

# MODERATION: Evaluating CfE using the 7 Principles of Curriculum Design. Key Ideas

## PERSONALISATION & CHOICE

1. The curriculum responds to individual needs and levels of support.
2. The curriculum supports individual aptitudes & talents/ capabilities.
3. Opportunities for increasing personal choice are available.
4. Teachers ensure that choices lead to successful outcomes within the curriculum.

## COHERENCE

1. There is a combination of learning experiences, which make sense and connect skills learned across the curriculum.
2. The curriculum builds up a personal toolbox of skills as well as increasing knowledge & understanding.
3. Links between learning are made clear to learners.
4. All of the above are clear features within IDL.

## RELEVANCE

1. Learners understand the purpose of the learning activity – Why am I learning this? Why am I being asked to do this activity? How does this learning relate to my life?
2. The learning and activity must be relevant to the learner now and in their future life.

## CHALLENGE & ENJOYMENT

1. Learning is challenging, engaging and motivating.
2. The curriculum encourages high aspirations and ambitions.
3. Learners at all levels of ability experience appropriate levels of challenge.
4. Learners have opportunities to achieve their potential.
5. Learning is active and the learner is involved in the process at all stages.
6. Learners are given opportunities to show creativity with ideas and processes.
7. Support is given to help sustain effort.

## BREADTH

1. The curriculum is broad, covering all 4 aspects.
2. The range of experiences in the curriculum are suitably weighted to provide balance across the 4 aspects and curriculum subjects.
3. A variety of contexts are used for learning.
4. Learning takes place within the classroom and through other aspects of school life.

## PROGRESSION

1. There is continuous progression in learning from 3-18.
2. There is a single curriculum framework, which shows progression across stages.
3. Each stage builds on earlier knowledge and achievements.
4. Learners are allowed to progress at a rate suitable to their needs and aptitudes.
5. Options for learners are kept open as long as possible.
6. Learners progress through the experiences and outcomes.

## DEPTH

1. Opportunities are given to allow learners to develop their capacities for different types of thinking and learning (see Bloom's extended taxonomy).
2. As learners progress, they develop and apply increased thinking skills, making connections in their learning and explore and achieve more advanced levels of understanding. (see SOLO).