

Lanark Grammar School



Curriculum for Excellence Update

February 2012

Consultation with parents (pupils and staff)

This session, we have committed to consultation on our ongoing implementation of Curriculum for Excellence which focuses on pupils' transition from S2-S3; S3 to the Senior Phase; and on the 'choosing' options which were offered to pupils at the end of S1 (session 2010-2011).

Consultation with parents is an important feature of this work and we would welcome your feedback on our proposals on the attached form.

Through carrying out this consultation, we shall establish for staff, pupils and parents how pupils will move on from the Broad General Education (S1-S3) into the Senior Phase (S4-S6) and certification of courses which will support the move into post-school destinations.

Up until now, our consultation processes have involved us in discussions with current S2 and S6 pupils, staff and ongoing dialogue with our Parent Council at our monthly meetings.

Our Parents' Information Evening for S1 and S2 parents which will be held on Wednesday 22 February 2012 will provide an opportunity to talk directly with parents about our consultation processes and curricular proposals and enable questions to be asked directly of staff about our implementation planning; any issues around Curriculum for Excellence; and the development of new National Qualifications.

I hope you find the information which we have put together in this Curriculum for Excellence Parents' Update to be of help.

Mark Sherry
Head Teacher
20 February 2012

Curricular provision across S1 and S2 (session 2011-2012)

Curricular Area	Subject	Period Allocations	
		S1	S2
Languages	English	4	4
	Foreign Languages	3	3
Mathematics	Mathematics	4	4
Science	Science	4	4
Social Studies			3
	Classical Studies	1	
	Geography	1	
	History	1	
	Modern Studies	1	
Technology			
	ICT	2	2
	Home Economics*	2	1
	Technical	1	2
Expressive Arts			4
	Art & Design	1	
	Drama	1	
	Music	1	
Health & Wellbeing			
	Physical Education	3	3
	SE	1	1
	RME	1	1
	Home Economics*		
Tutor		1	1
Total		33	33

* Home Economics contributes to both Technology and Health & Wellbeing

Choosing at the end of S1

Expressive Arts – pupils choose to continue with 2 subjects from 3 (2x2 periods) [Art & Design, Drama and Music].

Foreign Language – pupils study core language for 2 periods. During the 3rd period, pupils will choose to study a second language [French, German or Latin].

Science – 2 periods of core plus 2 periods of choice [2 from Biology, Chemistry, Physics for 1 period each]

Social Studies – pupils choose 3 subjects from 4 (3x1 period) [Biology, Chemistry and Physics].

Transition from S2-S3

In planning our implementation programme, we felt it would be helpful to examine together the issues around transition from S2-S3 and S3-Senior Phase as they are very closely linked. S3, the final year of the Broad General Education, needs to provide a platform into the Senior Phase from which pupils select a specific number of course for certification in S4.

It is important for us in our curriculum planning journey to ensure we conform to the principles and values of Curriculum for Excellence and provide consistency in pupils' experiences S1-S6. Education Resources is working closely with all South Lanarkshire secondary schools to ensure that this is the case.

The principles for curriculum design for Curriculum for Excellence apply equally in the Broad General Education and the Senior Phase. These are:

- Challenge and enjoyment;
- Breadth;
- Progression;
- Depth;
- Personalisation and Choice;
- Coherence; and
- Relevance

In moving from S2-S3 the main questions may lie around the degree to which further opportunities for choosing, building on those in S2, should be in place. If this is the case, we must continue to ensure that pupils have the opportunity to undertake Experiences and Outcomes across all eight Curricular Areas up to Level 3.

All pupils have an entitlement to have the opportunity to engage with Experiences and Outcomes up to Level 3 before the end of the Broad General Education at S3.

In addition, we must ensure that, where appropriate, pupils have the opportunity to maximise success through attaining at Level 4 throughout S2 and S3.

Attainment at Level 3 and/or Level 4 during the Broad General Education will lay the foundations for more specialised learning qualifications in the Senior Phase and for lifelong learning.

- Level 4 takes learners beyond the Broad General Education
- It is not anticipated that Level 4 will be reached by all learners in all subjects
- It will be acceptable for learners to select subjects that they wish to study at Level 4
- Level 4 provides learning that will allow a learner to engage in National 5 courses when in the Senior Phase
- Level 4 Experiences and Outcomes equate to Scottish Credit and Qualifications Framework Level 4 – the equivalent currently of Standard Grade General or Intermediate 1

The Senior Phase (S4-S6)

The Senior Phase will build on learning that has taken place during the Broad General Education and it should be focussed on preparing pupils to undertake certificated learning. It is appropriate for there to be a narrowing of the curriculum at

this stage to direct pupils' learning towards certification of courses.

