



Rethinking Curriculum

Curriculum Evaluation Framework



Chartered College
of Teaching

Last updated: Autumn 2024

Introduction

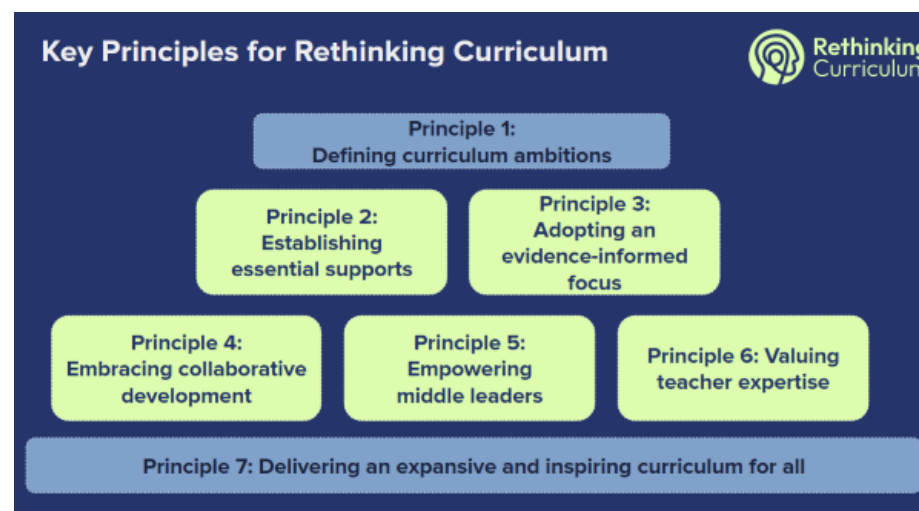
This curriculum evaluation framework has been developed by the Chartered College of Teaching as part of the Rethinking Curriculum project, funded by the Helen Hamlyn Trust. It is not designed to be used as a scoring tool or a checklist for curriculum but aims instead to guide your curriculum development journey: To help you reflect meaningfully on where your school is currently; to offer suggestions and insights that may help you achieve your curriculum vision; and to prompt collective reflection and discussion within your school teams.

In developing this framework, we sought input from teachers and leaders across the country who told us about what was working well, and also some of the challenges they were facing which they felt sometimes prevented them from taking their curriculum development plans forward. Taking this on board, we have drawn on what we have learnt from working with schools, from research and evidence, and from a range of education experts to offer potential solutions to some of these challenges, and to unpick the specific features or activities that might be most pertinent to think about when 'Rethinking Curriculum' in your setting.

We have captured this within seven key principles, each of which provides a different lens through which to think deeply about your school curriculum. Each principle is typically divided into two sub-themes for which you are presented with:

- A snapshot of key ideas, drawn from research and evidence, which you can use to evaluate current practice against;
- Common barriers to success to be aware of;
- Reflective questions to guide self-reflection, team reflection and which you can use to engage staff in curriculum discussions.

There is flexibility in how you use the framework; there is no expectation that you undertake evaluation across *all* of the areas covered in the framework, but leaders sometimes find that it can be helpful to do so. The framework is semi-hierarchical in that we would suggest that any curriculum development work should be rooted in your curriculum ambitions (principle 1) - therefore, this principle can be a good place to start. Principles 2-6 encapsulate what we believe to be further key requirements, but each of these are perhaps more equal in terms of their importance. You will also find that there is overlap between the principles, and that your work in one area may be strengthened by leveraging another. Together principles 1-6 ultimately facilitate principle 7: Delivering an expansive and inspiring curriculum for all.



This evaluation framework is not the finished product, nor does it provide a definitive approach to curriculum development. There may be gaps or omissions and this should be viewed as a work in progress which we will aim to develop further as the evidence-base evolves. For now, we hope that you find it a useful tool to help you continue your journey.

