



## List of curriculum indicators in the progression model

**Indicators 1-2 = curriculum INTENT**

**Indicators 3-7 = curriculum IMPLEMENTATION**

**Indicators 8-9 = curriculum IMPACT**

- 1a There is a clear and coherent rationale for the curriculum design
- 1b Rationale and aims of the curriculum design are shared across the school and fully understood by all
- 1c Curriculum leaders show understanding of important concepts related to curriculum design, such as knowledge progression and sequencing of concepts
- 1d Curriculum coverage allows all pupils to access the content and make progress through the curriculum
- 2a The curriculum is at least as ambitious as the standards set by the National Curriculum / external qualifications
- 2b Curriculum principles include the requirements of centrally prescribed aims
- 2c Reading is prioritised to allow pupils to access the full curriculum offer
- 2d Mathematical fluency and confidence in numeracy are regarded as preconditions of success across the national curriculum
- 3a Subject leaders at all levels have clear roles and responsibilities to carry out their role in curriculum design and delivery

- 3b Subject leaders have the knowledge, expertise and practical skill to design and implement a curriculum
- 3c Leaders at all levels, including governors, regularly review and quality assure the subject to ensure it is implemented sufficiently well
- 4a Leaders ensure ongoing professional development/training is available for staff to ensure curriculum requirements can be met
- 4b Leaders enable curriculum expertise to develop across the school
- 5a Curriculum resources selected, including textbooks, serve the school's curricular intentions and the course of study and enable effective curriculum implementation
- 5b The way the curriculum is planned meets pupils' learning needs
- 5c Curriculum delivery is equitable for all groups and appropriate
- 5d Leaders ensure interventions are appropriately delivered to enhance pupils' capacity to access the full curriculum
- 6a The curriculum has sufficient depth and coverage of knowledge in the subjects
- 6b There is a model of curriculum progression for every subject
- 6c Curriculum mapping ensures sufficient coverage across the subject over time
- 7a Assessment is designed thoughtfully to shape future learning. Assessment is not excessive or onerous
- 7b Assessments are reliable. Teachers' ensure systems to check reliability of assessments in subjects are fully understood by staff
- 7c There is no mismatch between the planned and the delivered curriculum
- 8 The curriculum is successfully implemented to ensure pupils' progression in knowledge - pupils successfully 'learn the curriculum'
- 9 The curriculum provides parity for all groups of pupils

Indicators 1 to 2 are indicators framed around curriculum intent; 3 to 7 are implementation indicators and 8 to 9 relate to impact.