

# Subject Leader Training

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Anne Vernon and Jo Warner

11<sup>th</sup> October 2023

# Quality of Education

- Knowledge and skills that pupils will gain at each stage through the school's curriculum (**intent**)
  - How the curriculum developed or adapted by the school is taught and assessed in order to support pupils to build their knowledge and hoe to apply that knowledge as skills (**implementation**)
  - The outcomes that pupils achieve as a result of the education they have received (**impact**)
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- Curriculum
  - Deep dives
  - Disadvantaged pupils, including pupils with SEND

# Behaviour and Attitudes Personal Development Leadership and Management Early Years



# **Reflective educational conversation (Pre-inspection) Part 1**

**Context and challenges – how impact on school and provision through to curriculum etc.**

**Curriculum, including strengths, weaknesses; teaching and standards; progress since previous inspection; subjects, year groups, phases including timetables**

**Specific areas of the school that should be focused on during the inspection and their timetable implications**

**Behaviour and attitudes and personal development**

**Questions or queries that may have been raised through pre-inspection analysis**

**Part 2 – logistical and practicalities for the inspection**



# Reflective educational conversation (Pre-inspection) Part 1

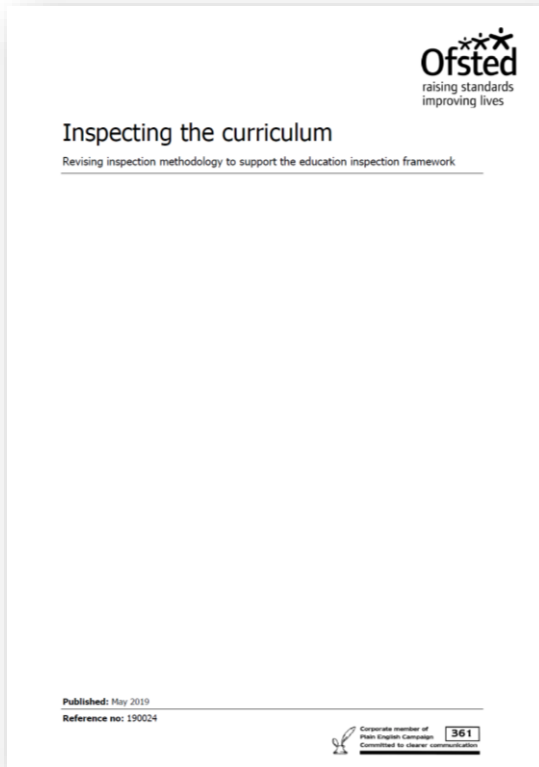
## Potential questions .....

- How is the curriculum/subject areas organised across and between year groups?
- How are content choices made and measured to ensure appropriate impact?
- How is the curriculum sequenced, reasons why do in this way, how measuring impact of sequence and what is it showing leaders about the school's curriculum?
- Where are the strongest curriculum areas? Where are those curriculum areas that need further development?
- **\*Also questions around personal development and behaviours and attitudes**

# Reflective educational conversation (Pre-inspection) Part 1

## Potential questions .....

- How do leaders know if pupils ‘learn the curriculum’?
- To what extent do leaders understand ‘curriculum as the progression model’?
- What are the reasons for differences in subject effectiveness across the school?
- How do leaders quality assure the curriculum? In what way is this making a difference?
- How well do leaders model curriculum leadership?
- Can leaders explain the focus, rationale and impact of staff training on the curriculum?



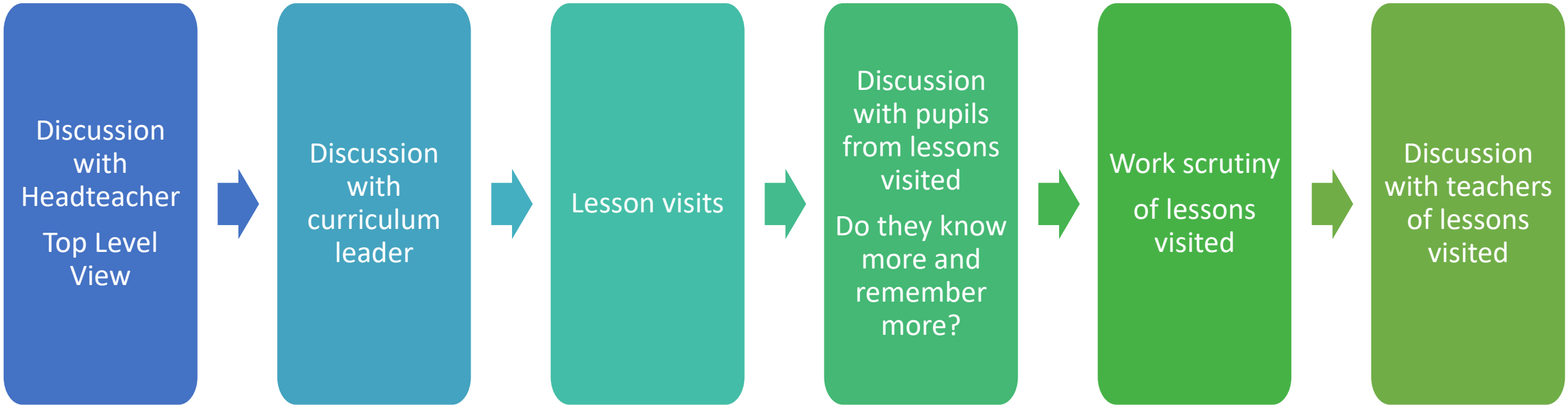
# Using the Deep Dive process as the basis for monitoring and evaluating your subject

