

# EAST AYRSHIRE COUNCIL

CABINET – 20 APRIL 2011

## CURRICULUM FOR EXCELLENCE DEVELOPMENT PLAN (3-18) FOR EDUCATIONAL ESTABLISHMENTS

### Report by Executive Director of Educational and Social Services

#### 1. PURPOSE OF REPORT

- 1.1 To seek Cabinet approval for the implementation of a development plan for Curriculum for Excellence for 2011-2015.

#### 2. BACKGROUND OF THE CURRICULUM FOR EXCELLENCE

- 2.1 Curriculum for Excellence aims to focus classroom practice upon the child based on four 'capacities' which provide opportunities for children and young people to develop as: successful learners, confident individuals, responsible citizens, and effective contributors. The four capacities are also reflected in the Scottish Government's 15 national outcomes.
- 2.2 The National Curriculum Review Group responsible for the creation of the Curriculum for Excellence established clear principles for curriculum design. These are: challenge and enjoyment, depth, personalisation and choice, relevance, breadth, progression and coherence.
- 2.3 The report: Progress and Proposals (2006) set out the key features of the new curriculum which were:
- The whole school has responsibility for developing the four capacities in every child and young person.
  - At all stages from the early years to S6 the curriculum will include learning through:
    - the ethos and life of the school as a community
    - curriculum areas and subjects
    - interdisciplinary projects and studies
    - opportunities for personal achievement.
  - Schools will be given greater scope in designing their own curriculum which should provide opportunities for broader achievements, interdisciplinary activities and personal choices.
  - More emphasis on active learning, particularly in the early primary stages
  - Greater emphasis on literacy and numeracy and health and wellbeing with all teachers having responsibility for promoting language and literacy development.
  - Broad curricular areas will remain but there will be greater emphasis on interdisciplinary learning

2.4 The table in 2.5 outlines the key national advice documents and policies that have been prepared to assist educational establishments prepare for the Curriculum for Excellence and sets out what is still to be completed in the national programme.

Date	Development
2003	Curriculum Review Group is established
2004	The Review Group publish <i>A Curriculum for Excellence</i> (Scottish Executive 2004a) It sets out proposed aims for education and principles of the curriculum <i>A Curriculum for Excellence: Ministerial Response</i> (Scottish Executive 2004b) is published and Ministers establish a Programme Board.
2005	Groups established to review existing guidance.
2006	<i>Progress and Proposals</i> (Scottish Executive 2006a) made more detailed proposals. <i>Building the Curriculum 1</i> published (Scottish Executive 2006b)
2007	<i>Building the Curriculum 2</i> Active Learning in the Early Years (Scottish Executive, 2007) September: Draft experiences and outcomes start to be published
2008	Continuing release of and engagement on draft experiences and outcomes including trialling them in a range of schools. <u>Consultation on qualifications on the next generation of national qualifications</u> between June and October (Scottish Government, 2008b) <i>Building the Curriculum 3: A Framework for Learning and Teaching</i> published. This replaces the existing guidance on the 3-5 curriculum, 5-14 curriculum and curriculum design in the secondary sector
2009	April: Publication of full experiences and outcomes June: <u>Announcement of new qualifications framework</u> September: Assessment in Curriculum for Excellence: <u>Strategic vision, key principles</u> , (Scottish Government, 2009c) <i>Building the Curriculum 4: skills for learning, skills for work and skills for life</i>
<b>2010</b>	January: <i>Building the Curriculum 5 - Assessment Framework</i> (Scottish Government, 2010) Availability of assessment exemplars prior to launch of national assessment resource <b>August: Schools begin to deliver Curriculum for Excellence</b> <b>August: Certification of first Scottish Baccalaureates</b> <b>Autumn term: national assessment resource available</b>
2011	January: draft rationale and course summaries for National 4 and 5 published. April: draft course specifications for National 4 and 5 published.
2012	April; planned publication of unit and course specifications for new and revised qualifications at SCQF levels 1-6 (including National 4 and National 5).
<b>2013</b>	April: planned publication of unit and course specifications for revised qualifications at SCQF level 7 (Advanced Higher) August: final certification of qualifications at Standard Grade SCQF levels 3 to 5).
<b>2014</b>	<b>August: first certification of new/revised qualifications</b> at SCQF levels 1 to 5 including the National 4 and National 5. Final certification of current version of Access qualifications.
<b>2015</b>	August: Final certification of qualifications at Intermediate 1 and 2 (SCQF levels 4 and 5). <b>August: First certification of revised qualifications at Higher</b> (SCQF level 6) August: Final certification of current versions of qualifications at Higher (SCQF level 6) and Advanced Higher (SCQF level 7)
<b>2016</b>	<b>August: first certification of revised qualifications at Advanced Higher.</b>