Contents

This evaluation framework is structured into seven areas, each linking to a Rethinking Curriculum principle:

Principle 1: Defining curriculum ambitions	3
1.1 - Curriculum vision	3
1.2 - Curriculum mapping and progression	4
Principle 2: Establishing essential supports	5
2.1 - Resources and supporting structures	5
2.2 - Using curriculum time effectively	6
Principle 3: Adopting an evidence-informed focus	7
3.1 - Evaluating curriculum impact and effectiveness	7
3.2 - Approaches to curriculum development	8
Principle 4: Embracing collaborative development	9
4.1 - Collaborative curriculum development	9
4.2 - Leading collaborative CPD	10
Principle 5: Empowering middle leaders	11
5.1 - The middle leader role	11
5.2 - Leading improvement from the middle	12
Principle 6: Valuing teacher expertise	13
6.1 - Knowledge of curriculum, pedagogy and assessment	13
6.2 - Designing and teaching lesson sequences	14
Principle 7: Delivering an expansive and inspiring curriculum for all	15

Principle 1: Defining curriculum ambitions

→ Clearly set out the vision and values that are to inform teachers' and leaders' work around curriculum, ensuring these are understood by all and are translated into coherent curriculum planning that drives purposeful lesson design.

1.1 - Curriculum vision

Evaluation

Reflect on where your school is in your journey and allocate a number against each of the statements below to evaluate the extent to which it reflects current practice in your context (1-2 = low; 3-4 = medium; 5-6 = high)

Key ideas from research, theory and evidence

- ✓ Leaders set a clear vision and set of values for the school which influence their own and colleagues' actions.
- ✓ Leaders communicate their vision and goals effectively so they are understood by all staff.
- ✓ Leaders ensure goals are clear, specific and timebound; they ensure that staff understand their importance and develop staff commitment to achieving these.

Your
evaluation
(1-6)

Questions for reflection and discussion

1. How does our school (or trust) vision and values inform our work around curriculum?
2. How do we communicate our vision to staff so that all staff know and understand what we are striving for?
3. In what ways do we see our vision enacted in day to day practice?
4. What are our short term goals - is it clear to everyone how they contribute to us achieving our vision?
5. Do we have a good understanding of our strengths and/or barriers and any work to be done in relation to this aspect?

Common barriers

What might impede improvement?

Vision and values are not understood.

Vision and values are understood but not enacted.

Leaders and/or staff find it difficult to articulate vision / goals / values.

Staff are not clear about how they can contribute to achieving set goals / vision.

It is not clear how short-term goals contribute to achieving the long-term vision.

1.2 - Curriculum mapping and progression

Evaluation

Reflect on where your school is in your journey and allocate a number against each of the statements below to evaluate the extent to which it reflects current practice in your context (1-2 = low; 3-4 = medium; 5-6 = high)

Key ideas from research, theory and evidence

Your
evaluation
(1-6)

- ✓ Leaders have a clear understanding of the knowledge and skills that must be secured in each year group and this has been mapped across the school.
- ✓ Prerequisite learning for each area is mapped with consideration to cognitive load and the need to revisit and develop ideas over time. Links across curriculum subjects and year groups are clearly identified and shared.
- ✓ Leaders ensure that composite outcomes identified in the national curriculum are broken down into the specific knowledge and skills that need to be taught and assessed at key points within the school curriculum.
- ✓ Assessment is informed by the curriculum map to provide a useful picture of pupils' learning and progression through the curriculum.

Common barriers

What might impede improvement?

Some staff / parents / external stakeholders do not appreciate the complexity of 'progress' as breadth / depth / consolidation which leads to pressure to progress through curriculum content too quickly

Assessment does not align sufficiently with the curriculum, as taught. As a result, data is not accurate nor helpful.

Leaders and/or teachers do not have a deep understanding of curriculum progression meaning opportunities to link or build on prior learning, or to set foundations for future learning are missed.

