

Report To: Education & Communities Committee
Report By: Corporate Director Education, Communities and Organisational Development
Date: 7 May 2013
Report No: EDUCOM/43/13/AH/WB
Contact Officer: Wilma Bain (Head of Education) **Contact No:** 01475 712891
Subject: Update on Progress with the Implementation of Curriculum for Excellence

1.0 PURPOSE

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

Pupil Entitlements and School Improvement Planning

At the Heads of establishment meeting on 20 March 2013, all Head Teachers and Heads of Early Years establishments were asked to reflect on the following Curriculum for Excellence entitlements for children and young people as part of their school improvement planning process:

- Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18
- Every child and young person is entitled to experience a broad general education (up to the end of S3)
- Every child and young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications
- 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
- 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
- Every child and young person is entitled to support in moving into a positive and sustained destination (post 16)

A couple of reflective questions associated with each entitlement were given to Heads of establishment to support their self-evaluation process. These are shown in Appendix 1a which contains a copy of the PowerPoint slides presented at the Heads of establishment meeting on 20 March 2013.

Senior Phase

Secondary Head Teachers have been meeting with Education Services' Senior Management Team to consider a future model for the senior phase. This has involved considering the timing of option

choices for pupils and the number of courses to be studied in S4 and S5/6. Factors such as staffing, timetabling and learning pathways for pupils have also had to be taken into account. Head Teachers are currently discussing proposals with their senior managers and will share the outcome of these discussions at the next meeting with other secondary Head Teachers colleagues and Education Services' Senior Management Team. Once the details of a proposed future senior phase model are available, a briefing paper and meeting will be organised for members of the Education and Communities committee.

Health and Wellbeing Update

Inverclyde Council has been successful in bidding for funding from Education Scotland to undertake a development project in the area of Health and Wellbeing.

Inverclyde Council and Community Planning Partners have set out a new vision for the area: *Nurturing Inverclyde - Getting it Right for Every Child, Citizen and Community*. This approach builds on GIRFEC principles and is a commitment to thread wellbeing throughout planning and delivery to get it right for all, ensuring that every Inverclyde resident is supported to be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

In considering the main area of focus for a Local Authority Project for Inverclyde, consultation took place with the local Health and Wellbeing Steering Group and the Health and Wellbeing Co-ordinators based in all Inverclyde Pre 5, Primary, Secondary and Special establishments. A number of common themes emerged through these discussions:

- Transitions
- Partnership Development

Our overall proposal would be to build on work already done in the authority around partnership planning, and facilitating the move from "a partnership planner" for Health and Wellbeing to "partnership planning". It is our intention to build robust, sustainable processes that assist effective partnership planning, delivery and evaluation in the area of health and wellbeing.

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

In the previous CfE progress report to the Education and Communities committee, members were informed about the successful visits in February 2013 by Education Scotland colleagues to Notre Dame High School, St Columba's High School, and All Saints Primary School as part of the national 3-18 curriculum impact review for Religious and Moral Education (RME). I can now confirm that a similar visit to Port Glasgow High School took place on 13 December 2012 and the outcome of this visit was very positive.

Education Scotland – Partnership Working

Two groups of schools are working in partnership with Education Scotland to provide materials for the National Assessment Resource (NAR):

- St Stephen's High School and Port Glasgow High School are considering pupils' progress in relation to health and wellbeing outcomes as part of the 'Mentors in Violence Project' (the 'Mentors in Violence' project recently won a Silver COSLA award).
- The St Columba's cluster schools are looking at skills development in Science as part of an Innovation project.

A number of practitioners from Inverclyde schools attended a national seminar to consider implications for developing numeracy based on the findings from the Scottish Survey of Literacy and Numeracy 2011.

School Leaver Destinations 2011/12 Follow-up Exercise - Update

The SLDR (2011/12) follow-up exercise has just been completed and although we do not have any particular statistics for destinations as yet (these are due to be published in June 2013) we have had confirmation that we have no unknowns.

Enterprise and Citizenship Update

Fairtrade Fortnight – Visit from Malawian Rice Growers

As part of Fairtrade Fortnight, the Director of the Scottish Fairtrade Forum visited Inverclyde with 2 Malawian Rice Growers. For many years now Notre Dame High School has been selling the rice the farmers produce and the pupils on the school's Fairtrade Group gave an excellent presentation to the visitors. The visitors joined a S4 Geography class who were currently studying agriculture in a foreign country. This was a great opportunity for a "real" Q and A session with people at the forefront of agricultural development in Malawi where every process is still done manually with no access to machinery.

20 schools held events and activities in their schools and communities ranging from Fairtrade Coffee Mornings to Craft Fairs and Awareness Raising presentations.

Enterprise Showcase 2013

The 8th Enterprise Showcase took place on 26/27 March 2013 in the Greenock Town Hall. Parents, and other members of the public, education staff and many elected members attended to see the diverse range of projects, activities and Curriculum for Excellence approaches taken by our schools. On day 1, around 500 visitors attended the event and almost 1000 pupils attended the event on day 2. Teaching staff feedback has been very positive with everyone commenting on how the event provides a rare platform to share best practice, learn from each other and get inspiration from the ideas being showcased. In addition to the schools, the event was supported by Sports Development, Inverclyde Music Service, Fairtrade and Malawi stands. 700 pupils were engaged in a Skills Workshop by Hopscotch Theatre Company looking at the importance of skills and how they can be transferred to the workplace.

Young Enterprise Scotland – Renfrewshire Area Finals

Five of our 6 Young Enterprise Teams participated in the inter-authority Renfrewshire Finals hosted by the University West of Scotland. The Inverclyde schools all impressed the judges with their

Trade Stands, product knowledge and presentation skills. On the day, St Stephen's High School team were announced "Best Company in Inverclyde" with Port Glasgow High School and St.Columba's High School teams also picking up prizes.

