

2.2 CURRICULUM

Themes:

- Rationale and design
- Development of the curriculum
- Learning pathways
- Skills for learning, life and work

This indicator highlights the importance of placing the needs of learners at the centre of curriculum design and development. The structure and delivery of the curriculum should take good account of local and national circumstances. The curriculum is the totality of learning experiences across the four contexts as delivered by the school and its partners. An effective curriculum results in strong outcomes for all learners.

Level 5 illustration:

■ Rationale and design

We work together as a school community to develop, promote and sustain an aspirational vision for our curriculum. The curriculum has a clear vision and rationale shaped by the shared values of the school and its community. Our curriculum is grounded in our commitment to securing children's rights and wellbeing. It takes account of learners' entitlements and the four capacities and reflects the uniqueness of our setting. There is a strategic overview which we use to ensure a shared understanding of the purpose and design of the curriculum. The structure of the curriculum provides equity of opportunity to maximise the successes and achievements of all our learners. We take very good account of the four contexts for learning and cross-cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement. Our creative and innovative approaches to curriculum design support positive outcomes for learners.

■ Development of the curriculum

Our curriculum is regularly reviewed and refreshed by an informed awareness of current education thinking and evolves through ongoing debate within the school community. We work well with partners to ensure creative and innovative approaches to curriculum development are encouraged and support positive outcomes for learners. The development of our curriculum is underpinned by a coherent whole school approach to learning for sustainability.

■ Learning pathways

The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners. Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners. Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance. We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning. All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. Learners demonstrate these skills at a high level in a variety of meaningful contexts.

■ Skills for learning, life and work

All staff and partners provide very good opportunities to develop children and young people's skills for learning, life and work in motivating contexts for learning. We pay particular attention to ensure children and young people experience increasing levels of challenge as they develop skills for learning, life and work. Our staff and partners provide well-planned opportunities for learners to develop an awareness of the world of work. We emphasise enterprise and creativity across all areas of learning.

Features of highly-effective practice: Challenge questions:

- ✓ All stakeholders contribute to the rationale, design and ongoing development of the curriculum. Everyone understands what the school is trying to achieve through its curriculum.
- ✓ All stakeholders are able to talk about how the unique features of the school community inform the design of the curriculum.
- ✓ All staff and partners are ambitious and expect high levels of attainment and achievement for all learners.
- ✓ Time is protected for professional learning and collegiate working to develop the curriculum and consider its impact on children and young people.
- ✓ Very good use is made of information and support materials drawn from a range of local, national and international resources to support informed debate on curriculum development.
- ✓ School leaders provide clear direction through a manageable and ambitious long-term plan for the ongoing development of the curriculum.
- ✓ Planning for progression in children and young people's learning is in place for the four contexts and shows how knowledge, understanding and skills are built over time.
- ✓ Outdoor learning is a regular, progressive curriculum-led experience for all learners.
- ✓ There is a clear focus on developing skills of literacy, numeracy, health and wellbeing, creativity, digital and employability skills in a progressive way across the curriculum.
- ✓ Learning for sustainability is embedded across our curriculum.
- ✓ Our curriculum has a strong focus on developing the skills our young people need in the world of work.
- ✓ We make our children and young people aware of a range of careers and the skills required for them. We challenge gender stereotypes within careers.
- ✓ How much account is taken of local and national policy and guidance when agreeing the rationale and design for our curriculum?
- ✓ To what extent do we take account of all the factors that make our school unique?
- ✓ Does the curriculum experienced by our learners reflect our rationale? How do we know?
- ✓ To what extent do we make effective use of available support materials and information to inform the development of our curriculum?
- ✓ To what extent does our curriculum promote equity and raise attainment for all children and young people?
- ✓ How effective is the leadership of curriculum development at all levels?
- ✓ How well are children and young people involved in planning and identifying opportunities for personalisation and choice?
- ✓ Is the level of personalisation and choice improving outcomes for children?
- ✓ Do we have a shared understanding of what progression looks like?
- ✓ To what extent does our school team have a shared understanding of interdisciplinary learning and how to develop it as an important context for learning?
- ✓ How effective is our whole school overview in ensuring children's knowledge and skills are built appropriately over time?
- ✓ How well do our approaches to profiling develop children's and young people's awareness of themselves as learners and support them to recognise the skills for learning, life and work they are developing to inform the planning of future learning?
- ✓ Do we make best use of our partners, including international partners, to provide opportunities for young people to develop skills and achieve?
- ✓ How knowledgeable and up-to-date is our school team about career and employability prospects?
- ✓ Is the entitlement of learners to Learning for Sustainability being met?