

Report To: Education & Lifelong Learning Committee **Date:** 24 January 2012

Report By: Corporate Director Education and Communities **Report No:** EDUC/04/12/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 RECOMMENDATIONS

- 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

- 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

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

- 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 – 24 January 2012

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.

CfE Progress Report for Scottish Government

- A Report on the progress being made with the implementation of Curriculum for Excellence across Inverclyde schools and early years establishments was submitted to the Scottish Government in October 2011 to inform a Scottish Government annual report on progress with CfE implementation across Scotland (Appendix 2).

Curriculum for Excellence Implementation Strategy Group

- There have been further changes to the membership of the Curriculum for Excellence Implementation Strategy Group. The membership is as follows:

Wilma Bain	Head of Education
Anne Marie Boyd	Head of Kelly Street Children's Centre
Jim Docherty	Head Teacher – St Columba's High School
Elsa Hamilton	Quality Improvement Manager
Anne Harkness	Depute Head Teacher – St Stephen's High School
Robert Lamb	Enterprise Development Officer
Gerry Maguire	Head Teacher – All Saints Primary School
Iain Mills	Acting Quality Improvement Manager
Maureen Morris	Head Teacher - Inverkip Primary School
Maggie Paterson	Service Manager – Community Learning and Development
Dougie Smith	MCMC Development Officer
Eileen Stewart	Head Teacher – Lilybank School
Liz Varrie	Quality Improvement Officer

Authority CfE Development and Support Plan 2011/12

Work is progressing with the Authority CfE Development and Support Plan for session 2011. A copy of the Progress Report on the plan is shown in Appendix 3.

CfE Advisory Groups - Progress

Three new Advisory Groups were set up following consultation with Heads of establishment regarding their support needs for session 2011/12:

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

High Level Planning Group

- Following the Heads of establishment conference in September 2011, almost all establishments either have a High Level Plan in place or are making good progress with developing one. The Advisory Group on High Level Planning will shortly issue an interim paper on the link between the High level Plan and the School Improvement Plan. Further advice on overarching curriculum mapping is planned for issue in the Spring.

Personal Support Entitlement Group

- Some areas of personal support entitlement are met through our ASN provision. However, there is a CfE entitlement for *all* pupils which entitles them to opportunities to discuss progress; support with setting targets, and opportunities to talk about 'next steps'. This advisory group has started work on looking at practical approaches to make this entitlement workable.

Self Evaluation Group

- This advisory group is making good progress and aims to have an advice paper ready for issue early in the New Year.

Tracking, Reporting and Recognising Achievement Group

- This group has reconvened and is currently looking at reporting and profiling. The focus is on identifying ways to approach these key areas that are both manageable and compliant with CfE 'entitlement' requirements.

S1-S3/Senior Phase Working Group

- Secondary Head Teachers have been working on an Inverclyde Senior Phase Model. Pupils currently in S2 will be the first cohort of pupils to work through the senior phase and sit the new National Qualifications during exam diet 2014.
- The working group has agreed that an interim model will be offered to the current S2 cohort initially with option choices and number of subjects chosen being not dissimilar to what is currently offered. Some adjustments will be made to allow depth of study for Higher Grade courses. This model will be reviewed in line with national developments and recommendations regarding senior phase models. Head Teachers will continue to undertake stakeholder consultation on possible future senior phase models for Inverclyde secondary schools.

National Curricular Events

The SQA have organised an ongoing programme of curricular events aimed at secondary school teachers. Inverclyde teachers have been nominated to attend these events.

In-service Day – February 2012

Support materials are currently being prepared centrally for Heads of establishment to use on the February in-service day (2012). The support materials will focus on the 'responsibility of all' areas of literacy, numeracy, and health and well-being. Staff will be able to reflect on the progress to date in these areas and identify next steps. A drop-in session for Heads of establishment will be organised before the in-service day to enable Heads to be taken through the materials prior to using them with staff.

