



The Partnership Management Board  
for Curriculum & Assessment Implementation

# **LEADING LEARNING THROUGH THE NI CURRICULUM AND ENTITLEMENT FRAMEWORK**

**A SELF EVALUATION QUESTIONNAIRE**

# **CONTENTS**

Curriculum Implementation.....	2
Curriculum Leaders.....	8
Entitled to Succeed (E2S).....	12

# A SELF EVALUATION QUESTIONNAIRE

CURRICULUM IMPLEMENTATION SELF EVALUATION QUESTIONNAIRE	Low			High	Evidence	Further action and anticipated support needs
	1	2	3	4		
<b>Vision</b>						
1. As Principal, I have articulated to my staff my belief in the benefits for <b>all</b> of our pupils of the NI Curriculum and Assessment						
2. The implementation of the NI Curriculum is one of the priorities on our School Development Plan.						
3. We have in place an implementation strategy which identifies the roles and responsibilities for leaders at <b>all</b> levels.						
4. There are clear expectations for the actions of the: <ul style="list-style-type: none"> <li>▪ Senior Leadership Team</li> <li>▪ Curriculum Leaders Team</li> <li>▪ Middle Leaders</li> <li>▪ Teachers</li> <li>▪ Support Staff</li> </ul>						

## A SELF EVALUATION QUESTIONNAIRE

CURRICULUM IMPLEMENTATION SELF EVALUATION QUESTIONNAIRE	Low			High	Evidence	Further action and anticipated support needs
	1	2	3	4		
<b>Vision</b>						
5. The Senior Leadership Team has communicated its belief in the benefits for our pupils of the NI Curriculum to: <ul style="list-style-type: none"> <li>▪ Governors</li> <li>▪ Parents</li> <li>▪ Pupils</li> </ul>						
6. The self-evaluation process is embedded in the curriculum implementation process.						
7. We have identified those colleagues who may not support or understand the aim and objectives of the NI Curriculum.						
8. We have put in place professional development opportunities to engage these colleagues.						

# A SELF EVALUATION QUESTIONNAIRE

CURRICULUM IMPLEMENTATION SELF EVALUATION QUESTIONNAIRE	Low			High	Evidence	Further action and anticipated support needs
	1	2	3	4		
<b>Consensus</b>						
9. At all levels there is a growing understanding of how the key features of the NI Curriculum will impact on learning and teaching: <ul style="list-style-type: none"> <li>▪ Senior Leadership Team</li> <li>▪ Curriculum Leaders Team</li> <li>▪ Middle Leaders</li> <li>▪ Teachers</li> <li>▪ Support Staff</li> </ul>						
10. The priorities for implementation were chosen on the basis of evidence from our self-evaluation.						
11. The process of identifying the priorities involved <b>all</b> staff in professional debate.						
12. There is a growing consensus amongst <b>all</b> staff on how to improve the learning experiences of pupils in our school.						
13. The process of reaching consensus around the learning experiences involves <b>all</b> staff in professional debate.						
14. <b>All</b> staff are involved in implementing the required changes in pedagogy.						

# A SELF EVALUATION QUESTIONNAIRE

CURRICULUM IMPLEMENTATION SELF EVALUATION QUESTIONNAIRE	Low			High	Evidence	Further action and anticipated support needs
	1	2	3	4		
<b>Incentives</b>						
15. Staff recognise the positive impact of the NI Curriculum on our pupils' learning and achievement.						
16. Staff appreciate the positive impact of the implementation process on their learning and professional development.						
17. We use the PRSD process to support implementation.						
18. We share and disseminate improved practice.						
19. We celebrate success.						

<b>Skills</b>						
20. We have a school-based Continuous Professional Development (CPD) programme in place.						
21. We evaluate all CPD activities.						
22. We monitor the impact of the CPD programme.						
23. We use the CPD evaluation evidence to inform our planning.						

# A SELF EVALUATION QUESTIONNAIRE

CURRICULUM IMPLEMENTATION SELF EVALUATION QUESTIONNAIRE	Low			High	Evidence	Further action and anticipated support needs
	1	2	3	4		
<b>Resources</b>						
24. The Curriculum Leader Team has been allocated time to plan and monitor its actions.						
25. Departments/Teams have been allocated time to plan and monitor their actions.						
26. Our action plan details the use of our additional sub-cover allocation for the support of curriculum implementation.						
27. We avail of support from our CASS Link Officer.						
28. We utilise resources from CASS Inset to support developments in our school.						
29. The NI Curriculum materials/resources (provided by CCEA) are being used to support professional development and classroom practice.						
<b>Action Planning</b>						
30. Our Action Plans include targets for pupil achievement.						
31. There are processes in place for tracking pupil progress.						
32. Action Plan progress is regularly monitored throughout the year.						
33. Our evaluation process identifies:						
▪ Areas of strength						
▪ Areas for development						

# A SELF EVALUATION QUESTIONNAIRE

CURRICULUM IMPLEMENTATION SELF EVALUATION QUESTIONNAIRE	Low			High	Evidence	Further action and anticipated support needs
	1	2	3	4		
<b>Learning and Teaching</b>						
34. Our implementation process to date has addressed aspects of the following:						
▪ Infusion of the Thinking Skills and Personal Capabilities						
▪ Infusion of the Cross-Curricular Skills						
▪ Assessment for Learning						
▪ Learning for Life and Work including the Key Elements						
▪ Connected Learning						
▪ Areas of Learning						
▪ Learning Experiences						
35. We gather evidence of the impact of our implementation process on:						
▪ Classroom practice						
▪ Pupil achievement						
36. The learning intentions are shared and reviewed with pupils.						
37. Intended skills development is made explicit to pupils in the learning process.						
38. There is whole school coordination of the acquisition and development of skills.						
39. New ways of connecting the learning are being trialled.						

