



World-Class Curriculum Audit

Domains	Principles A World Class Curriculum should.....	What to ask	What to look for	Rag Rating
Values, aims and principles	be based upon clear, shared values, aims and principles which put learners at the heart of the curriculum and recognise their role as citizens of the world	<ul style="list-style-type: none"> • <i>Have we developed with stakeholders a set of values, aims and principles that underpin curriculum development?</i> • <i>Do we evaluate the effectiveness of the curriculum against these?</i> • <i>Do we have a system for ensuring that they impact on curriculum planning?</i> • <i>Does the curriculum develop learners' understanding of global citizenship, and respect them as present and future citizens?</i> 	<ul style="list-style-type: none"> • Values, aims and principles have been developed with stakeholders and set out clearly • There is a system for evaluating the curriculum against these, and evidence of an evaluation • There is a system for building the values, aims and principles into planning that is evident in lessons and other learning experiences • The principles of global citizenship are clearly defined and there is a system for building these into the curriculum across the school • Students feel valued as present and future citizens 	
	provide exciting opportunities for the intellectual, physical, emotional, social, scientific, aesthetic and creative development of every learner	<ul style="list-style-type: none"> • <i>Has our curriculum been designed to address the development needs of <u>every</u> learner with respect to <u>all</u> of these headings?</i> • <i>Do we take steps to check that this carries through to learners' experiences?</i> • <i>Do we consider the level of excitement in the learning experiences that we plan at the long-term and at lesson level?</i> • <i>To what extent are our learners excited by the curriculum they experience? Do we take steps to ensure this?</i> • <i>Are there particular elements of the curriculum for each class that contribute to excitement?</i> 	<ul style="list-style-type: none"> • Each of these aspects is evident in curriculum plans for each term and year. • There is evidence that this applies to all groups of learners • Monitoring and evaluation systems show this breadth and range is present • This is also evident in the range of learners' experiences • There is evidence of exciting learning experiences in and beyond lessons: projects, visits, productions, joint enterprises, community work, use of a range of media etc • Learner surveys show evidence of excitement and engagement in the curriculum 	

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Key competencies for learning and life	<p>ensure the development of competencies for learning and life and a sense of hope and agency* in every learner</p> <p>(*a sense they can make a difference in their own lives and in the wider community)</p>	<ul style="list-style-type: none"> • <i>Are we clear about the set of competencies we are trying to develop?</i> • <i>Do we have ways of building these into the curriculum through areas of learning and subjects?</i> • <i>Do we have ways of ensuring that learners are actually developing these competencies in a progressive way?</i> • <i>Do we have ways of developing a sense of hope and agency in our learners?</i> • <i>Do we provide opportunities for learners to take control of their learning to develop a sense of agency*?</i> 	<ul style="list-style-type: none"> • There is defined set of competencies that apply across the curriculum • There is an established methodology for developing these through areas of learning and subjects • This is understood by all stakeholders • Monitoring procedures indicate that learners are making progress in the development of the competencies • There is an established and effective approach to the development of a sense of hope and agency • There is evidence of occasions where learners have taken control of their own learning 	
	<p>encourage independence of mind and action and the development of individual interests and talents</p>	<ul style="list-style-type: none"> • <i>How do we encourage independence through the curriculum?</i> • <i>Do we have ways of ensuring that lessons and other learning activities encourage independence?</i> • <i>Do our systems and routines encourage independence?</i> • <i>Are individual interests and talents being identified?</i> • <i>Do we have ways of developing these for individuals through the curriculum?</i> 	<ul style="list-style-type: none"> • There are established and effective ways of encouraging independence across the curriculum • There is evidence of lessons and other activities for all classes and across the year that encourage independence • Systems and routines for such things as breaks, lunchtimes and moving round school give scope for independence and responsibility • There are systems for identifying individual interests and talents • There are examples of individual learner's interests and talents being developed 	
	<p>excite the imagination, encourage curiosity and develop creativity</p>	<ul style="list-style-type: none"> • <i>Do we have an agreed approach to developing learners' imagination, curiosity encouraged and creativity?</i> • <i>Is this approach built into our curriculum and evident in learning experiences?</i> • <i>Is this happening in all classes and across the curriculum and year?</i> • <i>Are we taking steps to monitor the development of these qualities</i> 	<ul style="list-style-type: none"> • Ways of developing imagination, curiosity and creativity are well defined and effective • These ways can be identified in learning experiences across the curriculum • This is evident across the school and year • Monitoring evidence indicates that learners are developing these qualities 	