The assumption that there will be a narrowing of choice in the Senior Phase to provide an increase in depth, is reflected in the time suggested for National 4 and 5 courses which are based on 160 hours of study. This is the same amount time for courses at Access 3, Higher and Advanced Higher levels.

The Curriculum for Excellence Management Board Statement on the Senior Phase (May 2011) indicated that it welcomed what it termed 'bespoke senior phase models'. That is, models which are developed by schools on an individual basis through consultation with pupils, parents and staff. Education Resources is fully committed to such practice.

The Management Board statement set out the following entitlements for the Senior Phase:

- a curriculum which is coherent;
- the opportunity to obtain qualifications as well as to continue to develop the attributes and capabilities of the four capacities (successful learners; confident individuals; effective contributors; and responsible citizens);
- opportunities to develop skills for learning, skills for life and skills for work with a continuous focus on literacy, numeracy and health and wellbeing;
- personal support to enable them to gain as much as possible from the opportunities that CfE can provide; and
- support in moving into positive and sustained destinations beyond school

There is an acknowledgement that schools alone cannot provide all the learning opportunities which pupils require in the Senior Phase therefore partnership planning will be essential. This will involve schools, colleges and other partners, and other learning providers working together in order to build a flexible system. However, schools have a key role in bringing together all partners to plan and deliver a coherent curriculum that offers learners opportunities to develop their knowledge and skills across a range of different contexts and settings. Many of our pupils benefit currently from courses at college and working with other bodies to enhance their educational experience. Developing further such opportunities will be a key aspect of our ongoing work.

In relation to the Senior Phase the key message is that subject choice must be linked clearly to post-school ambition. The delay to S4 in making such specific choices is designed to give pupils more time to identify what their preferred post-school destination is likely to be.

Progression Pathways

As has always been the case, pupils will select progression pathways which are based on their prior learning experiences, attainment, interests and the focus of their desired post-school destination. This might be into training, employment, volunteering, college or university.

Some examples of possible progression pathways are contained on the following page.

POSSIBLE PROGRESSION PATHWAYS

Attainment	Progression		
S1-S3	S4	S5	S6
Developing/Consolidating at a combination of Levels 2 and 3 in most Curricular Areas	Maximum of 6 courses at a combination of Access 2/3 and National 4 to include: English Maths 4 others College Link course/Vocational training may be possible as a replacement for a course.	Maximum of 5 courses at a combination of Access 3 and National 4 College Link course/Vocational training may be possible as a replacement for a course.	Maximum of 5 courses at National 4 College Link course/Vocational training may be possible as a replacement for a course.
Secure at Level 3 in some Curricular Areas and Developing/Consolidating at Level 4 in others	6 courses at a combination of National 4 and National 5 to include: English Maths 4 others	College/Employment Maximum of 5 courses at a combination of National 5 and Higher Enrichment opportunities	College/Employment Maximum of 5 courses Additional National 5s Additional Highers Enrichment opportunities
Consolidating/Secure at Level 4 in most Curricular Areas	6 courses at National 5 to include: English Maths 4 others	College/Employment Maximum of 6 courses For most students this might comprise: 5 Highers Enrichment opportunities	College/Employment Maximum of 6 courses Up to 3 Advanced Highers An additional Higher Enrichment opportunities
Enrichment opportunities may include the following: ASDAN, Sports Leader, Millennium Awards, Work Experience, Employability, Personal Development, Youth Achievement Awards, Dynamic Youth Awards, School Involvement.			

Key messages from consultation

S2

- Although a number of pupils felt that 'choosing' at the end of S1 was too soon, the overwhelming majority said that they welcomed the opportunity to personalise their curriculum through opting for greater depth of study in subjects they enjoyed.
- A number of pupils expressed concerns that they might not be able to take up again a subject they had 'dropped' at the end of S1, notably in Expressive Arts.
- Some pupils wished that they had also been given the opportunity at the end of S1 to choose subjects in the Technology area.
- As regards to Languages choices, some pupils wanted an additional choice as to whether to do a second foreign language or not. On the other hand, others engaged with commitment in their two language choices.
- Choosing a science was viewed by some as 'difficult' as some pupils said they were unsure of the differences between the three discrete sciences.
- Overall, most pupils had enjoyed S2 courses and wished the opportunity to refine further the subjects they would study in the third and final year of their experience of a broad general education.

S6

32% of current S6 involved in consultation. The following areas of focus were reviewed.

Q1. Did you find it easy to select a course in each column for S3/4? If not, why not?

- Uncertainty in S2 regarding possible post-school destination
- Pupils found themselves choosing subjects to fill columns
- Couldn't always get first choice of subject in a column (oversubscribed)
- Wanted more than one subject in a column
- Foreign language should not be compulsory

Q2. What would you consider to be the ideal number of courses to certificate at the end of S4?