More Choices, More Chances

- A separate report has been submitted to the Education and Lifelong Learning Committee for their meeting on 24 January 2012 regarding Inverclyde's School Leaver Destination results for 2010/11.
- A successful pilot of a 'Support for Learners' initiative has taken place involving St Stephen's High School. This has involved a meeting, led by the MCMC Development Officer and Performance and Information Officer, of all support agencies linked to the school (eg Psychological Service, Active Schools, Social Work, School Nurse Service). Strengths relating to current support for learners have been identified along with opportunities to improve support. This initiative has now been offered to all secondary schools in Inverclyde (and the Mearns Centre), and a planned programme of meetings will begin immediately after the Christmas break.

Other Information

- A 6th Curriculum for Excellence Update for Heads of establishment newsletter was issued in December 2011.
- Co-operative learning Academies will take place in January and March 2012 for teaching staff from all sectors. In addition, a one day Co-operative Meetings seminar will take place for those staff who have a management responsibility and/or lead working groups.
- Education Scotland has published a new Profiling Section within the Assessment area of its website. This Profiling Section provides information, detail and support for practitioners to assist them in working towards providing current P7 pupils with a profile in June 2012.

Authority CfE Papers To Date

Listed below are the authority papers that have been produced to date and issued to all Heads of establishment. They are all available via the Inverclyde 'Curriculum for Excellence' site ('share resources' section):

The main items issued fall into three groups:

Framework Documents: These are major pieces of work, and are available for:

- Maths (including the Maths planners)
- Numeracy
- Health and Wellbeing

Advice Papers: These were produced by the five advisory groups. They cover:

- Assessment and Moderation
- Parental Involvement
- CPD
- Communication and Glow
- Tracking, Reporting and Recognising Achievement

Guidance Papers: These are shorter and tend to focus on one issue. The two issued so far are on

- Pace and progression
- Skills for learning, life and work

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).

APPENDIX 2

1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18

Please consider progress around:

- Well planned, joined-up learning within the 4 contexts of learning
- Smooth and well-paced progression in learning
- Smooth transitions

Evidence will relate to the HMIE characteristics:

- *3: Staff are working with increasing confidence with the Es&Os (Experiences and Outcomes) and know how to use these in taking a coherent approach to learning, teaching and assessment*
- *4b: arrangements for ensuring good progression across transitions*

And QIs 5.1(The curriculum) & 5.9 (Improvement through self-evaluation).

Evidence / evaluative statement covering a) positive progress & b) challenges:

Evidence from Quality Visits by members of the QIO Team, from School Improvement Plans and from Standards and Quality Reports indicates that good progress is being made with meeting this entitlement. All establishments either have a high level strategic plan for CfE in place or are actively working towards this. Teachers are increasingly confident in working with the Es&Os (Experiences and Outcomes). Overall coherence in the delivery of the Es&Os varies from school to school, but the high level plans, accompanied by inputs from the education authority, are leading to increasingly joined up approaches and awareness of the need to deliver a coherent curriculum. Some schools still need to add more detail to years 2 and 3 of their strategic plans to maximise their effectiveness.

The main challenge now is to develop a model of overarching curricular mapping at authority level that can be used or customised by schools to help plan an increasingly coherent experience for learners. Some schools are already making very good progress with this.

The education authority has offered advice on progression, relating this to skills for learning life and work, and schools are now clearer on ways forward with this.

Transitions procedures are in place for key points such as early years to primary, primary to secondary and for school leavers. The education authority has produced policy statements and advice for this and all establishments are working to implement the procedures. One challenge is to improve the quality of information that is transferred at transitions to ensure progression.

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2. Every child and young person is entitled to experience a broad general education (up to end of S3)

Please consider progress around:

- Provision of E&Os across curriculum areas
- Active and engaging learning and teaching
- Assessment and learning supporting breadth, challenge and application
- Progression through the CfE levels (*Is there any evidence of improvement in achievement?*)
- Achievements recorded in P7 and S3 profile

Evidence will relate to the HMIE characteristics:

- *3: Staff are working with increasing confidence with the Es&Os and know how to use these in taking a coherent approach to learning, teaching and assessment*
- *4d: a clear focus on the individual learner and their development and progress*

And QIs 5.1 (The curriculum), 5.3 (Meeting learning needs) and 2.1 (Learners' experiences).

