

Report To: Education & Lifelong Learning **Date:** 11 May 2010
Report By: Corporate Director of Education and Communities **Report No:** EDUC/34/10/WB
Contact Officer: Wilma Bain (Acting Head of Service) **Contact No:** 01475 712891
Subject: Update on Progress with the Implementation of Curriculum for Excellence

1.0 PURPOSE

- 1.1 The purpose of this report is to provide Committee members with information about the progress being made with the implementation of Curriculum for Excellence.

2.0 SUMMARY

- 2.1 Curriculum for Excellence aims to transform the Scottish education system to achieve better outcomes for all children and young people aged 3 to 18, and prepare them for life in the 21st century.
- 2.2 Education Services has a Curriculum for Excellence Implementation Strategy covering the period 2008/10 which was approved by the Education and Lifelong Learning members in January 2009.
- 2.3 This report provides a summary of the work undertaken at authority level to support Inverclyde schools and early years establishments with the implementation of Curriculum for Excellence during session 2009/10, along with a summary of the progress that is being made at a national level.

3.0 RECOMMENDATION

- 3.1 The Education and Lifelong Learning Committee is asked to note the very good progress being made with the implementation of Curriculum for Excellence in Inverclyde.

Albert Henderson
Corporate Director of Education and Communities

4.0 BACKGROUND

4.1 Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18.

The curriculum includes the totality of experiences which are planned for children and young people through their education, wherever they are being educated.

The purpose of Curriculum for Excellence is encapsulated in the 4 capacities – to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

5.0 PROPOSALS

5.1 None

6.0 IMPLICATIONS

6.1 Finance

A one-off grant of £80,000 was awarded for the period August 2009 to August 2010 on condition that Inverclyde Council created 2 new teaching posts. Acceptance of this grant was approved by the Education and Lifelong Learning Committee on 8 September 2009.

Cost Centre	Budget Heading	Budget Year	Proposed full year costs	Virement from	Other comments
Other Schools	Teachers	2009/10 2010/11	£60,000 £20,000	N/A	To support the implementation of Curriculum for Excellence and create 2 additional teaching posts

6.2 Legal

There are no legal implications

6.3 Personnel

There are no personnel implications

6.4 Equalities

Curriculum for Excellence aims to improve outcomes for **all** children and young people aged 3-18

7.0 CONCLUSION

The report on Curriculum for Excellence Update outlines the very good progress that has been made this session with the implementation of Curriculum for Excellence.

8.0 BACKGROUND PAPERS

8.1 None.

Education and Lifelong Learning Committee Meeting – 11 May 2010

SCHOOL SESSION 2009/10

CURRICULUM FOR EXCELLENCE UPDATE

Curriculum for Excellence aims to transform the Scottish education system to achieve better outcomes for all children and young people aged 3 to 18, and prepare them for life in the 21st century through the development of skills for learning, skills for life and skills for work.

NATIONAL CONTEXT

Over the last year a range of national documents has been published to support the implementation of Curriculum for Excellence:

- The Experiences and Outcomes for the new curriculum were published in April 2009. Together with the framework for learning and teaching contained in *Building the Curriculum 3*, these set out the structure for the new curriculum.
- *Building the Curriculum 4 – Skills for learning, life and work* was published in October 2009.
- In June 2009 the Scottish Government announced future arrangements for National Qualifications. The new arrangements will build upon the Experiences and Outcomes and so ensure that the National Qualifications support the new curriculum. This was followed in September 2009 by the publication of the Scottish Government's strategic vision for assessment for Curriculum for Excellence.
- The publication of *Building the Curriculum 5: A framework for assessment* in January 2010 provided an outline of the approaches to assessment to support the purposes of learning 3 to 18. An associated paper on quality assurance and moderation was published at the same time.
- A series of national seminars have taken place to support the publication of the above documents.

Four additional inservice days have been provided to enable schools and early years establishments to focus on the implementation of Curriculum for Excellence.

There is a national Curriculum for Excellence Management Board, which includes representatives from national organisations (such as SQA, and Learning and Teaching Scotland), local authorities, and teacher and Head Teacher associations. This Management Board has a key role in advising the Cabinet Secretary for Education and Lifelong Learning about the national progress of Curriculum for Excellence.

Recently, the Management Board has been asked by the Cabinet Secretary for Education and Lifelong Learning for advice on whether the schedule for Curriculum for Excellence may need to be adjusted. Some teaching unions (representing secondary teachers) had expressed concern

NATIONAL CONTEXT cont'd

that their members will not be ready to implement Curriculum for Excellence in August and had asked for a delay in implementation. To inform its advice to the Cabinet Secretary, the Management Board invited teachers in primary and secondary schools, pre-school centres, and special schools and units to complete a short online survey by 26 March 2010 which would provide information, evidence and advice in preparation for a Management Board meeting with the Cabinet Secretary on 22 April 2010.

