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| **CURRICULUM PLANNING AND IMPLEMENTATION QUALITY STANDARD** |
| **Criteria** | **SUGGESTED EVIDENCE OF PRACTICE** |
| * 1. **WHOLE SCHOOL APPROACH**
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| 1. Through Curriculum Planning and Implementation, the school addresses the needs of the whole child.
 | Relationships, Sex and Health Education Statutory Guidance (RSHE)Values and Aims Statement/Intent StatementSchool prospectus/ website…Ofsted report/ recommendations…Relevant sections of School Improvement Plan (SIP) Department/ subject development planning…Examples of pupil voice…Representation of change by learners on the school website |
| 1. The school is compliant with requirements of Statutory Relationships and Health Education in respect of PSHE(RSHE).
 | RSHE Statutory GuidanceCurriculum overview/Scheme of Work (SoW)…Learners' work…Evidence of monitoring…PSHE Policy |
| 1. Staff have a shared responsibility for promoting health and wellbeing through Curriculum Planning and Implementation to enable everyone to learn, achieve and progress.
 | RSHE Statutory GuidanceValues and Aims Statement/Intent StatementSchool prospectus/ website…Performance management systemCPD file Staff Well-Being Programme or equivalent…Examples of themes within assemblies/collective worship…Job descriptionsEvidence of and responses to, identified needs through monitoring/tracking…Examples of enrichment activities… |
| 1. School systems, policies and procedures regarding Curriculum Planning and Implementation reflect how the school addresses the needs of the whole child, and enables the contribution of all individuals to be valued with due regard to gender, gender reassignment, faith or belief , disability, age, race or culture and gender identity.
 | RSHE Statutory GuidanceValues and Aims Statement/Intent StatementSEFSIPSchool prospectus/ website/newsletters…Named governor or committee Induction programme…Job descriptionsExamples of themes within assemblies/collective worship…Home/ School Agreement…Behaviour Policy Safeguarding PolicyInclusion PolicyEqualities Policy/AnalysisExamples of community links…Visitor PolicyExamples of pupil voice…Examples of displays…Policies, procedures, and systems relating to Curriculum Planning and Implementation such as Setting Policy, timetabling, selection of resources, work with visitors and agencies…Teaching and Learning PolicyEvidence of assessment… |
| 1. Inclusion is seen as fundamental to the planning and implementation of the curriculum to enhance the health and wellbeing of the whole school community
 | RSHE Statutory GuidanceEqualities Policy/Analysis Inclusion PolicySpecial Educational Needs and Disability (SEND) PolicyAble, Gifted and Talented PolicySchool support systems…Common Assessment Framework (CAF) processEvidence of needs analysis…Identification in Scheme of Work (SoW) and/ or differentiated lesson plans…Systematic review of curriculum and resources to be LGBT inclusive…  |
| 1. The school has a coherent plan to promote fundamental British Values and to deliver effective Social, Moral, Spiritual and Cultural (SMSC) education.
 | SEFRelevant section of SIPWebsite…SMSC/PSHE plan… |
| **11.2 SCHOOL CULTURE AND ENVIRONMENT** |
| 1. The whole school community feels valued, respected, and safe.
 | Values and Aims Statement/Intent StatementCode of Conduct… Group agreements…Ofsted reportPupil Attitude Questionnaire (PAQ) or equivalent…Staff Wellbeing Programme or equivalent…Parental surveys…Visitors'/agencies’ feedback…Safety noticesBehaviour Policy (including anti bullying)Deployment of Staff…Duty rota, corridor supervision…School calendar, examples of enrichment activities…Examples of displays…Evidence of needs analysis… |
| 1. The school uses education and health data and the results of consultation to inform the curriculum linked to the SIP.
 | RSHE Statutory GuidanceExamples of data used (e.g. Health LSIP) …Relevant sections of the SIPCycle of consultation…Examples of impact…Curriculum overview/SoW… |
| 1. The school culture encourages rigorous monitoring, evaluation and review of systems, procedures, and interventions to improve pupil outcomes. Unintended ones should also be considered.
