A 'Taxonomy' of Curriculum Development

Use the 'best fit' statement for where your establishment or organisation is in relation to each piece of the jigsaw you wish to place on the board. You may require to interpret each statement slightly differently for different pieces of the jigsaw.

1   We have provision in place for this area.

2   We plan our approach to this area to provide structure.

3   We include partners in planning our approach to this area as appropriate, e.g.

- Learners
- Wider staff team
- Parents
- Partner providers
- External agencies
- Local businesses/organisations

4   Our planning for and/or approach to this area, working with partners as appropriate, supports challenge and progression.

5   Our planned approach to this area, working with partners as appropriate, leads to evidence of progression and achievement.

6   Our learners discuss progress and achievement within our planned approach to this area (working with partners as appropriate) with an adult who knows them.

7   Our learners discuss progress and achievement in their learning, including application and development of skills across settings and learning environments, with an adult who knows them ('Totality of learning').

8   Our discussions with learners and profiling develops learners' awareness of themselves as learners, and the skills they are developing and applying, across settings and learning environments. This informs future learning, and promotes partnerships in learning.