

Progression

Questions for Your School	Robust Current Evidence	Priorities for Action and Timescales
What is our shared understanding of what progression looks like?		
How do we ensure appropriate progression for all children based on their prior learning?		
How do staff plan for progression within levels and from one level to another?		

8/9/15

Questions taken from [Evaluating and Improving our Curriculum - Primary](#)

Questions for Your School	Robust Current Evidence	Priorities for Action and Timescales
To what extent are teachers clear about children's next steps in learning and the support needed to achieve them?		
How do we ensure our children are clear on their next steps in learning and how these can be achieved?		
Do we plan an appropriate range of learning opportunities to ensure the needs of all children are being met?		

8/9/15

Questions taken from [Evaluating and Improving our Curriculum - Primary](#)

Questions for Your School	Robust Current Evidence	Priorities for Action and Timescales
To what extent does our teaching rely on textbooks or commercially produced resources to deliver progression? To what extent do these resources allow for progression through a CFE level?		
To what extent do we ensure we build on prior learning using a balance between staff planning for progression and that provided by commercial resources?		
How effective are we at incorporating commercial resources appropriately into our planning for progression in children's learning?		

8/9/15

Questions taken from [Evaluating and Improving our Curriculum - Primary](#)