

Report To: Education & Lifelong Learning **Date:** 1 November 2011

Report By: Corporate Director Education and Communities **Report No:** EDUC/50/11/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 of 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 £58,000 to Inverclyde for 2011/12 as part of a funding allocation to local authorities to support quality assurance and moderation of assessment as part of the implementation of Curriculum for Excellence. 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

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 – 1 November 2011

SCHOOL SESSION 2011/12

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.

The implementation of Curriculum for Excellence is a key priority in the 2011/12 Improvement Plan of each early years establishment, and primary, special and secondary school in Inverclyde.

Curriculum for Excellence Implementation Strategy Group

- Following approval from the CfE Implementation Strategy Group, a draft Curriculum for Excellence Development and Support Plan (2011/12) was shared with all Heads of establishment. The final version of this plan has now been circulated to all establishments and outlines the areas of CfE development and support that will be undertaken at authority level during session 2011/12 (Appendix 2).
- A 5th Curriculum for Excellence Update for Heads of Establishment newsletter was issued in September 2011.

Advisory Groups and Support Materials

Three new Advisory Groups have now been set up and tasked with producing advice on the following key areas associated with Curriculum for Excellence:

- High level strategic planning and overarching curriculum mapping
- Meeting pupil universal support entitlements
- Self-evaluation

The above key areas were identified following consultation with heads of establishment regarding their support needs for session 2011/12.

The Senior Phase

Secondary Head Teachers have been part of an authority working group looking at the new S1-S3 curriculum (as part of the Broad General Education) and devising a model for the transition from the Broad General Education (S1-S3) to the senior phase (S4-S6). Last session's S1 pupils were the first cohort to embark on the new S1 curriculum.

Secondary Head Teachers are currently exploring possible pathways for pupils when they enter the senior phase in S4. They are currently considering the number of courses to be studied within pathways and the impact these pathways will have on staffing costs.

Following consultation between Head Teachers and staff, pupils and parents (August – November 2011), and engagement with HMIE, a proposed curriculum model will be presented to the Education and Lifelong Committee for approval at the ELL Committee meeting in January 2012.

Heads of Establishment Conference – 27 September 2011

An authority-led conference entitled 'Planning for Impact' was held for all Heads of establishment on 27 September 2011. Curriculum for excellence was the key focus of the conference. The programme for the day included a presentation and workshop from Alasdair Eadie (HMIE) on Strategic Planning for Curriculum for Excellence. There was input from both Heads of Service on the Directorate Plan 2011-12 and on cluster working. In addition, the HMIE District Inspector delivered a presentation on the new inspection process.

Skills for Learning, Life and Work – Resources

Education Scotland has produced resources which focus on the development of skills for learning, life and work and these are available online. These resources include online video extracts that illustrate some of the approaches that could be used by teachers to develop learners' skills for learning, life and work. One of these extracts features Port Glasgow High School's *Learn to Learn* programme.

SQA – The New Qualifications

SQA have now published the latest draft documents for new qualifications as follows:

- Unit specifications for National 4 and National 5
- Course Rationales and Summaries for Access 2
- Course Rationales and Summaries for Access 3
- Course specifications for Higher

This information can be accessed via the SQA website. SQA are keen that teachers comment on the draft documents.

More Choices, More Chances

- Flexible learning packages (FLPs) have been piloted across Inverclyde secondary schools. FLPs are being used within schools to help successfully deliver the senior phase of Curriculum for Excellence (CfE) and also 16+ Learning Choices. FLPs have been developed to enable schools, in partnership with other agencies, parents and pupils, to agree timetables for learning that combine both in-school and out-of-school elements where this is deemed appropriate for an individual young person.

- The School Leaver Destination Results exercise for all school leavers in session 2010/11 was completed by Skills Development Scotland and the results of this exercise will be published in late November or early December 2011.
- A Primary School transitions pack has been developed to support transition periods for children as they move from early years to primary school, and then from primary school to secondary school. This will tie in with the Senior Phase Guidance Support Pack which will be issued to Head Teachers in October 2011.
- The amended and updated Activity Agreements are being delivered and these will assist with transitions, link to flexible learning packages (as appropriate) and support young people who require more intensive support back into mainstream provision.

National Semi-Conductor Funding

We have recently been awarded 3-year grant funding from National Semi-Conductor to promote the development of active learning activities in maths and Science (S1-S3) in Inverclyde's secondary schools. This funding has been granted as part of National Semiconductor's Power of Education programme which provides grants to selected academic partners in a number of countries. The aim of the programme is to enhance the teaching of mathematics and Science.

