

Report To: Education & Communities Committee
Report By: Corporate Director of Education, Communities and Organisational Development
Contact Officer: Wilma Bain (Head of Education)
Subject: Update on Progress with the Implementation of Curriculum for Excellence

Date: 12 March 2013
Report No: EDUCOM/35/13/WB
Contact No: 01475 712891

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 Communities Committee is asked to note the ongoing progress being made with the implementation of Curriculum for Excellence in Inverclyde.

Albert Henderson
Corporate Director Education, Communities and Organisational Development

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 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. The Scottish Government has continued this funding for 2012/13.

Additional financial support has been provided by the Scottish Government to support secondary schools with preparations for the new National Qualifications. The amount of funding allocated to Inverclyde secondary schools is anticipated to be in the region of £50,000.

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 Communities Committee Meeting – 12 March 2013

SCHOOL SESSION 2012/13

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 2012/13 Improvement Plan of each early years establishment, and primary, special and secondary school in Inverclyde.

3-18 Curriculum Impact Review for Religious and Moral Education (RME)

In February 2013, Education Scotland colleagues undertook inspection visits to Notre Dame High School, St Columba's High School and All Saints Primary School as part of a national 3-18 Curriculum Impact Review for Religious and Moral Education (RME). This impact review focused on RME as one of the 8 curriculum areas of Curriculum for Excellence and religious observance (RO) as an aspect of the ethos and life of the school and its community.

These one day focused visits provide Education Scotland with updated knowledge of the developments in religious and moral education in pre-school centres and schools across Scotland, and help bring about continued improvement in meeting the needs of all learners. The visits are based firmly on each school's self-evaluation and the priorities identified for improvement. Each visit is concluded with a short discussion of findings. The findings will become part of a larger evidence base that will inform a '3-18 Religious and Moral Education' report which will be published in 2013.

Port Glasgow High School previously took part in this programme of visits, and there will be other establishments in Inverclyde visited during the summer term.

Senior Phase - SQA Verifiers and Team Leaders

As highlighted in a previous CfE Progress Report, as part of SQA's new Quality Assurance model, local authorities have been asked to nominate secondary school teachers from each subject area to become part of a pool of nationally trained experts who will be trained to undertake verification activities in other authorities on behalf of SQA. The deadline has now passed for nominations for these positions. There has been a healthy interest from Inverclyde secondary teachers and some subject areas were oversubscribed. We have now supplied a list of nominated verifiers to SQA and have a reserve list too. Some of the SQA verifiers will take on the additional role of Team Leader.

Those nominated to be trained as verifiers will require 5 days release from school across 3 dates – November/Mid-December and May. Local authorities will be reimbursed for staff release.

S3 Profiling

The authority S3 Profiling Working Group has produced an information leaflet for parents entitled *What is the S3 Profile and how is it used?* (see Appendix 1a). This leaflet has been distributed to secondary and special school Head Teachers to be customised as required.

School Leaver Destinations 2011/12

Our School Leaver Destination figures for 2011/12 show that Inverclyde is in the top 3 Councils in Scotland when it comes to school leavers moving into positive destinations (see Appendix 1b). We rank third place with East Renfrewshire and Eilean Siar ahead of us. 94.8% of our school leavers went onto Higher or Further Education, employment, voluntary work and training. The Scottish average sits at 89.9%. Inverclyde recorded the largest increase, 6.4%, in school leavers moving into positive destinations compared to the SLDR figures for 2010/11.

Creative Reading Project

Six primary schools are currently involved in a Creative Reading Project in partnership with Strathclyde University. They are St Francis', St Michael's, St John's, St Andrew's, Aileymill and Wemyss Bay primary schools. The project aims to promote creative approaches to the teaching of reading engagement in primary schools and to establish the effect of these in increasing reading motivation. The focus is on promoting vibrant reading environments that encourage committed child readers. The schools are being supported throughout the project by Inverclyde Librarians. All children were asked to complete a questionnaire before the project started and will complete the same questionnaire at the end of the project. The results will be used to measure the impact of the project.

