
Report To:	Education & Communities Committee	Date: 5 November 2013
Report By:	Corporate Director Education, Communities and Organisational Development	Report No: EDUCOM/84/13/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

- 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 provided grant funding of £58,000 to Inverclyde for 2011/12 and 2012/13 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 2013/14.
- 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 Communities Committee Meeting – 5 November 2013

SCHOOL SESSION 2013/14

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 2013/14 Improvement Plan of each early years establishment, and primary, special and secondary school in Inverclyde.

Senior Phase

A separate report on the proposed Senior Phase model for Inverclyde will be presented at the meeting of the Education and Communities meeting on 5 November 2013.

Modern Languages in Primary Schools - 1 + 2 Approach

The Scottish Government has a manifesto commitment to create the conditions for every child to learn two languages in addition to their own mother tongue within two Parliaments (i.e. by 2020). Councils have been asked to carry out an audit of their current resources both in what is being provided to pupils at present and the skills and training needs of teaching staff. Scottish Government has funded some pilots to demonstrate ways in which schools can move to the new model, with the evaluations expected to be published late in 2013.

An audit of current resources has been carried out to establish the position with regards to teaching Modern Languages at present across our Primary Schools. (Please see Appendix 1a). Officers are looking at possible resources and training which would support the 1+2 model.

The Scottish Government has agreed to provide £4m in 2013/14 to support Council's language plans. Inverclyde's share is £59,606 based on pupil numbers from P1 – S3.

Inverclyde Education Services will develop a strategic plan by early 2014 for the delivery of the model within Inverclyde. Consideration will be given to a number of factors including:-

- Adopting some of the methods in successful pilots
- Appointing a fixed term Development Officer
- Training of existing teaching staff
- Purchasing teaching material
- Creating facilities for language teaching
- Buying in expertise
- Holding meetings and events
- Building on existing initiatives or projects

Early Phase Partnerships (Teacher Education)

Port Glasgow High School and Clydeview Academy clusters are developing partnerships with Strathclyde University in order to support the Early Phase of Teacher Education, in line with the recommendations from *Teaching Scotland's Future*.

The aim of the partnership is to develop, improve and enrich the experience of teacher education, and ultimately to improve the success and achievements of learners through improvements in the quality of learning and teaching. The key features of the partnership with Strathclyde University will be:

- an extended period of student placement in a school
- the location of university tutor support in the school/cluster
- the use of shared observations and professional dialogue by students, NQTs, and more experience teachers, in small groups including cross-sector groups
- a shared assessment at the end of the placement recorded in one, jointly constructed, written report

Developing partnership with universities will give our teaching staff access to the current practice and research on the methodology for deliver Curriculum for Excellence.

Example of Good Practice

Recognising Young People's Achievements - Youth Achievement Awards

Curriculum for Excellence emphasises the development of the whole individual through development of the 4 capacities (ie Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens), and seeks to recognise the breadth of young people's achievements. Community based volunteering adds value to young people's learning, particularly in terms of communication, teamwork and managing relationships. Employers also recognise the value of young people's volunteering in developing their top 5 skills – team work, communication, self-management, personal and problem solving skills.

CLD Youth Work Services work with Inverclyde's schools to deliver Youth Achievement Awards to young people aged 14+. These awards are externally accredited and placed on the Scottish Credit and Qualifications Framework (SCQF).

Level of Award	Level of responsibility	SCQF
Gold	Young people organise and lead	Level 6 14 points
Silver	Young people help to organise	Level 5 11 points
Bronze	Young people take part	Level 4 7 points

* A platinum award is also available

The CLD Service is working with schools to increase opportunities for accreditation of this type. This is reflected in the number of young people gaining Youth Achievement Awards in the last 2 years (see table below) and in the number of young people who will complete awards this coming academic year.

Level of Award	2012-2013	2013-2014
Gold	1	

Silver	2	7
Bronze	30	45

This session, for the first time, CLD Youth Work Services are supporting young people aged under 14 to achieve the Dynamic Youth Award. These awards support young people to plan personal challenges, collect evidence, and reflect on their personal achievements in the activities they are already involved in.

Health and Wellbeing

Move Programme

Lilybank School has just achieved Centre of Excellence Status for their work with MOVE Programme. The school has been using the programme for 5 years. It aims to get children moving around in different ways, thereby reducing health problems, including a potential decrease in the need for surgery, and improving quality of life. Progress is also seen in communication and social skills as the children gain the ability to interact with the world around them.