We have received a grant totaling £146,000 which will be paid in 3 installments over the next 3 years. Secondary maths and Science teachers will be trained in cooperative learning methodologies in a number of three day "academies". Teachers will then work with a trainer to develop a number of mathematics and science lessons using cooperative techniques which can be delivered by staff in school. These working groups and networks will build capacity within secondary schools to ensure the legacy lasts beyond the project.

This funding will also be used to develop links between secondary schools' maths and Science faculties, partners in industry and the Further and Higher Education sectors. The long term aim of this initiative in Inverclyde is to increase the uptake of maths and Science subjects when pupils choose their national examination courses, and to raise attainment in these examinations.

The project is closely aligned to Curriculum for Excellence by developing pupils' understanding of the mathematics and science skills required for learning, life and work.

Other Information

- We are currently collating information for the Scottish Government on the progress being made in Inverclyde schools and early years establishments with the implementation of Curriculum for Excellence. This information will inform a Scottish Government annual report on progress with CfE implementation across Scotland. A copy of Inverclyde's submission to the Scottish Government will be included in the CfE Update report at the next meeting of the Education and Lifelong Learning Committee in January 2012.
- The bi-annual Quality Visits to all schools and early years' establishments that are undertaken by members of the Quality Improvement Team are underway (October/November 2011). The focus of this session's Quality Visits will be on progress with the implementation of Curriculum for Excellence. This will allow for the identification,

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).

Area	Summary Outcomes	Key personnel	Timescale	Monitoring/ evaluation
Entitlement 1: Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18				
1.1 High level planning	<ul style="list-style-type: none"> Initial input at HT Conference (September) EA advisory group on high level planning and curriculum mapping established Establishments develop a high level strategic plan Establishments start to develop an overarching curriculum map 	<p>Heads of Service/ M. Mallon (HMIE)</p> <p>Working Group members (Chair – Liz Varrie, QIO)</p> <p>Led by establishment Heads, with reference to <i>interim</i> advisory paper</p> <p>Led by establishment Heads, with reference to full advisory paper</p>	<p>September 2011</p> <p>Aug/ Sept 2011</p> <p>Sept to Dec 2011</p> <p>September 2011 onwards</p>	<p>Group Chair to feed back to ISG</p> <p>Through QIO engagement with Heads</p> <p>QIO engagement/ quality visits plus feedback from ISG</p>
1.2 Pace and progression	<ul style="list-style-type: none"> Guidance paper prepared and disseminated in consultation with the ISG ¹ 	I.Mills, QIM	June 2011	Discussion at Heads Meetings; feedback from ISG
1.3 QIO Support for Establishments	<ul style="list-style-type: none"> Key areas for support identified Best mechanisms for QIO engagement identified 	<p>I. Mills, QIOs, Heads</p> <p>E. Hamilton QIM, QIOs, ISG</p>	<p>June 2011</p> <p>By September 2011</p>	Through discussions with QIO Team and with Heads at Heads Meetings
1.4 Assessment & moderation to support delivery	<ul style="list-style-type: none"> Supplementary advice issued to establishments and partners on 	Reconvened assessment & moderation advisory group (Chair – L. Varrie)	By December 2011	Feedback via QIOs from Cluster Meetings

¹ ISG – Authority Implementation Strategy Group

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	moderation models			
1.5 Transitions	<ul style="list-style-type: none"> Dissemination and promotion of EA transitions documentation 	Members of the transitions working groups	September 2011	Feedback via QIOs from Cluster Meetings
Entitlement 2: Every child and young person is entitled to experience a broad general education (up to end of S3)				
(1.1, 1.4, 4.3 plus....)				
2.1 Self-evaluation to promote learning	<ul style="list-style-type: none"> Establishment of EA Advisory Group to look at best approaches to self evaluation Preparation and dissemination of training materials, as appropriate 	New self evaluation advisory group (Chair – I. Mills) New self evaluation advisory group (Chair – I. Mills)	Report by December 2011 By January 2012	Progress reports to ISG from group chairs Engagement with Heads Focus Group
2.2 Promote effective learning and teaching	<ul style="list-style-type: none"> Further training in co-operative learning approaches takes place Learning and teaching policy re-launched 	W. Bain	By June 2012 By December 2011	
Entitlement 3: Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications (S4-6 and ages 16-18 out of school)				
(2.1, 5.1 plus....)				
3.1 Finalise senior phase model	<ul style="list-style-type: none"> Consult on and finalise the model Prepare and disseminate guidance to parents and other partners on the 	Secondary Head Teachers Secondary Head Teachers	By October 2011 By January 2012	Through discussion at Secondary Heads CfE group

