

Self-evaluation

Questions for Your School	Robust Current Evidence	Priorities for Action and Timescales
How well have we identified whole-school strengths and areas for improvement through self-evaluation?		
How well do we involve all stakeholders (children, staff, parents and carers, partners) in self-evaluation and planning for improvement?		
How well do we provide opportunities for staff to be involved in and lead aspects of school improvement?		

8/9/15

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

Questions for Your School	Robust Current Evidence	Priorities for Action and Timescales
How well do we encourage staff to reflect on and share their own practice?		
How do you know that the changes you have made have improved outcomes for children?		
How well is evidence from self-evaluation being used to drive forward change?		

8/9/15

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

Curriculum Rationale

Questions for Your School	Robust Current Evidence	Priorities for Action and Timescales
To what extent has your curriculum rationale been developed with input from all interested parties – school staff, children, parents, partners, local community etc.?		
How much account is taken of local/national policy and guidance when developing your school rationale?		
To what extent do you take account of all the factors that make your school unique?		

8/9/15

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

Questions for Your School	Robust Current Evidence	Priorities for Action and Timescales
Does the curriculum experienced by your learners reflect your rationale? How do you know?		

8/9/15

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

Personalisation and Choice

Questions for Your School	Robust Current Evidence	Priorities for Action and Timescales
What information is available to staff to ensure they have as full a picture as they need of children's achievements and needs?		
How well do we use information on children's progress and achievements to plan different learning to meet their individual needs?		
How well do we plan to meet the needs of children who need additional support?		

8/9/15

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

Questions for Your School	Robust Current Evidence	Priorities for Action and Timescales
How well are children involved in planning and identifying opportunities for personalisation and choice?		
How do you know that the level of personalisation and choice you provide is improving outcomes for children?		

8/9/15

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

Monitoring and Tracking

Questions for Your School	Robust Current Evidence	Priorities for Action and Timescales
To what extent are the ways in which we gather information on children's progress manageable for staff?		
To what extent do we track what children know, understand and can do?		
How do we ensure that the evidence we use for tracking and monitoring clearly shows children's progress?		

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 we developing a shared understanding of what good progress look like in all curriculum areas?		
To what extent do our tracking and monitoring approaches support improvements in children's progress?		
How well does our monitoring and tracking system allow senior managers to have a clear overview of young people's progress across the school?		
How often are young people involved in dialogue about their progress?		

8/9/15

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

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](#)

Interdisciplinary Learning

Questions for Your School	Robust Current Evidence	Priorities for Action and Timescales
To what extent does your school team have a shared understanding of what IDL is and why it is an important context for learning?		
How effective is your whole school overview in ensuring children's knowledge and skills are built appropriately over time?		
How do you know that IDL is appropriately challenging and has led to deeper knowledge and skills for all children?		

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 the range of IDL experiences offered help children build on their previous learning.		

8/9/15

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