## A SELF EVALUATION QUESTIONNAIRE

CURRICULUM LEADERS TEAM QUESTIONNAIRE	Low			High	Evidence	Further action and anticipated support needs
	1	2	3	4		
<b>Vision</b>						
40. There are clear expectations for the actions of the team.						
41. We have identified those colleagues who may not support or understand the aim and objectives of the NI Curriculum.						
42. We have taken action to engage these colleagues.						
<b>Consensus</b>						
43. Our team has a growing understanding of how the key features of the NI Curriculum will impact on teaching and learning.						
<b>Incentives</b>						
44. Our team recognizes the positive impact of the implementation process so far on our pupils' learning and achievement.						
45. Our team appreciate the positive impact of the implementation process on our learning and professional development.						
46. Our team celebrates its success						

# A SELF EVALUATION QUESTIONNAIRE

CURRICULUM LEADERS TEAM QUESTIONNAIRE	Low			High	Evidence	Further action and anticipated support needs
	1	2	3	4		
<b>Skills</b>						
47. Our team contributes to the design and delivery of the schools' Continual Professional Development programme.						
48. We evaluate our activities.						
49. We use the evidence to inform our planning.						
50. We feel confident about our skills in:						
▪ Designing development opportunities						
▪ Presenting on the CPD programme						
▪ Facilitating the participation of our colleagues						
▪ Monitoring the impact of the CPD programmes						
▪ Reaching consensus as a team						
▪ Utilising the abilities of all team members						

# A SELF EVALUATION QUESTIONNAIRE

CURRICULUM LEADERS TEAM QUESTIONNAIRE	Low			High	Evidence	Further action and anticipated support needs
	1	2	3	4		
<b>Resources</b>						
51. Our team has allocated time to plan and monitor its actions.						
52. Our team avails of support from our CASS Link Officer.						
<b>Action Planning</b>						
53. Our team has an Action Plan						
54. Our Action Plan progress is regularly monitored.						
55. Our evaluation process identifies:						
▪ Areas of strength						
▪ Areas for development						

# A SELF EVALUATION QUESTIONNAIRE

CURRICULUM LEADERS TEAM QUESTIONNAIRE	Low			High	Evidence	Further action and anticipated support needs
	1	2	3	4		
<b>Learning and Teaching</b>						
56. Our implementation process to date has addressed aspects of the following:						
▪ Infusion of the Thinking Skills and Personal Capabilities						
▪ Infusion of the Cross-Curricular Skills						
▪ Assessment for Learning						
▪ Learning for Life and Work including the Key Elements						
▪ Connected Learning						
▪ Learning Experiences						

# A SELF EVALUATION QUESTIONNAIRE

ENTITLED TO SUCCESS (E2S) SELF EVALUATION QUESTIONNAIRE	Low			High	Evidence	Further action and anticipated support needs
	1	2	3	4		
<b>Skills</b>						
57. As principal I have articulated to my staff the rationale for and implications of the Entitlement Framework.						
58. Our teachers understand the connections between the requirements for skills acquisition and development at KS3 and the 14-19 Curriculum.						
59. The development of the KS4 curriculum (and post-16, if appropriate) is a priority on our SDP.						
60. We engage in data analysis to identify the most appropriate and relevant KS4 (and Post-16) curriculum for our pupils.						
61. Curriculum development is undertaken based on evidence from our data analysis.						
62. Curricular development takes into account appropriate progression routes.						
63. We have established communication strategies for all stakeholders: <ul style="list-style-type: none"> <li>▪ Governors</li> <li>▪ Parents</li> <li>▪ Pupils</li> <li>▪ Local community</li> </ul>						
64. We are developing pupil support strategies: <ul style="list-style-type: none"> <li>▪ Careers guidance</li> <li>▪ Mentoring</li> <li>▪ Monitoring</li> </ul>						



## A SELF EVALUATION QUESTIONNAIRE

ENTITLED TO SUCCESS (E2S) SELF EVALUATION QUESTIONNAIRE	Low			High	Evidence	Further action and anticipated support needs
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<b>Skills (cont'd)</b>						
65. We are currently engaged in collaborative curriculum developments (14-19) with other schools/providers in our area.						
66. Our school is a member of an Area Learning Community with a formal agreement setting out working arrangements.						
67. The Area Learning Community is developing success criteria, in particular for performance outcomes.						

Name of school \_\_\_\_\_

Principal's signature \_\_\_\_\_ Date \_\_\_\_\_