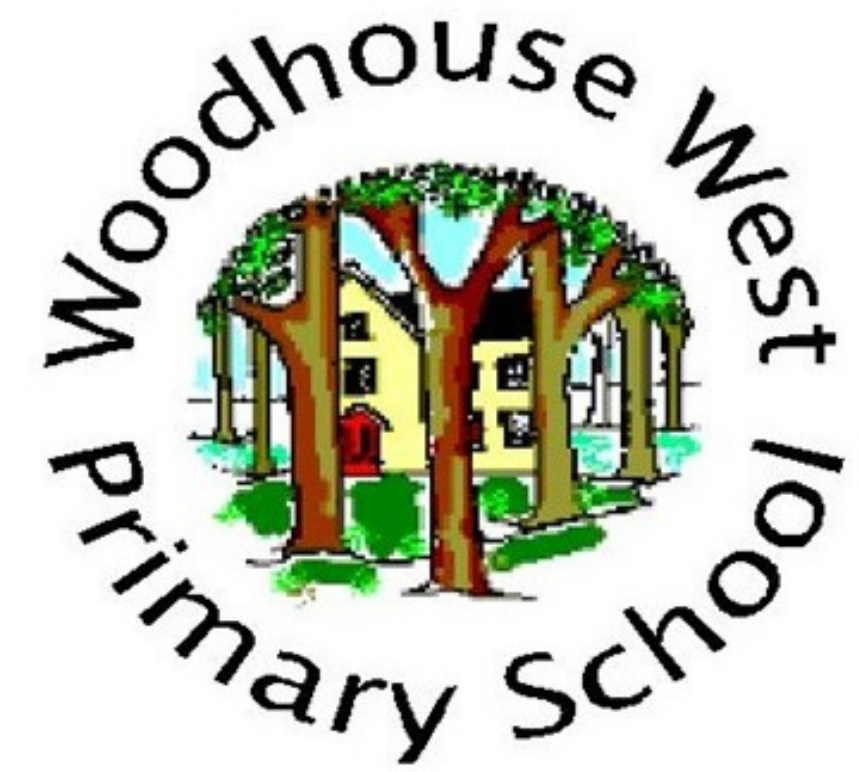


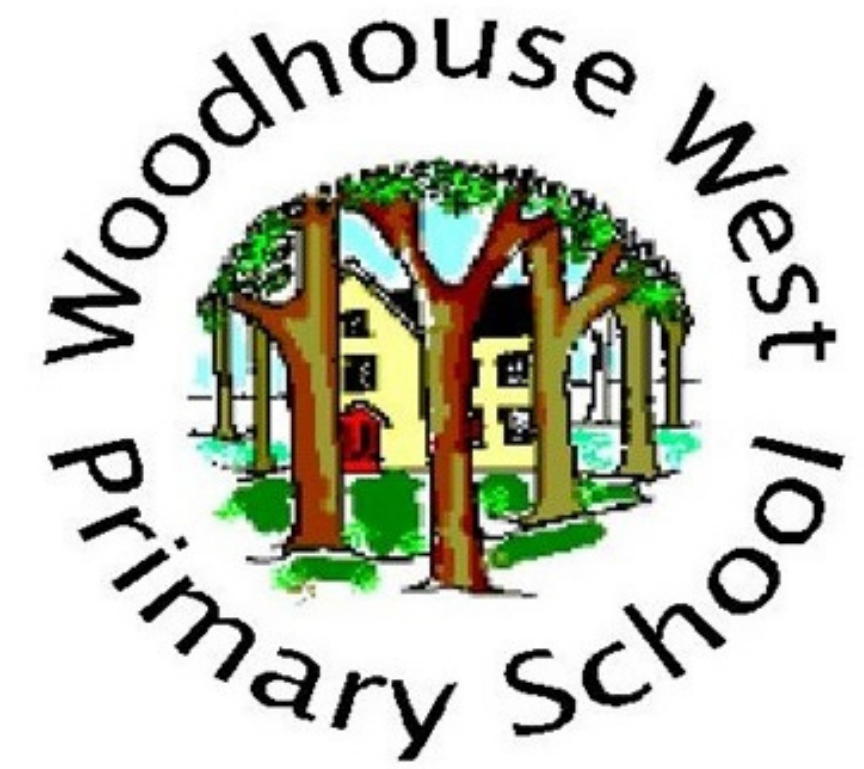


Curriculum Progression Document

Computing

Contents

- Woodhouse West Primary School Curriculum Intent
- Computing and The Early Years Foundation Stage
- Meeting the statutory requirements of The Primary National Curriculum
- Whole school programme of study
- Progression in computing knowledge, skills and understanding
- Analysing the impact of our computing curriculum



Computing Curriculum Intent

Woodhouse West Primary School- Intent

Woodhouse West Primary Curriculum Intent

As a school, we strive to create learning that promote children's interests and allows them to learn about the world around them. We develop their skills within different subject areas through a shared context.

