

Evaluating your current curriculum

- To what extent do you promote the four purposes in your current curriculum arrangements?
- How do you provide a wide range of enrichment experiences for pupils and recognise their achievements?
- How do you ensure that pupils build well on what they have learnt as they go through the school or between schools?
- Are assessment arrangements appropriate and how well do they help pupils improve their own work?
- How well do you evaluate the effectiveness of your strategic partnerships and community involvement in the curriculum?
- To what extent are you ready to embrace change and engage with other schools and partners to develop your curriculum?
- How well do you use staff knowledge, skills and understanding when planning for improvement?

Realising Change

- What approaches or curriculum changes have been adopted and how effective have they been to date?
- How well do you support and enable changes to the curriculum?
- How well do you recognise main barriers to change and how do you address and overcome them?
- How well do staff and partners (for example pupils, parents and governors) support the realisation of change?

Evaluating change

- How well do you evaluate change to consider what is working well and what isn't, and why?
- How effectively do you monitor, review and adapt change in Stage 3? Do you involve all stakeholders?
- How well do you evaluate the impact of change in order to identify what needs to happen next and plan for further improvement?
- How well do you know which aspects require strengthening or more piloting before implementing them fully?
- How effective are your arrangements for systematic feedback and how well do you use your evaluation of all aspects of curriculum development from a range of perspectives, to plan future activities and change?
- How well do you consider the impact of different pedagogy to raise standards of teaching?

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Planning and preparing for change

- Do leaders have a clear vision for what to change and why?
- Have leaders established the right culture and conditions for change? How do you know?
- Have leaders developed a strong professional learning culture that focuses on developing effective pedagogy?
 - How well do staff use first-hand evidence to inform curriculum development?
 - Do you factor sufficient time to raise awareness of curriculum change?
- Do you provide sufficient opportunities for staff to debate research findings in preparation for change?
- How well do you ensure that you will have the required resources in place to support any proposed curriculum change?
- How well do you use your staff's existing creativity and expertise to enable others to develop their imagination in relation to the curriculum?
- To what extent do you have a culture that supports working with other schools and partners?
 - How do you ensure that staff and other stakeholders (for example parents and governors) know where to find the latest curriculum information so that they are all involved in preparing for change?
 - To what extent have you received support from partners or pioneer schools to implement change?
 - To what extent do staff gain skills and understanding to develop and implement a new curriculum?
 - How well do you prioritise professional learning and protect time for staff to engage with appropriate activities?
- How well do you utilise skills, knowledge and understanding of all staff to plan for improvement and change?

Have you considered the following documentation?

- Estyn's **Annual Report 2016 - 2017**
- Estyn's **Annual Report 2017 - 2018**
- Estyn's **thematic reports** with a curriculum focus (visit [estyn.gov.wales/thematic-reports](https://www.estyn.gov.wales/thematic-reports) and filter by 'Curriculum thematic review').