### **3. DEVELOPMENT PLAN FOR CURRICULUM FOR EXCELLENCE (2011-15)**

- 3.1 The Curriculum for Excellence development plan described in appendix 1 provides guidance for taking forward Curriculum for Excellence in East Ayrshire over the next four years while appendix 2 outlines a timeline for the identified priorities. The plan sets out a shared vision for the way forward and clarifies the roles and responsibilities at all levels of those involved in implementation.
- 3.2 All educational establishments will have Curriculum for Excellence as a key priority within their Improvement Plans with the delivery of high quality learning and teaching (pedagogy) at the core of the programme.
- 3.3 The priorities set out in the development plan in appendix 1 relate to the overall focus of Curriculum for Excellence in East Ayrshire. These are:
- Learning and Teaching(Pedagogy)
  - Assessment and Moderation
  - Recording and Reporting
  - Experiences and Outcomes
  - Literacy, Numeracy and Health and Wellbeing
  - Curriculum Structure
  - Senior Phase
- 3.4 Parents/carers will be involved in the development of the Curriculum for Excellence programme through involvement via individual Parent Councils and through the Authority Parental Strategy Group. It is anticipated that CfE will be a standing item on the agenda of each Parent Council and that parents/carers are consulted during the formalisation of the individual CfE development plan in each educational establishment.
- 3.5 The key educational outcomes of curriculum for excellence articulated in the CfE Development Plan are also encapsulated in the Community Plan: 'Improving Lifelong Learning'. This will help to ensure that all partners involved in learning have a clear and collectively defined role in working with the authority and educational establishments to achieve the positive outcomes encapsulated in the four capacities of: 'successful learners; responsible citizens; effective contributors and confident individuals'.
- 3.6 Key authority initiatives such as the development of the Business Enterprise Centres (BEC) will have a significant impact on the success of key elements of Curriculum for Excellence. Annual establishment improvement plans which evolve from the authority development plan will explicitly incorporate such initiatives into their priorities.

- 3.7 The CfE development plan encapsulates the main themes of the 'Priorities for Raising Attainment in East Ayrshire Schools and Early Years Establishments' framework approved by Cabinet on 21<sup>st</sup> October 2009. The operational outcomes from the CfE Development Plan will continue to be reported annually to Cabinet and Governance and Scrutiny Committee through update reports under the headline of 'Priorities for Raising Attainment.
- 3.8 The outcomes achieved from the actions underpinning the CfE Strategic framework will also be reported annually through the Council's Public Performance Report which is also approved by Cabinet and reviewed through the Governance and Scrutiny Committee.
- 3.9 The Council's performance management system 'CORVU' will be used to gather data and intelligence to inform continuous improvement in relation to the outcomes in the CfE Development Plan and the 'Priorities for Raising Attainment' annual reports.

#### **4. COMMUNITY PLANNING IMPLICATIONS**

- 4.1 The outcomes of the development plan will impact on the Community Plans: 'Promoting Lifelong Learning' and 'Promoting Health and Wellbeing'.

#### **5. FINANCIAL IMPLICATIONS**

- 5.1 The financial implications arising from the introduction and embedding of the development plan will be met from departmental budgets.

#### **6. PERSONNEL IMPLICATIONS**

- 6.1 There are no personnel implications arising as a result of this report.

#### **7. POLICY/LEGAL IMPLICATIONS**

- 7.1 A range of new and amended policies for education will emerge as priorities in the development plan are actioned.