## Curriculum Deep Dives

### So, what is a curriculum deep dive?

- Gathering evidence on the curriculum intent, implementation and impact over a sample of subjects, topics or aspects
- Evaluation of senior leaders' intent for the curriculum overall and how then it impacts this subject or area, and their understanding of its implementation and impact
- What are the strengths and weaknesses in subjects?
- Evaluation of curriculum leadership; long and medium-term thinking and planning, including the rationale for content choices and sequencing





- Visits to a deliberately and explicitly connected sample of lessons
- Work scrutiny of books or other kinds of work produced by pupils who are part of classes that have also been (or will also be) visited by inspectors
- Discussion with teachers to understand how the curriculum informs their choices about content and sequencing to support effective learning
- Discussions with a group of pupils from the lessons visited.

# Curriculum ...

- **Scope** – coverage and challenge – why this?
- **Sequencing** – why now?
- **Substantive knowledge** – what do you want pupils to learn?
- **Disciplinary knowledge** – how the subject discipline builds new knowledge.
- **Knowing more, remembering more** – do pupils remember, long term, crucial content needed for subsequent learning?
- **Pedagogy** – do teaching decisions achieve curricular intent?
- **Assessment** – is there timely feedback on component learning?
- **Culture** – is there a climate of high expectations where pupils' love of subject can flourish?
- **Systems** – department/subject processes and staff support
- **Policy** – what is the impact of school-wide policies on subject delivery?

# Ofsted

## INSPECTOR CURRICULUM

### Primary History aide-memoire

History education should build a deepening knowledge of the past, a respect for its people and an appreciation of how historians make sense of the past.

### Contents

- ⇒ This document has been created to support inspectors undertaking a deep dive in history.
- ⇒ It provides a high-level summary of stage two training and wider guidance.
- ⇒ The six focus areas provide a structure to explain subject level outcomes as identified by inspection activities.
- ⇒ School leaders may not be able and should not be expected to articulate their intent **as it is outlined** in this aide-memoire or to provide documents which neatly provide the evidence for the focus areas.

Official -  
For training only

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[www.gov.uk/ofsted](http://www.gov.uk/ofsted)  
[www.twitter.com/ofstednews](https://twitter.com/ofstednews)  
[www.youtube.com/ofstednews](https://www.youtube.com/ofstednews)

## 1. Curriculum

**Scope:** Does the curriculum match the scope and ambition of the National Curriculum? (Q2b)

### The National Curriculum (2014)

#### Areas of study KS1:

- Changes within living memory
- Significant events beyond living memory and the lives of significant individuals
- Significant events, people or places in their locality

#### Areas of study KS2:

- Changes in Britain from the Stone Age to Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- Viking and Anglo-Saxon struggle for control of England
- A local history study
- An aspect or theme extending beyond 1066

An overview of the earliest civilisations and a depth study of at least one early civilisation

#### Ancient Greece

A non-European society

To develop a knowledge of:

A coherent narrative of British history to 1066

The interrelationship between British and wider world history; the connections between local, regional, national and international history

Cultural, economic, military, political, religious and social history; short- and long-term timescales

Key substantive concepts e.g. empire, class, peasant

The second-order concepts

### Reading and writing (Q6-7)

Are pupils exposed to a **wide range of texts** which develop their knowledge of the past?

Do pupils develop their **historical writing**? Do they learn to write in history-specific ways?

### Early Years and KS1 (Q4-5)

Does teaching begin to build pupils' knowledge of chronology and substantive concepts?

What do pupils know and remember as a result of teaching? How does this prepare them for future learning?

### Struggling pupils/ SEND (Q8)

Are any adaptations carefully planned to ensure maximum access to the curriculum and readiness for future learning?

### Memory (Q7,9)

How have the school decided **what content** needs to be deeply embedded in long-term memory?

**How secure** is pupils' knowledge of the core aspects of the curriculum?

### Components and sequencing (Q1,7)

Do pupils build knowledge in the categories below through repeated encounters in different historical contexts?

Are these encounters carefully sequenced to ensure maximum readiness to learn new content?

### Substantive knowledge (Q2)

#### Topic knowledge (Q2a-b)

How well does planning and teaching of individual topics ensure pupils understand events and societies **in depth**?

How have the school selected content for **emphasis**/ to be secured in long-term memory?

#### Chronological knowledge (Q2c)

Do pupils secure a **'mental timeline'** of the past and **coherent narratives** across time?

How effectively does the department secure knowledge of key chronological markers and of **historical periods**?

#### Substantive concepts (Q2d)

Does the school build pupils' **schemata** effectively for important substantive concepts like empire, trade and tax through topics?