Questions for reflection and discussion

1. What is the level of expertise in our school regarding curriculum design - generally and within each subject area, phase or specialism?
2. How are specific elements of the curriculum identified so that it is clear what key things should be taught and learned? Is there agreed clarity on this from all in our school?
3. To what extent does formative and summative assessment practice align with curriculum maps? How confident are we that assessment data is both informative and useful?
4. Are we confident that all staff understand the complexity of the mapped curriculum and progression within this, so that the curriculum is taught as intended?
5. Do we have a good understanding of our strengths and/or barriers and any work to be done in relation to this aspect?

Senior and/or middle leaders do not have sufficient depth / breadth of subject expertise to confidently lead work around curriculum mapping across an entire curriculum

An over-focus on assessment distorts the curriculum [e.g. teaching towards a test narrows the curriculum]

Principle 2: Establishing essential supports

→ Ensure that there is sufficient time, resources and supporting structures in place to enable staff to deliver the planned curriculum effectively.

2.1 - Resources and supporting structures

Evaluation

Reflect on where your school is in your journey and allocate a number against each of the statements below to evaluate the extent to which it reflects current practice in your context (1-2 = low; 3-4 = medium; 5-6 = high)

Key ideas from research, theory and evidence

- ✓ Leaders allocate sufficient time and resources to curriculum development.
- ✓ Leaders ensure that the classrooms and physical spaces within school are appropriate, with the design and functionality of learning spaces considered carefully to allow for effective curriculum delivery.
- ✓ Leaders ensure that teachers and pupils have access to high quality teaching resources to support curriculum learning.
- ✓ Leaders create opportunities for teachers to work collaboratively around curriculum.
- ✓ Leaders ensure an orderly and supportive environment that is conducive to learning (e.g supportive behaviour systems, removal of non-informative admin tasks)
- ✓ Leaders protect time for curriculum teaching by reducing external pressures (e.g ill-timed whole school days, theme days, events, staff absence not covered).

Your
evaluation
(1-6)

Questions for reflection and discussion

1. How is our curriculum organised in terms of time allocation over terms, year groups and school phases?
2. How do teachers prioritise teaching of curriculum content?
3. What support, practices or structures do we have in place that help teachers maximise teaching time?
4. Do we have a good understanding of our strengths and/or barriers and any work to be done in relation to this aspect?

Common barriers

What might impede improvement?

There is a lack of resources/time to support development of curriculum and 'quick fixes' are sought.

Time is allocated for curriculum development but it is not protected so curriculum development plans are not realised.

School systems are not aligned with curriculum practice and inhibit curriculum effectiveness.

Systems focus on accountability rather than development.

Opportunities to work with others on curriculum are limited OR opportunities that do exist have been implemented in a way that means they are not inclusive or accessible for all staff to engage and contribute.

Where systems are not effective, this detracts from learning and impedes curriculum coverage.

2.2 - Using curriculum time effectively

Evaluation

Reflect on where your school is in your journey and allocate a number against each of the statements below to evaluate the extent to which it reflects current practice in your context (1-2 = low; 3-4 = medium; 5-6 = high)

Key ideas from research, theory and evidence

- ✓ When translating the mapped curriculum into practice, teachers and leaders give careful consideration to the time required to teach key content, recognising that some knowledge and skills require longer to develop than others.
- ✓ Teachers understand which are the key topics or concepts and this helps them to prioritise teaching of curriculum content.
- ✓ Teachers understand and utilise the most efficient teaching strategies, ensuring teaching time is used effectively.
- ✓ Teachers make meaningful connections across subjects that can free up valuable teaching time and help deepen pupil understanding (e.g. through cross-curricular teaching).

Your
evaluation
(1-6)

Common barriers

What might impede improvement?

Too much additional content has been added to the curriculum without sufficient consideration as to what can be removed to make room, causing curriculum overload.

Lack of curriculum structure and coherence leads to a sense of curriculum overload, even though this may not be the case.

Myths around content requirements of the national curriculum lead to irregular coverage (e.g. too much time protected for some curriculum areas and not enough for others).

