

Report To: Education & Lifelong Learning Committee **Date:** 15 March 2011

Report By: Corporate Director Education and Communities **Report No:** EDUC/20/11/WB

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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.
- 1.2 A regular progress report on Curriculum for Excellence was requested by members of the Education and Lifelong Learning Committee at their meeting which was held on 11 May 2010.

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 This report provides an update of the work currently being undertaken at authority level to support Inverclyde schools and early years establishments with the implementation of Curriculum for Excellence.

3.0 RECOMMENDATION

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

Albert Henderson
Corporate Director Education and Communities

4.0 BACKGROUND

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

The Scottish Government has provided grant funding of £47,400 to Inverclyde (for the financial year 2010/11) for quality assurance and moderation activities which are required to support the implementation of assessment approaches for CfE.

This is part of a national £3m funding allocation to local authorities to support quality assurance and moderation of assessment for 2010/11. The allocated sum is based on local authority teacher numbers.

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

7.1 This progress report on Curriculum for Excellence outlines the current progress that is being made across Inverclyde schools and early years' establishments with the implementation of Curriculum for Excellence.

8.0 BACKGROUND PAPERS

8.1 None.

APPENDIX 1

Education and Lifelong Learning Committee Meeting – 15 March 2011

SCHOOL SESSION 2010/11

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.

Curriculum for Excellence Implementation Strategy Group

- The CfE Implementation Strategy Group has a central role in relation to support for schools and early years establishments. Its remit includes vetting materials going out to educational establishments, and all materials produced by CfE Advisory Groups require approval from this Strategy Group.
- There are ongoing scheduled meetings of the CfE Implementation Strategy Group whose membership includes the Head of Education, representatives from the Quality Improvement Team, Head Teacher/Head of establishment representative from pre-5, primary, special and secondary sectors, MCMC Development Officer and the Lead Officer – CLD.
- Heads of establishment will be kept up-to-date with the work of the CfE Implementation Strategy Group via Heads of establishments meetings, and through newsletters – two of which have been issued this session.

Advisory Groups

- The authority Advisory Groups have been working on the production of guidance documents for Inverclyde schools and early years' establishments on key areas associated with Curriculum for Excellence.
- The Assessment and Moderation Group have now published their Advice Paper on Assessment and Moderation, and this document has been distributed to all Heads of establishment.
- Interim advice from the Tracking, Reporting and Achievement Group on Reporting to parents was issued to all primary and secondary Head teachers in February 2011. This reporting advice will meet immediate needs of primary and secondary schools. The full guidance on Tracking, Reporting and Recognising Achievement from this working group will be issued in March 2011.
- The other working groups (Communication and Glow, CPD and Parental Strategy) remain on schedule to report by the Easter break.

- Establishments now have frameworks in Numeracy and Literacy which were produced by working groups that were established last session. The Health and Wellbeing framework is almost completed and will be issued to all establishments shortly.

S1-S3 Curriculum Model Working Group

- Secondary Head Teachers are continuing their working group role tasked with devising a curriculum model for S1-S3 which will ensure a smooth transition for pupils as they move from a broad general education in S3 to the senior phase in S4. Current discussions are focusing on subject choice, number of courses to be undertaken, and presentation for SQA exams.
- A senior management member from each secondary school will shortly be undertaking training in timetabling for Curriculum for Excellence with a particular focus on the S1-S3 pupil cohort.

SQA Update

- SQA have now published on the SQA website, Course Rationale and Summary draft documents for all new National 4 and National 5 courses (National 4 and National 5 courses will replace the current national qualifications – Standard Grade General and Credit levels, and Intermediate 1 and 2). The draft Course Rationales and Summaries outline the proposed content for the new qualifications and their aims and purposes.
- Foundation level Standard Grades will be replaced by the new Access 3. Revisions will also be made to the current Access 1, Access 2, Higher and Advanced Higher qualifications.
- The new National 4 and National 5 qualifications will be introduced in 2013/14 as will the new Access qualifications, followed by the new Higher qualifications in 2014/15 and the new Advanced Higher qualifications in 2015/16.
- Literacy and Numeracy Units will form part of English and Mathematics courses respectively at Access 3 and National 4 levels. At National 5, some, but not all, literacy and numeracy skills will be included within English and Mathematics courses. These skills will not be separately certificated by SQA. However, for those who require full, separate certification in literacy and numeracy, freestanding Units at SCQF level 5 will be available. The Literacy and Numeracy Units will also be available to adult learners.

CPD

- Time continues to be built into the agenda of Head Teachers' meeting to allow Heads of establishment to discuss matters associated with the implementation of Curriculum for Excellence. This new approach has been welcomed by Heads of establishment and is working well.
- An evaluation exercise on the impact of Co-operative Learning on pupils' learning experiences has been undertaken and will form part of our HMIE Validated Self Evaluation programme from 21-25 February 2011. Co-operative Learning has been a

- A pilot twilight seminar for all Inverclyde Secondary Teachers of Modern Languages is planned for early March 2011. This seminar will allow participants to share practice and discuss any issues relating to the implementation of Curriculum for Excellence. It is anticipated that similar events will be organised for secondary teachers of all other curricular areas.

Monitoring of Implementation

- The second round of Quality Visits by members of the Quality Improvement Team to all schools and early years' establishments took place in February/March 2011. Once again, the focus of discussions between Quality Improvement Officers (QIOs) and Heads of establishment during the Quality Visits was on progress with the implementation of Curriculum for Excellence. QIOs also had the opportunity to undertake classroom observation during their Quality Visits with a particular focus on Assessment for Learning techniques.
- Our annual programme of school reviews also provides us with information on the progress being made with the implementation of Curriculum for Excellence at establishment level.
- Information on establishment support needs is being gathered from discussions at Heads of establishment and Cluster meetings.
- Heads of establishment can also contact any member of the CfE Implementation Strategy Group to raise issues relating to Curriculum for Excellence implementation.

Vocational Learning Programme – James Watt College

- James Watt College is the partner provider for Skills for Work courses aimed at 14-16 year old pupils in Inverclyde secondary schools. The college also offers a range of courses for senior pupils in S5/6.
- The development of Education Services' partnership with James Watt College will form part of one of the key themes of our HMIE validated Self Evaluation programme from 21-25 February 2011.

More Choices, More Chances

- More Choices More Chances is one of the key themes for our HMIE Validated Self Evaluation programme from 21-25 February 2011.

National Publications

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).