Are substantive concepts understood as **key components** of pupils' readiness to learn new content?

### Rigour/disciplinary knowledge (Q3)

#### Disciplinary knowledge

Is disciplinary knowledge taught in **specific substantive contexts** through specific examples (in topics)?

Is it taught as **knowledge** rather than as skills?

Do pupils, across the curriculum, build up increasingly sophisticated **schemata** about how historians study the past?

Is the discipline handled in ways which are **valid/true** to historical practice?

#### Second order concepts

Do pupils build up **schemata** over time about how historians operate using these concepts?

**Sources and evidence; Historical interpretations; Cause and consequence; Change and continuity; Similarity and difference; Historical significance**

(Q8-9)

## 2. Pedagogy

What is the **rationale** for the activities chosen in lessons (**fitness for purpose**)?

Do **activities support the curriculum intent**? Is the historical knowledge foregrounded?

How do teachers ensure that key content is **remembered long term**?

Do teachers **check what pupils know**? Are activities planned to revisit previously learned content and build up the security and sophistication of pupils' knowledge?

(Q10)

## 3. Assessment

The carefully selected what (including substantive and disciplinary knowledge) is the progression model - is this **what assessment checks for**?

Is **formative assessment** timely and well focused? Does it inform curriculum design and adaptation?

(Q11-12)

## 4. Culture

Do teachers have **high expectations** of what all pupils can learn in history?

Does the department foster a **love of the subject** and an understanding of its value?

Is a **high value** placed on pupils learning about the past and the disciplinary traditions of history?

How does the value and **profile of the subject whole-school** compare to other subjects?

(Q13-16)

## 5. Systems

What **strengths and weaknesses** have you identified through the deep dive? Can the school readily explain and qualify potential systemic issues?

What mechanisms are there for **curriculum construction and renewal**?

How well are staff supported in developing their own **subject and subject-specific pedagogical knowledge**?

Is the subject led and overseen effectively?

(Q17-18)

## 6. Policy


How is history **influenced** by senior leaders and those in governance?

How do **school-wide policies** impact history?

Do any whole-school policies, such as assessment models, support and enable high-quality history-specific assessment?

Is **sufficient time** allocated for teaching? Are adequate resources available?



Disciplinary knowledge in history	Potentially stronger practice	Potentially weaker practice
<p><b>General practice — teaching of disciplinary knowledge in history (Q3)</b></p> 	<p>Pupils study <b>specific examples</b> of how historians have studied and analysed the past, and of how they have constructed and presented accounts of the past.</p> <p>Through this, <b>pupils build schemata</b> about how historians study the past. E.g. over time pupils build an increasingly secure and sophisticated schema about 'how historians use evidence'.</p> <p>Pupils are taught about the <b>range of second-order concepts</b> below.</p> <p>Teachers ensure that they represent the <b>disciplinary traditions</b> of history accurately and avoid misconceptions or misleading approaches.</p> <p>Carefully crafted <b>enquiry questions</b> are used to frame content, and to help pupils shape their knowledge into historical analyses.</p>	<p>Disciplinary knowledge is <b>approached as skills</b>. Pupils practise 'doing' what historians do for themselves, rather than learning about how historians make sense of the past.</p> <p>Pupils are asked to <b>make judgments without the necessary knowledge</b>. Pupils might be lacking i) knowledge of the topic or ii) knowledge of the discipline which would allow them to come to valid and reasonable judgments about the past.</p> <p>The discipline is <b>misrepresented</b> or pupils build <b>misconceptions</b> because of the approach to the discipline e.g. spotting bias in sources.</p> <p>Disciplinary knowledge is taught in <b>generic</b> ways, e.g. through formulaic structures or 'tips and tricks'.</p> <p><b>Presentism</b> or morality tales shape content or approaches to teaching content</p>
<p><b>Cause and consequence (Q3a)</b></p> <p>How historians make judgments about why an event occurred, or the consequences of an event</p>	<p>Pupils build knowledge over several lessons to allow them to make valid judgments about complex causation</p> <p>Pupils study how historians have framed and approached causation in specific contexts through specific examples e.g. how did historian X analyse the causes of WW1?</p> <p>Across the curriculum, pupils build up increasingly sophisticated schemata regarding how historians analyse causation</p>	<p>Pupils asked to make causation judgments without sufficient knowledge of the topic</p> <p>Questions where it is unclear what is being caused e.g. 'why was life hard for medieval peasants?'</p> <p>Questions which confuse causation with personal motivation e.g. 'why did Henry want to murder Thomas Becket?'</p>
<p><b>Change and continuity (Q3a)</b></p> <p>How historians make judgments about the extent, nature or pace of change across time</p>	<p>Pupils build knowledge over several lessons to allow them to make valid judgments about change over time</p> <p>Focus is clearly on the pace, nature or extent of change</p> <p>Across the curriculum, pupils build up increasingly sophisticated schemata regarding how historians analyse change</p>	<p>Questions which do not focus clearly on change and continuity e.g. 'Why did the power of kings decline between 1000 and 1700?' (focuses on causation)</p> <p>Focus is on identifying changes, rather than analysing the degree, extent or pace of change</p> <p>Presentism allowed in pupil judgments e.g. 'when was life best for medieval peasants?'</p>
<p><b>Similarity and difference (Q3a)</b></p> <p>How historians make judgments about the extent of similarity and difference within or between groups, places or societies in the same time period</p>	<p>Focuses on similarity and difference between or within individuals, groups or societies <i>within the same time period</i></p> <p>Pupils build knowledge over several lessons to allow them to make valid judgments about the extent or type of similarity or difference</p> <p>Across the curriculum, pupils build up increasingly sophisticated schemata regarding how historians analyse similarity and difference</p>	<p>Similarity and difference is confused with change and continuity (by comparing across time periods)</p>
<p><b>Historical significance (Q3a)</b></p> <p>How historians and others ascribe significance to historical people or events (deem them worthy of attention)</p>	<p>Pupils learn about the criteria which historians and others use to ascribe significance to people or events</p> <p>Across the curriculum, pupils build up increasingly sophisticated schemata regarding how historians ascribe significance to people or events</p>	<p>Significance is confused with importance or impact</p> <p>Focus is on pupils judging significance themselves, rather than learning about the criteria which others have used to ascribe significance</p> <p>Significance is given a moral dimension e.g. 'Why <i>should</i> we learn about topic X?' or 'who <i>deserves</i> to be remembered?'</p>
<p><b>Sources and evidence (Q3b)</b></p> <p>How historians use sources to make claims about the past</p>	<p>Pupils learn about how sources are used to investigate the past in relation to <i>specific questions</i> e.g. 'What do the Paston letters tell us about the role of women in the 15th century?'</p> <p>Pupils learn about specific sources and collections of sources which historians use to investigate particular issues and periods</p> <p>Across the curriculum, pupils build up increasingly sophisticated schemata regarding how historians use evidence</p>	<p>Pupils are taught generic source skills which are not specific to a context or question</p> <p>Teaching focuses on bias or reliability of sources, rather than on how historians use them to construct claims about the past</p> <p>Teaching focuses on using approaches to sources taken from GCSE exams</p>
<p><b>Historical interpretations (Q3b)</b></p> <p>How and why historical interpretations are different</p>	<p>Pupils develop knowledge of how particular historians have interpreted the past and learn about reasons for difference in interpretations</p> <p>Pupils are given opportunities to engage with original or adapted extracts of real historical interpretations</p> <p>Across the curriculum, pupils build up increasingly sophisticated schemata regarding how and why historians construct different interpretations of the past</p>	<p>Teaching focuses on pupils making their own 'interpretations'</p> <p>Interpretations are equated with 'viewpoints' or pupils are taught that history has 'no right answers'</p> <p>Interpretations are given a moral dimension e.g. 'was John a good or bad king?'</p> <p>Pupils are asked to judge the accuracy of interpretations</p>