The timetable does not allow for links from previous learning or other subject areas leading to disconnected learning of skills and knowledge.

Rigid timetabling structures mean that the timetable dictates how teaching time is used, rather than allowing teachers flexibility to decide for themselves how to schedule teaching of content over a series of lessons or across a week or term.

Leaders want to protect subject integrity and are therefore cautious about making cross-curricular links OR cross-curricular teaching does take place but does not adequately focus on the specific learning requirements and so is not meaningful or purposeful.

Questions for reflection and discussion

1. How effectively do school systems and other supporting structures enable teachers to deliver the curriculum effectively?
2. Do we know which school systems and supporting structures help or hinder curriculum effectiveness? How do we know this? - or if we do not know, how can we find this out?
3. Do we have a good understanding of our strengths and/or barriers and any work to be done in relation to this aspect?

Principle 3: Adopting an evidence-informed focus

→ Draw on research, evidence and school evaluation to inform curriculum development activity, so that leaders have a secure understanding of the effectiveness of existing approaches, as well as the barriers and potential levers for improvement.

3.1 - Evaluating curriculum impact and effectiveness

Evaluation

Reflect on where your school is in your journey and allocate a number against each of the statements below to evaluate the extent to which it reflects current practice in your context (1-2 = low; 3-4 = medium; 5-6 = high)

Key ideas from research, theory and evidence

- ✓ Evaluation is the starting point for curriculum development activities; leaders take an enquiring approach, asking questions and gathering data that provides rich insights to inform ongoing development and refinement of approaches.
- ✓ Middle and senior leaders triangulate evidence from a range of sources, including both qualitative and quantitative data, to help them understand the effectiveness and impact of the curriculum.
- ✓ When implementing new approaches, leaders plan how these changes will be evaluated, identifying the intended outcomes as part of planning activity, and monitoring progress towards these as approaches are delivered and sustained.
- ✓ Evaluation activities include reviewing curriculum effectiveness through the lens of inclusion; ensuring that all learners can access the curriculum and achieve positive outcomes.

Your
evaluation
(1-6)

Common barriers

What might impede improvement?

Evaluation methods are limited and do not allow a deep understanding of impact.

Leaders' evaluation activity is focused on monitoring and accountability, rather than helping to gain deep insight and understanding about curriculum effectiveness.

When evaluating curriculum effectiveness, correlation and causation are confused which leads to some practices being evaluated as being effective (or ineffective), when perhaps this outcome may be due to another, sometimes unrelated factor.

Questions for reflection and discussion

1. How well do we feel leaders evaluate the effectiveness and impact of our curriculum currently?
2. How is monitoring and evaluation used to enhance our curriculum practice?
3. What would help leaders to have a better understanding of curriculum effectiveness in our school?
4. Do we have a good understanding of our strengths and/or barriers and any work to be done in relation to this aspect?

Evaluation activities focus too much on the outcomes, and do not adequately evaluate the process by which these outcomes are achieved.

3.2 - Approaches to curriculum development

Evaluation

Reflect on where your school is in your journey and allocate a number against each of the statements below to evaluate the extent to which it reflects current practice in your context (1-2 = low; 3-4 = medium; 5-6 = high)

Key ideas from research, theory and evidence

- ✓ Leaders have a robust approach to identifying curriculum development priorities, drawing on evaluation activity and gathering data to ensure they have a deep understanding of their context, using this to identify a small number of priorities that will provide greatest leverage and address identified barriers.
- ✓ Leaders draw on external expertise, research and evidence to inform curriculum development and design activity, taking a critical approach and ensuring relevance and suitability for their context before planning and implementing changes.
- ✓ When implementing curriculum change, implementation is viewed as a process rather than an event; the process ensures that sufficient time is given to thinking about, preparing for, delivering and sustaining change (EEF, 2019).
- ✓ Middle and senior leaders work together to identify and agree realistic and achievable whole-school curriculum and subject development priorities.
- ✓ Curriculum development may also include systematic de-implementation of existing practice, where an approach is no longer working or required.

