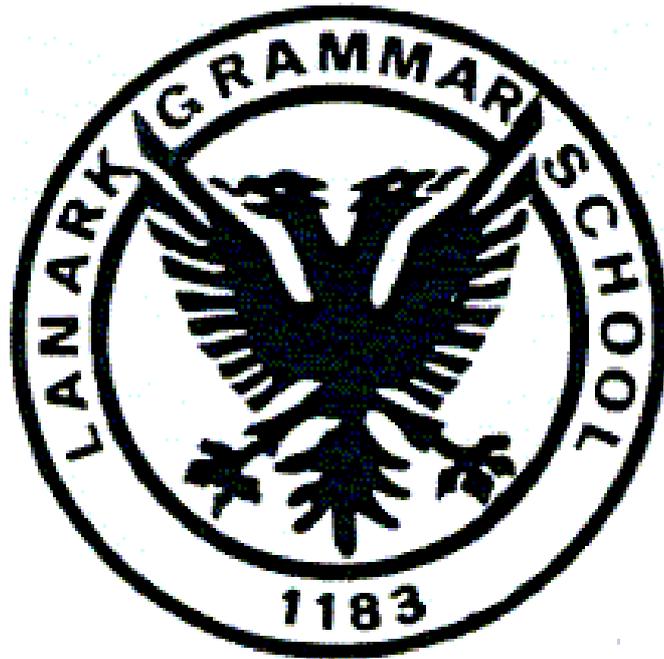


Lanark Grammar School



**Curriculum for Excellence
Update January 2011**

Curriculum for Excellence

Towards the end of last session, all parents of Primary 7 pupils were issued with a Parents' Booklet about the implementation of Curriculum for Excellence (CfE).

This booklet outlined the underlying principles underpinning CfE and the main areas of importance. A brief summary is contained below but the booklet can be found on our school website: www.lanark.s-lanark.sch.uk/

Curriculum for Excellence (CfE) aims to achieve a transformation in education in Scotland by providing a more flexible, linked and enriched curriculum from age 3 through to age 18. It focuses on the importance of the development of knowledge and skills and the ability to learn skills for life that will help young people go on to further study, to secure work and to lead positive and fulfilling lives.

The curriculum includes all the experiences which are planned for young people through their education. It includes the ethos and life of the school as a community; curriculum areas and subjects; interdisciplinary learning; and opportunities for personal achievement.

It is underpinned by the values which schools adopt and which influence all their actions to support young people in achieving the very highest standards.

The curriculum aims to ensure that all children and young people in Scotland develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future. These are summed up in the four capacities which we hope to develop in all young people:

successful learners;
confident individuals;
responsible citizens; and
effective contributors.

The changes brought about by CfE should lead to improvements in the quality of learning and teaching and increased attainment and achievement for all young people in Scotland, including those who need additional support in their learning.

It was always our intention to view the implementation of CfE going hand-in-hand with a review of how this implementation was progressing therefore, as we are now almost half way through the session, it seems an appropriate time to keep you up to date with our implementation of CfE.

Focus of our work thus far

In-service Days 3 & 4, Tuesday 28 and Wednesday 29 September 2010

In-service Days 3 & 4 focused on the following areas under the title of 'CfE: Ongoing implementation and review'. Whole-staff activity and work within individual Departments and Faculties looked at the following areas with responses being given by each Faculty to the Senior Management Team.

- *Quality in Assessment and Moderation*

In this area, Faculties were reviewing current quality practice and how this can be adapted to suit assessment processes within CfE where there is a greater emphasis on what pupils 'say, make and do' as well as 'write'.

Staff were also looking at:

the extent to which assessment is focused not only on the development of knowledge and understanding but the development of skills, attributes and capabilities and not only 'how fast' pupils are moving through a specific course but 'how well' and 'how much' pupils are learning;

the extent to which pupils' learning experiences and subsequent assessment processes provide opportunities for pupils to demonstrate that they have achieved a breadth of learning, can respond to challenge and apply their learning in new and familiar contexts;

how well we are creating opportunities for teachers who deliver the same courses setting aside time to plan together for learning and assessment; and

the extent to which we are liaising effectively with our Primary colleagues to plan for transition of pupils.

- *The National Assessment Resource (NAR)*

This is an online resource which was launched in September 2010 to support assessment practice. As the NAR had just been launched, Dr Kerr and Mr Kilgour took staff through a demonstration of the online resource to raise awareness of its content and how it should be used to support assessment practice.

- *The experience of our current S1 pupils*

Staff were asked to reflect on the experience thus far of our current S1 pupils based on self-evaluation activity already carried out and to plan further for self-evaluation activity to be carried out later in the session. Both these activities will help to inform our understanding of implementation thus far and to identify targets for next session's improvement plan.

- *Progression across the Broad General Education (BGE)*

The BGE is from S1-S3 and we shall offer pupils some degree of supported choosing at the end of S1. The Senior Management Team are currently in

the process of finalising proposals to be put to staff, pupils and parents about the nature of this 'choosing' but, in following the central proposals of CfE, it must ensure pupils have the opportunity to cover all Experiences and Outcomes across all 8 Curricular Areas.