Reciprocal Reading Project Funded by Scottish Government

St Patrick's Primary School and Notre Dame High School are involved in an inter-authority Reciprocal Reading Project involving West Dunbartonshire and Renfrewshire Councils which funded by the Scottish Government. The focus of this project is on the development of reading comprehension skills. The project aims to:

- deliver training to staff across designated schools within each of the 3 local authorities
- share practice between schools by facilitating reciprocal visits between schools to observe lessons so that staff in all three authorities can learn from each other
- allow for professional dialogue and reflection
- explore how this approach developed in the primary sector could be enhanced by promoting a progression in learning through into the secondary by involving key English specialists from the secondary sector.

Psychological Service will advise on the project development by assisting with monitoring and tracking of progress and ensuring the developments are guided by evidence based practice.

Children's Rights, Global Citizenship, Sustainability and Outdoor Learning

Education Scotland will host 3 regional events in March 2013 to explore the implications of the Learning for Sustainability Report, and Children and Young People's Bill. The Bill, which will seek to embed the rights of children and young people across the public sector in line with the United Nations Convention of the Rights of the Child. These events will also help schools consider how to move forward strategically in a range of related areas including pupil voice and participation, global citizenship and outdoor learning.

St Columba's High School and Glenburn School have been invited by Education Scotland to showcase some of their excellent work on Rights Respecting Schools at Hampden Stadium, Glasgow on 20 March 2013. Glenburn School has already achieved Level 2 Rights Respecting School Award, and St Columba's High School are working towards the Level 2 award. The Rights Respecting School Awards recognise achievement in putting the Convention on the Rights of the Child at the heart of a school's planning, policies, practice and ethos.

Teaching in Nature – Scottish Heritage Trust Project

The Teaching in Nature Project is a structured approach to professional development in outdoor learning. It is a year long programme that supports groups of teachers to work together to use a nearby place that is special for nature to plan, implement and evaluate challenging and fun outdoor learning experiences for pupils. Participating teachers can develop their expertise through key activities such as:

- Making visits to sites in advance of taking pupils
- Discuss their ideas with other teachers
- Creating plans for purposeful and meaningful outdoor visits for pupils

We currently have 5 teachers from St John's Primary School, Kilmacolm Primary School, Aileymill Primary School, All Saints Primary School, and St Andrew's Primary School involved in this project working at Cornalees (Clyde Muirshiel) looking at literacy across learning through the topics of Smuggling and Pirates in the local area.

Enterprise Showcase (25 / 26 March 2013)

Work is now well underway for this session's Enterprise Showcase. The theme this year is *Curriculum for Excellence in Action* and offers schools the opportunity to showcase the many innovative ways they deliver Curriculum for Excellence, share best practice and promote the many partnership programmes that are underway in Inverclyde schools. The event will be "open to all" on the Monday 25 March 2013 from 4 pm – 7 pm, and again on Tuesday 26 March 2013 from 10 am – 2 pm.

Chamber of Commerce Bi-Centenary Events

Talks are underway to develop a senior school event with the Chamber of Commerce as part of their 200 year celebrations. There will be a senior inter-school challenge likely to be based on Inverclyde's industrial past through to Inverclyde in the year 2030. Students will be challenged to look at demographics, employment opportunities, and education provision, and be asked to propose ways to make Inverclyde the ideal place to do business, live, work and socialise.

Free School Memberships for Chamber of Commerce

Talks are taking place with the Chamber of Commerce to offer a member of each Inverclyde School a FREE membership to the Chamber. This would support the development of skills for life, learning and work, as well as networking and partnerships in schools.

Interview Skills Programme

Programmes are currently being developed with 2 major employers in the area - EE (T-Mobile) and IBM to support pupils with the completion of CVs and Application Forms, and preparation for interview. Both organisations are currently recruiting staff to support the delivery of these programmes across our secondary schools with a focus on the importance of transferable generic business skills and how to perform at an interview.