Evidence / evaluative statement covering a) positive progress & b) challenges:

In addition to the information provided in part 1, evidence from Quality Visits by members of the QIO Team, from School Improvement Plans Standards and Quality Reports, and from School Reviews by education authority staff indicates that schools are making good progress with this entitlement. Issues relating to coherence have already been covered in part 1. Active learning is evident in almost all establishments and co-operative learning – as and when appropriate – features in most. Schools are working towards embedding appropriate approaches to assessment across *groups* of Es&Os, and authority advisory materials on assessment have been used in all schools. All primary schools will produce P7 profiles this session.

A Secondary Heads Working Group (S1-S3) is in place and has been looking at aspects of broad general education across S1-S3.

Progression is an area where there are still challenges. In some establishments there is still an incomplete understanding of how best to ensure opportunities for progression, and a lack of a common approach to this across the establishment. The education authority has plans to offer further advice on this.

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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)

Please consider progress around:

- Range of provision and flexible pathways, meeting learners' needs
- Active and engaging learning and teaching
- Assessment and learning supporting breadth, challenge and application
- Learners developing the four capacities (*Is there any evidence of improvement in achievement?*)

Evidence will relate to the HMIE characteristics:

- *1b: curriculum plans/structure/design;*
- *1e: the plan maps out the stages in moving from existing to new arrangements, year on year*

And QIs 1.1 (Improvements in performance), 2.1 (Learners' experiences), 5.1 (The curriculum) and 5.9 (Improvement through self-evaluation).

Evidence / evaluative statement covering a) positive progress & b) challenges:

Evidence from regular meetings between education authority staff and secondary Head Teachers confirms that good progress is being made in developing a senior phase model that will meet learners' entitlements.

In addition, flexible learning plans are available in all our secondaries to young people in danger of missing out, with a good level of uptake. Additional strategies have been adopted to support the senior phase and facilitate positive post-school transitions. Examples include 16+ Learning Choices (including the data hub for this), Activity Agreements, and the development of Flexible Learning Packages. All this helps us to track school leavers to continue offers of support to help them find or sustain positive post school destinations. This has been an area of work that has been highlighted - through, for example, the Validated Self Evaluation process - as particularly successful in Inverclyde.

As full engagement with CfE has not yet been rolled out across S4-6 (i.e. the new qualifications are not yet in place), it is premature to discuss the impact of changes in pedagogy or improvements in achievement at this stage.

There is evidence from Standards and Quality Reports and from quality assurance visits of a rich experience being offered in S4-6 pupils across the four contexts for learning, with continuing opportunities to develop the four capacities through activities such as ASDAN, music, drama, Duke of Edinburgh Award Scheme, volunteering and much more.

The future challenges will be to do with enhancing methodologies and connecting learning in the senior phase, but the current focus for our secondary schools is mainly on broad general education. In the senior phase, challenges remain in terms of ensuring that we have identified all of our young people not in mainstream provision within the authority to ensure consistency of support. An additional challenge is to review the current Work Experience Model to support curricular flexibility, work better within the framework of CfE and engage more meaningfully with employers.

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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 wellbeing

Please consider progress around:

- Skills for learning, life and work
- Literacy and numeracy
- Health and wellbeing
- World of work, enterprising activities and culture

Evidence will relate to HMIE characteristic:

- *5: Strong and secure achievement in literacy and numeracy*

And QI 1.1 (Improvements in performance).

Evidence / evaluative statement covering a) positive progress & b) challenges:

Evidence from authority Quality Visits suggests that skills development is being taken forward by our schools, though in different ways. Many have prioritised the development of literacy and numeracy across learning in their CfE development work, and this has also been the main focus of moderation activity.

The Authority's work on MCMC is of a high quality, and work done on flexible learning packages has led to skills development in an individualised way. Schools see skills as central to progression in CfE and recognise that they are built into the Es&Os.

