

Curriculum Audit

School	Completed By	Date

	5	4	3	2	1
Intent	<p>This aspect of the curriculum is central to the school's work. It is embedded practice and may be exceptional.</p>	<p>This aspect of curriculum is embedded with minor points for development. Leaders are taking action to make these developments.</p>	<p>Coverage is sufficient but there are some weaknesses which leaders have identified but are not yet developing.</p>	<p>There are major weaknesses in either leadership, coverage or progression.</p>	<p>This is absent from the curriculum design.</p>
<p>There is a clear and coherent rationale for the curriculum design</p>					
<p>Rationale and aims of the curriculum design are shared across the school and fully understood by all</p>					
<p>Curriculum leaders show understanding of important concepts related to curriculum design, such as knowledge progression and sequencing of concepts</p>					

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Curriculum coverage allows all pupils to access the content and make progress through the curriculum					
The curriculum is at least as ambitious as the standards set by the National Curriculum / external qualifications					
Curriculum principles include the requirements of centrally prescribed aims					
Reading is prioritised to allow pupils to access the full curriculum offer					
Mathematical fluency and confidence in numeracy are regarded as preconditions of success across the national curriculum					

Implementation	5	4	3	2	1
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Subject leaders at all levels have clear roles and responsibilities to carry out their role in curriculum design and delivery					
Subject leaders have the knowledge, expertise and practical skill to design and implement a curriculum					
Leaders at all levels, including governors, regularly review and quality assure the subject to ensure it is implemented sufficiently well					
Leaders ensure ongoing professional development/training is available for staff to ensure curriculum requirements can be met					
Leaders enable curriculum expertise to develop across the school					

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Curriculum resources selected, including textbooks, serve the school's curricular intentions and the course of study and enable effective curriculum implementation					
The way the curriculum is planned meets pupils' learning needs					
Curriculum delivery is equitable for all groups and appropriate					
Leaders ensure interventions are appropriately delivered to enhance pupils' capacity to access the full curriculum					
The curriculum has sufficient depth and coverage of knowledge in the subjects					

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There is a model of curriculum progression for every subject					
Curriculum mapping ensures sufficient coverage across the subject over time					
Assessment is designed thoughtfully to shape future learning. Assessment is not excessive or onerous					
Assessments are reliable. Teachers' ensure systems to check reliability of assessments in subjects are fully understood by staff					
There is no mismatch between the planned and the delivered curriculum					

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Impact	This aspect of the curriculum is central to the school's work. It is embedded practice and may be exceptional.	This aspect of curriculum is embedded with minor points for development. Leaders are taking action to make these developments.	Coverage is sufficient but there are some weaknesses which leaders have identified but are not yet developing.	There are major weaknesses in either leadership, coverage or progression.	This is absent from the curriculum design.
The curriculum is successfully implemented to ensure pupils' progression in knowledge - pupils successfully 'learn the curriculum'					
The curriculum provides parity for all groups of pupils					

Things to celebrate	Next Steps