

How do we know that our curriculum is having the desired impact?

Teachers

- Become more knowledgeable
- Have higher levels of confidence in delivering all areas of the curriculum
- Can give senior leaders and curriculum leads feedback about what is working well
- Are accurately aware of how children are coping with the taught curriculum
- Teach consistently well; applying agreed pedagogical practices in all lessons
- Plan coherent learning journeys based on overviews
- Seek support from curriculum leads when necessary.

Children

- Can talk with confidence about what they have learned, using correct vocabulary
- Are enthused and interested in a wide range of curriculum areas
- Can talk about specific characteristics of subjects and the skills associated with them
- Can show adults examples of their learning and describe the 'why' behind the work they have produced
- Demonstrate good learning behaviours in all lessons
- Able to explain how their learning builds on previous learning
- Are able to make thoughtful links between subjects.

Children's work

- Demonstrates that they take pride in what they produce - children show the same effort as they would in Maths or English
- Captures their increasing understanding of key concepts
- Illustrates their developing understanding of disciplines in subjects as well as content knowledge
- Shows that a coherent teaching sequence has taken place
- Demonstrates our curriculum emphasis on vocabulary.

Visitors and Governors

- Give us positive feedback about children's engagement & behaviour
- Comment on high-quality work they see
- Report that leaders are clear on strengths & weaknesses with clear plans to address these.

Our Families

- Give us positive feedback about their children's attitudes to school
- Share examples of when their children have been enthused by the curriculum (e.g. when they've talked about it or carried out their own research and further learning)