Our curriculum;

- is ambitious and designed to give all children the knowledge and skills they need to succeed in life
- has high expectations for all children, including those with special needs and disabilities
- ensures that children study a broad and balanced curriculum by teaching a range of subjects
- is coherently planned and sequenced so children can embed and use their knowledge and skills fluency
- extends beyond academic to provide opportunities for every child to develop and discover their character, interests and talents
- is closely linked to the school's core values
- encourages children to value the Woodhouse community
- prepares children for life in modern Britain, developing their understanding of fundamental British values and equipping them to be responsible, respectful citizens

Computing Subject Intent

We want to equip our children with the skills and creativity required to change the world. They will use a range of skills such as maths, science and DT to understand computing systems. We want them to be digitally literate on a range of systems so they can be active participants in the digital world which in turn develops digital resilience in key aspects of the curriculum.

Essential Characteristics in the Subject

- Competence in coding for a variety of practical and inventive purposes, including the application of ideas within other subjects.
- The ability to connect with others safely and respectfully, understanding the need to act within the law and with moral and ethical integrity.
- An understanding of the connected nature of devices.
- The ability to communicate ideas well by using applications and devices throughout the curriculum.
- The ability to collect, organise and manipulate data effectively.

Threshold Concepts

- Code

This concept involves developing an understanding of instructions, logic and sequences.

- Connect

This concept involves developing an understanding of how to safely connect with others.

- Communicate

This concept involves using apps to communicate one's ideas.

- Collect

This concept involves developing an understanding of databases and their uses

Woodhouse West Primary School- Aspirations

Aspirations for the future;

At Woodhouse West, we are always thinking about how to prepare our children for the next stage in their learning journey and beyond. We like to talk to the children about their aspirations and take the time to consider the jobs that a range of the foundation subjects are needed for.

Here are some of the jobs you could aspire to do in the future as an techie:

- Head of Architecture
- Building Society Manager
- Ethical Hacker
- Cartoonist

For more careers, please visit [First Careers](#).

Woodhouse West Primary School- Enrichment

Wider Curriculum Opportunities & Cultural Capital

Our curriculum extends beyond the National Curriculum and includes a wide range of enriching experiences and opportunities both within and beyond the school day. This includes a programme of lunch-time and after-school clubs, that support the core curriculum offer, as well as those which develop specialist skills, such as German, music, whilst also extending the range of children's experiences (Cultural Capital). A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and provide a purpose and relevance for learning.

The school takes pride in providing a highly inclusive environment, where learners demonstrate high levels of enjoyment in their education and make very good progress across the curriculum. Children at all levels are helped to achieve their potential. Those who are most able are challenged and supported through being offered tasks which provide opportunities for greater depth and those who can struggle are encouraged and given targeted support to embed skills, to develop at their own pace or simply to learn in a style that best suits their individual needs.

In addition to our exciting and stimulating cross-curricular themes, we also provide further opportunities to enhance children's learning wherever possible. These include:

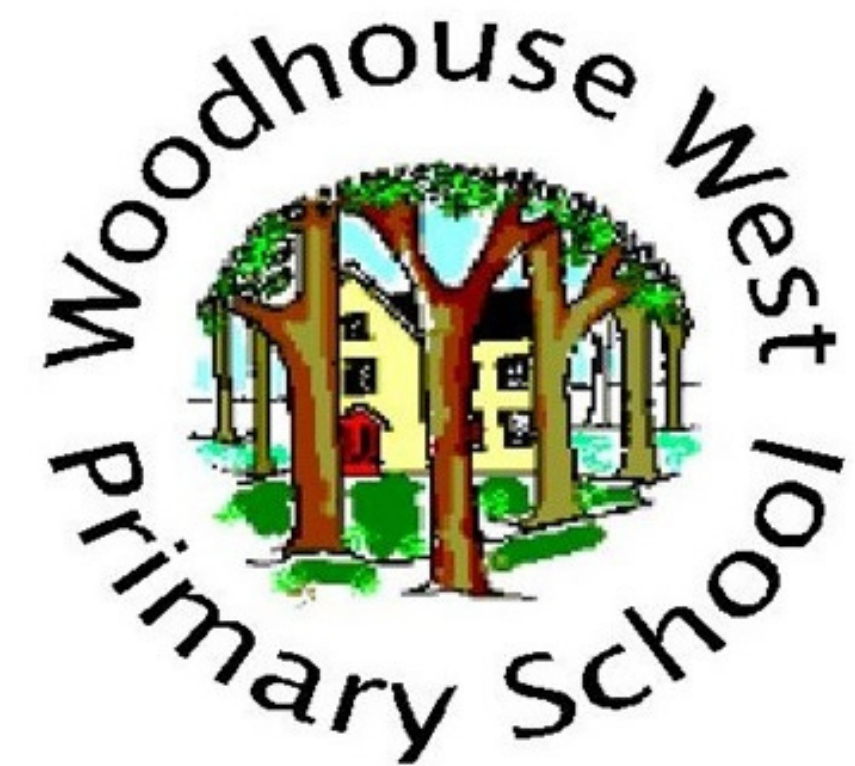
Whole School Theme Days/Weeks

Throughout the year, themed days/weeks are woven into the curriculum to extend the breadth and balance of opportunities we offer our pupils. These include, Anti-bullying Week and eSafety Day, World Book Day, Family Fun Fit day, an Enterprise topic culminating in a Summer Fair, Science Week, Curriculum weeks, Red Nose Day and Comic Relief.

Educational Visits and Residentials

School trips and visits are an integral part of the education of children at Woodhouse West Primary. We value the opportunities such visits offer our pupils and the commitment of staff and adults undertaking them. Trips include class visits aimed at bringing learning alive and providing first-hand experience and bringing learning alive; extra-curricular outings such as activities with the school choir or sporting events; and attending or taking part in performances or competitions.

Children in Years 2, 4 and 6 take part in residential visits. These are planned to provide new and exciting experiences. Children in Year 2 and Year 4 go on a two night residential visit and our Year 6 young people take part in an outdoor pursuits residential where they experience a range of activities such as orienteering, climbing, abseiling, raft building, archery and lots more.



Computing in the Early Years Foundation Stage

Developing Early
Computing Skills

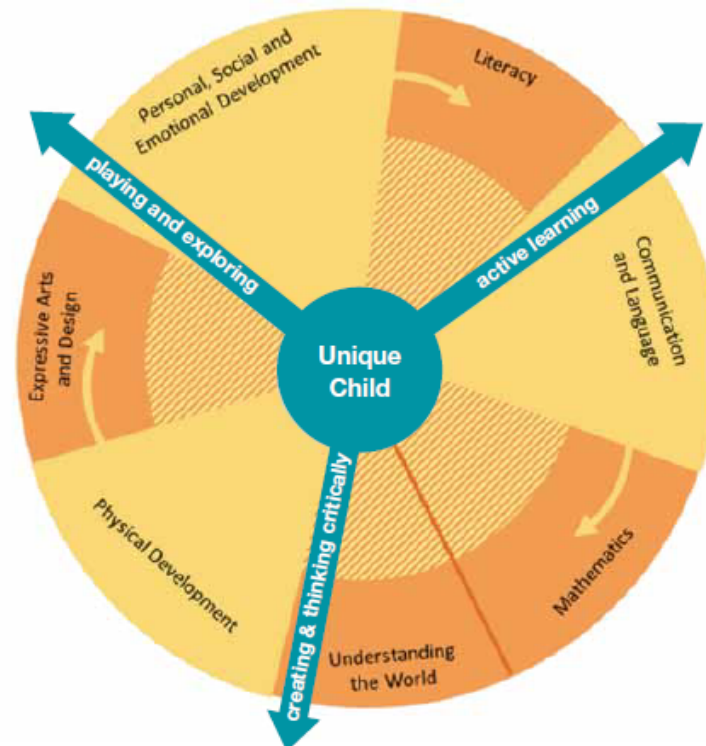
Developing Early Computing Skills

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



Prime areas are fundamental, work together, and move through to support development in all other areas.

