

Curriculum Monitoring by Governors

Curriculum Overview			
The curriculum is the vehicle for the school vision “Rise above the ordinary to be extraordinary – Be your best self.”			
How we believe children learn best			
What sort of teaching supports that learning?			
To what extent does our curriculum currently match our school's vision/values?		What evidence do we have?	
Are we over- or under-emphasising certain elements of our vision because of our current delivery model?			
What have you done to make sure our curriculum reflects the vision in each phase, subject or year group?			
Which elements of our vision need to be stronger in our curriculum, and how can we achieve this?			
What are you doing at a whole-school level to make sure all teachers and pupils understand the vision?			
Broad and Balanced Curriculum			
How is the curriculum specifically designed to meet the needs of all our pupils?		How do you know?	
Is the curriculum relevant and accessible to pupils, including those with special educational needs (SEN)?		How do you know?	
Are there enough opportunities for higher-ability pupils? Can you show me some examples?			

Does the school work with other schools to share best practice?		What's been the impact of this?	
How do you know that the curriculum has the desired impact on pupils of all abilities?			
How do you address concerns from parents about the curriculum?			

Monitoring the 'connectedness' of the curriculum		
Subject & Subject Lead		
INTENT	Why have you chosen to teach about the XXXXXX?	
	What do you want pupils to know and be able to do as a result of studying the XXXXXX?	
	How does teaching about XXXXXXX help us achieve our vision for the school?	
IMPLEMENTATION	Have you reviewed your schemes of work for this subject? What evidence do you have that they're good?	
	How does what pupils learn about the XXXXX in Year 1 differ from what pupils learn in year 3? How does it differ in year 5?	
	Next year, how will you build on what they've learned this year?	
	How does studying up with other subjects, such as maths or science?	
	How did that school trip/educational visit support their learning about XXXXXXX?	
IMPACT	What can Year 3 pupils do as a result of learning about XXXX that they couldn't do in Year 2?	
	How does what they learn about XXXX in this year build upon what they learned in the last year?	

	How can we see the progression of learning through the year groups?	
--	---	--