# The curriculum

School Inspection Handbook September 2023

A school's curriculum sets out the aims of a programme of education. It also sets out the structure for those aims to be implemented, including the knowledge and skills to be gained at each stage. It enables the school to evaluate pupils' knowledge and skills against those expectations.

Inspectors will also bear in mind that **developing and embedding an effective curriculum takes time**, and that leaders may only **be part-way through the process** of adopting or redeveloping a curriculum. If leaders have **an accurate, evaluative understanding of current curriculum practice** in their school and have **identified appropriate next steps** (taking into account any impact of COVID-19) to improve curriculum quality and develop curriculum expertise across the school, inspectors will evaluate ‘intent’ favourably when reaching the holistic quality of education judgement. They will recognise that the criteria for a judgement of good are the best fit.

# Quality of Education

## Intent

Key words are: (taken from the handbook)

- Pupils' knowledge and skills
- End points
- Components and sequencing
- Progression
- Sequencing
- Local context and typical gaps in knowledge
- Breadth – national curriculum and EYFS
- All pupils – disadvantaged and pupils with SEND
- Rigour of subject-specific planning



# Curriculum Intent

Intent is about **much** more than ‘vision’ and ‘ambition’. It is about what leaders have actually done to enable that vision to be realised (in other words everything up to the point of delivery).

Intent includes the planned knowledge for future learning in each subject, in other words ‘how the curriculum ensures pupils are ‘ready’ for their next stage of learning.’ For a curriculum to be effective, it must enable pupils to develop knowledge.