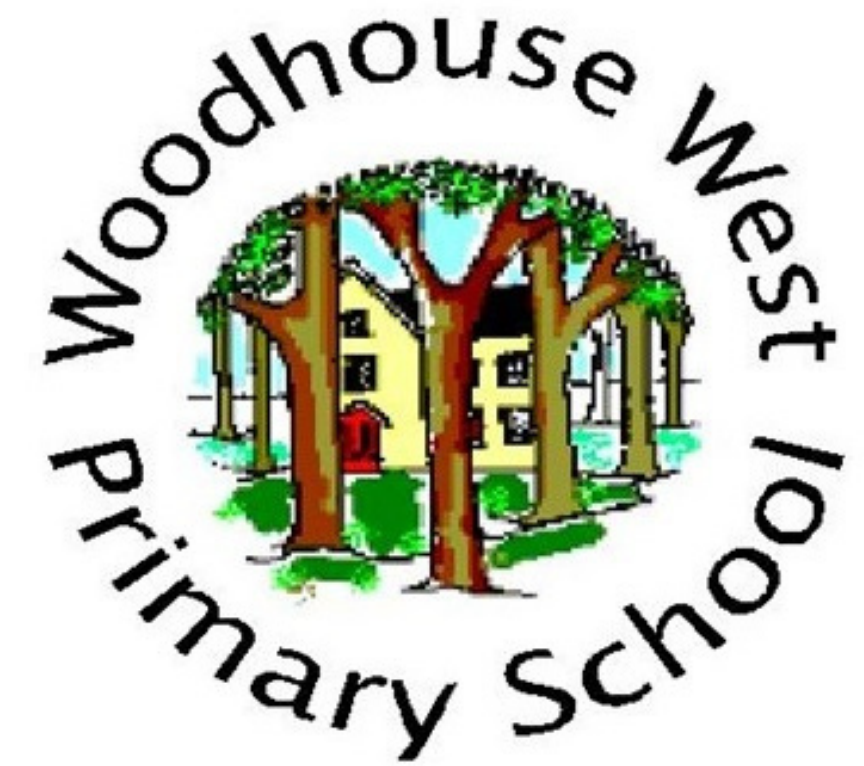
- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Each area of the EYFS curriculum has an Early Learning Goal, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

Developing early computing skills is embedded into all areas of the EY curriculum.



Computing and
the National
Curriculum

Computing and the National Curriculum: Key Stage One

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims:

- The national curriculum for computing aims to ensure that all pupils:
- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Are responsible, competent, confident and creative users of information and communication technology.

Pupils should be taught to:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school.
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concern about content or contact on the internet or other online technologies.

Computing and the National Curriculum: Key Stage Two

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

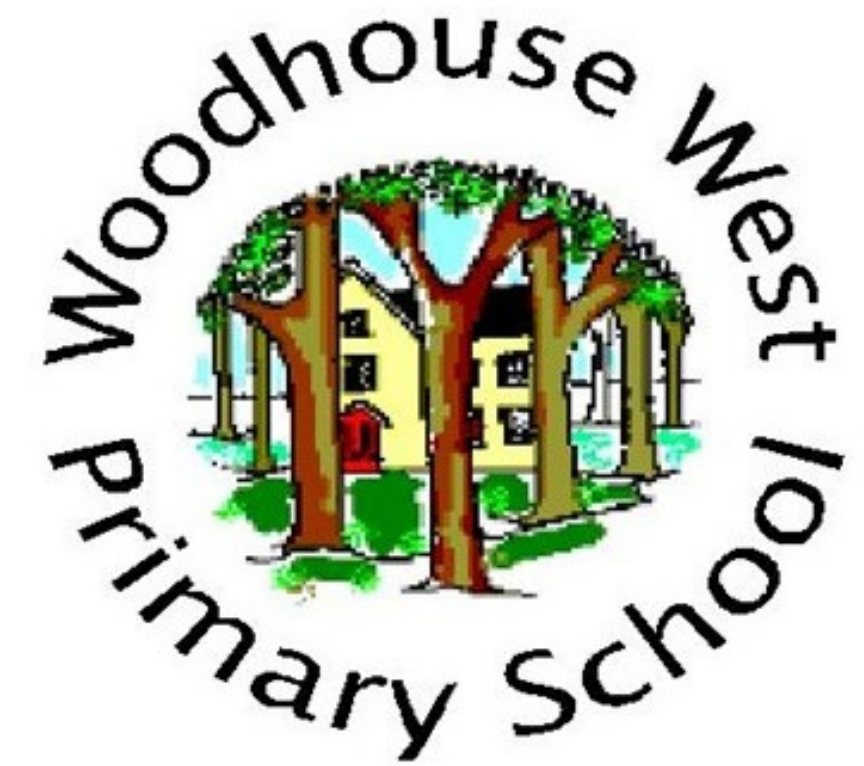
Aims:

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- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Are responsible, competent, confident and creative users of information and communication technology.

