**2.2 Curriculum**

**Themes:**

* Rationale and design
* Learning and development pathways / Development of the curriculum
* Pedagogy and play / Learning pathways
* Skills for learning, life and work

**Level 5 Summary:**

* Placing the needs of learners at the centre of curriculum design and development. (HGIOELC / HGIOS4)
* The importance of offering children rich and exciting play and learning opportunities, indoors, outdoors and within their community. (HGIOELC)
* Curriculum designed to reflect local and national circumstances (HGIOELC)
* The structure and delivery of the curriculum should take good account of local and national circumstances. (HGIOS4)
* Curriculum is most effective when it is highly relevant to children and families and has been shaped by their engagement. (HGIOELC)
* Curriculum is the totality of learning experiences across the four contexts as delivered by the school and its partners. (HGIOS4)
* A clear and shared pedagogy promotes high quality learning and teaching and results in positive outcomes for all children. (HGIOELC)
* An effective curriculum results in strong outcomes for all learners. (HGIOS4)

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| **Highly effective practice** | **Data** | **Observation** | **Views** | **What’s working well?**  **What evidence do you have of positive impact on learners?** | **How do you know?**  **What are your improvement priorities in this area?** | |
| The curriculum is current and relevant to children. It is informed by shared values and beliefs about how young children learn.  (HGIOELC) |  |  |  |  |  | |
| 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. |  |  |  |  |  | |
| Everyone understands what the setting is trying to achieve through the design of the curriculum they offer.  (HGIOELC) |  |  |  |  |  | |
| School leaders provide clear direction through a  manageable and ambitious long-term plan for the ongoing development of the curriculum. |  |  |  |  |  | |
| There is a clear focus on the development of children’s skills in early language and mathematics.  Planning for progression in children’s learning is in place.  (HGIOELC) |  |  |  |  |  | |
| 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. |  |  |  |  |  | |
| **How would you evaluate this QI using the HGIOS4?**  **How would you evaluate this QI using HGIOELC ?** | | | | | |  |