 | RSHE Statutory GuidanceSEFAnalysis of, and actions resulting from feedback…Pastoral and academic support systems…Examples of links with agencies and partners…Reduction in exclusionsEducation Health Care Plans (EHCP) |
| 1. Realistic expectations are achieved by consulting with the whole school community and by evidencing that the resulting views influence decisions made; these are reflected in the SIP*.*
 | Examples of opportunities to contribute to and/or be a member of designated groups and forums…Responses to surveys…Learners' curriculum evaluations…Staff and visitor evaluations…SIP |
| 1. The whole school environment promotes/ supports appropriate behaviours. E.g. physical activity spaces including playgrounds and emotional environment, including the facilities for eating.
 | Website…Lesson plans on…Examples of enrichment activities…Examples of pupil voice…Representation of change by learners on the school website |
| 1. There is clear signposting, in appropriate languages and/or visuals, to information and support services within and beyond the school. All of which are with due regard to gender, gender reassignment, faith or belief, disability, age, race or culture and gender identity.
 | RSHE Statutory GuidanceExamples of a range of signposting… |
| 1. The curriculum reflects the school’s aims, values, ethos, and any relevant policies.
 | School prospectus/website…Curriculum planning… Curriculum overview/SoW…Examples of themes within assemblies/collective worship…Examples of enrichment activities…Department/ subject policies |
| 1. Timetabling enables breadth and balance, equality of access, fulfilment of statutory requirements and effective use of curriculum time and resources.
 | TimetableDeployment of staff…Curriculum plan…Lesson plans on…Relevant section of lesson observations |
| **11.3 POLICY DEVELOPMENT** |
| The school develops policies relating to Curriculum Planning and Implementation which: -* support and reflect the school’s aims, values, and ethos
 | Curriculum Policies contain relevant Values and Aims Statement/Intent statement, including evidence of wide consultation… |
| * make explicit the commitment to:
* value the contributions made by individual members of the whole school community
* show mutual respect and
* guarantee the entitlements of all with due regard to gender, gender reassignment, faith or belief, disability, age, race or culture, gender identity
 | Curriculum overview/SoW…School Council minutesExamples of involving families…Staff meetings minutesGovernors' meetings minutesEqualities Policy/Analysis Curriculum Policy |
| * have been developed through inclusive consultation with appropriate members of the whole school community
 | There is a planned programme for policy development and review…Consultation documents/minutes of meetings  |
| * are implemented, monitored, and regularly reviewed and the mechanisms and timescales for this are documented within each policy
 | There is a planned programme for policy development and review…Consultation documents/minutes of meetings Governors' meetings |
| * make clear the roles and responsibilities of members of the whole school community so everyone understands the relevance of each policy to them
 | Specific to each policyJob/role descriptionsHome/school diary/planners…Website… |
| * indicate how the school uses appropriate data to inform and improve provision
 | Needs analysis…Examples of use of education and health data e.g. Health LSIP… |
| * reflect current needs analysis
 | Examples of needs analysis…Policies reviewed and updated regularly |
| * make links to other relevant policies and initiatives
 | Specific to each policy |
| * are reflected in the school prospectus/ website, are shared with and adopted throughout school and are available to be seen by all
 | School prospectus/ website…Method of publicising… |
| **11.4 CURRICULUM PLANNING, MONITORING, EVALUATION AND ASSESSMENT** |
| 1. The curriculum reflects the school’s aims, values, ethos, relevant policies, and addresses the needs of the whole child
 | RSHE Statutory GuidanceSEFSchool prospectus/website…Curriculum overview/SoW…Curriculum maps…Examples of curricular and enrichment activities which demonstrate this… |
| 1. The Senior Leadership Team (SLT) ensures data and local information is used to inform Curriculum Planning and Implementation to address the identified issues facing the whole school community
 | RSHE Statutory GuidanceExamples of data used e.g. Health LSIP…PAQ or equivalent and information from agencies… SoW with examples of use of data… Lesson plans on… |
| 1. All activities are planned, resources selected, and visitors deployed, monitored, and reviewed with due regard to gender, gender reassignment, faith or belief, disability, age, race or culture and gender identity.