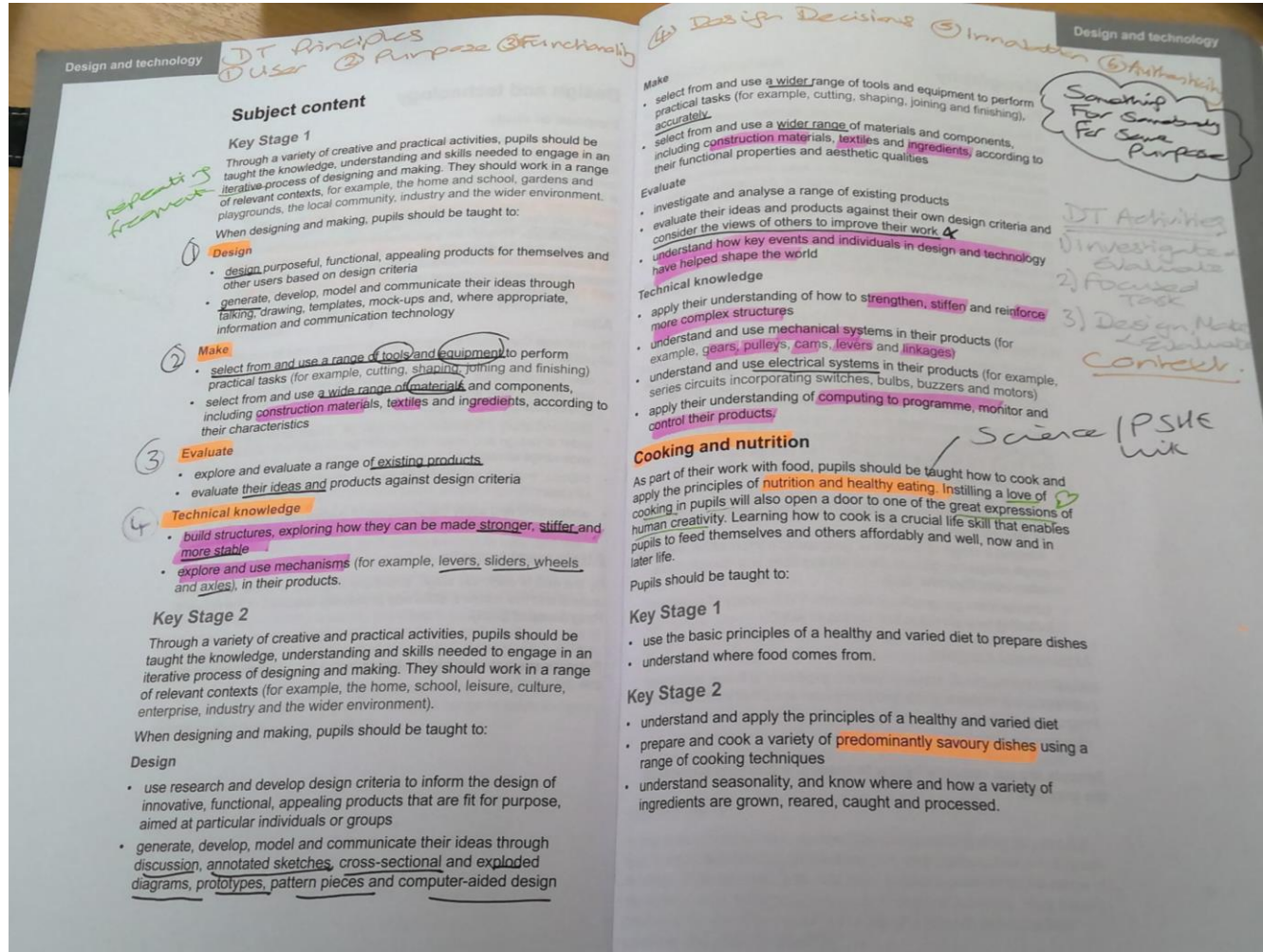
Intent is very much about coverage, design, appropriateness, sequence, progression – it is the **granular detail** of what going to teach pupils and why

# Things to think about:

- School overall intent for the curriculum – needs to be as clear and focused as each subject area, leaders and all staff need to be certain in their understanding of what the intention is as a whole school for the curriculum – about providing the granular detail
- Can use school plans to consider scope and coherence in the overall and then subject curriculum
- When looking at plans with subject leaders it's about asking the question 'Why here? Why now?'
- Work scrutiny should evidence intent through indicating coverage, appropriate sequence of learning, progression in learning
- Whole curriculum is built upon the EYFS – therefore need to be secure in knowledge and understanding of EYFS

# National Curriculum

Know the National Curriculum for your subject inside out...



DT – Cooking and nutrition KS2  
Seasonality

Art – Sculpture in KS1 / artists,  
craft makers and designers

Geography – Identify  
characteristics of the four  
countries of UK KS1

Look at purpose of study and  
aims

# National Curriculum

 Department  
for Education

## Design and technology programmes of study: key stage 3 National curriculum in England

**Purpose of study**

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

**Aims**

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

## Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

### Key stage 3

- understand and apply the principles of nutrition and health
- cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- understand the source, seasonality and characteristics of a broad range of ingredients.

Know the National  
Curriculum for your  
subject inside out...

