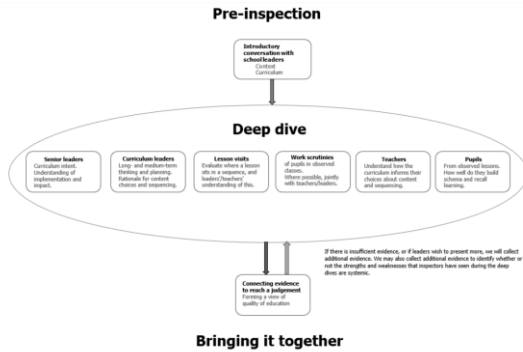




# Kirkby Woodhouse School: Whole School Curriculum Impact

## A Quality Assurance Process



Using the OFSTED model:  
Triangulating data



Kirkby Woodhouse Science Deep Dive  
10-11-21

### Summary of Main Findings

#### Part 1: Discussion with Senior Leaders / Subject Leaders

##### Summary Visit Note

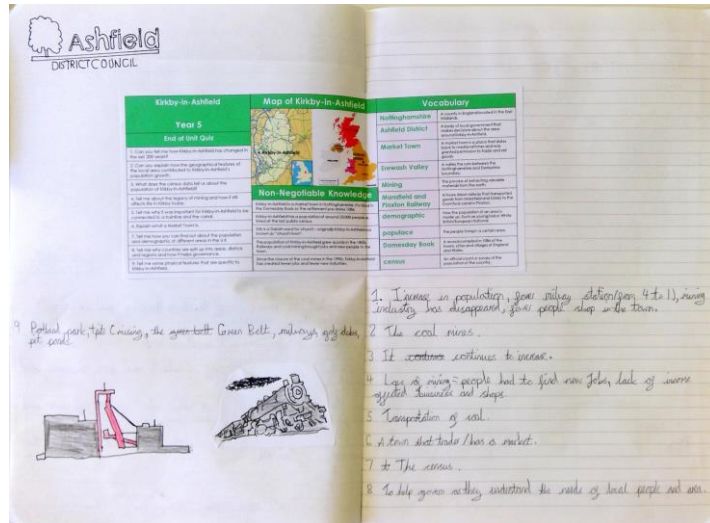
Date	Mon 10 <sup>th</sup> March 2020
School	Kirkby Woodhouse School
Focus	History

External monitoring and support

## A wealth of evidence



Pupil voice and feedback



Responding to knowledge mats/quizzes

## Summative Assessment

Year 1

3. Draw a line to match the animal to the group it belongs to.

	<input type="checkbox"/> amphibian
	<input type="checkbox"/> reptile
	<input type="checkbox"/> mammal
	<input type="checkbox"/> bird
	<input type="checkbox"/> fish

Year 4

3. Draw lines to match the vertebrate to its type:

shark	mammal
elephant	amphibian
snake	bird
frog	reptile
robin	fish

4. Explain the meaning of the following:

mammal \_\_\_\_\_  
fish \_\_\_\_\_  
amphibian \_\_\_\_\_

5. What is an invertebrate?

6. Label the three main parts of an insect's body.

7. If you were writing your own key what question would you use to separate birds and cats?

8. What question would you use to separate a bat and a bird?

10. Now write your own key by filling in these blank questions to classify these flowers:

```

  flowers
  /  \
  A    B
 /  \  /  \
 1    2 3    4
 /  \  /  \
 Dogfish Seaflower Bluebell Forget-me-not
  
```

Summative Assessments



Data Analysis

