

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| What does the school offer that is above and beyond?           |
| What have children continued / successful out of school?       |
| How long have you been in post?                                |
| What CPD have you received for enrichment?                     |
| What CPD have you provided for staff?                          |
| How did you find completing your NPQML? What was your project? |

## EYFS

### Meeting with leader

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| How do you support transition of children into EYFS?                                      |
| How does this differ for children who accessed Nursery?                                   |
| How does this differ for children with SEND needs?  |
| What support has been provided for staff in light of the new EYFS framework               |
| What does your planning show?   |
| How do you plan for specific knowledge?   |
| What specific knowledge do you want the children to know by the end of Nursery/Reception? |
| How do you plan for new language to be introduced?  |
| How do you plan for specific groups of children?  |
| How do you access children?   |
| What support is available for children who are not on track?                              |
| Can you talk about your GLD data trends?  |
| What is the current attainment of your cohort- both Reception and Nursery?                |