Your
evaluation
(1-6)

Questions for reflection and discussion

1. How are curriculum development priorities identified? How do we as leaders engage staff in this process?
2. How does our school review what approaches are currently being used and the impact of these on the learners?
3. What process do we follow to introduce curriculum changes in our school?
4. Does our school have the capacity for curriculum change currently? How do we manage this? What can we do (or stop doing) in order to create capacity?
5. Do we have a good understanding of our strengths and/or barriers and any work to be done in relation to this aspect?

Common barriers

What might impede improvement?

Leaders do not have a good understanding of effective approaches to implementation; implementation may be rushed or not well thought through.

Leaders do not engage staff in the process of curriculum development activity; staff may not have sufficient understanding of the rationale or process for change.

Across the school, too many curriculum development priorities are identified leading to a focus on too many subject areas or initiatives, and resulting in initiative overload.

Curriculum development focuses too much on change, and does not give sufficient attention to supporting systems and processes (see p5).

Curriculum changes are implemented wholesale without sufficient consideration of context, school needs and/or capacity.

Changes in leadership disrupts curriculum development activity.

External trends and ideas are used to develop curriculum change and direction too regularly, impacting the ability to implement successfully or measure impact of the change.

Principle 4: Embracing collaborative development

→ Make curriculum development a collaborative process, characterised by iterative cycles of development, meaningful professional learning, shared problem-solving and ongoing review.

4.1 - Collaborative curriculum development

Evaluation

Reflect on where your school is in your journey and allocate a number against each of the statements below to evaluate the extent to which it reflects current practice in your context (1-2 = low; 3-4 = medium; 5-6 = high)

Key ideas from research, theory and evidence

- ✓ Senior and middle leaders work together to agree curriculum development priorities
- ✓ Middle leaders routinely contribute to evaluation and implementation planning when relevant to their role
- ✓ When implementing new approaches, there are planned and regular opportunities to involve teachers in planning, trialling, evaluating and refining approaches
- ✓ Carefully designed CPD helps to build shared understanding of approaches, supports integration into practice over time, provides social support and opportunities for two-way feedback
- ✓ Leaders come together with staff at planned intervals to review progress, problem-solve and review plans, adjusting course as required
- ✓ A strong professional culture a collegiate approach, powerful conversations and meaningful collaboration

Your
evaluation
(1-6)

Common barriers

What might impede improvement?

School leaders do not systematically seek middle leaders' input into curriculum development and as a result, there may be a disconnect between the intended and enacted curriculum

Monitoring and evaluation activity is conducted with a focus on individual teacher accountability and is 'done to' staff, rather than being something that is 'done in collaboration with' staff and perceived as being to value to staff as an opportunity to shape approaches

Leaders expectations about how approaches are implemented and refined are too tight; teachers may not feel they have the flexibility to interpret and adapt approaches to fit their classroom and needs of their pupils

The culture or climate for collaboration is not yet established, meaning that collaborative activities lack impetus or impact

Questions for reflection and discussion

1. How effectively do senior and middle leaders collaborate around curriculum development?
2. How do we involve the wider staff team in curriculum development, including trialling and feeding back on approaches?
3. What opportunities are there for meaningful collaboration, including as part of CPD?
4. Do we have a good understanding of our strengths and/or barriers and any work to be done in relation to this aspect?