On 30 March 2010, the Cabinet Secretary for Education and Lifelong Learning announced that there would be no delay in the planned implementation of Curriculum for Excellence for August 2010, and that a series of measures will be put in place to support teachers including more clarity around exactly what will be expected under the new curriculum.

Local authorities and secondary school staff are currently awaiting further information about the planned new National Qualifications which are scheduled to be awarded from 2014.

One recent change that has been announced by the Cabinet Secretary is in relation to the assessment of literacy and numeracy. Instead of a pupil portfolio of evidence gathered from all subjects, literacy and numeracy will now be assessed as modules within English and maths qualifications at Access, National 4 and National 5 levels. Adult learners will be able to sit the modules as a free-standing unit.

All national publications and associated papers relating to Curriculum for Excellence, along with exemplars and examples of good practice are available from the national Curriculum for Excellence website (www.ltscotland.org.uk/curriculumforexcellence).

LOCAL CONTEXT

CfE – A Key Priority

- Curriculum for Excellence has been a key priority for the service, and all our schools and early years establishments this session. This priority will continue to be reflected in all establishment Improvement Plans for session 2010/11.

Curriculum for Excellence Steering Group

- The implementation of Curriculum for Excellence is being driven locally by an authority Steering Group consisting of representatives from the Quality Improvement Team, CLD, Psychological Services and Head Teacher representatives from all sectors. Group membership was extended in March 2010 to include a representative from James Watt College. Plans are underway to widen the Steering Group membership for session 2010/11 to include a parent representative and classroom practitioners.

Seconded CfE Development Officers

- The Scottish Government has provided funding this session for 2 teachers in Inverclyde as part of a national support programme for local authorities. This funding has enabled 2 experienced teachers to be released from school to support implementation of Curriculum for Excellence. An experienced primary classroom teacher from St Gabriel's

LOCAL CONTEXT cont'd

Primary School has been seconded to support all early years and primary colleagues, and an experienced Depute Head Teacher from Inverclyde Academy has been seconded to support colleagues in the secondary sector.

CPD

- This session Curriculum for Excellence has been a focus of Head Teacher conferences and is now a standing item on the agenda of all Head Teachers' meetings.
- As leaders of learning, a range of CPD activities, both national and local, has been ongoing this session for classroom practitioners. One of the big impact CPD events this session has been our inter-authority seminars with colleagues from Renfrewshire and West Dunbartonshire Councils in the form of follow-up seminars for secondary teachers. The focus of these seminars is to allow colleagues to share ideas, practice and resolve any issues relating to the outcomes and experiences, as well as looking at responsibilities for literacy, numeracy, and health and well-being.
- Another big impact CPD event this session has been a very successful pilot programme of training for teachers in the techniques and strategies of Co-operative Learning. Co-operative Learning builds on our recently revised authority Learning and Teaching Policy, and will equip teachers with teaching skills that will ensure a learning environment that promotes and supports children and young people to become Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens. Some of our Co-operative Learning training has been delivered in partnership with colleagues from Renfrewshire Council.

Authority Policies

- Two key authority policies have been produced to date which focus on improving outcomes for children and young people:

Learning and Teaching Policy

- The child is at the heart of the 3-18 curriculum and that means it is as much about *how* we teach as to *what* we teach. A revised Learning and Teaching Policy, entitled *Learning in Inverclyde*, was launched in December 2008 with a copy of the policy being given to every classroom practitioner in Inverclyde.

Transitions Policy

- Curriculum for excellence is about creating a single, coherent, and seamless 3-18 curriculum where children will experience a smooth transition as they move from pre-5 to primary 1 and primary 7 to S1 and indeed as they progress on their journey through all stages of schooling. This session a new policy entitled *Moving from early years to primary 1* has been in operation.

Draft Policies

- A further 2 policies have been produced this session and are currently in draft form:

LOCAL CONTEXT cont'd

- Another transitions policy entitled *TRANSITIONS – Primary to Secondary* has been produced that will support primary 7 pupils as they move to secondary school.
- A policy entitled *Learning in Inverclyde – Professional Development and Learning* has been produced to support teachers with their Continuing Professional Development (CPD). CPD is a key process which ensures that all staff can develop their knowledge, improve their skills and enhance their confidence and motivation in order to impact positively on the learning experiences of children and young people. Plans are now underway to produce a similar policy for Early Years Education and Childcare Officers.

Newsletters for staff

- To support classroom practitioners with the implementation of Curriculum for Excellence the CfE Steering Group has produced a series of Newsletters for all Inverclyde teachers and early years practitioners.

Working Groups on Literacy, Numeracy, and Health and Well-being

- Within CfE, all classroom practitioners have a responsibility for the development of literacy and numeracy skills, and for the health and well-being of children and young people. This session, authority working groups have been set up for each of these key curricular areas tasked with producing guidance to support all classroom practitioners.
- Three Inverclyde schools (Port Glasgow High School, Inverkip Primary School and King's Oak Primary School) are working with Learning and Teaching Scotland to develop assessment resources in literacy, numeracy and health and well-being for the National Assessment Resource to support the implementation of Curriculum for Excellence.
- Following on from the Literacy Commission Report 'A Vision for Scotland', a working group has been established to produce a Literacy Strategy paper. The group consists of teaching staff from across sectors, representatives from CLD, LAC, Speech Therapy and the parent community. The draft strategy is currently in place and it is anticipated that the final paper will be available for circulation by the end of June 2010.