 | RSHE Statutory GuidanceEqualities Policy/AnalysisCurriculum overview/SoW…Lesson plans to show how individuals or groups are supported to access resources…Methods of evaluation…Examples of activities and resources…Examples of themes within assemblies/collective worship linked to the curriculum…  |
| 1. Curriculum Planning and Implementation ensures opportunities are available to provide effective feedback to learners by using the evidence to show where the learner is, where he/she needs to go and how best to get there.
 | Evidence of assessment… Assessment PolicyEvidence of the opportunities for learners to know how they are progressing, are involved in and influence their own target setting…Evidence of opportunities to reflect on and feel confident about their progress and gain credit for their participative action… |
| 1. Opportunities for health and wellbeing are identified and co-ordinated across the whole of the curriculum, including enrichment activities.
 | RSHE Statutory GuidanceCurriculum maps…Curriculum overview/SoW…Departmental/subject self-evaluation…Examples of themes within assemblies/collective worship… Examples of a range of activities… |
| 1. Timetabling enables breadth and balance, equality of access, fulfilment of statutory requirements and effective use of curriculum time, staffing and accommodation.
 | Timetable |
| 1. Curriculum Planning and Implementation includes learning objectives and outcomes are specific, clearly displayed and known to LEARNER. They use them to inform self-review as part of their need to assess themselves and to know how to improve.
 | Lesson plans on…Evidence of objectives and outcomes shared and of learners having used them to self-review and set targets… |
| 1. Curriculum Planning and Implementation ensures a range of active and participatory teaching and learning styles is used to promote physical and emotional health and wellbeing. These are appropriate to the learner’s age, ability, and level of maturity to enable progression within and between key stages. There is a flexible approach and the staff are willing to adapt programmes for learners on an on-going basis.
 | Lesson plans, including differentiation… Learners' work and evaluations across key stagesRelevant sections of lesson observationsExamples of learning outside the classroom… |
| 1. Curriculum Planning and Implementation of PSHE enables the school to assess and monitor LEARNER’s progress regularly.
 | Examples of assessment…Examples of monitoring…Assessment Policy |
| 1. The outcomes of assessment, monitoring and evaluation inform Curriculum Planning and Implementation and assist the planning of future learning and teaching to enable progression.
 | Lesson plans and evaluations…Subject self-evaluation…Curriculum plans/ department development plans/ mapping…Relevant sections of lesson observationsLearners' records… |
| 1. The school keeps families informed about curriculum content and developments*.*
 | School prospectus/ website…Newsletters/ written information…Information giving sessions… |
| **11.5 GIVING CHILDREN AND YOUNG PEOPLE A VOICE** |
| 1. The purpose of participation in relation to Curriculum Planning and Implementation is made clear, those involved are representative, appropriate methods are selected, time is allocated to feedback appropriately and it is made fun and interesting.
 | Group agreements…Evidence of selection processes…Examples of pupil voice…Representation of change by learners on the school website  |
| 1. There is a range of creative listening systems to ensure the views of all learners including those who are less vocal and visible are gained, valued, and acted upon to improve Curriculum Planning and Implementation.
 | Anonymous post box…Ask it baskets…Evidence of peer/buddy support…Examples of pupil voice written/visual…Circle timeAdvocacy if appropriate…Learners' attendance at review meetingsLearners' interviews with Head of Faculty (HOF), Key Stage Leader, SLT or other members of staff |
| 1. Learner’s participation and involvement in relation to Curriculum Planning and Implementation are continually monitored, evaluated, and reviewed.