Business Awareness Day – Notre Dame High School

21 business people acted as group mentors taking S3 pupils at Notre Dame High School through a number of challenges with a focus on business skills. The event offered pupils the opportunity to work in teams, solve problems, negotiate, communicate, present and be creative while being supported and encouraged by a local business person.

The Recruit 2013

The 7th Recruit programme started during the Easter break with 35 senior pupils from our 6 secondary schools. Following a successful 3 day outward bound programme at Auchengillan Outdoor Centre another busy programme is planned for the group over the summer months. Over the past 6 years the programme has supported over 46 young people into employment and raised just under £70,000 for Charities. It is hoped that business support for the programme will be strong again this year.

Greenock Chamber of Commerce - GCC (Update)

It has now been agreed that as part of the Bicentenary celebrations the Chamber of Commerce will support the following:

Senior School Business Challenge – Schools will have to carry out research and propose developments for Inverclyde in the year 2030. The teams will submit a written report and give a presentation to a panel of judges.

Legacy Awards – each secondary school will be provided with an annual trophy in recognition of a particular business related achievement eg. Entrepreneurial Spirit, Leadership, Transformation, Business Management etc. It will be up to the school to decide on the area of recognition each year and an individual prize for the winner will also be supported.

Free School Membership to GCC – Secondary schools will be offered the opportunity of free membership to the Chamber of Commerce giving them access to membership benefits such as Training, Site Visits and Networking Events.

Examples of Good Practice – Parent/Carer Events

Notre Dame Cluster – Community Science Fayre

The Notre Dame High School cluster held a parent engagement event in March 2013 to promote the application of Science 3-18. Children and pupils from the cluster early years establishments and schools showcased their work along with a packed programme of activities, workshops and displays for parents and carers. The well attended event was a great success to the extent that the cluster establishments are considering making it an annual event.

Clydeview Academy Cluster Event

The Clydeview Academy cluster held a showcase event for parents/carers, staff and pupils on skills development across the curriculum 3-18. Each establishment in the cluster presented an example of work they are currently undertaking to develop children and young people's skills, and visitors got the chance to view stands and ask pupils' questions.

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

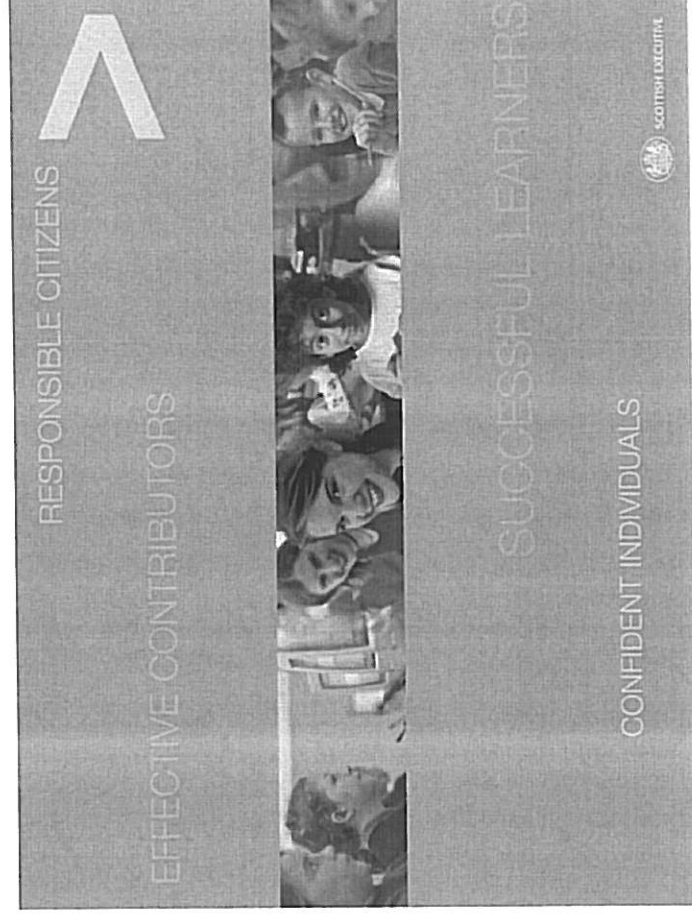
Guidance Papers: These are shorter and tend to focus on one issue:

- 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).

Curriculum for Excellence



Entitlements for Children and Young People

Inverclyde
council

A Moment to Reflect...



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

- What are you doing to monitor the detail of the curriculum being developed in your school/early years establishment?
- What communication have you had with parents/carers about the curriculum?

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

Primary

- What is the quality of your pupils' P7 profile?

Secondary

- What use did you make of the P7 profiles?
- What use will be made of the S3 profiles in planning curricular pathways in the senior phase?

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

- How will you ensure pupils are clear how their learning through the Broad General Education will be built on and progressed in the Senior Phase?

- What are your expectations in respect of reporting learners' progress to learners themselves, to parents and to receiving teachers?

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

- What steps are you taking to ensure the development and application of these skills are fully embedded across the curriculum?
- How are you monitoring children and young people's attainment in literacy and numeracy?

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

- Are children and young people having regular opportunities to discuss their learning and set goals for their next stages in learning?
- What partnership working is taking place to 'get it right for every child' in your school/early years establishment?

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

- Are you confident that the young people in your school have the right support to remove barriers that might restrict their learning choices?
- What support is in place to ensure young people receive appropriate career information, advice and guidance?

Professional Dialogue