4.2 - Leading collaborative CPD

Evaluation

Reflect on where your school is in your journey and allocate a number against each of the statements below to evaluate the extent to which it reflects current practice in your context (1-2 = low; 3-4 = medium; 5-6 = high)

Key ideas from research, theory and evidence

- ✓ Senior leaders build an accurate picture of individual, team and whole school CPD needs relating to curriculum and feed this forward into planned CPD activity.
- ✓ Establishing shared collective goals for curriculum-focused CPD and ensuring teachers have the opportunity to feed into their individual CPD goals helps develop buy-in and also increases staff agency around their practice and knowledge.
- ✓ Curriculum CPD focuses on building knowledge - of curriculum, pedagogy and assessment - as well as developing practice.
- ✓ Those designing CPD ensure they give careful thought to building knowledge, motivating teachers, developing technique and embedding practice that is informed by evidence.
- ✓ Curriculum CPD focuses on building knowledge - of curriculum, pedagogy and assessment - as well as developing practice.
- ✓ Professional learning is iterative in design, with opportunity to apply learning, reflect and improve teaching; feedback is used to embed approaches and teachers' own formative evaluation of practice informs future CPD and development around curriculum.

Your
evaluation
(1-6)

Questions for reflection and discussion

1. How do we work with staff to identify curriculum-focused CPD needs?
2. Do we give sufficient consideration to both the *content* and the *design* of CPD? How confident are you that all those involved in designing and delivering CPD are skilled at doing so?
3. How do we carve out time for teachers to engage in collaborative, curriculum-focused CPD that facilitates iterative development of practice over time?
5. Do we have a good understanding of our strengths and/or barriers and any work to be done in relation to this aspect?

Common barriers

What might impede improvement?

Curriculum CPD focuses on transmission of information, and does not sufficiently build understanding.

Staff do not perceive that curriculum CPD is relevant to them and as a result are not invested.

CPD is not evidence-informed or is developed from unsubstantiated sources and is therefore not as effective as it could be.

Curriculum-focused CPD is not planned in a way which enables teachers to develop techniques and embed practice over time.

CPD activities are not necessarily aligned with curriculum goals or curriculum development activity.

Those designing or delivering CPD do not have sufficient expertise or understanding about how to facilitate teacher learning.

Time for CPD is not prioritised enough; much allocated 'CPD time' is spent on administrative tasks or statutory training rather than activities which impact on teachers' classroom practice.

Staff implement ideas from external CPD without considering whether it is relevant and appropriate for their context and/or without developing a robust plan for implementation.

Principle 5: Empowering middle leaders

→ Empower middle leaders, ensuring they have clarity around their role and are well-positioned to support colleagues and help drive the curriculum forward.

5.1 - The middle leader role

Evaluation

Reflect on where your school is in your journey and allocate a number against each of the statements below to evaluate the extent to which it reflects current practice in your context (1-2 = low; 3-4 = medium; 5-6 = high)

Key ideas from research, theory and evidence

- ✓ The staff team understands the roles and responsibilities of all levels of leadership. The role of middle leader is clearly established and valued in the school.
- ✓ Middle leaders are supported, and given time, to develop the leadership skills they require to be effective in their role.
- ✓ Middle leaders are involved with whole school curriculum development and their responsibilities and goals align with this.
- ✓ Distributed leadership structures mean that middle leaders are able to exercise influence in their role, working closely with senior leaders as part of a collaborative and coherent approach.
- ✓ Middle leaders are perceived as experts in their subject/specialism; they apply this to support curriculum design, planning, implementation and evaluation; and to support development of colleagues' pedagogical content knowledge, as appropriate.

Your
evaluation
(1-6)

Common barriers

What might impede improvement?

Staff (inc. middle leaders themselves) do not understand middle leaders' role in curriculum leadership and this leads to contradictions in practice and poor alignment with strategic direction.

Middle leaders' focus is on subject management rather than subject leadership; their role is performative with a focus on accountability and monitoring of teachers or teaching.

Middle leaders have not been given time, opportunity and/or support to collaborate with school leaders around curriculum development, implementation and evaluation.

Middle leaders have not had sufficient training, support, guidance or time to build expertise in their role.

Questions for reflection and discussion

1. How do we ensure that roles and responsibilities are understood by all members of the school community?
2. What structures do we have in place to support middle leaders to develop their role and skills in curriculum leadership?
3. How do we support middle leaders' skill development in their area of responsibility?
6. Do we have a good understanding of our strengths and/or barriers and any work to be done in relation to this aspect?