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	<p>model</p> <ul style="list-style-type: none"> • Explore ways to further enrich the senior phase experience through arts/ cultural/ community links 	<p>M. Paterson, R.Payne, B.Keachie, Secondary Head Teachers</p>		
<p>3.2 MCMC (including flexible learning packages)</p>	<ul style="list-style-type: none"> • Full Implementation of Standard Circular 2.13 Including Flexible Packages • Continue to support the understanding of CfE with Learning providers e.g. Activity Agreements 	<p>ASN monitoring Forum</p> <p>16+ Providers Group (including secondary representatives)</p>	<p>By October 2011</p> <p>On-going / regular</p>	<p>Progress reports to ISG by MCMC Development Officer</p> <p>Progress reports to ISG by MCMC Development Officer</p>
<p>Entitlement 4: Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and well being</p>				
<p>(1.1, 1.3, 2.1, 5.1 plus....)</p>				
<p>4.1 Developing profiling</p>	<ul style="list-style-type: none"> • Reconvened 'Reporting' Advisory Group produces recommendations on profiling, including exemplification 	<p>Advisory Group members (Chair – Elsa Hamilton)</p>	<p>P7 by February 2012 with S3 to follow</p>	<p>Progress reports to ISG by group chair</p> <p>Wider circulation of draft to schools for comment</p>
<p>4.2 Revision of work experience model (BtC4)</p>	<ul style="list-style-type: none"> • Group to draw up recommendations including possible delivery models 	<p>Robert Lamb</p>	<p>By December 2011</p>	<p>Progress reports to ISG by group chair</p> <p>Wider circulation of draft to schools for comment</p>

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4.3 Additional promotion of and support for the three Inverclyde 'frameworks'	<ul style="list-style-type: none"> • Further awareness raising in relation to the these documents (e.g. part of in-service day[s]) • Impact assessment planned (e.g. part of in-service day[s]) 	Framework Group Chairs	By December 2011	Formal evaluation by schools (in-service day); collation of school responses
<p>Entitlement 5: Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which CfE can provide.</p>				
(1.1, 1.4, 4.1, 6.1 plus....)				
5.1 Personal support entitlement (links with 6.1)	<ul style="list-style-type: none"> • New Advisory Group to draw up recommendations on meeting support entitlements, including personal learning planning and possible support delivery models 	Advisory Group members (Chair – G. Manson)	By December 2011	Progress reports to ISG by group chair Wider circulation of draft to schools for comment
5.2 Recognising achievement	<ul style="list-style-type: none"> • Reconvened 'reporting' Advisory Group to prepare further guidance on this, including exemplar approaches 	Advisory Group members (Chair – Elsa Hamilton)	By December 2011	Progress reports to ISG by group chair Wider circulation of draft to schools for comment

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Entitlement 6: Every young person is entitled to support in moving into a positive and sustained destination (post 16)				
(1.5, 3.1, 3.2, 4.2, 5.1, 5.2 plus....)				
6.1 16+ Learning Choices (close links with 5.1)	<ul style="list-style-type: none"> Further develop 16+ Learning Choices 	MCMC Development Officer, Skills Development Scotland and School Guidance staff; Maggie Paterson	On-going / regular	16+ Learning choices reports and School Leaver Destination Results (SLDR's) from Skills Development Scotland
Other planned work:				
7.1 Reporting	<ul style="list-style-type: none"> Reconvened 'reporting' group to (i) devise possible reporting templates (for guidance) to replace the 2010-11 temporary annual report/ guidance (ii) Investigate use of SEEMIS for reporting and make recommendations (iii) recommend systems for tracking progress 	Reporting Group members (Chair – Elsa Hamilton) Chairs of the EA and Secondary SEEMIS groups	By December 2011	Progress reports to ISG by group chair Wider circulation of draft proposals to schools for comment Possible Engagement with Heads Focus Group
7.2 Leadership	<ul style="list-style-type: none"> Position paper and guidance on leadership development to be prepared and issued 	S. Beaton and QIO group	By November 2011	Draft proposals to ISG; Discussion at Heads Meetings

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7.3 Communication	<ul style="list-style-type: none"> • Three-monthly update newsletters for Heads prepared and issued • Time set aside at Heads' Meetings for discussion around issues relating to CfE • Key information disseminated to parents and young people (template?) 	<p>I. Mills</p> <p>A. Henderson & Heads of Service</p> <p>S. Beaton</p>	<p>Three-monthly</p> <p>Ongoing/ regular</p> <p>Ongoing/ regular</p>	<p>Engagement with Heads Focus Group to explore the value and impact of these approaches</p> <p>Monitoring and feedback by Parent Council Chairs</p>
7.4 Standardised testing in secondary schools	<ul style="list-style-type: none"> • Consider use of PIPs in secondary schools • If PIPs is to be adopted, guidance to be issued and training provided on use of PIPS in secondary schools 	<p>Head teachers (secondary)</p> <p>L. Varrie</p>	<p>By October 2011</p> <p>As appropriate (tbc)</p>	<p>Feedback from secondary heads CfE group</p>