Pupils should be taught to:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

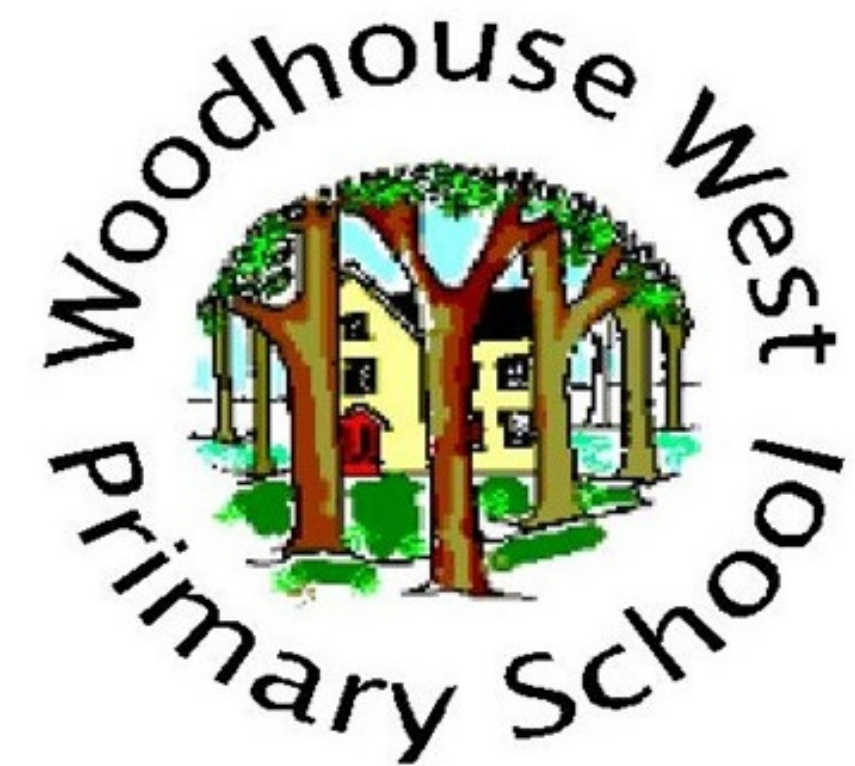


Implementation of Whole School Computing

Programme of Study

Woodhouse West's Computing Programme of Study

	Autumn		Spring		Summer	
EYFS	Internet	Digital Photography	Algorithms	Audio/Music	Desktop Publishing	Art
Year 1	Technology around us	Creating media- Digital painting	Robot algorithms	Data	Creating media- Digital writing	Programming Animations
Year 2	Information technology around us	Creating media- Digital photography	Robot algorithms	Data	Creating media- Making music	Programming quizzes
Year 3	Connecting computers	Stop-frame animation	Sequencing sounds	Data	Desktop publishing	Events and actions in programs
Year 4	Computing systems and networks	Stop-frame animation	Repetition in shapes	Data	Photo editing	Repetition in games
Year 5	Systems and searching	Stop-motion animation	Programming variables	Data	Vector drawing	Selection in quizzes
Year 6	Communication and collaboration	Web page creation	Programming variables	Data	3D modelling	Selection in quizzes



Implementation of Whole School Computing

Progression of Knowledge
& Skills

Progression of Knowledge & Skills- Threshold Concepts

At Woodhouse West, we aim to develop the following concepts through the progressive teaching of computing knowledge, skills and understanding. These essential threshold concepts are based on the requirements of the National Curriculum Programme of Study for Key Stage One and Key Stage two.

Threshold Concepts:

Code

- This concept involves developing an understanding of instructions, logic and sequences.

Connect

- This concept involves developing an understanding of how to safely connect with others.

Communicate

- This concept involves using apps to communicate one's ideas.