The Authority will be

- (i) working to produce guidance for schools on taking forward skills for learning, life and work and will be identifying good practice that can be shared
- (ii) providing materials for the next in-service day (for all establishments) for further staff development on the literacy, numeracy and health and wellbeing frameworks.

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5. Every child and young person is entitled to personal support and challenge to enable them to gain as much as possible from the opportunities which CfE can provide

Please consider progress around:

- Learners reviewing learning and setting goals
- Enrichment and challenge around additional support needs
- Learners identifying and planning opportunities for personal achievement
- Partnership working to support learners

Evidence will relate to HMIE characteristics:

- *4c: intervention where progress is not sufficient*
- *4d: a clear focus on the individual learner and their development and progress*
- *6: Effective partnerships and involving parents*

And QIs 5.3 (Meeting learning needs) and 5.9 (Improvement through self-evaluation).

Evidence / evaluative statement covering a) positive progress & b) challenges:

Support for learners to set goals and identify their next steps varies across Inverclyde schools. Work is proceeding at authority level to offer practical advice to schools and early years establishments on this and to suggest ways forward for those establishments that have still to fully address this. There is some emerging good practice in relation to learning logs, for example. The challenge is to have all schools taking this forward in the near future.

Schools recognise the need to provide challenge for *all* pupils, including pupils with additional support needs.

Schools that have made most progress with personal support are working with pupils to help them identify opportunities for achievement across all contexts for learning. They are working with a range of groups and agencies to maximise these opportunities – for example, there is good practice in relation to schools working with the Scouts, the EA Active Sports Team, James Watt College, Community Education staff and a variety of music, dance and drama-related providers to identify opportunities and get pupils involved.

Some schools are already sharing Es&Os with partner providers so that provision can be adjusted to address relevant Es&Os.

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6. Every young person is entitled to support in moving into a positive and sustained destination (post 16)

Please consider progress around:

- Range of learning opportunities, meeting individual needs
- Personal support, careers information, advice and guidance
- Appropriate financial support
- Complying with ASN code of practice around transitions

Evidence will relate to HMIE characteristics:

- *4b: arrangements for ensuring good progression across transitions*
- *4d: a clear focus on the individual learner and their development and progress*
- *6: Effective partnerships and involving parents*

And QIs 1.1 (Improvements in performance: destinations), 5.1 (The curriculum), 5.3 (Meeting learning needs), and 5.9 (Improvements through self-evaluation).

Evidence / evaluative statement covering a) positive progress & b) challenges:

The education authority and its schools have been looking at the implementation of transition planning (post-school) for young people with Additional Support Needs , thus ensuring that there is an equality of entitlement and that resources and partnerships are put in place to meet the needs of the young person.

MCMC was one of the areas considered under VSE by the authority and inspectorate in 2011. Engagement in this process has resulted in a set of improvement actions to streamline and focus progress in maintaining the success that we have experienced generally, to now drill down to better support young people in the MCMC target groups (young carers, LAC young people etc.)

We have commenced a series of Professional Dialogue sessions, bringing together school based staff and representatives from Partner Organisations. This has enabled all key supporters to discuss issues such as Flexible Learning Packages, attendance etc.

We are also introducing a series of sessions, based on a single school in each instance, which bring together all support agencies and key officers relating to that school. We had initially intended for this exercise to be focused on the Secondary Schools, however Primaries are now also requesting this type of input. Schools are actively using our Primary and Secondary Transition Support Packs. These include national guidance, local transition policies, definitions of Target Groups and the LTS Supporting Learners Toolkit. This has been distributed to schools and feedback has been extremely positive.

Since 2006, when the National More Choices, More Chances policy was launched, Inverclyde has seen year-on-year improvements in measures for school leavers, and numbers / percentages of young people moving into positive, sustained destinations have improved against other authorities and the national average.

The effectiveness of Inverclyde's approach to securing positive destinations for young people is down to strong and effective partnership working.

