
Report To:	Education & Communities	Date: 11 March 2014
Report By:	Corporate Director Education, Communities and Organisational Development	Report No: EDUCOM/27/14/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 Communities Committee is asked to note the ongoing progress being made with the implementation of Curriculum for Excellence in Inverclyde.

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.

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 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.

The implementation of Curriculum for Excellence is a key priority in the 2013/14 Improvement Plan of each early years' establishment, and primary, secondary and ASN school in Inverclyde.

5.0 PROPOSALS

- 5.1 None

6.0 CURRICULUM FOR EXCELLENCE UPDATE

6.1 Senior Phase

The Senior Phase Working Group continue to meet to discuss the current implementation of the new National Qualifications and plan the necessary arrangements around the Higher Grade courses for session 2014/15. Discussions are currently underway about the arrangements for S4 pupils during the forthcoming SQA exam diet.

6.2 Modern Languages in Primary Schools - 1 + 2 Approach

Primary Schools in Inverclyde will deliver French and Spanish as part of the Scottish Government's Modern Languages in Primary Schools 1+2 Approach initiative. Appendix 1 outlines the key areas of work to be undertaken over the next 7 school sessions to support Inverclyde primary schools to fully implement this national initiative by 2020.

6.3 Example of Good Practice - Reciprocal Reading Project - Update

St Patrick's Primary School and Notre Dame High School have been involved in an inter-authority Reciprocal Reading Project involving West Dunbartonshire and Renfrewshire Councils which is funded by the Scottish Government.

Reciprocal Teaching aims to develop learning and teaching of higher order literacy skills. The key objectives are to improve pupil comprehension and reading confidence through the teaching of specific strategies, improve staff knowledge and understanding of teaching reading, open professional dialogue to encourage the sharing of good practice,

and collegiate working. A key outcome was also to provide increased coherence of teaching across the transition into secondary school.

403 pupils from P3 to P7 across the 3 local authorities undertook a pre- and post-comprehension assessment 6 months apart. The results showed that there were increases in the comprehension score from P3-P7 with the greatest difference being in P3. There were increases in each of the higher order skills with the greatest difference in pupil analysis and evaluation of text. Overall, the results reflect substantial improvement in pupil comprehension, reading accuracy and rate considering the time frame for training staff and implementing the approach.

The impact of this reciprocal teaching approach is very positive and the methodology used sits very comfortably with Co-operative Learning approaches. It is our intention to roll out the reciprocal reading approach across all clusters using the expertise of St Patrick's Primary School, Notre Dame High School, and colleagues from Psychological Services who have assisted with the monitoring and tracking of progress.

6.4 **Ensuring Effective Learning and Teaching – Some Examples**

Curriculum for Excellence is as much about *how* we teach as it is *what* we teach. The quality of our teaching profession is the most important factor in giving our children and young people the skills, knowledge and confidence necessary for life in the 21st century.

From August 2014, teachers will be required to participate in Professional Update which is set in legislation – Public Sector Reform (GTC Order) 2011. The focus of Professional Update is on quality learning and teaching and from August 2014 teachers will be required to undertake professional learning, self-reflect against the new GTCS (General Teaching Council Scotland) Professional Standards, participate in a Professional Review and Development (PRD) programme with their line manager, and record and confirm their professional learning with the GTCS every 5 years in order to maintain a licence to teach.

Work has started at authority level to identify what our local requirements are in order to support teachers to complete the Professional Update process. This includes the need to revise our current PRD Policy, and provide guidance and training for teachers and managers on all aspects of Professional Update. Inverclyde is currently part of Phase 2 of the national pilot scheme of Professional Update and the arrangements we will put in place to support teachers to complete the Professional Update process will be validated by the GTCS in May 2014.

Working closely with HR colleagues, procedures are now in place for dealing with any supply teacher whose conduct or performance is giving cause for concern. This includes the submission of a report from the Head Teacher to HR outlining any concerns that have arisen followed by an informal meeting involving the supply teacher concerned, the Head of Education and an HR adviser.

A CPD (or professional learning) session on the new GTCS Professional Standards and Professional Update was offered to all registered supply teachers on the recent February in-service day. A further session on approaches to Restorative Practice will be organised for supply teachers on the next in-service day in June 2014. An ongoing CPD programme for supply teachers will be on offer during future in-service days and during the Summer break. Attendance at these events is voluntary and on an unpaid basis.

6.5 **Skills for Life, Learning and Work**

The Recruit Programme – 2014

The 8th Recruit Programme gets underway with recruitment talks planned with all secondary schools. The programme has benefited over 220 pupils to date with 57 young people earning job opportunities paying salaries up to £14,000. Business support for the 2014 programme is once again very strong with new employers coming on board with the possibility of new job opportunities. The programme will also aim to build on the charity element which has already gifted approximately £70k to Ardgowan Hospice and other charities.