5.2 - Leading improvement from the middle

Evaluation

Reflect on where your school is in your journey and allocate a number against each of the statements below to evaluate the extent to which it reflects current practice in your context (1-2 = low; 3-4 = medium; 5-6 = high)

Key ideas from research, theory and evidence

- ✓ Middle leaders contribute to evaluation and implementation planning. They are given time to plan, implement, support, monitor and evaluate within their area of responsibility.
- ✓ Curriculum mapping has been carried out with subject leaders and shared with all staff so that whole school understanding is developed of the pre- and post-learning and cross curricular links.
- ✓ Middle leaders support colleagues to implement the high level curriculum plan. They do not plan for teachers but build capacity by developing others' expertise.
- ✓ Middle leaders stay up to date with developments in their subject area. They discuss potential implications and next steps with senior leaders prior to disseminating to colleagues or initiating change.

Your
evaluation
(1-6)

Common barriers

What might impede improvement?

Curriculum changes are seen as a 'quick fix' with new schemes introduced with no further development or impact evaluation leading to the phenomenon of initiative overload.

School leaders do not systematically seek middle leaders' input into curriculum development and as a result they are not positioned to drive change effectively.

Middle leaders' monitoring and evaluation are not utilised effectively to ensure the direction of the development.

Questions for reflection and discussion

1. How effectively is middle leadership contributing to the curriculum improvement process in our school?
2. How do middle leaders support classroom teachers to plan and teach effectively in their area of curriculum responsibility?
3. How do we support middle leaders to engage with colleagues across the whole school to build understanding of their subject and the links across the curriculum?
7. Do we have a good understanding of our strengths and/or barriers and any work to be done in relation to this aspect?

Individual middle leaders are relied on too heavily for their subject expertise, which is not sustainable.

Middle leaders are not given time to deliver CPD or support colleagues.

Middle leaders are sent on courses but no follow up time or actions are developed OR information is disseminated with insufficient consideration given to how to build teachers' understanding and affect sustained changes to practice.

Principle 6: Valuing teacher expertise

→ Support teachers to build their expertise so they develop strong subject/pedagogical content knowledge, have a deep understanding of effective pedagogical approaches, and are able to combine these with knowledge of the school curriculum, pupils' needs and wider context to plan and implement the curriculum effectively.

6.1 - Knowledge of curriculum, pedagogy and assessment

Evaluation

Reflect on where your school is in your journey and allocate a number against each of the statements below to evaluate the extent to which it reflects current practice in your context (1-2 = low; 3-4 = medium; 5-6 = high)

Key ideas from research, theory and evidence

- ✓ Teachers have a secure knowledge of the National Curriculum expectations and those of the school curriculum. They understand how to apply this within day to day planning and assessment.
- ✓ Teachers have knowledge and understanding of curriculum sequencing and the dependencies in content or ideas that they are teaching. They are able to use this knowledge to teach their pupils these relationships.
- ✓ Teachers are committed to developing their professional knowledge and practice and have a degree of autonomy over their own professional development.
- ✓ Teachers engage with research and evidence, developing a critical understanding of the most effective pedagogical approaches, building a repertoire of approaches to draw upon in their classrooms.
- ✓ When implementing a new approach in the classroom, teachers reflect on its effectiveness, engage in professional dialogue and seek feedback from others to deepen their understanding, and make adaptations as appropriate.
- ✓ Teachers understand how to use a variety of assessment approaches and confidently use these interchangeably to ensure a holistic assessment of learning.

Your
evaluation
(1-6)

Common barriers

What might impede improvement?

Teachers are unsure of links between prior and future learning and have limited ability to deploy the power of interconnectivity.

Teachers do not consider curriculum holistically and assessment is often planned outside of the curriculum map. This limits the impact of assessment and can leave teachers 'teaching to the test'.