Look at purpose of  
study and aims

# Composite and component

## Component

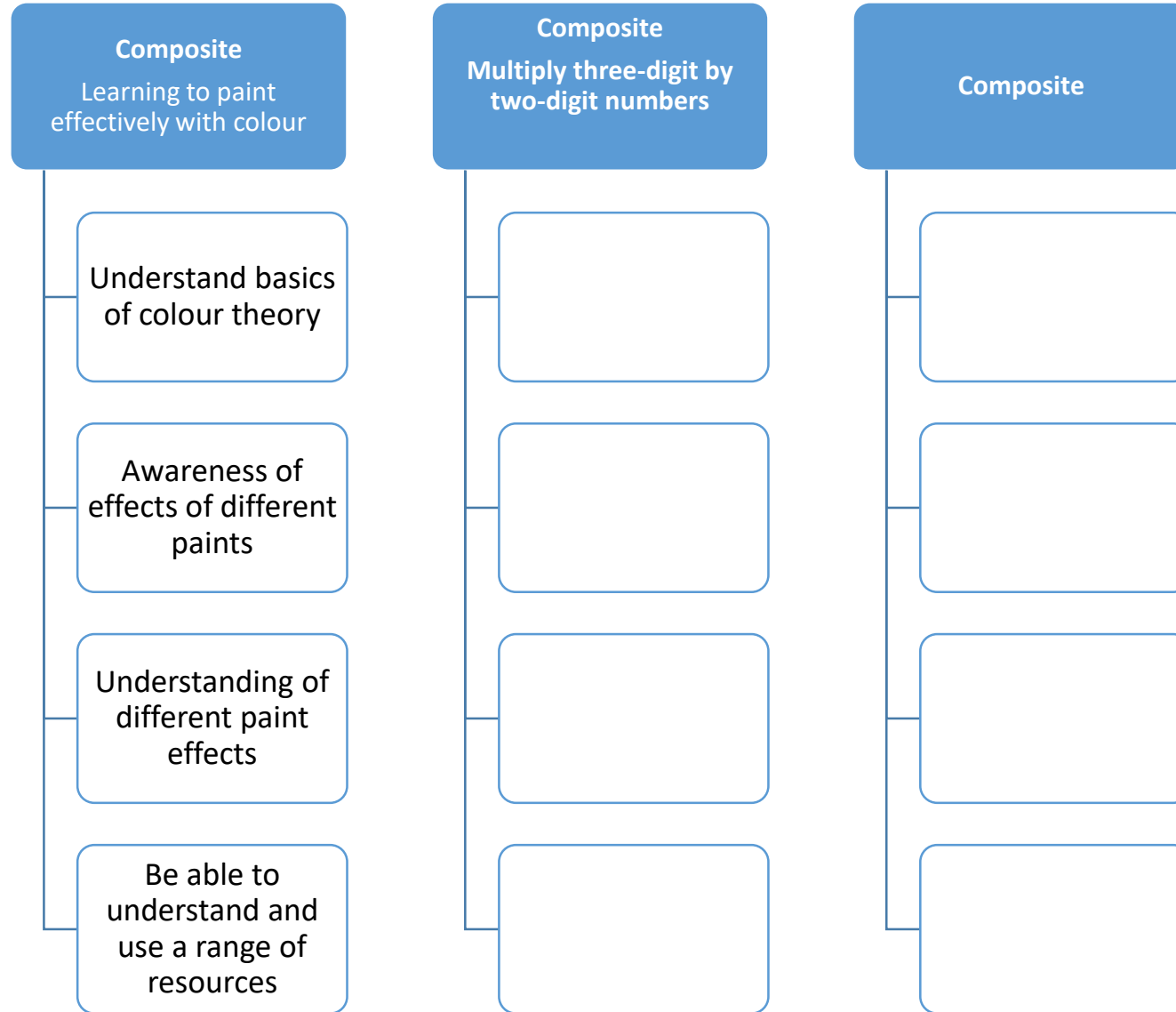
The building blocks which have been identified as most useful for subsequent learning



## Composite

The complex knowledge/skill/performance the component will combine to achieve







# Laying the foundations in EYFS

- Establish intent for the curriculum in Early Years
- Importance of the development of children's spoken language
- Focus on vocabulary – what vocabulary are they teaching for plants for example
- Understanding of all areas of learning and how they prepare children for your subject curriculum in Year 1 and later
- Visit to EYFS to see interactions between adults and children / learning in the provision
- Do this with the EYFS leader – what is the learning doing here – why this / why now?
- Understanding of the revised EYFS Framework

**Do you have a clear understanding of the curriculum in your feeder school?**

**How does Key Stage 3 prepare pupils for the next stage in their education?**

**How do you adapt your curriculum for pupils new to the school?**





# Quality of Education

## Implementation

This is where delivery, pedagogy and assessment sit within the QE judgement.

- How the curriculum is developed or adapted
- Presenting information clearly – key learning / opportunities for discussion
- Checking understanding - misconceptions
- Long term memory – know more and remember more
- Sequencing - build on previous learning
- Use of assessments – check understanding / inform teaching
- Expert knowledge – supported to address gaps in their knowledge

## Things to think about

- Consider statement 'right at a given point in time'
- This is where consider wider aspects including leadership and workload issues. Are **leaders** ensuring that the intent is implemented in such a way as to make it effective and sustainable?
- High **profile of reading** in this section of descriptors. This is because research shows that reading is the foundation stone of knowledge and so of the curriculum
- How those **pupils with SEND are enabled to fully access each subject area within the curriculum**, this is not solely about 'general' methods of support but about the personalisation in place for pupils with SEND to access history, geography etc.. This is potentially different for each subject

# Implementation

## Discussions with class teachers:

- Potentially group around same subject area – explore choices of content, sequence, pedagogical choices
- Ideally involve all staff who have been part of ‘deep dive’ i.e. seen in classrooms or looked at their books etc.
- Explore how class teachers are helped to improve subject knowledge alongside pedagogical choices
- How building up components to get to composite i.e. end product/end point e.g. what is this content part of? How do you expect this specific part of Year 7 content to create readiness for Year 8? Which Year 8 content is it relevant to?

