

The Big Curriculum Questions

Curriculum and vision:

1. What is your curriculum vision? How widely is this shared and understood? How do you do this?
2. What are the strengths of your current school **curriculum**?
3. What are your curriculum barriers and how have you overcome these?
4. How intentional is your school about planning and designing a powerful **curriculum with assessment** in mind?
5. How aligned is your **intended curriculum** (that which you state every child in your school experiences) with the **enacted curriculum** in *every* classroom in your school?
6. What are **the training needs** of your staff with regard to curriculum and assessment?

Curriculum intent:

1. What is the purpose of your curriculum?
2. Can you identify the aims of the curriculum in your school and how this is reflected in practice?
3. Are your senior leaders all involved in what is being taught and how you ensure that pupils are learning throughout the curriculum?
4. Have you designed your curriculum in a specific way – how do you communicate this to all stakeholders in your organisation?
5. How leaders review what is being taught?

Curriculum and knowledge:

1. How do you balance 'disciplinary' and 'substantive' learning?
2. What are your goals for disciplinary learning in this sequence of lessons?
3. How does choice of content & deliberate planning play in securing disciplinary goals?
4. How should I expect to see disciplinary knowledge manifested within sequences /at the end of this sequence/ in two months' time/ in two years' time?
5. How do you intend disciplinary and substantive to support each other in lesson sequences? How far DO they support each other in your teaching of the sequence?

Curriculum and assessment:

1. What is your curriculum vision? How widely is this shared and understood? How do you do this?
2. What are the strengths of your current school **curriculum**?
3. What are your curriculum barriers and how have you overcome these?
4. How intentional is your school about planning and designing a powerful **curriculum with assessment** in mind?
5. How aligned is your **intended curriculum** (that which you state every child in your school experiences) with the **enacted curriculum** (what teachers *really* teach and children learn behind closed doors) in every classroom in your school?
6. What are **the training needs** of your staff with regard to curriculum and assessment?

Curriculum leadership:

1. How does leadership continuously drive the quality of curriculum across your school?
2. What is the underpinning approach to curriculum and pedagogy your school has?
3. How does leadership ensure all pupils receive the best possible learning opportunities?
4. How do leaders monitor and evaluate the quality of curriculum provision?
5. What are your next steps to further strengthen your curriculum provision?

Curriculum and impact:

1. What has been the impact of your curriculum on pupil learning experiences and attitudes towards learning?
2. What has been the impact of your curriculum on pupil outcomes across learning areas?
3. Are you confident that your curriculum model is leading to progress and what evidence do you have to support this?
4. Can you identify strengths within your curriculum and areas for further improvement?

Curriculum and metacognition:

1. What are the strengths of your current school approach to fostering **learning in long-term memory**?
2. What are the strengths of your current school approach to developing **metacognitive learners**?
3. What aspects of your school's approach to fostering **learning in long-term memory** and that may need to improve?

4. What aspects of your school's approach to fostering **metacognitive learners** that may need to improve?
5. How aware are teachers about how understanding a **model for memory** relates to effective curriculum design?
6. How aware are teachers about potential **barriers related to working memory**?
7. How intentional and consistent is the approach **to developing learning with memory** in mind in your school, across phases and in every classroom?
8. How intentional and consistent is the approach to **metacognition in your school**, across phases and in every classroom?
9. What are the **training needs** of your staff in relation to understanding memory and metacognition and implementing appropriate teaching strategies?

Curriculum and self regulation

1. What are the strengths of your current school approach to fostering **positive motivation and high engagement**?
2. How does your school promote a shared understanding of the emotions we wish to see form **the culture of our school (e.g. kindness, honesty, gratitude etc.)**?
3. What **extra-curricular activities** foster behavioural engagement in your school and how explicit are teachers in articulating **positive emotions and behaviours** to pupils during such activities?
4. How intentional and consistent is the approach to developing your pupils as **self-regulated learners** in your school, across phases and in every classroom?

Curriculum and inclusion:

1. What are the strengths of your current school in identifying and addressing **barriers to learning**?
2. What aspects of your school's approach to identifying and addressing **barriers to learning** need to improve?
3. How intentional and consistent is the approach to **identifying and adapting practice in response to barriers to learning** in your school, across phases and in every classroom?
4. What are the **training** needs of your staff in relation to identifying barriers to learning and supporting pupils with specific learning difficulties?
5. How does assessment practice support you to ensure all pupils receive the very best support and provision for learning?