

Report To: Education & Communities Committee **Date:** 21 January 2014

Report By: Corporate Director Education, Communities and Organisational Development **Report No:** EDUCOM/07/14/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 of 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 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

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 – 21 January 2014

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 – Implementation of the New Highers

The Senior Phase Working Group has discussed the planned timescale for the implementation of the new Highers in light of the recent announcement by the Cabinet Secretary for Education.

Working Group members recognise the workload issue for teachers that has come as a result of the implementation of new National 4 and National 5 courses this session. Secondary Head Teachers confirmed at the meeting that some departments are ready to move to the new Highers in session 2014/15, and some departments would welcome a delay in order to be better prepared for the implementation of the new Highers. This pattern varies across our 6 secondary schools.

It was agreed at the meeting that secondary Head Teachers will liaise with their Principal Teachers/Faculty Heads over the new few weeks to confirm which departments are ready to implement the new Highers next session (2014/15). For those departments who wish to delay the implementation of the new Highers until session 2015/16, they must submit sound educational reasons for requesting a delay. If Head Teachers feel that any request for a delay in implementing the new Highers is valid, he or she can agree to the delay for one session only. Head Teachers will be required to inform their Parent Council of the requests that have been received from departments for a delay in the implementation of the new Highers. Head Teachers will be asked to confirm the new Higher implementation dates for their departments with Education HQ. This information will be shared with members of the Education and Communities Committee.

Head Teachers will be required to communicate with all parents of the current S4 cohort confirming which departments will be moving to the new Highers in session 2014/15 and which will be offering the existing Highers until session 2015/16. An update for S5/6 parents will also be given.

West College Scotland

Fruitful meetings have taken place with the new Principal of West College Scotland and some of her senior staff regarding the development of school/college partnership activities which will support the implementation of our new Senior Phase model from 2015. Various programmes to suit all levels of ability are currently being explored by college staff and further meetings will be taking place to secure a positive direction of travel for this partnership working. A report on the finalised school/college Partnership Agreement will be presented to the Education and Communities Committee in due course.

Interdisciplinary Learning

A short-life working group has been set up to look at the development of Interdisciplinary Learning (IDL) across the Broad General Education and the Senior Phase.

Interdisciplinary learning is a planned approach to learning which uses links across different subjects or disciplines to enhance learning. It promotes the development and application of what has been taught and learned in new and different ways. Effective interdisciplinary learning can take the form of individual one-off projects or longer courses of study.

Modern Languages in Primary Schools - 1 + 2 Approach

Primary Head Teachers were recently given a demonstration of an online resource which can support the delivery of French and Spanish across the primary sector as part of the Scottish Government's Modern Languages 1 +2 initiative. This resource covers all stages of primary school and staff training would be provided by the supplier. Feedback from Head Teachers on the resource is currently being collated and the outcome will inform the authority's Modern Languages Action Plan which will be presented to the Education and Communities Committee meeting in March 2014.

Example of Good Practice

Clydeview Academy

Future Pathways Careers Event. Thursday 28th November 2013 (6 pm - 8.30 pm)

Clydeview Academy hosted its first Future Pathways Careers Event on 28th November 2013. The aims of this event were to:

- inspire pupils to think about the vast future careers, pathways and opportunities that exist beyond school.
- ensure that pupils have the most up-to-date knowledge and understanding of core skills and qualifications required across a broad range of sectors.
- promote parental involvement in Clydeview Academy by inviting parents along with their son or daughter to increase and develop their knowledge of careers, employment sectors, future, skills, modern apprenticeships and opportunities for Further and Higher Education.
- Provide, promote and develop real partnership working opportunities between Clydeview Academy and the business community, Higher and Further Education providers, training providers, voluntary organisations, skills sectors and support agencies.

The event was supported by 60 exhibitors who included 15 different colleges and universities, local and national employers, training and support organisations, armed forces and the uniformed sector. In addition, the event had a zone which consisted of 'Talk to a Professional' whereby pupils had the opportunity to talk to a vet, dentist, lawyer, optician, doctor and nurse to gain an insight into the job. This highly successful and well-attended event was open to pupils and parents/carers from S1-S6. Feedback and formal evaluations have been extremely positive.

Skills for Life, Learning and Work

Colleagues from Skills Development Scotland (SDS) met with secondary Head Teachers to update them on new proposals relating to their service delivery which will focus on equipping young people with the skills to manage their career. Head Teachers welcomed the proposed changes which include activities which support some of the Experiences and Outcomes linked to Health and Wellbeing, Literacy and Technology. SDS colleagues are also keen to engage with parents directly at future school Parent Information Evenings on the Senior Phase.

Young Enterprise Groups from all 6 secondary schools participated in the Young Enterprise Scotland annual Trade Fair Event at Xscape in Braehead along with other Young Enterprise teams from neighbouring local authorities. The Young Enterprise programme gives senior pupils the opportunity to run their own company whilst developing essential skills such as communication, problem-solving, financial management, marketing, customer service and administration skills.

Over 100 senior pupils participated in a Business Masterclass with IBM which was hosted by Notre Dame High School. IBM brought in a team of 20 staff to talk about careers, progression routes and opportunities “in business”. The keynote address was delivered by a senior member of staff who has a global role within IBM, and pupils later participated in workshops which focused on application forms, CVs, interview techniques, and the ‘Do’s and Don’ts of “Social Media”.

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).