Enterprise Showcase 19 – 20 March 2014

Work is underway with the planning for the 2014 schools showcase event at Greenock Town Hall. This year's theme is 'Curriculum for Excellence in Action' with a focus on Skills for Learning, Life and Work (Employability), Giftec, Inter-disciplinary Learning, and Modern Languages 1 + 2. It is anticipated that all schools will participate in this annual event. In addition, to the school stands there will be support stands, for example Fairtrade, Malawi, Foodbank, Young Engineers, Children's Rights, as well as primary school Pupil challenges around skills and the Commonwealth Games.

CfE Inter-Disciplinary Learning Working Group (IDL)

A Short Life Working Group has been established to look at the development of IDL across the Broad General Education and Senior Phase. It is anticipated that an advice paper will be available for distribution to all schools and early years' establishments before the end of this session.

6.6 **Health and Wellbeing Update**

The Health and Wellbeing Steering Group continue to promote developments in Health and Wellbeing across education establishments. Group membership consists of representatives from Education, Health Improvement, CLD, School Health, Catering, Community Nutrition, Community Safety, MCMC, Psychological Service, Child Protection, Active Schools, Alcohol and Drugs Partnership. There is also a representative from Early Years, Primary, ASN and Secondary school sectors.

A Physical Activity, PE and Sports Co-ordinator has been appointed to support the Primary sector in the delivery of PE in line with Scottish Government targets.

Information and support has been provided to Guidance staff in secondary schools by the Financial Inclusion Partnership relating to Welfare Reform and the role schools have in signposting families affected by the measures.

Inverclyde libraries are leading the Alphabet Soup project which links literacy to health and well-being. Young people in schools are having community chef cooking lessons and are compiling a book of healthy recipes that they like which will be shared across Inverclyde.

In February 2014, 3 one day courses in aspects of Sexual Health and Relationships Education were delivered to staff who support young people who have additional support needs.

7.0 IMPLICATIONS

7.1 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.

7.2 Legal

There are no legal implications

7.3 Personnel

There are no personnel implications

7.4 Equalities

Curriculum for Excellence aims to improve outcomes for **all** children and young people aged 3-18.

7.5 Repopulation

N/A

8.0 CONSULTATIONS

8.1 Local decisions relating the operational aspects of implementing Curriculum for Excellence are discussed and agreed with Heads of Establishment either through working group arrangements or through Heads of establishment meetings.

8.2 Implementation of Curriculum for Excellence is discussed and agreed at establishment level through staff meetings and in-service day activities.

8.3 Parents /carers have been consulted on aspects of Curriculum for Excellence, such as the Senior Phase Model.

9.0 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.

10.0 BACKGROUND PAPERS

10.1 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 Learning in Scotland
A 1+2 Approach - Action Plan - Inverclyde**

2013 – 2014

- Audit of teachers trained to deliver MLPS (Modern Languages in Primary Schools) and presently delivering modern languages complete.
- Consultation across schools about choice of second language
- All schools deliver language/culture in French or Spanish to P6 and P7
- Decision in agreement with all Head Teachers and Head of Education that second language should be Spanish
- Consideration of resources to support delivery 1+2 Language Learning Approach
- Resource selected after consultation with Head Teachers
- Resource purchased from 1+2 Government Grant £59000.00
- Pilot in a number of our schools

2014 – 2015

- Appoint 1+2 Approach Development Officer
- Roll out training in use of software to primary teachers
- One Modern Language delivered to P1/P2/P3/P4/P5
- Continue to deliver languages training to P6 and P7

2015 – 2016

- Continue to roll out training in use of software to primary teachers
- Arrange training in French /Spanish both French and Spanish
- Begin to engage with Secondary colleagues to start process on articulation between Primary and Language Department in Secondary Schools

2019 – 2020

- P5 to begin learning second language
- Continue to offer CPD in French and Spanish
- Continue to engage with Secondary colleagues on articulation between Primary and Language Department in Secondary Schools

2016 – 2017

- Continue to roll out training in use of software to Primary Teachers
- Arrange training in French /Spanish
- Continue to engage with Secondary colleagues on articulation between Primary and Language Department in Secondary Schools

2017 – 2018

- Continue to offer CPD in French and Spanish
- Continue to engage with Secondary colleagues on articulation between Primary and Language Department in Secondary Schools

2018 - 2019

- P5 to begin learning second language
- Continue to offer CPD in French and Spanish
- Continue to engage with Secondary colleagues on articulation between Primary and Language Department in Secondary Schools