# Quality of Education

## Impact

- How pupils are progressing through the curriculum
- Knowledge and cultural capital to succeed in life
- Work of high quality
- Disadvantaged pupils and pupils with SEND
- Progress in knowing, progressing and doing more
- Achieve well in national tests and examinations
- Readiness for next stage
- **READING, READING, READING!**

## Impact

Impact is shown in what pupils know and can do as a result of the design and delivery of the curriculum.

- A well considered, well-taught curriculum will lead to good outcomes because those outcomes will reflect what pupils have learned
- Disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life
- National assessment are useful indicators of pupils' outcomes BUT they only represent a sample of what pupils have learned. Balance outcomes with first-hand assessment of pupils' work
- All learning builds to an end point. Learners are being prepared for their next stage in their education, training or employment at each stage of their learning.
- If pupils are not able to read to an age-appropriate level and fluency, they will be incapable of accessing the rest of the curriculum, and they will rapidly fall behind their peers.

## Things to think about:

- Work scrutiny evidences the impact of the curriculum on pupils' learning
- It indicates whether pupils are learning and remembering long term what intend pupils to learn and remember
- Long term memory change is what is being looked for in impact
- Discussion with pupils evidences impact on knowledge retention
- **Knowing more and remembering more**
- **Ofsted will not ask for or accept internal data HOWEVER subject leaders should be using assessments and outcome data to inform their work**

## Curriculum Leaders

### Potential areas to think about for discussion or exploration:

- Plans/schemes used/organisation of subject area and why
- How prior content taught in previous lessons, topics or year groups prepares pupils for subsequent learning
- Sequence of learning – look at how organised - from beginning to end of school age group
- Content choices and appropriateness – how reached and how reviewed
- How staff use assessment to support their work and teaching
- Pedagogical choices and why
- Standards pupils achieve and whether pupils know more and are able to do more as a result of being in school
- End points for each subject area in relation to pupils' needs and what wish to achieve
- Professional development opportunities for each subject for self and staff
- How matching up at delivery point i.e. lessons and how as curriculum leaders know this as well as SLT

# Strategic Leadership

School leadership needs to be a broad concept that is separated from person, role and a discrete set of individual behaviours.

It needs to be embedded in the school community as a whole.

Such a broadening of the concept of leadership suggests shared responsibility for a shared purpose of community.

Leadership is about learning together.





# Enabling others to act

Kouzes and Posner define 'enabling others to act' as:



**Leaders fostering collaboration and building spirited teams. They actively involve others. Leaders understanding that mutual respect is what sustains extraordinary efforts; they strive to create an atmosphere of trust and human dignity. They strengthen others, making each person feel capable and powerful.**

Good leaders foster good leadership at other levels.  
Leadership at other levels produces a steady stream of  
future leaders for the system as a whole.

Fullan: 2001

Leadership lies within the school not just with the head

# Developing the team

Who is in your team?

Do you know their individual skills?

Do you know their areas for development?

What team role do they play?

Do you recognise spheres of influence within the team?

Do you recognise your own behaviours in relation to individuals within the team?

Enabling others to act is the behaviour of a confident leader. Leaders who understand the strengths of their team and their potential for more responsibility feel confident in enabling others to take control and the initiative.

Enabling is a leadership behaviour while controlling and directing is a management behaviour.

### **Be clear about responsibilities:**

Setting clear roles for each person, as well as the tasks they're expected to do, aids in helping future leaders set those exact same roles.

# How do you use your subject improvement plan?



## Subject reports

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### [Subject report series: music](#)

21 September 2023    Research and analysis

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### [Subject report series: PE](#)

20 September 2023    Research and analysis

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### [Subject report series: geography](#)

19 September 2023    Research and analysis

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### [Subject report series: history](#)

13 July 2023    Research and analysis

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### [Subject report series: maths](#)

13 July 2023    Research and analysis

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### [Subject report series: science](#)

2 February 2023    Research and analysis

## Research reviews

Our research reviews will collate currently available research evidence. We will consider what the evidence tells us about a high-quality education in each subject.

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### [Research review series: art and design](#)

22 February 2023    Research and analysis

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### [Research review series: English](#)

15 July 2022    Research and analysis

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### [Research review series: computing](#)

16 May 2022    Research and analysis

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### [Research review series: PE](#)

18 March 2022    Research and analysis

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### [Research review series: history](#)

14 July 2021    Research and analysis

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### [Research review series: music](#)

12 July 2021    Research and analysis

### [Research review series: geography](#)

17 June 2021    Research and analysis

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### [Research review series: languages](#)

7 June 2021    Research and analysis

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### [Research review series: mathematics](#)

25 May 2021    Research and analysis

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### [Research review series: religious education](#)

12 May 2021    Research and analysis

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### [Research review series: science](#)

29 April 2021    Research and analysis



# Subject Association Directory

## The CfSA Directory – The Council for Subject Associations

**CfSA**  
Council for Subject Associations  
*A Voice for Subjects*

2nd edition

This is a quick reference, digital directory covering subjects taught in schools; it tells you about all the different subject associations whose purpose is to help you in the classroom.