Working Groups on Sustainable Development and S1-S3 Curriculum

- A Working Group for Sustainable Development has been in place since session 2008/09. The work of this group is to support schools with the environmental aspects of sustainable development which will provide many opportunities for pupil participation and decision-making. One task is to support schools with the development of a Green Charter as part of a Council-wide initiative. Three 'enviro-pilot schools' (Rainbow Family Centre, Inverkip and Overton primary schools) have been identified to develop creative and imaginative ways to take forward sustainability and disseminate their good practice to other establishments.
- A Working Group for the new S1-S3 Curriculum has also been in place since session 2008/09. The group membership comprises all secondary Head Teachers, Quality

LOCAL CONTEXT cont'd

Improvement Manager and a Head of Service. This work of this group is focused on a new curriculum model for S1-S3 beginning with the S1 curriculum in August 2010.

- Members of this S1-S3 Curriculum Working Group attended a seminar in Glasgow (March 2010) along with secondary Head Teacher colleagues from Renfrewshire and Glasgow Councils. The focus of the seminar was to provide an overview of the new National Qualifications and emerging curriculum planning ideas. During the event thinking was also focused around tracking and monitoring level 3 and 4 outcomes and experiences, and issues from Building the Curriculum 3 and 4 for senior management teams.
- Secondary Head Teachers in Inverclyde are confident that their schools will be ready to implement the new S1 curriculum in August 2010.

Generic Planning Group (Primary)

- In January 2010, a draft Planning Policy was presented to a focus group of Head Teachers and the planning group members piloted potential planning formats. Following feedback from Head Teachers and group members, the policy is now in its final draft stages.

Additional INSET Days

- To date, 3 additional inservice days have been provided nationally to allow teachers and early years practitioners to plan for the implementation of Curriculum for Excellence. A 4th inservice day will take place in Inverclyde on 2 June 2010. To support establishments on this day a series of workshop materials will be provided for in-house use on the following topics:
 - Key messages from Building the Curriculum 3: a framework for learning and teaching
 - Key messages from Building the Curriculum 4: skills for learning, life and work
 - Key messages from Building the Curriculum 5: a framework for assessment
 - Assessment is for learning: Strategies and Techniques

Workshop materials have previously been issued to all establishments on Assessment: Strategic Vision and Principles.

- A Literacy Showcase will take place in the Greenock Town Hall on 1 June 2010 with the aim of sharing practice in literacy developments that are underway in Inverclyde schools and early years establishments.

GLOW

- Glow has been introduced to all of Inverclyde's primary and secondary schools over the past session. All school staff and pupils are now live on the system and using the range of learning and teaching tools available. The next priority is to establish Glow within Pre 5 establishments.

LOCAL CONTEXT cont'd

National Documentation

- Every effort is made to keep Head Teachers, senior managers and classroom practitioners up-to-date with the key messages from national publications associated with the implementation of Curriculum for Excellence. This is done, for example, through presentations at Head Teachers' meetings, CfE newsletters and through the provision of workshop materials for use in school/early years' establishments.
- Members of the Quality Improvement Team, and representatives from schools and early years establishments have attended national events which have been held to support the implementation of Curriculum for Excellence.

More Choices, More Chances

- As outlined in *Building the Curriculum 3: A framework for learning and teaching*, every young person is entitled to support in moving into a positive and sustained destination. Inverclyde has been a successful early implementer of the national 16+ Learning Choices initiative which guarantees an offer of a place in post-16 learning for every young person approaching their statutory school leaving age.
- One of Inverclyde's seconded CfE Development Officers has recently shared the key messages associated with Curriculum for Excellence, and the progress being made across Inverclyde establishments, with MCMC partners including Skills Development Scotland, Job Centre Plus, and Get Ready for Work providers.

National Assessment Resource

- Three of our schools (Inverkipp and King's Oak primary schools, and Port Glasgow High school) are contributing to the planned online National Assessment Resource (NAR) which will provide assessment exemplars relating to literacy, numeracy, and health and well-being.

Next Steps

- We are awaiting further national advice/guidance on the new National Qualifications, moderation arrangements, S3 pupil profile, recognising achievement, and reporting.
- The authority Curriculum for Excellence Steering Group has recently audited the Curriculum for Excellence Implementation Strategy covering the period 2008/10 which was approved by the Education and Lifelong Learning members in January 2009. The results of this audit will inform an authority action plan for session 2010/11.
- Plans are underway for a series of new authority working groups next session to take forward the priority areas from the above mentioned CfE action plan. These groups will be facilitated by members of the authority CfE Steering Group.