Collect

- This concept involves developing an understanding of databases and their uses

Implementation

Progression of Knowledge & Skills- Code

Threshold Concept:		EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
This concept involves developing an understanding of instructions, logic and sequences.	Motion	- Learning to use algorithms to control a Beebot to follow a set of instructions - Learn to 'debug' a set of instructions if the outcome was incorrect	Control motion by specifying the number of steps to travel, direction and turn.	Use specified screen coordinates to control movement.	Set IF conditions for movements. Specify types of rotation giving the number of degrees.
	Looks		Add text strings, show and hide objects and change the features of an object.	Set the appearance of objects and create sequences of changes.	Change the position of objects between screen layers (send to back, bring to front).
	Sound		Select sounds and control when they are heard, their duration and volume.	Create and edit sounds. Control when they are heard, their volume, duration and rests.	Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.
	Draw		Control when drawings appear and set the pen colour, size and shape.	Control the shade of pens.	Combine the use of pens with movement to create interesting effects.
	Events		Specify user inputs (such as clicks) to control events.	Specify conditions to trigger events.	Set events to control other events by 'broadcasting' information as a trigger.
	Control		Specify the nature of events (such as a single event or a loop).	Use IF THEN conditions to control events or objects.	Use IF THEN ELSE conditions to control events or objects.

Progression of Knowledge & Skills- Code

Threshold Concept:		EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
	Sensing	- Learning to use algorithms to control a Beebot to follow a set of instructions - Learn to 'debug' a set of instructions if the outcome was incorrect	Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?).	Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).	Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.
	Variables and lists		From Year 3 onwards.	- Use variables to store a value. - Use the functions define, set, change, show and hide to control the variables.	Use lists to create a set of variables.
	Operators		From Year 3 onwards.	- Use the Reporter operators () + () () - () () * () () / () to perform calculations.	- Use the Boolean operators () < () () = () () > () () and() () or() - Not() to define conditions. - Use the Reporter operators () + () () - () () * () () / () to perform calculations. - Pick Random () to () - Join () () - Letter () of () - Length of () () Mod () This reports the remainder after a division calculation - Round () () of ()

Progression of Knowledge & Skills- Connect

Threshold Concept:	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
This concept involves developing an understanding of how to safely connect with others.	• Introduction to the internet including what it is, how it is used, how to stay safe. • Navigate to internet browser such as explorer or google chrome • Identify technology in home and school and its uses.	• Participate in class social media accounts. • Understand online risks and the age rules for sites.	• Contribute to blogs that are moderated by teachers. • Give examples of the risks posed by online communications. • Understand the term ‘copyright’. • Understand that comments made online that are hurtful or offensive are the same as bullying. • Understand how online services work.	• Collaborate with others online on sites approved and moderated by teachers. • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. • Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. • Understand the effect of online comments and show responsibility and sensitivity when online. • Understand how simple networks are set up and used.

Progression of Knowledge & Skills- Communicate

Threshold Concept:	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
This concept involves using apps to communicate one's ideas.	• Introduction to basic programmes such as word, google etc • Begin to control mouse to select and click on programmes or options within programmes	• Use a range of applications and devices in order to communicate ideas, work and messages.	• Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.	• Choose the most suitable applications and devices for the purposes of communication. • Use many of the advanced features in order to create high quality, professional or efficient communications.

Progression of Knowledge & Skills- Collect

Threshold Concept:	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
This concept involves developing an understanding of databases and their uses		• Use simple databases to record information in areas across the curriculum.	• Devise and construct databases using applications designed for this purpose in areas across the curriculum.	• Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.

Approaches to Teaching and Learning in Computing

Teaching and learning will focus on a range of agreed entitled experiences and there will be a focus on:

- Developing a clear progression of knowledge and skills linked to the essential learning objectives of the subject. These are set out as overall skill concepts with progression for each year group.
- Ensuring that appropriate opportunities are taken to develop the major cross-curricular skills such as English, Mathematics and Foundation subject skills.
- The study of each key concept, software or hardware in sufficient depth to obtain a depth of knowledge and skills.
- The effective use of a range of software and hardware including: hard stations, mobile devices and cameras.
- The consistent use of a range of teaching and learning approaches to engage pupils in the study of computing. This will include objective and question led learning, observation and recording, class and group discussion, role play, teaching of specific knowledge and retrieval practise activities.
- Using a range of technology in the wider curriculum by making the most of mobile devices.
- Making decisions on when to use technology and for what purpose.
- Encouraging discussion on finding solutions using computers by breaking things down into part – decomposition, pattern recognition, abstraction and algorithms.
- Teacher scaffold of thinking logically through a problem to develop step by step systematic approaches by children.
- Exploring Predict, run, investigate, modify, make when using code to write algorithms to control online and physical systems (e.g Scratch, Beebots).
- Use of non-computer based activities to teach computing to support understanding or abstract concepts and deepen learning.
- Strong approach to collaboration activities to strengthen verbal reasoning and sharing of ideas to work towards a goal or outcome.
- Combining elements of teacher modelling / demonstration with explorative child led activities