The Recruit Programme 2013

The Recruit Programme for 2013 has begun with talks being delivered in secondary schools to recruit 35 senior pupil participants. Interest is strong amongst pupils and it is anticipated that there will be at least 5 private sector jobs for this year's programme which is due to start in late March and run to August 2013.

Sharing Practice at a National CfE Conference (January 2013)

In January 2013, W Bain gave a presentation at a national CfE conference on some of the good practice that is taking place in Inverclyde clusters to support P7 pupils with a smooth transition to secondary school. Examples of practice shared included cluster parent/engagement events designed to allow parents to see how children build on their skills as they move through the stages of their learning, and steps being taken by some clusters to ensure pupil's prior learning is recognised to ensure the progressive development of the 4 capacities (ie Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors).

Show Racism the Red Card

As part of our focus on Equalities, P5 and P6 pupils across all our primary schools (including Glenburn school) will take part in Show Racism the Red Card workshops which aim to tackle issues such as racism and sectarianism. The workshops aim to:

- empower young people to challenge racism in the communities in which they live, providing them with the relevant knowledge and information to enable them to do this
- prepare them for an active role as citizens in an increasingly multi-cultural society, and
- enable them to develop good relationships and respect the differences between people, regardless of their ethnicity, faith, culture or nationality.

Show Racism the Red Card is financially supported locally by the EIS.

Inter-authority Burns Supper

A project proposal is currently underway to link 4 Inverclyde primary schools with 4 primary schools in East Ayrshire to learn and sing "*Highland Mary*" (a Burns song) to be sung at an inter-authority Burns Supper. Pupils will work with a singer songwriter to arrange the song and also compose a new tune setting to the words. In addition, a school from each of the 2 participating local authorities will also be involved in making a film/animation of the story which will be shown at the McLean Museum, the Dick Institute in Kilmarnock, and the Doon Valley Museum in Damellington.

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
- Self-evaluation

Guidance Papers: These are shorter and tend to focus on one issue:

- Pace and progression
- Skills for learning, life and work
- New Flexible Work Experience Model

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).

What is the S3 Profile and how is it used?

Skills for Learning, Life and Work



Curriculum for Excellence S3 Profiles

Inverclyde Council

Education Services



What is the S3 profile?

It is a collection of reflective statements by a young person about their learning. It is drawn from the young person's discussions with teachers about their learning, progress and achievements. It is produced by young people, with support from staff, and it should focus on where they are in their learning based on their latest and best successes. It will eventually build on the experience of developing a profile at the P7 stage and continue with the young person as they move through the senior phase and beyond, acknowledging and confirming their achievements. A sub set of the profile will be the S3 report which will provide a summative measure of progress in subject areas. The key difference is that, as part of the S3 profile, young people will be supported to reflect on their attainment and achievement in all their subjects.

Why do we use it?

The process of profiling can be a powerful influence for a young person, encouraging them to achieve their best. It can also help to give them a real sense of personal ownership of their own learning and achievements, promote their understanding of their own skill development and enhance a range of skills, attributes and capabilities.

Who is the S3 profile for?

It is intended that the profile is primarily there to help each young person develop self-esteem and confidence, and other important attributes, through recognising their own progress and achievements. Alongside the S3 report, the Profile should help inform the Senior Phase pathways.

