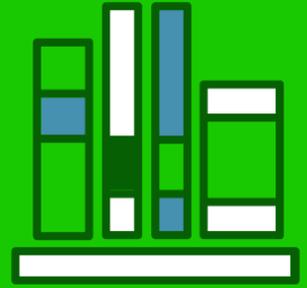


QUALITY OF EDUCATION HEALTH CHECK

When developing your curriculum and reviewing the quality of education at your school, what do you need to consider?

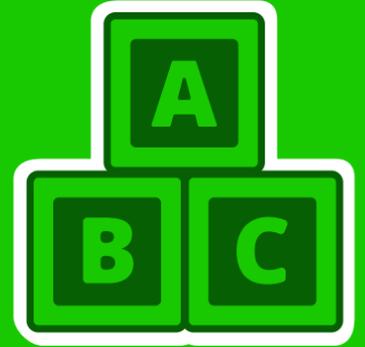
1 CURRICULUM COVERAGE

Does each subject curriculum meet or exceed the NC components?
Has each subject been given the appropriate time allocation, ensuring appropriate coverage?
Have subject leaders highlighted key learning components (end points) that match the ambition of the NC?



2 SEQUENCING

Is each subject curriculum planned and sequenced so pupils build upon knowledge and skills?
Can/Do pupils draw upon prior knowledge?
How will the learning today support subsequent learning?
Does curriculum planning identify small enough 'steps' so ALL pupils can achieve?



3 SUBJECT KNOWLEDGE

Do teachers have the relevant subject knowledge to meet the demands of the NC?
Where are the subject knowledge gaps?
Do pupils use specific subject language and do teachers draw on enough subject language knowledge when getting pupils to answer questions?



4 KNOWLEDGE & UNDERSTANDING

Have subject leaders formulated what the key learning components for each subject/topics are?
How are these shared with the teachers?
Do pupils know and remember the key learning components?
Where there are gaps in learning, how are these addressed?



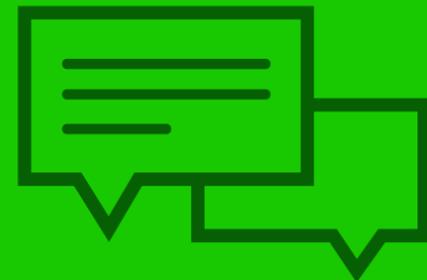
5 PEDAGOGY

What drives your curriculum? Content or pedagogical practice?
Do teachers 'challenge' pupils through content or by task?
Is teaching based on too much 'fragile' learning, so pupils find it difficult to retain knowledge?



6 TIMELY FEEDBACK

Is your tracking model fit for purpose?
How many times do summative assessments take place and does this coincide with the 'Making Data Work' findings?
How quickly are pupils who are 'falling behind' identified (lesson, week, topic) or is it only based on summative assessment?



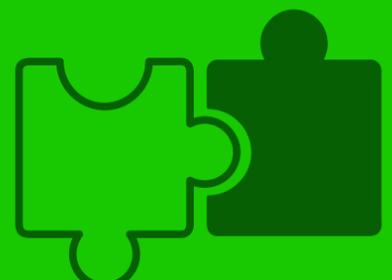
7 CLIMATE & CULTURE

Do ALL teachers foster a love of learning for ALL subjects?
How do teachers get the best from pupils?
How do you enrich your curriculum beyond the classroom?
Are there mechanisms in place to look at and impact on the the well-being of staff?



8 POLICY & PROCESSES

How does the SEF link to the SDP and how does the SDP link with curriculum action plans, CPD budgets and school policies (marking & feedback, assessment)?
Does this ensure the school has the capacity to function effectively?



Designing a curriculum is not easy. It is a complicated process that needs to be carefully thought through and involves much strategic decision making. Here at SchoolPro TLC, we can help you design a broad and balanced curriculum with just the right mix of skills, knowledge and creativity, that is supported by timely intervention and monitoring procedures.

To find out more about how we can support you visit us at www.schoolpro.uk