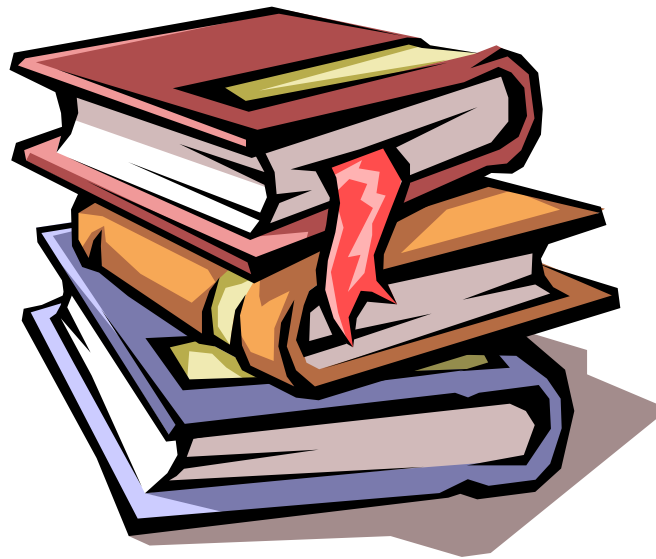


Barugh Green Primary School

Role of the Curriculum Coordinator



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Getting Started

- Developing good practice in your own classroom
- Setting up displays and exhibitions
- Talking about what is needed
- Getting to know the resources

Continuing

- Working with colleagues
- Providing/organising support and inservice training
- Coordinating assessment and record keeping systems
- Promoting liaison with other schools
- Working to achieve equal opportunities
- Organising, reviewing and purchasing resources
- Attending courses
- Reading
- Evaluating progress
- Preparing and implementing a new/revised scheme of work
- Drawing up a policy.

Subject knowledge and understanding

- Learning environment - displays, safety procedures, visits.
- Pupils' learning experiences - working individually and collaboratively, self esteem, express ideas, make choices.
- Resources - range and quality, easy access, clearly labelled.
- Curriculum and Assessment - coverage, SEN provision, continuity and progression, assessment procedures, marking, assessment used to plan.
- Teaching - support knowledge and understanding of the subject, work that is challenging, lesson planning - including differentiation.
- Partnership with parents/community - NTA - use of, informing parents, (reports, etc).
- Cross Curricular Links - SMSC, topics, IT, equal opportunities.
- Management of subject area - financial planning, monitoring/evaluating, support, identify priorities.

Curriculum Monitoring

- Mutual observation by pairs.
- Observation by Head/Deputy or Coordinator - resources, language used, discussions with pupils, pupil groupings, gender issues, are pupils performing at appropriate levels, SEN, differentiation.
- Samples of pupils' work - make a folder, take photos, study displays.
- Moderation of pupils' work.
- Tests/assessments.
- Regular review sessions.
- Discussions involving planning.
- Parents' comments.
- Resources audit.

Resources

- Questions for each coordinator to ask may include:
- Do all staff use what is available?
- Can all staff use what is available?
- How are resources being used at present?
- Are they accessible?
- In what condition are the resources?
- Have curriculum changes necessitated a change in resourcing?
- Are you aware of resources in other areas of school relevant to your subject?
- What resources are available outside school?

Preparing for OFSTED inspection

Since the role of a coordinator is an important one, it follows that each coordinator has an important part to play when school is inspected. Evidence will be gained by the following:

- observing lessons
- talking to teachers about their lessons
- talking to children
- looking at children's work
- studying teachers' planning
- looking at assessment and record keeping patterns
- studying displays
- checking resources
- studying documentation
- talking to support staff
- interviewing coordinators

To present a true picture, a coordinator should consider the following preparations prior to inspection.

- How is the NC addressed?
- Collect a box of children's work to show progression.
- Collect examples of teachers' planning.
- A collection of assessment and record keeping.
- Be aware of displays around school.
- Know the resources.
- Show how you monitor your subject.
- Get documentation tidied up.