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The world's major branches of learning	secure learners' knowledge, skills and understanding of the world's major branches of learning and subjects	<ul style="list-style-type: none"> • <i>Is our curriculum broad and balanced?</i> • <i>Do we know how it compares to the best in the world?</i> • <i>Do we have ways of ensuring that learners are challenged to develop deep, lasting knowledge and understanding supported by associated skills?</i> • <i>Do we distinguish between knowledge and understanding?</i> • <i>Have we identified those associated skills and built them into the curriculum?</i> 	<ul style="list-style-type: none"> • The curriculum covers a wide range of study including national curriculum subjects and beyond • There are comparisons with the curricula of other countries • Approaches have been developed that ensure depth of knowledge; for example through established taxonomies or application in practical contexts • Appropriate learning strategies are in place across the curriculum for securing learners' knowledge, skills and understanding 	
	ensure understanding of how learning in different disciplines is interconnected and relevant to life, global issues and world events past, present and future	<ul style="list-style-type: none"> • <i>Does our curriculum make explicit the connections between different disciplines?</i> • <i>Does it make explicit the relevance of each discipline to learners' lives and to current global issues?</i> • <i>Is learning put into a wider context of what has happened in the past, what is happening now and what might happen in the future?</i> 	<ul style="list-style-type: none"> • It is possible to track the connections being made in curriculum documents • There are examples of relevance in all aspects of the curriculum • Students are aware of the connections and the relevance • In discussion, students can put their learning into a wider context 	
	provide clear and relevant pathways for learning and the flexibility to respond to developing needs, interests and contexts	<ul style="list-style-type: none"> • <i>Do we provide a clear, progressive, developmental learning pathway for every individual equipping each to make a smooth transition to the next stage of their education or into employment?</i> • <i>Is our curriculum flexible enough to be changed to suit learners' contexts or to adapt to developing needs or interests?</i> 	<ul style="list-style-type: none"> • Learning pathways are clearly defined for learners • There is evidence of learners taking different pathways • There is explicit flexibility for teachers to vary the curriculum in response to developing needs and changing circumstances • There are examples from across the curriculum where this has been done 	

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Community, local, national and global contexts	locate learning in the context of the learner's life and local community, and also within a national and international dimension	<ul style="list-style-type: none"> • <i>Has our curriculum been co-constructed with the community?</i> • <i>Have we built required learning into our local context across the curriculum?</i> • <i>Have we built in a national and international dimension?</i> 	<ul style="list-style-type: none"> • The community's contribution to the curriculum, both in planning and implementation, can be seen • There are local contexts for learning in all subjects and aspects • There is evidence of learning taking place in and through the community • There are examples of a national and international dimension across the curriculum 	
	address contemporary issues as well as the big ideas that have shaped the world	<ul style="list-style-type: none"> • <i>Have we built the understanding of contemporary issues into our curriculum?</i> • <i>Have we created opportunities for our learners to explore the philosophical, theological, politico-social and technological ideas that have shaped the world?</i> 	<ul style="list-style-type: none"> • There is evidence that the curriculum is wider than the requirements of the national curriculum • There is evidence that contemporary issues have been included in all classes and across the curriculum • There is evidence that aspects of the curriculum address the "big ideas that have shaped the world" • In discussion, students are able to discuss contemporary issues and put their learning in the context of the "big ideas" 	



Twitter: @CurriculumFdn

Website: www.curriculumfoundation.org

Email: admin@curriculumfoundation.org