#### **8. RISK IMPLICATIONS**

- 8.1 There may be a risk to the quality of educational attainment and wider achievement for children and young people if the priorities in the development plan were not embedded across all educational establishments.

#### **9. EQUALITIES IMPACT ASSESSMENT**

- 9.1 There are no direct equality impact issues arising from this report.

## **10. RECOMMENDATIONS**

It is recommended that Cabinet:

- i) approve the Curriculum for Excellence development plan for the period 2011-15;
- ii) Remit to the Executive Director of Educational and Social Services to bring to Cabinet annual updates on progress against each of the seven planned priorities in the development plan, through the 'Priorities for Raising Attainment Report'; and
- iii) otherwise, note the contents of this report.

Graham Short  
Executive Director of Educational and Social Services

GS/AS  
10/2/11

### **BACKGROUND PAPERS**

Section 2.6 refers to all of the key background papers in Curriculum for Excellence

Members requiring further information should contact Andrew Sutherland, Head of Service: Schools on Tel (01563) 576126 or Kay Gilmour, Head of Service: Community Support on Tel (01563) 576104.

**Implementation Officer: Andrew Sutherland, Head of Service: Schools**

**Appendix 1**

**DEVELOPMENT PLAN: 'IMPLEMENTATION OF CURRICULUM FOR EXCELLENCE IN EAST AYRSHIRE (2011-2015)'**

## **1. Learning and Teaching (Pedagogy)**

### Expectation 1:

*Staff in centres, schools and learning communities will implement the Learning and Teaching (Pedagogy) Policy*

### **1.1 Educational Services will:**

- Publish a revised Learning and Teaching (Pedagogy) Policy incorporating best practice from Assessment is for Learning, Critical Skills, Active Learning, Teaching for Understanding and Teacher Learning Communities
- Facilitate appropriate CPD to meet staff needs

### **1.2 Educational establishments and learning communities will:**

- Provide appropriate CPD to ensure effective implementation of the policy
- Focus class and playroom observations on learning and teaching

### **1.3 Staff will:**

- Engage in peer discussion and observation focusing on pedagogy
- Seek out and participate in CPD opportunities

## **2. Assessment and Moderation**

### Expectation 1:

*Staff in centres, schools and learning communities will demonstrate the relationship between effective Learning and Teaching and the principles and practices set out in the Building the Curriculum 5 (BTC5) suite of documents.*

### **2.1 Educational Services will:**

- Provide CPD opportunities to refresh Teaching and Learning (pedagogical) practice and encourage appropriate/relevant use of formative assessment.
- Provide CPD in 'local moderation' at various stages.
- Explore the potential of external standardised testing within the Assessment Framework (BTC5).
- Create an Early Level Assessment Toolkit in Literacy and Numeracy.

### **2.2 Educational establishments and learning communities will:**

- Deliver in-service/collegiate time sessions on the links between Teaching and Learning / Assessment is for Learning and Building the Curriculum 5.
- Continue to embed formative assessment practice through BtC5.
- Support the rollout of moderation within establishments and learning communities.

### **2.3 Staff will:**

- Continue to embed formative assessment practice through BtC5.
- Become knowledgeable with all aspects of BtC5 and its implications for practice.

Expectation 2:

*All staff will moderate assessment.*

**2.4 Educational Services will:**

- Put structures in place for moderating Literacy and Numeracy assessment within schools, learning communities and across the authority.

**2.5 Educational establishments and learning communities will:**

- Direct school appointed assessment coordinators to lead in this area at school and learning community level. Assessment coordinators should be staff within school who demonstrate confidence, knowledge and experience of the nature of effective moderation.
- Ensure opportunities for staff to discuss and engage in moderation at establishment and learning community level.

**2.6 Staff will:**

- Take part in moderation activities to develop a shared understanding of standards.
- Take responsibility for implementing sound moderation practice.

Expectation 3:

*Centres, schools and learning communities have systems for monitoring and tracking achievement and attainment.*

**2.7 Educational Services will:**

- Interpret national advice and provide advice and guidance on monitoring, tracking and assessment systems.
- Ensure SEEMIS Click & Go can be linked easily to the assessment system.