MOVE is a refreshing, positive approach which supports work in partnership with physiotherapy colleagues and families. Pupils, staff parents and local Councillors attended Lilybank's "LAFTAS" ceremony where the Centre of Excellence plaque was unveiled.

Health and Wellbeing – Responsibility of All

Professional development opportunities are being developed for all school sectors which focus on health and wellbeing as the responsibility of all. Support will be provided from partners to help school staff to better understand their role in promoting and encouraging positive and health and wellbeing across learning.

Parental Involvement – Information on Substance Abuse

Representatives from the Alcohol and Drugs Partnership (ADP) locally, met with the Parent Council chairs at the end of last school session, to find out what the best or most useful methods of communicating with parents would be, around the subject of substance misuse. Parents were very forthcoming with suggestions about closer links with what the children and young people are learning in school and the information that is available to parents around this. The ADP is currently looking at positive improvements they can make in working closer with parents to better support our young people.

Health and Wellbeing Survey

Inverclyde CHCP and Education Services have recently commissioned a piece of research: a questionnaire of all Secondary School pupils in Inverclyde. The survey is about to go live and covers all areas of Health and Wellbeing. The results of the survey will not only assist in strategic and operational planning of health services within the area, but will assist schools in better knowing the issues and concerns, relating to Health and Wellbeing, that affect their pupils. School reports will be made available to senior managers at establishment level, which can also support planning at school level and the development of the curriculum / access to partner support for Health and Wellbeing with a robust evidence base.

Greenock Chamber of Commerce Bi-centenary Business Challenge

On 9 October 2013, groups of pupils from 5 of our secondary schools participated in the Greenock Chamber of Commerce Bi-centenary Business Challenge. Each group gave a presentation on 'Inverclyde in 2030' sharing their ideas on ways to encourage people to live in, work in and visit Inverclyde. The winning trophy went to Inverclyde Academy.

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.educationscotland.gov.uk).

Language 1 + 2 Policy

	<u>What foreign language is currently taught in your school?</u>	<u>At what stages do you offer languages presently?</u>	<u>How many teachers in your school are trained to deliver languages? And are they permanent members of staff?</u>	<u>Do you have any links with the Modern Languages Department in your associated Secondary School?</u>	<u>Do you have any preference for a second language in the future?</u>
Aileymill Primary School	French	P5-7	10 - Permanent	(Not Stated)	(Not Stated)
All Saint's Primary School	Spanish	P6 & 7	4 - Permanent	Yes	Spanish
Ardgowan Primary School	French	P5-7	8 - Permanent	No	Spanish
Gourock Primary School	French	P5-7	2 - Permanent	Brief meeting with language teacher from Clydeview	Spanish
Inverkip Primary School	French	P5-7	3 – Permanent (2 full time, 1 part time)	Yes	Spanish
Kilmacollm Primary School	French	P1-7 (Also in Kilmacollm Nursery)	4 in total – 3 permanent	Yes	Spanish
King's Oak Primary School	French	P4-7	4 - Permanent	No	Spanish
Lady Alice Primary School	French	P5-7	2 – Permanent (1 will retire in October)	Yes	Spanish
Moorfoot Primary School	French	P5-7	4 - Permanent	Yes	No
Newark Primary School	French	P6 & 7 (P5 when staff available)	3 - Permanent	Yes	Spanish or Chinese
St Andrew's Primary School	French	P6 & 7	5 - Permanent	No	Spanish
St Francis' Primary School	French	P6 & 7	3 - Permanent	No	Spanish
St John's Primary School	French	P6 & 7	4 - Permanent	No	Spanish
St Joseph's Primary School	French	P6 & 7	5 - Permanent	No	No
St Mary's Primary School	Spanish	P1-7	1 - Permanent	Yes	No
St Michael's Primary School	French	P6 & 7	2 - Permanent	Brief dealings with secondary teacher in past	(Not Stated)
St Ninians's Primary School	French	P6 & 7	2 - Permanent	No	No
St Patrick's Primary School	Spanish	P6 & 7	2 - Permanent	Yes	French
Wemyss Bay Primary School	French	P5-7	4 – Permanent	Yes	Spanish
Whinhill Primary School	French & Gaelic	French: P6 & P7 (Light touch in P5) Gaelic: P1-7	1 - Permanent	Yes	Spanish