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7. The following processes are in place to support delivery across the entitlements

Please consider progress around:

- Planning to deliver the 6 entitlements
- CPD
- Leadership
- Assessment Arrangements
- Understanding, applying and improving standards
- Self-evaluation

Evidence of planning to deliver the 6 entitlements relates to HMIE characteristic:

- *1: A clear plan, based on self-evaluation, is in place for getting 'from A to B', of how and when changes will be achieved*
- *1a: reviewing the curriculum as a whole and identifying implications for improvement*
- *1b: curriculum plans/structure/design*
- *1c: the plan includes a focus on developing learning, teaching and assessment practices*

Other evidence will relate to the HMIE characteristics:

- *2: Good quality support for CPD*
- *7: Good leadership is essential at all levels with a vision for the outcomes of change*
- *4: Effective arrangements to assess and track progress*

And QI 5.1 (The curriculum), and 5.9 (Improvements through self-evaluation).

Evidence / evaluative statement covering a) positive progress & b) challenges:

Inverclyde's CfE Support and Development Plan for 2011-12 is based around the six entitlements. This was produced in consultation with Heads and aims to meet their support needs. It is now being implemented. Authority advice papers are being produced to offer guidance to establishments on meeting areas of the six entitlements. A CfE Implementation Strategy Group is in place, with representatives from the Authority and from all sectors. All these measures are designed to assist establishments with CfE implementation and to ensure that the six entitlements are being met.

As stated in part 1, there is evidence from Quality Visits by members of the QIO Team, from School Improvement Plans and from Standards and Quality Reports to indicate that good progress is being made with high level planning. All establishments have either a high level strategic plan for CfE in place – mostly based on 'Cloud 10' type approaches, or are actively working towards this, and have been advised that these plans should incorporate the six entitlements. The balance in terms of CPD has moved from authority provision to school or cluster based provision. Moderation, for example, usually includes cluster working. School representatives also attend external national or regional CfE CPD events. All Head Teachers Meetings include a session on CfE, with Head Teachers' stated needs informing what will be discussed.

Discussions at Quality Visits indicate that schools have good understanding of the value of distributive leadership within a collegiate approach. There are good examples of middle managers or unpromoted school staff leading areas of CfE development within their establishments. A number of school staff are members of authority framework and advisory groups.

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Understanding of what effective practice looks like in terms of assessment is growing. All establishments were already using Assessment is for Learning approaches. Authority support materials on assessment were used in all establishments during a November 2010 in-service day to raise awareness of key features and promote ways forward. There is still more work to be done at school and authority level on aspects of assessment including use of NARs (National Assessment Resource), evidencing success and on the related area of reporting.

Head Teachers have all had CPD (Continuing Professional Development) on self evaluation. An authority working group is currently developing further advice on self evaluation, some of which will be aimed at class teachers rather than managers: this was a perceived need that came from Head Teachers. The challenge will be to make sure that *all* establishments have self evaluation approaches in place that are rigorous, robust and fit for purpose.

APPENDIX 3

CfE Development and Support Plan, June 2011 to June 2012

Area	Summary Outcomes	Key personnel	Timescale	Monitoring/evaluation	Progress (by December 2011)
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</p> <p>Chair – Liz Varrie + A.Guthrie</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>	<p>The Advisory Group agreed an interim paper which will be submitted to the CfE Implementation Strategy Group on 6 December 2011 for approval. If agreed it will be distributed prior to Christmas.</p> <p>Next meeting organised to start to consider advice relating to an overarching curriculum map.</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	June 2011	Discussion at Heads Meetings; feedback from ISG	Completed
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, QIOs, ISG</p>	<p>June 2011</p> <p>By September 2011</p>	<p>Through discussion with QIO Team and with Heads at Heads Meetings</p>	<p>Completed</p> <p>-----</p> <p>Development work to consider the way forward for the Quality Improvement Team is ongoing.</p>
1.4 Assessment & moderation	<ul style="list-style-type: none"> Supplementary advice 	Reconvened	By December 20	Feedback via QIOs	