Many curriculum decisions (e.g. lesson planning, timetabling and assessment) are centralised which may lead to disengagement and lack of agency for teachers that, in turn, can de-skill and demotivate.

Teachers or leaders follow educational trends, implementing pedagogical approaches too quickly without a clear rationale or understanding of how it fits to the school context, ultimately resulting in lack of impact on pupil learning.

Questions for reflection and discussion

1. How do we ensure that all teachers have a secure understanding of the national and school curriculum?
2. How do we support teachers over time to build knowledge of progression within and across the subjects they teach?
3. In what ways do we support teachers to engage critically with education research?

4. Do we have a good understanding of our strengths and/or barriers and any work to be done in relation to this aspect?

6.2 - Designing and teaching lesson sequences

Evaluation

Reflect on where your school is in your journey and allocate a number against each of the statements below to evaluate the extent to which it reflects current practice in your context (1-2 = low; 3-4 = medium; 5-6 = high)

Key ideas from research, theory and evidence

- ✓ Teachers are able to design learning and assessment tasks that align closely with the intended curriculum
- ✓ Teachers are confident to plan a teaching and learning cycle based upon building on what pupils currently know and do to what pupils need to do next in the school curriculum.
- ✓ Teachers are skilled in formative assessment; they apply their skills flexibly to check pupil understanding and make adaptations to their teaching - both within and across lessons within a teaching cycle, and feeding into future planning, as appropriate.
- ✓ Teachers have knowledge of common student misconceptions, strategies and difficulties in relation to the content they are teaching and are able to plan around these.
- ✓ Leaders provide ongoing support and CPD opportunities which ensure teachers build expertise in lesson design; they give teachers agency over pedagogical choices, enabling them to design and teach lesson sequences that best meet the needs of their pupils.

Your
evaluation
(1-6)

Common barriers

What might impede improvement?

Teachers do not feel confident in designing or adapting lesson sequences, and stick too rigidly to generic plans or schemes of work.

Leaders dictate the pedagogical approaches that teachers must use and this limits teachers' ability to respond meaningfully to evidence gathered from their own formative assessment.

Weak assessment practice means that lessons are not closely matched to the needs of pupils; misconceptions may remain unaddressed; and/or adjustments are not made in a timely manner.

Teachers rely too much on summative assessment methods to assess pupil learning and evaluate the effectiveness of their teaching.

Questions for reflection and discussion

5. How do we ensure that all teachers have a secure understanding of the national and school curriculum?
6. How do we support teachers over time to build knowledge of progression within and across the subjects they teach?
7. In what ways do we support teachers to engage critically with education research?
8. Do we have a good understanding of our strengths and/or barriers and any work to be done in relation to this aspect?

Principle 7: Delivering an expansive and inspiring curriculum for all

→ Commit to delivering an inclusive, expansive and inspiring curriculum that facilitates meaningful learning experiences for all pupils, with sensitivity to community and context.

Within this final principle, we have identified a number of key themes for you to consider. These themes move beyond the core elements of Rethinking Curriculum and offer opportunities to further enhance your school's curriculum.

Each theme has its own evaluation framework, along with a toolkit of resources, including research summaries, webinars and case studies for you to delve into.

There is no expectation that a school utilises all (or any) of these approaches; if choosing one or more of these approaches to explore, we recommend that you revisit your school's vision for curriculum, and choose an area that aligns with this vision and the opportunities you wish to afford your pupils.

You can access the toolkits using the links below:

7.1 [Climate change and sustainability](#)

7.2 [Experiential learning](#)

7.3 [Oracy](#)

7.4 [Outdoor and nature-based learning](#)

7.5 [Place-based learning and community](#)

7.6 [Play-based learning](#)

7.7 [Pupil voice and agency](#)

Please note: These toolkits will be under ongoing review and development and we aim to add to them as the evidence and resource-base continues to evolve.

Feedback

We'd love to hear any feedback you have on the toolkits or the Rethinking Curriculum evaluation framework as a whole.