

A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it.

ASK:

Why does this learning matter?
Why does it matter to **YOUR** learners?

REFLECT:

How can a range of assessment information help you understand how **YOUR** learners are progressing over time?

DESIGN:

How does this learning support **YOUR** learners to progress?

TEACH:

How does learning and teaching support this learning?

ASK

Consider your learners' **needs** and their **contexts**.

Choose learning that responds to needs and broadens horizons, for example learning could be framed as essential questions, big ideas, and so on.

Think about current and proposed provision: **why** is that learning worthwhile at that point of a learners' development?

DESIGN

Make links to how different areas of learning and experience can contribute to specific learning.

Consider how learning **provides opportunities** to develop a range of knowledge, skills and experiences.

Ensure planned learning has the appropriate level of **challenge, breadth** and **depth** to allow progress.

TEACH

Plan learning opportunities and experiences to help learners make progress.

Consider how **curriculum experiences** and **learning environment** can enable and enhance this learning.

Analyse a range of assessment tools to notice what learning is taking place and **observe** any indicators of progression.

REFLECT

Consider a wide range of **assessment approaches** and **information** as indicators of learners' progress.

Make judgements about **learners' progress** and share with professionals, parents and carers.

Use this understanding to **inform evaluations** of teaching, curriculum and school effectiveness.