# Subject Association Directory

Practical help for teaching subjects in your school

31 Subject Associations and other support organisations with over 1000 years of serving teachers, headteachers, governors, leaders, academics, students and governments.

www.subjectassociations.org.uk

CfSA directory

Design & Technology

## DESIGN & TECHNOLOGY

Design and Technology has been a recognised curriculum option in England since 1988. We were the first country globally to recognise the importance of a technical and design education; iterations of the subject can now be found in countries across the world with China and India recently recognising the need to introduce the subject to their curricula. D&T provides pupils with practical opportunities to learn about a wide range of conceptual and practical skills in the solution of 'real-life' problems. Students develop the transferable skills and attitudes highly valued by employers, including communication, teamwork, resilience, analytical skills and problem solving.

### DESIGN & TECHNOLOGY ASSOCIATION

Established in 1989  
[www.data.org.uk](http://www.data.org.uk)

01789 470007  
[info@data.org.uk](mailto:info@data.org.uk)  
@DTassoc  
@DandTAssociation

**The Design and Technology Association**

education from primary through to A Level and beyond.

**Looking after you!**

- Effectively engage schools with industry via our Blueprint 1000 initiative. Take part in inspiring industry-based projects
- Glossy magazines for primary and secondary teachers
- Classroom posters to encourage option choices and career paths
- Classroom teaching resources, advice & guidance for teachers
- Videos to promote and help deliver the subject effectively
- Online community for networking
- Advocacy and lobbying for the subject at senior level.

**How much does it cost?\***

**Recommended Best value**

- Primary school + Projects on a Page - **£139**
- Secondary Departmental Partnership - **reduced to £195**

However, two-Year school, individual, ECT, and basic for primary and secondary schools is available should they suit your needs better

\*prices and packages are subject to change

**Membership includes\***

- Curriculum Toolkit for all new members
- Glossy magazines for primary and secondary teachers - including 'Designing' magazine celebrating excellence in design - hard copies and online versions
- Digital D&T Practice launching in 2022 alongside the current pdf's and hard copies
- Advice and support from D&T curriculum and education experts
- D&T Self-Review framework
- Design and Technology Mark of Excellence
- Free and discounted CPD session and teaching resources for members
- Monthly E-newsletter
- Access to member only video content on D&TTV.

\*Prices and packages are subject to change from 2022

**Want to know more?**  
Click here to visit the website

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CfSA directory

Religious Education / Religion and Worldviews

## RELIGIOUS EDUCATION

Religious education is a rigorous and relevant subject that helps prepare young people for the modern, diverse world they are growing into, a world in which religious literacy has never been more important. It is in RE that pupils learn about the people around them, think about their own beliefs and ideas, encounter worldviews different to their own and have the opportunity to consider a wide range of philosophical, theological and ethical questions. RE is part of the basic curriculum, meaning it is a legal requirement for all schools, including Academies, community schools and schools of a religious character, to teach RE to all of their pupils, though parents do have a right of withdrawal. RE is not part of the National Curriculum, and is locally determined, meaning that it is a diverse and creative subject studied in different ways across the country.

### NATRE

National Association of Teachers of Religious Education

Established in 1985  
[www.natre.org.uk](http://www.natre.org.uk)

0121 458 3313  
[admin@natre.org.uk](mailto:admin@natre.org.uk)  
@NATREupdate  
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**Membership includes**

- Quality assured RE resources, training and support delivered to you; for teachers by teachers.
- Instant RE resources, ready to use activities and practical curriculum books each term
- Online community
- Over 300 local teacher groups
- Advocacy and lobbying on your behalf... come and get involved. And much more...

**How much does it cost?**

**Range of packages to suit you and your school.**

Start from **£58 p.a.** for ITE / ECT and up to **£270 p.a.\*** for our most robust support package.

- Termly REtoday magazine
- Free access to the online 'REtoday Library' site
- Free RE in Action book
- Assessment guidance
- Daily access to professional advice and support
- Monthly e-newsletter and a downloadable practical classroom activity
- Termly curriculum book full of practical lesson ideas
- Online teaching and classroom resources, which are regularly updated
- Webinars, CPD and online learning
- ECT programme 'NEW2RE'
- Unlimited logins for all 'school' memberships
- FREE welcome webinar.

**Offers**

- £25% off all bundles
- £25 off our national conference
- 25% off all termly webinars

**Useful organisations / websites**

RE Today - [www.retoday.org.uk](http://www.retoday.org.uk)  
Religious Education Council - [www.religiouseducationcouncil.org.uk](http://www.religiouseducationcouncil.org.uk)  
RE Online - [www.reonline.org.uk](http://www.reonline.org.uk)  
RE Quality Mark - [www.reqm.org](http://www.reqm.org)

**Want to know more?**  
Click here to visit the website

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# What is it like to be a pupil at your school studying your subject on a daily basis?