**2.8 Educational establishments and learning communities will:**

- Implement monitoring and tracking systems.

**2.9 Staff will:**

- Act on assessment information to meet learning needs at all levels.

Expectation 4:

*Effective Pupil Support is in place.*

**2.10 Educational Services will:**

- Provide support on the implementation of The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended).
- Facilitate the sharing of best practice in personal learning planning.
- Ensure delivery of high quality support within the context of CfE led by educational establishments and supported by the East Ayrshire Support Team.

**2.11 Educational establishments and learning communities will:**

- Ensure learners' needs are met as set out in The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended).
- Implement personal learning planning.
- Review their management and organisational structures to ensure effective personal support.

**2.12 Staff will:**

- Implement the guidance on supporting children's learning code of practice (revised edition) in the context of Curriculum for Excellence (CfE) and Getting It Right for Every Child (GIRFEC).
- Reflect on practice to ensure effective learner support.
- Support learners in reflecting on and improving their learning.

**3. Recording and Reporting**

Expectation 1:

*Reports to parents reflect CfE.*

**3.1 Educational Services will:**

- Produce generic report models for all sectors.
- Agree a report format with educational establishments.
- Produce report models for additional support needs where appropriate.

**3.2 Educational establishments and learning communities will:**

- Implement the new report format.
- Sample staff / pupil / parent views in terms of continuous improvement.

**3.3 Staff will:**

- Complete reports which satisfy the requirements of BtC5 Recognising Achievement, Profiling and Reporting.
- Provide feedback on the reporting formats.

Expectation 2:

*All schools have systems in place for recording and reflecting on achievement and attainment.*

**3.4 Educational Services will:**

- Produce a recognising achievement framework and certificate.
- Co-ordinate approaches to develop a common model for the authority to recognise achievement.

**3.5 Educational establishments and learning communities will:**

- Develop roles and responsibilities in relation to the recognition of achievement and management of information on attainment and achievement required for the completion of achievement certificates.

**3.6 Staff will:**

- Assist pupils to record and share their achievements, as appropriate.

**4. Experiences and Outcomes**

Expectation 1:

*Staff in centres, schools and learning communities are familiar with CfE experiences and outcomes.*

**4.1 Educational Services will:**

- Seek out and communicate good practice in delivering the experiences and outcomes across the local authority and beyond.
- Facilitate the sharing of good practice across the local authority.

**4.2 Educational establishments and learning communities will:**

- Produce improvement plans reflecting engagement with the experiences and outcomes and four aspects of the curriculum (ethos and life of the school as a community, curriculum areas and subjects, interdisciplinary learning and opportunities for personal achievement) across all curricular areas.
- Continue to give high priority to the cross-cutting themes of sustainability, global citizenship, enterprise and entrepreneurship.
- Plan and develop interdisciplinary learning based on the experiences and outcomes.
- Use GLOW for gathering information and sharing good practice.

**4.3 Staff will:**

- Use CfE experiences and outcomes in planning and assessment, contributing to development in curricular areas.
- Use GLOW to share good practice.

Expectation 2:

*All staff within nursery, primary and secondary are working collaboratively to improve learning and transition at all stages.*

**4.4 Educational Services will:**

- Provide a best practice guide on transition arrangements.

**4.5 Educational establishments and learning communities will:**

- Ensure collaborative working and transition are part of the improvement planning process.

**4.6 Staff will:**

- Work with colleagues within and across sectors to improve learning and transition.

**5. Literacy, Numeracy & Health & Wellbeing**

Expectation 1:

*All staff within nursery, primary and secondary are embedding Literacy, Numeracy and Health & Wellbeing across learning.*

**5.1 Educational Services will:**

- Support local authority Development Teams in Literacy, Numeracy and Health and Wellbeing.
- Produce guidelines for establishments.
- Provide CPD on the Responsibilities of All.
- Disseminate good practice via GLOW.

**5.2 Educational establishments and learning communities will:**

- Focus on Literacy, Numeracy, Health and Wellbeing across learning within establishment improvement plans and evaluate their impact.
- Promote collegiate groups focusing on these areas.