Dara the coder- our curriculum character

Implementation

Teaching, Recording, Feedback, Assessment and Reporting

This will happen by:

- Using threshold concepts for this subject cover each phase (KS1, LKS2 and UKS2), these concepts form the basis of learning objectives (WALTs) for each lesson taught. These are based on the National Curriculum programme of study.
- WALTs are shared with children each lesson and displayed in a class scrap book.
- Threshold concepts are repeated throughout each phase so that children gain a deep understanding of them, rather than moving on to the threshold concepts for later year groups.
- Children are given a context through which they can explore each objective.
- The key knowledge for each unit is shared with children and parents through a knowledge organiser, which may include dates, timelines, diagrams, maps, key vocabulary, essential facts and key people associated with the learning. It will also highlight the key learning that will have taken place prior to this and pose questions which will form the basis of the learning enquiry.
- Teaching is focused on input, experiences and activities which promote the development of each threshold concept so that children can achieve the milestones specific to their phase.
- The various methods of recording should demonstrate the children's understanding of the lesson's objective and how deeply they have understood the objective.
- Teachers' feedback should directly relate to the WALT for the lesson.
- Children are given the opportunity to assess their own and others' progress against success criteria where appropriate.
- Teachers should use observations and work recorded by children to make judgements of the children's current progress against their year group's expectations.
- Regular retrieval practice focuses on children knowing and remembering more of what they have been taught, using the unit's knowledge organiser as a basis for questioning.
- Assessment information will be used to plan future work for the class, including any intervention.
- This continual assessment will be used to report to parents. End of year academic reports will contain comments about an individual pupil's progress against the year group expectations, threshold concepts and progress milestones.
- All formative and summative assessments made will be used to inform discussions around pupils' progress and attainment in the subject at appropriate times, for example discussions with other professionals and reporting to parents on during parent consultation evening etc.

Implementation

Equality of Provision and Inclusion

Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued and positive steps are taken to allow all pupils to participate. Teaching is responsive to pupil's different learning styles and takes account of their experiences and starting points, in order to engage all pupils. Pupil grouping in the classroom is planned and varied. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks. Teachers challenge stereotypes and foster pupil's critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes across the curriculum. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

The curriculum at our school is planned, organised and taught in ways which are compatible with the Equality Act 2010 and school's Equal Opportunities Policy. As a school we will take reasonable and necessary steps to ensure that all children can access a broad and balanced curriculum. This includes ensuring that the environment is accessible as well as lesson content. In some instances, we may consult with external agencies for advice to meet the needs of some children to ensure that they are able to participate in all lessons across the curriculum. A wide variety of strategies are used to ensure that teaching meets the needs of different groups of pupils including those that are more able, those identified with special educational needs, and those from different ethnic or gender groups. These include:

Use of adaptive teaching

Differentiating Lessons by:

- Using a range of differentiated resources.
- Providing differentiated tasks where appropriate.
- Differentiating questions.
- Using a range of groupings within the class to teach children and support them.
- The amount of adult support that is given and adapting this as necessary.

Effective Lesson Planning and Management

- Setting clear objectives that are understood by each pupil.
- Presenting work in small achievable steps.
- Planning varied activities that motivate pupils and providing alternative activities where needed.
- Creating an atmosphere of encouragement and providing opportunities for pupils to achieve success.
- Identifying the most suitable pace for each student in order to provide sufficient individual challenge whilst fostering enthusiasm and facilitating concentration.
- Involving pupils in taking responsibility for their own learning and encouraging them to develop effective study skills.
- Providing deepening activities for students.

The Appropriate Deployment of Resources

- Analysing the suitability of resources and developing additional resources where necessary.
- Ensuring that teaching assistants are effectively deployed.
- Considering how specialist equipment, including I.T, can be of help and motivation to pupils.
- Careful assessment and monitoring.
- Using pupil's records and day to day achievements in geography to support planning.
- Carefully monitoring pupils' progress to ensure that success is built upon.
- Providing regular feedback to pupils on progress and actively involve pupils in the assessment.

