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|  | **Scope and end points (including EYFS)**  211“Inspectors will consider the knowledge and skills that pupils will gain at each stage through the school’s curriculum (we call this ‘intent’). They will look at the scope of the curriculum, including how carefully leaders have thought about what end points the curriculum is building towards (with reference to the national curriculum and, where relevant, the EYFS).”  “The school’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.” | **Breadth and ambition**  211 “They will also look at how leaders have broken down the content into components and sequenced that content in a logical progression, systematically and explicitly, for all pupils to acquire the intended knowledge and skills.”  “This is either the national curriculum or a curriculum of comparable breadth and ambition.” | **Rigour**  211 “Inspectors will also consider the rigour of subject-specific planning.” | **Sequencing**  (in year, in units,  “is planned and sequenced so that the end points that it is building towards are clear and that pupils develop the knowledge and skills, building on what has been taught before, to be able to reach those end points” | **Supporting pupils’ acquisition of knowledge**  “teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.” | **SEND**  The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. | **Assessment**  Teachers “use assessment to check pupils’ understanding to inform teaching, and to help pupils embed key concepts, use knowledge fluently and develop their understanding, and not simply memorise disconnected facts” | **Resources**  “The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.” | **Outcomes**  Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work that pupils produce.  Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. Teacher assessed grades from 2020 and 2021 will not be used to assess impact.” | **Support for staff**  Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.”  “The practice and subject knowledge of staff, including ECTs, build and improve over time.” |
| Phonics |  |  |  |  |  |  |  |  |  |  |
| Reading |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |
| Maths |  |  |  |  |  |  |  |  |  |  |
| Art & Design |  |  |  |  |  |  |  |  |  |  |
| Computing |  |  |  |  |  |  |  |  |  |  |
| D&T |  |  |  |  |  |  |  |  |  |  |
| Languages |  |  |  |  |  |  |  |  |  |  |
| Geography |  |  |  |  |  |  |  |  |  |  |
| History |  |  |  |  |  |  |  |  |  |  |
| Music |  |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |  |
| RE |  |  |  |  |  |  |  |  |  |  |