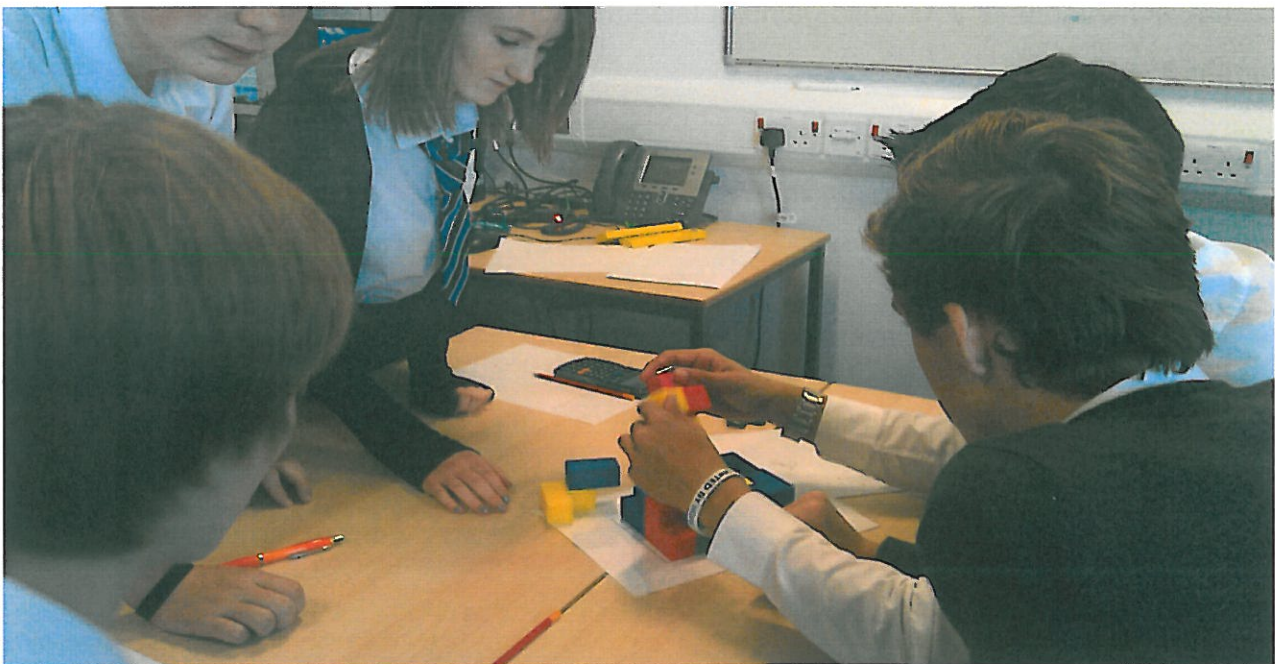
Scottish Universities and Colleges are already beginning to take an interest in the development of profiles and e-portfolios and how they will provide a way for young people to explain and share their achievements with a range of people including parents, teachers and at future dates, ongoing education staff and prospective employers should they wish to do so.

What should be in the S3 Profile?

The profile should include a learner's statement and a record of their achievements in literacy and numeracy across subjects. There should also be information about progress in key aspects of health and wellbeing included. As skills in profiling develop, profiles will reflect achievements in learning across all curriculum areas as well as personal achievements both in and out of school. This may include sporting or cultural successes and skills and attributes developed through a wide range of learning experiences in and out of school.

What about skills for learning, life and work?

Not all young people feel comfortable with the recognised and shared language of the skills associated with learning, life and work. Learners must be able to recognise their transferable skills, their strengths and their development needs across all subject areas. Schools will engage with young people in a variety of activities to support them in developing skills for learning, life and work. By being able to express their own awareness of these skills, the S3 Profile will help young people to join up their learning. It will also support them in developing ways to illustrate their successes, strengths and aspirations preparing them more fully for reaching positive future destinations.



How is the profiling process managed?

Young people are entitled to support which helps them to understand their progress and achievements. In particular, their relationship with a member of staff who knows them well will enable them to discuss their learning and achievements openly on a regular basis. In secondary schools, this person is usually the young person's guidance teacher but every class teacher will have a role to play in giving young people the space to take ownership of their profiling through appropriately supported discussions. At various points in the school year you will have opportunities to meet with class teachers to discuss progress in learning and there will also be letters and other school related information sent home on a regular basis.

