



# CURRICULUM REVIEW TOOLKIT

A framework for evaluating the quality, coherence and impact of your curriculum.



## **PURPOSEFUL**

Clear goals and direction



## **COHERENT**

Logical progression and alignment



## **IMPACTFUL**

Meaningful outcomes for all learners

# CURRICULUM REVIEW TOOLKIT

## HOW TO USE THIS TOOLKIT

Use this toolkit to evaluate your curriculum across the 12 key quality indicators. For each statement, select the maturity level that best reflects your current position.

## SCORING GUIDE

- 1

**Emerging**  
Earlydevelopment. Little evidence in place.
- 2

**Developing**  
Someelements in place but inconsistent.
- 3

**Secure**  
Effectivepractice in place and embedded.
- 4

**Exemplary**  
Outstandingpractice that is embedded and sustained.

## TOTAL SCORE

Maximum Score: 48 (12 indicators x 4 points)

Your Score:

## CURRICULUM MATURITY MODEL

- 

**EMERGING (1)**  
Earlydevelopment.Practice is ad hoc and not yet embedded.
- 

**DEVELOPING (2)**  
Someelements in place but inconsistent across the curriculum.
- 

**SECURE (3)**  
Consistent,effective practice across the curriculum.
- 

**EXEMPLARY (4)**  
Outstandingpractice that is innovative, impactful and sustained over time.

# CURRICULUM QUALITY FRAMEWORK

| NO.                                                   | QUALITY INDICATOR                                                              | EMERGING (1)             | DEVELOPING (2)           | SECURE (3)               | EXEMPLARY (4)            | SCORE (1-4) | EVIDENCE / NOTES |
|-------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------|------------------|
| INTENT - The why and what of our curriculum           |                                                                                |                          |                          |                          |                          |             |                  |
| 1                                                     | Does the curriculum have a clear end goal?                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |             |                  |
| 2                                                     | Does the curriculum identify the big ideas?                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |             |                  |
| 3                                                     | Does the curriculum define the key skills students must acquire?               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |             |                  |
| 4                                                     | Does the curriculum clearly show end-of-year expectations?                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |             |                  |
| 5                                                     | Does the curriculum have a clear starting point?                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |             |                  |
| IMPLEMENTATION - Putting our curriculum into practice |                                                                                |                          |                          |                          |                          |             |                  |
| 6                                                     | Does the curriculum show clear progression?                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |             |                  |
| 7                                                     | Is there an appropriate balance between breadth and depth?                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |             |                  |
| 8                                                     | Does the curriculum meet the needs of diverse learners?                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |             |                  |
| IMPACT - The outcomes for all learners                |                                                                                |                          |                          |                          |                          |             |                  |
| 9                                                     | Does the curriculum provide opportunities to experience culture and tradition? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |             |                  |
| 10                                                    | Does the curriculum develop curiosity?                                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |             |                  |
| 11                                                    | Is assessment aligned to the curriculum?                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |             |                  |
| 12                                                    | Does the curriculum prepare students for the next stage?                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |             |                  |

TOTAL SCORE (Maximum 48)

/ 48



# SCORING SUMMARY

| Domain         | Max Score | Your Score | % Score | Overall Maturity Level |
|----------------|-----------|------------|---------|------------------------|
| Intent         | 20        |            | %       |                        |
| Implementation | 12        |            | %       |                        |
| Impact         | 16        |            | %       |                        |
| TOTAL          | 48        |            | %       |                        |

| Overall Maturity Guide (Based on % Score)                                                                             |                                                                                                                                   |                                                                                                      |                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <b>EMERGING 0 - 49%</b><br><br>Curriculum is at an early stage of development. Significant improvements are required. | <b>DEVELOPING 50 - 69%</b><br><br>Curriculum is developing with some strengths. Improvement is needed for consistency and impact. | <b>SECURE 70 - 89%</b><br><br>Curriculum is effective and embedded with minor areas for development. | <b>EXEMPLARY 90 - 100%</b><br><br>Curriculum is outstanding, innovative and has a strong, sustained impact on learners. |

KEY STRENGTHS

PRIORITY AREAS FOR DEVELOPMENT

# Action Planning

Identify up to 5 key priorities and the actions that will drive improvement.

|   | Priority Area | Actions | Lead Person | Timescale | Success Indicators | Review Date |
|---|---------------|---------|-------------|-----------|--------------------|-------------|
| 1 |               |         |             |           |                    |             |
| 2 |               |         |             |           |                    |             |
| 3 |               |         |             |           |                    |             |
| 4 |               |         |             |           |                    |             |
| 5 |               |         |             |           |                    |             |

## Monitoring and Review

We will review progress against these actions on:

# REVIEW AND SIGNATURES

CURRICULUM / SUBJECT AREA: \_\_\_\_\_

REVIEW DATE: \_\_\_\_\_

REVIEWED BY: \_\_\_\_\_

REVIEW TYPE ☐ Self-Review ☐ External Review

REVIEWER COMMENTS

NEXT STEPS / FOLLOW UP

CURRICULUM LEADER

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

SENIOR LEADER / HEADTEACHER

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

