



**RALEIGH**  
LEARNING TRUST  
*raising aspiration, transforming lives*

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## TEMPLATE 6: EVALUATION

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5	4	3	2	1
This aspect of curriculum underpins/is central to the school's work/embedded practice/may include examples of exceptional curriculum	This aspect of curriculum is embedded with minor points for development (leaders are taking action to remedy minor shortfalls)	Coverage is sufficient but there are some weaknesses overall in a number of examples (identified by leaders but not yet remedying)	Major weaknesses evident in terms of either leadership, coverage or progression (leaders have not identified or started to remedy weaknesses)	This aspect is absent in curriculum design
Indicator			Evidence base	Score
There is a clear and coherent rationale for the curriculum design				
Rationale and aims of the curriculum design are shared across the school and fully understood by all				
Curriculum leaders show understanding of important concepts related to curriculum design, such as knowledge progression and sequencing of concepts				
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				
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 that it is implemented sufficiently well				
Leaders ensure that ongoing professional development/training is available for staff to ensure that curriculum requirements can be met				
Leaders enable curriculum expertise to develop across the school				
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 that 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				
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				
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				