How can I support my child?

By showing an interest in the work of the school, and in particular your child's learning and by giving encouragement and advice when required, they will feel supported and confident. By asking questions about what and how they are learning and by attending any parents' information evenings and progress meetings in school, you will be able to speak with teachers who will be happy to answer any questions you or your child may have about subject choice, career options or next steps. You can also acknowledge any achievements your child gains outside school through clubs or other organisations if required.

As well as your child's school website where you will find lots of relevant information, here are some national websites to help answer any further questions you may have:

<http://www.educationscotland.gov.uk/parentzone>

<http://www.educationscotland.gov.uk/parentzone/getinvolved/forumscotland/index.asp>

<http://www.scotland.gov.uk/Topics/Education/Schools/curriculum/ACE>

Inverclyde
council

School Leaver Destination Results

Local Authority Rankings - SLDR 2011/12		
LA Name	Positive Destinations %	Rank
Eilean Siar	95.5	1
East Renfrewshire	95.3	2
Inverclyde	94.8	3
East		
Dunbartonshire	94.7	4
Orkney Islands	93.7	5
Aberdeenshire	93.6	6
Angus	93.5	7
Perth & Kinross	92.8	8
West		
Dunbartonshire	92.6	9
Moray	91.8	10
Scottish Borders	90.9	11
Shetland Islands	90.9	11
Highland	90.7	13
Falkirk	90.3	14
Argyll & Bute	90.1	15
Dundee City	90	16
East Ayrshire	89.9	17
South Lanarkshire	89.8	18
West Lothian	89.8	18
North Ayrshire	89.7	20
Fife	89.6	21
South Ayrshire	88.5	22
Aberdeen City	88.4	23
Edinburgh, City of	88.3	24
East Lothian	88.1	25
Clackmannanshire	87.8	26
Renfrewshire	87.7	27
Stirling	87.7	27
Glasgow City	87.6	29
North Lanarkshire	87.4	30
Dumfries &		
Galloway	87.3	31
Midlothian	85.4	32

Local Authorities Variance SLDR 2011-12 v SLDR 2010-11			
LA Name	Positive Destinations %		
	SLDR 2011-12	SLDR 2010-11	Variance %
Inverclyde	94.8	88.4	6.4
Angus	93.5	89.0	4.5
Orkney Islands	93.7	89.3	4.4
Moray	91.8	88.4	3.4
Clackmannanshire	87.8	84.8	3.0
Eilean Siar	95.5	92.6	2.9
Aberdeen City	88.4	85.6	2.8
Falkirk	90.3	87.9	2.4
South Lanarkshire	89.8	87.4	2.4
Perth & Kinross	92.8	90.7	2.1
East Renfrewshire	95.3	93.3	2.0
East Dunbartonshire	94.7	93.1	1.6
East Ayrshire	89.9	88.4	1.5
North Lanarkshire	87.4	85.9	1.5
Aberdeenshire	93.6	92.2	1.4
Dundee City	90	88.7	1.3
East Lothian	88.1	86.8	1.3
Highland	90.7	89.4	1.3
Glasgow City	87.6	86.4	1.2
West			
Dunbartonshire	92.6	91.5	1.1
Edinburgh, City of	88.3	87.4	0.9
West Lothian	89.8	89.0	0.8
Argyll & Bute	90.1	89.8	0.3
Midlothian	85.4	85.2	0.2
Shetland Islands	90.9	90.9	0.0
Stirling	87.7	88.2	-0.5
Dumfries &			
Galloway	87.3	88.3	-1.0
North Ayrshire	89.7	90.7	-1.0
South Ayrshire	88.5	89.7	-1.2
Scottish Borders	90.9	92.3	-1.4
Renfrewshire	87.7	89.3	-1.6
Fife	89.6	91.8	-2.2

*Inverclyde recorded the largest increase, 6.4%, in school leavers moving into positive destination compared to previous year SLDR.