Rethinking Curriculum

Creativity evaluation framework

Delivering an expansive and inspiring curriculum for all

This evaluation framework has been developed by the Chartered College of Teaching as part of the Rethinking Curriculum project, funded by the Helen Hamlyn Trust. It forms one of a series of evaluation frameworks included within the Rethinking Curriculum toolkits.

The framework captures key ideas explored in the Rethinking Curriculum creativity toolkit and provides prompts to support evaluation of your school's curriculum practice in relation to this theme. These ideas draw on research evidence, insights from our work with schools, and contributions from leading experts, including through our partnership with the OECD Fostering Creativity project.

The ideas presented are not intended to offer a definitive approach to curriculum development. There may be gaps or omissions, and the framework should be viewed as a work in progress that will continue to evolve as the evidence base develops. You are encouraged to use this framework alongside the creativity toolkit and to undertake further reading and research to deepen your understanding before implementing changes in your context.

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Chartered College of Teaching

Last updated: Spring 2026

Part 1: Building a culture and a curriculum for creativity

Evaluation
Reflect on where your school is in your journey and allocate a number against each of the statements below to evaluate the extent to which it reflects current practice in your context (1-2 = low; 3-4 = medium; 5-6 = high)

Key ideas from research, theory and evidence	Your evaluation (1-6)
✔ Staff at all levels are supported to build their expertise and understanding of both *teaching creatively* and *teaching for creativity*. Staff are supported to recognise what this looks like in classroom learning opportunities and to understand their role in fostering it.	
✔ The wider school community is provided with opportunities to develop a research-informed understanding of the importance of creative learning across all stages of childhood.	
✔ Expectations of what creativity is have been collaboratively developed, discussed, and shared with staff at all levels to build a cohesive whole-school vision for creativity. This includes decisions around: ○ the role of creativity as a tool for delivering lessons; ○ the role of various pedagogical approaches in developing pupils' creative skills; ○ the opportunities for creativity across the curriculum, including it within subject planning, assessment and progression across phases; ○ the expectations regarding of the regularity of creative learning; and ○ ensuring that creative learning is inclusive.	
✔ Although guided by whole-school principles and approaches, teachers have some agency over pedagogical choices and may adopt an approach that suits a particular pupil's needs, subject areas, or specific learning circumstance.	
✔ Assessment methods allow for creative responses, and teachers recognise their value.	
✔ School systems and policies support both *creative teaching* and *teaching for creativity*. These are regularly reviewed regularly to identify and remove potential barriers.	

Questions for reflection and discussion

1. Do our values and vision identify the development of creativity as a priority, and how is this reflected in the culture of our school? How do we share this vision with all stakeholders?
2. How do we ensure that staff and the wider school community have a clear understanding of the value of creativity within our curriculum across all phases? How do we support the progression of creativity throughout the school?
3. What CPD or other forms of support do we have in place to build our staff expertise? How effective is this for supporting the whole team?
4. How do our assessment systems recognise, encourage and value creative approaches, skills and outcomes?

Common barriers
What might impede improvement?

Staff have a limited understanding of the range of creative learning approaches and rely primarily on creative delivery, resulting in surface-level activities and missed opportunities for deeper creative learning experiences.

Staff perceive creative learning to be for traditionally 'creative' subjects.

The vision of what creativity looks like across the school is not clearly defined or communicated, so only some teachers prioritise it.

School systems, such as planning expectations or assessments, do not sufficiently value creativity and may inhibit practitioners' ability to plan and deliver creative learning effectively.

External pressures, such as standardised assessments or inspection frameworks, inhibit the use of creative approaches to learning.

Part 2: Key considerations for successful implementation

Evaluation
Reflect on where your school is in your journey and allocate a number against each of the statements below to evaluate the extent to which it reflects current practice in your context (1-2 = low; 3-4 = medium; 5-6 = high)

Key ideas from research, theory and evidence	Your evaluation (1-6)
✔ Leaders clearly articulate the vision and values that underpin the school's approach to creative learning and the wider curriculum, ensuring they are understood by all stakeholders.	
✔ Leaders ensure that there is sufficient time, resources and supportive structures are in place to enable staff to develop and deliver a creative curriculum effectively.	
✔ Leaders draw on research evidence to inform curriculum development work on creativity. They gather contextual data to evaluate existing practice and identify how the impact of new approaches will be assessed across the curriculum.	
✔ The implementation and development of creativity are collaborative processes, characterised by iterative cycles of development, meaningful professional learning, shared problem-solving and ongoing review.	
✔ There is an identified creativity champion (or group of champions), who lead the work around creativity and creative pedagogy. These champions, and middle leaders (where appropriate), have clarity around the expectations of their role and are well-positioned to support colleagues and drive the curriculum forward.	
✔ Teachers are supported to develop strong subject/pedagogical content knowledge, a deep understanding of effective pedagogical approaches, and are able to combine these with knowledge of the school curriculum, pupils' needs and wider context to plan and implement the curriculum effectively.	

Questions for reflection and discussion

1. Is your school ready to implement curriculum development in this area? Have you evaluated existing practice using the full *Rethinking Curriculum Evaluation Framework* to ensure a strong foundation for this work?
2. Do you have a clear implementation plan? How will you meaningfully involve staff in this process?
3. Is there sufficient capacity, or how will you need to create capacity for this work? Is there anything you need to de-implement to enable this work?

Common barriers
What might impede improvement?

Leaders and/or staff find it difficult to articulate vision/goals/values linked to creativity.

Implementation may be rushed or insufficiently planned.

There is a lack of resources/time to support effective curriculum development.

Curriculum changes are implemented wholesale without sufficient consideration of context, school needs and/or capacity.

School leaders do not systematically seek staff input into curriculum development, resulting in a disconnect between the intended and enacted curriculum.

Curriculum changes are seen as 'quick fixes', with new ideas introduced without sustained development, monitoring or evaluation of impact.

Teachers implement new approaches too quickly without a clear rationale or understanding of how it fits into the school context, limiting the impact on pupil learning.