An S1 Parents' Information Evening has been arranged on Wednesday 30 March 2011 to support this process.

- *Progression from the BGE(S1-S3) into the Senior Phase – S4-S6*

One of the main areas of consideration rests on the number of courses which pupils should select in moving from S3 into S4 and the Senior Phase (S4-S6). It is during this phase that pupils will begin to work towards the attainment of certificated Scottish Qualifications Authority courses.

Currently, in S3 and S4, pupils have the opportunity to take up to eight courses. Across the country, schools are considering whether choice under CfE might lead to pupils selecting 5 courses in S4 and, potentially, in S5 and then S6. Some degree of concern has been expressed about the reduction of choice in S4 which this may bring therefore we will engage in consultation with staff, pupils and parents about Lanark Grammar School's context.

- *Pupil Support Entitlement*

Supporting pupils in their personal and learning development is a key aspect of our work. Mrs Crone, Senior Depute Head Teacher, who leads our Pupil Support Team, outlined for staff pupils' entitlement to support through CfE and how this shall be an area to which we shall return to ensure our practice develops in accordance with priorities of CfE and the needs of our pupils.

- *Reporting to Parents*

See below.

In-service Day 5, Monday 1 November 2010

The afternoon session of in-service day 5 provided an opportunity for staff from individual departments to meet with colleagues from other Clydesdale secondary schools in order to share practice and thinking. The meetings are the first in a series to enable staff to have the opportunity to work together, share practice and resources, and support each other throughout the implementation of CfE.

Literacy, Numeracy and Health & Wellbeing across learning

The above areas are considered a responsibility of all, ie. while teachers have a specific set of courses which they teach, all teachers have responsibility for developing the above areas and in ensuring they are present in pupils' learning experiences.

We have established cross-curricular groups in each of these areas, led by a Principal Teacher Learning & Teaching, which have representatives from each Faculty. These are as follows:

Literacy	Miss Brooks	PT English and Communication
Numeracy	Ms Sturgeon	PT Mathematical Applications
Health and WB	Miss Clarence	PT Health and Wellbeing

Each group has identified key tasks in carrying out audits of provision and in setting targets to enhance school practice.

Interdisciplinary working

Interdisciplinary learning takes place when pupils are developing particular skills or working on particular themes across a number of subject areas. This enables pupils to identify links between different curricular areas and recognise that the knowledge and skills gained in one subject are relevant and important in other areas.

Ms Clingan, Principal Teacher of Languages and RME, and Miss Pollock, Depute Head Teacher, are leading developments in this area. All courses are being analysed for areas where joint working would be beneficial for pupils and which will assist us in enhancing our current practice.

Current examples of interdisciplinary working in which pupils have been engaged are:

- Number Day (December 3 2010): S1 pupils had a sponsored sum race in Mathematics; studied poems that were linked by the concept of number in English; in Religious and Moral Education (RME) looked at Zakat, the Muslim practice of giving 2.5% of one's income to charity; and in Science calculated the cost of insulating a house and discussing the most appropriate methods.
- Pupils work in Information and Communication Technology (ICT) links in with a number of different subjects for example, word processing in French and German, researching famous Mathematicians and in linking internet safety with work in Modern Studies.
- A number of S1 pupils have written descriptions in French of paintings that they are studying in Art & Design.
- Pupils link Physical Education and Mathematics in the Tinto sponsored walk in aid of St Andrew's Hospice. In this activity they develop fitness techniques, use pedometers, and are engaged in data collection, analysis etc.
- Pupils in S2 work in History, English and RME on different aspects of World War 2, focusing particularly on the Holocaust.

Self-evaluation

All departments engage in self-evaluation throughout the session. In order to give a CfE focus to self-evaluation, the Senior Management Team have been visiting all S1 classes in their link departments to look at the beginning of lessons to evaluate the quality and consistency of pupils' learning experiences. One of the main areas of focus of such visits is the extent to which teachers share learning intentions with

learners, the resources which are to be used to support learning and how well the needs of pupils are being met.

Such self-evaluation activity will be used to offer feedback to staff/Faculties and identify any future improvement planning priorities.

Later on in the session, members of the Senior Management Team will set up small groups of S1 pupils to speak to them directly about their experiences.

Such work will complement self-evaluation activities being carried out by Faculties.

Reporting

Mrs Buchanan is leading a small group of staff in analysing our model of reporting for S1 to ensure we link our processes to CfE rather than the previous model of 5-14. The group are looking at the format of reports to ensure they cover the key aspects of Experiences and Outcomes being undertaken and pupil's performance against them in terms of the extent to which they have demonstrated they are 'developing', 'consolidating' or are 'secure' in their learning.

This new format of report will be ready in time for our teachers to complete S1 Full Reports.

I hope you have found this update on our implementation of CfE useful. We shall provide all S1 parents with a further review of S1 in June 2011.

Please do not hesitate to contact your daughter's/son's Principal Teacher Pupil Support if you wish to discuss any aspect of her/his S1 experience.

24 January 2011