Implementation

Reading in Computing

At Woodhouse West, reading is at the heart of the curriculum. It is our intent to ensure that every child not only develops the skills of reading but also a love of reading that will last them a lifetime. Our children read at home and school for pleasure, for information and to expand and enhance their knowledge and understanding across all subjects. Our children not only learn to read, they read to learn. Appropriate opportunities are taken to enhance children's learning in computing through reading with the use of high-quality texts across a wide range of genres. These are matched to each topic in each year group, in order to impact on learning in the following ways:

- Knowledge of an extensive and subject-specific vocabulary.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.
- Excellent phonic knowledge and skills.
- An excellent comprehension of texts.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of computing skills.
- The ability to think, reflect, debate, discuss and evaluate their use of technology.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate.

Implementation

SMSC in Computing

SMSC within the curriculum

SMSC is not a lesson which is taught in isolation, it is interwoven throughout our curriculum. Computing naturally provides rich opportunities for learning about different cultures, people and the world around them. There are clear links with global citizenship, sustainable development and similarities and differences across the world. Staff are able to enhance teaching and learning by modelling respectful language and attitudes and making strategic decisions about the content of curriculum lessons that involve the children. Where appropriate, particular articles or areas of SMSC are linked to areas of history to provide children with a broad knowledge and understanding.

What impact does this have?

Due to the fact SMSC development is integrated into our broad and balanced curriculum, children understand the importance of their SMSC key skills and it becomes a fundamental part of our school ethos. We have found that bringing a SMSC perspective to areas of the curriculum can enhance and enrich learning and instil a respectful ethos within our school. By ensuring that children have a rich SMSC understanding, we ensure that they are ready to embrace the challenges of creating a happy and successful adult life in modern Britain.

Implementation



Evaluating the
Impact of
our Computing
Curriculum

Subject Leadership in Computing

Subject leadership tasks include:

- Leading staff meetings/ staff CPD.
- A self-review by staff of how confident they were in teaching each subject and training requirements that they needed to be more effective.
- Work alongside other subject leaders for consistency across subjects, as well as collaborative projects.
- Report back to the SLT on findings and to contribute to the School Improvement Plan and report to Governors (when necessary).
- Resourcing their subject to ensure that children have sufficient resources to be successful including the lowest 20% of children.
- Promoting reading at the heart of the curriculum by provide high quality texts to support their subject.
- Monitor the equality of provision for all to ensure there is consistency across year groups, phases and whole school.
- Implement knowledge organisers in their subject and through book monitoring cross reference to the outcomes.
- Moderation of work across year groups, phases and across the whole school.
- Facilitate opportunities for staff to share good practice across the school.
- Compiling a portfolio of work across the school to show the impact the curriculum on learning.
- Lesson observations and drop ins.
- Team teaching.
- Coaching conversations.
- Attending subject specific CPD where possible, in order to disseminate across school.

Through these leadership tasks, subject leaders are able to:

Rationale and aims about the content and sequencing of the curriculum

- Identify and describe the key strengths and areas for development in their subject.
- Discuss these strengths and areas for development specific to year groups, phases or whole school.
- Describe how do they know it is happening and working in their subject and what it looks like now.

Pupils are accessing sufficient coverage and depth in line with the planned curriculum

- Explain how they guarantee and ensure progression for pupils within their subject curriculum.
- Can show where knowledge builds across a year/year group/key stage.
- Can show where knowledge builds in depth overtime.
- Explain how they ensure that there is suitable challenge and ambition for all pupils in their subject

Subject Leadership in Computing

Plan for an equality of access for pupils to the curriculum provision

- Share the timetabling arrangements for their subject across the provision, including how often learners get access to their subject area, how they know, how they check.
- Describe the outcomes of their last monitoring and explain what it told them about their subject.
- Explain and show their curriculum is resourced, especially for pupils with additional needs, including bespoke resources needed on occasion and how do they research these.
- Explain and describe what coverage is like for all pupils such as SEND, particularly those with low attainment in basic skills such as reading.

Staff training and expertise to deliver the curriculum

- Explain how the leader and how the staff keep knowledge and understanding of the curriculum up to date.
- Describe the impact of CPD they have undertaken and how it's been relevant to subject curriculum implementation.
- Explain how they support those who are not subject specialists.
- Has evidence to show the impact that the training has had on teachers' subject knowledge and their ability to implement the curriculum.
- Can describe the impact that the training has had on support staff subject knowledge and their ability to implement the curriculum.

Assessment is purposeful to the development of the curriculum

- Describe the purpose of assessment in their subject and explain why the subject is assessed in this way.
- Explain how they assure accuracy of assessment.
- Explain and show how assessment inform and improves the curriculum.
- Share what the assessment information tells them about the quality of the curriculum.