**5.3 Staff will:**

- Incorporate Literacy, Numeracy & Health and Wellbeing experiences and outcomes across learning.
- Support learners in developing in these areas.

## **6. Building your Curriculum**

### Expectation 1:

*All staff within nursery, primary and secondary will be knowledgeable about Building the Curriculum 3, 4, 5 and adapt/change practice accordingly.*

#### **6.1 Educational Services will:**

- Host Building your Curriculum events, with appropriate follow-up, to support all sectors.
- Disseminate materials to be used at inservice/collegiate time to allow establishments to deliver sessions as required.
- Use the CfE Bulletin, CfE blog, and GLOW pages to ensure establishments are informed of all relevant developments in national policy.

#### **6.2 Educational establishments and learning communities will:**

- Provide in-service/collegiate time sessions for staff.
- Ensure practice meets CfE requirements and expectations.
- Build sustainable learning communities to deliver CfE.
- Support full utilisation of GLOW.

#### **6.3 Staff will:**

- Be knowledgeable with BtC 3, 4, 5 and deliver Learning and Teaching based on these.

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### Expectation 2:

*Secondary schools and all through special schools to have plans in place to ensure that S1-3 meets the principles of curriculum design.*

#### **6.4 Educational Services will:**

- Disseminate the latest thinking from the national centre to establishments.
- Co-ordinate and share ideas/expectations amongst the secondary schools.

#### **6.5 Educational establishments and learning communities will:**

- Produce school and department improvement plans with priorities which reflect BtC3.

#### **6.6 Staff will:**

- Deliver priorities as set out in their school and department improvement plans.

## **7. Senior Phase**

### **Expectation 1:**

*Secondary schools and all through special schools have plans in place to meet the entitlements of the Senior Phase.*

### **7.1 Educational Services will:**

- Interpret national advice on the implementation of the senior phase and advise schools accordingly.
- Support developments in schools through the Senior Phase Group.
- Disseminate SQA CPD opportunities to staff.
- Compile and draw upon a register of local SQA expertise to assist with developments.
- ASDAN

### **7.2 Educational establishments and learning communities will:**

- Plan for the Senior Phase within school and department improvement planning processes.
- Be aware of SQA/NQ developments and implications for course content and delivery.
- ASDAN

### **7.3 Staff will:**

- Contribute to development of courses.

Expectation 2:

*16+ Learning Choices outcomes achieved*

**7.4 Educational Services will:**

- Maintain and strengthen strategic and operational links with FE, HE and other partners.
- Co-ordinate the information from MCMC data to direct and inform future development.

**7.5 Educational establishments and learning communities will:**

- Assess the curricular needs of cohorts.
- Identify vulnerable pupils at an early stage
- Track and provide support for these learners.
- In partnership with Skills Development Scotland, track offers of learning opportunities and destinations.
- Support young people in accessing information.

**7.6 Staff will:**

- Incorporate skills for learning, life, work into courses.
- Attend SQA and ASDAN engagement events as appropriate.
- Keep up-to-date with developments on the SQA and ASDAN websites and contribute to consultations as appropriate.

## **8. Monitoring and Evaluation**

### **Expectation 1:**

*The focus across all sectors and at all stages in the implementation of Curriculum for Excellence is on improvement through self-evaluation. This is based on high quality leadership of self-evaluation, including effective support for CPD and evaluating its impact on the work of staff and the achievement of learners.*

### **8.1 Educational Services will:**

- monitor and evaluate implementation and impact of Curriculum for Excellence through the work of the Quality Improvement Team.

### **8.2 Educational establishments and learning communities will:**

- have clear knowledge and understanding about how learners are progressing
- maintain a strong focus on evaluation of practice to ensure a high quality of teaching, consistent with the experiences and outcomes, and of the impact of changed methodologies on outcomes for learners
- use self-evaluation and work collaboratively to develop a shared understanding, consistently apply and improve standards and expectations including through moderation, sharing best practice and benchmarking with other establishments
- in secondary schools and through special schools, have considered the planning for and development of the senior phase, and curriculum phasing, to allow adoption of the new national qualifications in 2013/14.