 | Examples of levels of participation and involvement…Examples of changes made to curriculum in response to learners' evaluations and reviews… |
| 1. Curriculum Planning and Implementation provide learners with opportunities to develop the skills necessary to become involved in the decision-making process.
 | Curriculum overview/SoW…Lesson plans on…Self-Evaluation Processes…Relevant sections of lesson observations |
| 1. Learners are encouraged to become responsible and caring members of society. They have a clear understanding of what is expected of them and how to show self-discipline.
 | Ofsted reportExamples of opportunities for learners to have roles of responsibility, to care for other members of the school community and to participate in activities in the wider community… |
| **11.6 PROVISION OF SUPPORT SERVICES FOR CHILDREN AND YOUNG PEOPLE** |
| 1. Provision is made for early identification and assessment of need and procedures are in place for learners and their families to be supported.
 | Admission/ transition information…SEND, inclusion and pastoral information…Identification and assessment of need procedures for learners and their families…Evidence of services provided on site…Evidence of signposting…Teams Around Children (TAC)Teams Around Families (TAF)Education Health Care Plans (EHCP), Individual Education Plans (IEPs)Confidentiality Policy |
| 1. The learning environment empowers learners to access support services through school, families and/or independently.
 | Support systems…Curriculum overview/SoW…Lesson plans on…Examples of notice board displays signposting services…Confidentiality Policy |
| 1. There are extended learning opportunities.
 | Examples include… |
| **11.7 SCHOOL STAFF PROFESSIONAL DEVELOPMENT NEEDS, HEALTH AND WELLBEING** |
| 1. Staff are involved in the decision-making process with regards to Curriculum Planning and Implementation.
 | Process for informing the SIP by whole staff…Examples of consultation process… |
| 1. Members of the staff, who are supporting the most vulnerable or challenging learners, are provided with the opportunities to discuss and debrief with supportive colleagues or other professionals within clear boundaries of confidentiality.
 | Reflective Practice Model…INSETHandbook…Confidentiality PolicyCAF Training  |
| 1. Staff are deployed to support effective learning for all learner.
 | TimetablesLesson plans on…Lesson observations |
| 1. Staff are consulted on training and support needs regarding Curriculum Planning and Implementation through a regular review process and the SIP supports access to relevant professional development activities.
 | CPD fileSIPPerformance management system  |
| 1. The SLT and Governors support the school staff by arranging appropriate time to allow for planning, implementation, and evaluation of the curriculum.
 | Timetable or other evidence of arrangements…Planning, Preparation and Assessment time… |
| 1. Staff plan and deploy visitors to enhance the curriculum.
 | Curriculum overview/SoW…Lesson plans on…Evaluation and assessments… |
| **11.8 CELEBRATING ACHIEVEMENT** |
| 1. The whole school community has time to reflect on and celebrate effort and achievement across a wide range of experiences within and beyond the taught curriculum including those attained outside of school.
 | Open days…Awards/presentation evenings…Family celebrations as appropriate… Examples of themes within assemblies/collective worship… DoJo's…Examples of displays…Website/newsletter…Awards boards…CPD file |
| b) The school may use its own reward systems  and/or external awards to recognise achievement  and effort within and beyond the taught  curriculum and is consistent in their use. | External awards e.g. ASDAN, Duke of Edinburgh, First Aid Certificates, Work Related Learning, Music Grades…Behaviour PolicyExamples of themes within assemblies/collective worship… DoJo's…Examples of displays…Website /newsletter…Awards boards…CPD file |
| c) Learners contribute to the organisation of celebratory  events related to the curriculum, including  displays. | Examples of specific events and displays and the contribution of learners to the planning process…Learners representation of change on website |
| d) Governors receive an annual report on the  impact of work to enhance the health and  wellbeing of the whole school community against  the targets identified in the SIP. | Governors’ ReportRelevant sections of SIP |