Curriculum Development and Quality Assurance

Planning the curriculum	Staff Responsible	Date	Completed
1. Rationale for the subject curriculum that explains the following: • A general statement that explains what your ambitious curriculum is trying to achieve. • How this will support them to take advantage of future opportunities within the subject and education • How this will support them to make the most of opportunities, experiences and responsibilities in their future generally • How this will support the disadvantaged to ensure they can succeed			
2. A sheet that explains the prior learning at ks2 (for A level subjects this might be for ks4) so that all staff can identify the starting points of students and build on prior knowledge and skills. • This might include information from National Curriculum • Highlighted points to indicate what our main primaries are delivering well or where gaps might exist. • Other skills in other areas that will support our curriculum and can be built upon, such as knowledge of line graphs/use of connectives etc.			
3. An overview curriculum map for each key stage that contains the following: • Topics /assessment/homework			
4. A detailed curriculum map for each key stage to explain what it is trying to achieve in terms of the following: • Rationale for the year • Skills • Knowledge • Topics • Assessment • homework This must show how key knowledge and skills are progressing through the year and key stage.			
5. A scheme of learning that include the following • Rationale and context for the unit that explain what you are teaching and why it is sequenced at that point in the curriculum, what future learning it supports and how you are bridging			

the gap regarding prior learning.
   • Challenge
   • Cross curricular links and CIAG
   • Specific core knowledge and skills
   • Support for SEND and Disadvantaged/PP
   • SMSC and personal development such as listening, resilience
   • Key words and terminology
   • Common misconceptions
   • Development of literacy and numeracy including opportunities for extended writing and wider reading.
   • Assessment
   • Homework
   • Feedback
6. Step by step schedule of learning
   • Learning objectives, highlight new learning.
   • Learning outcomes
   • Resources
   • Differentiation including stretch and challenge			

Quality Assurance Process			

1. Regular moderation of assessments for all year groups each term.
2. Learning walks and book reviews to ensure
   ▪ Schemes are being implemented to the full extent.
   ▪ Promotion of literacy in the delivery of lesson.
   ▪ The quality of progress and learning is good.
   ▪ A comparison of the quality of work where classes are shared.
   ▪ Extended writing and development of literacy and numeracy is apparent
   ▪ Feedback and marking are in line with the school/subject policy
   ▪ Students act on feedback
   ▪ Homework is set in line with the SOW, school policy and contributes to learning
3. Reflection and changes to planning as a result of assessment and review
4. Discussions with students regarding their learning – focus group including SEN/PP			

Strategies to implement now in the classroom to start embedding good practice.
1. Always explain your lesson objectives and why you are learning this and how it will support future learning. 2. Expect all students to answer your questions in full sentences to help them develop structured responses 3. Expect the students to do the reading in the lesson not the staff – questions/text Provide support for over anxious or weak students to participate through small group reading. 4. Provide wider reading for each module for ks4/5

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