¹ ISG – Authority Implementation Strategy Group

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to support delivery	issued to establishments and partners on moderation models	assessment & moderation advisory group (Chair – L. Varrie)		Cluster Meetings	
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 Cluster Meetings	Dissemination completed
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	Advisory Group has made good progress, though the advice paper will not be ready for December. This will be the next step once the contents of the paper have been agreed.
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		Further co-operative learning training has been organised for Spring 2012 and schools informed.
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 	Secondary Head Teachers	By October 2011	Through discussion at Secondary Heads	Interim model agreed; stakeholder consultation to follow

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	<ul style="list-style-type: none"> • Prepare and disseminate guidance to parents and other partners on the model • Explore ways to further enrich the senior phase experience through arts/ cultural/ community links 	<p>Secondary Head Teachers</p> <p>M. Paterson, R.Payne, B.Keachie, Secondary Head Teachers</p>	<p>By January 2012</p>	<p>CfE group</p>	<p>To follow once interim model has been to Committee</p> <p>Preliminary discussions have taken place. Possibility of a pilot will be explored.</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 by MCMC Development Officer</p>	<p>The FLP has now been refined after discussions with schools and partners and is now 4 pages including the submission sheet. Work is continuing with providers to support their work with young people and clearly linked to CfE</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>Chair – Elsa Hamilton (+ Palma Allan, Maggie Paterson\0</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>Exploring use of Glow e portfolio. Approx half of P7 teachers trained. Invited to trial the portfolio with a small number of children and report back in December. One page will be added to portfolio to the profile. Exploring use of Seemis for tracking and reporting. Presentation to Head</p>

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					Teachers .Training to be arranged for all primary and early years staff.
4.2 Revision of work experience model (BtC4)	<ul style="list-style-type: none"> Group to draw up recommendations including possible delivery models 	Robert Lamb (with Dougie Smith plus...)	By December 2011	Progress reports to ISG by group chair Wider circulation of draft to schools for comment	Questionnaire currently out with schools and local businesses. Strong support for a change to a more flexible, bespoke model. Hope to propose a new model for consideration with all sec schools by Feb 2012
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 & I. Mills, J. Cannon, M. McKay	By December 2011	Formal evaluation of schools (in-service day); collation of school responses	Materials for the in-service day should be ready for distribution to establishments by the start of January
<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 	Chair – G. Manson (+ D. Smith, Y. Beck and...)	By December 2011	Progress reports to ISG by group chair Wider circulation of draft to schools for comment	First meeting 22/11: general discussion about what we feel should be included in the paper. Second meeting 9/12 to decide on recommendations and how paper will be fleshed out. Aim to have draft advice paper produced by the end of January.

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5.2 Recognising achievement	<ul style="list-style-type: none"> Reconvened 'reporting' Advisory Group to prepare further guidance on this, including exemplar approaches 	Chair – Elsa Hamilton	By December 2011		<p>Schools are already skilled in this area. Achievements celebrated at assemblies / wall displays etc. Pupils will have responsibility for recording their own achievements on their portfolio.</p>
<p>Entitlement 6: Every young person is entitled to support in moving into a positive and sustained destination (post 16)</p>					
<p>(1.5, 3.1, 3.2, 4.2, 5.1, 5.2 plus....)</p>					
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	<p>The SLDR's for 2010/11 will be published on 07/12/2011. Winter Leavers have been identified; schools and SDS are working together to support this transition. Discussions are on-going with SDS on the new development called the 'Data Hub'</p>
<p>Other planned work:</p>					
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 	Elsa Hamilton (Chair); 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	<p>Authority will agree a Seemis report Format which can be used by schools. Staff will be trained in February/March 2012. Tracking is an feature of Seemis and will will be used across the authority. This will improve transition and will be consistent.</p>

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	for tracking progress			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	This is on hold due to staff absence
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 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>	<p>Newsletter issued in September with second one on course for issue in December</p> <p>-----</p> <p>CfE is now a standing item at Head Teacher Meetings</p> <p>-----</p> <p>Dissemination to <i>parents</i> ongoing</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>	<p>A group of secondary DHTs and other relevant staff undertook an online session with CEM to investigate the method of testing and the feedback it provides. All agreed it would be worthwhile but timing of testing remains a concern as it does not fit into school's timescale. Further investigation needed.</p>