Number of courses	8	7	6	5	Other
Number of students	2	3	20	1	6-8x2; 7/8x1; 6/7x5; 5/6x1; 3x1

Why was this the case?

- Fewer subjects would enable more focus and better results.
- 6/7 gives a wide enough range of subjects
- Variety is essential but 8 is too many

Pathways S3-S6

Number of subjects studied post S4	8	7	6	5	4	3	2	1
Number of students	0	0	15	14	6	3	0	0

The above information would appear to suggest quite clearly that the notion that students in Upper School consistently certificate, across S5 and S6, all, or almost all, of the Middle School courses which they undertook to be incorrect.

The favoured option among students who were consulted was that undertaking 6 courses in S4 (under Curriculum for Excellence) would offer a wide enough range of courses and appropriate progression pathways.

Consultation Proposals

Choices and changes: transition from S2-S3

The following proposals are designed to illustrate two possible models of curricular delivery in S3 which will enable pupils to continue to receive their entitlement to a Broad General Education; to undertake Experiences and Outcomes at the fourth curriculum level; and to ensure that progression pathways are open to pupils which lead them to the qualifications which they would wish to undertake when they enter the senior phase.

Model A.

Core			
Curricular Area			
Languages	Mathematics	Health & Wellbeing	Religious & Moral Education
English (4pds)	Mathematics (4pds)	Physical Education (3pds)	Religious & Moral Education (1pd)
Foreign Languages (3pds)		Social Education (1pd)	
Total: 16 periods			

Choosing (choose 2 subjects from each Curricular Area x 2 pds per week)			
Curricular Area			
Creative & Aesthetic	Technology	Science	Social Studies
Art & Design	ICT	Biology	Classical Studies
Drama	Home Economics	Chemistry	Geography
Music	Technical	Physics	History
			Modern Studies
Total: 16 periods			

Strengths:

- Reflects the values and principles of CfE
- Maintains the principle of study through Curricular Areas
- Builds on prior learning experiences
- Allows further refinement of personalisation and choice
- Provides a breadth of progression in a wide range of subjects within Curricular Areas

Model B.

Core			
Curricular Area			
Languages	Mathematics	Health & Wellbeing	Religious & Moral Education
English (4pds)	Mathematics (4pds)	Physical Education (3pds)	Religious & Moral Education (1pd)
Foreign Languages (3pds)		Social Education (1pd)	
		Employability (1pd)	
Total: 17 periods			

Choosing (choose 1 subject from each Curricular Area x 3 pds per week; plus 1 subject from any column for 3 pds per week)			
Curricular Area			
Creative & Aesthetic	Technology	Science	Social Studies
Art & Design	ICT	Biology	Classical Studies
Drama	Home Economics	Chemistry	Geography
Music	Technical	Physics	History
			Modern Studies
Total: 15 periods			

Strengths:

- Reflects the values and principles of CfE
- Maintains the principle of study through Curricular Areas
- Builds on prior learning experiences
- Allows further refinement of personalisation and choice
- Allows a degree of specialisation within one Curricular Area reflecting personalisation and choice

Choices and changes: progression to the Senior Phase

2013-2014

The first presentation of S4 pupils undertaking Access, National 4 and National 5 courses will take place in this session involving our current S2 cohort of pupils.

2014-2015

In this session, S4 and S5 pupils will be undertaking Access, National 4, National 5 and new Higher courses. Similarly, S6 pupils will be undertaking these courses unless there is a requirement to repeat a Higher course taken in the previous session.

2015-2016

In this session, new Advanced Higher courses will be available. This means the full suite of Curriculum for Excellence/new National Qualifications courses at all levels will be available.

Progression from the Broad General Education (S3-S4)

It is proposed at this transition point (S3-S4), that pupils will select 6 courses x 5 periods per week (plus 2 periods of core Physical Education).

Progression within the Senior Phase (S4-S5 and S5-S6)

At the S4-S5 and S5-S6 transition point, it is proposed that pupils will select up to a maximum of 6 courses x 5 periods per week (plus 2 periods per week of core Physical Education) within the 6 column structure. Pupils will have the opportunity to participate in a combination of school involvement; broader achievement; ASDAN; personal development; work experience etc.

From August 2015 all pupils in the Senior Phase will be considered as one group opting into subjects at the appropriate level. This will bring pupils together from different year groups to study courses at different levels. Such an arrangement will support personalisation and choice.

Introduction of new National Qualifications

The introduction of new National Qualifications will create the following model of qualifications compared to our current model.

Current Qualifications	New Qualifications
Advanced Higher	Advanced Higher
Higher	Higher
Credit/Intermediate 2	National 5
General/Intermediate 1	National 4
Access 3	Access 3
Access 2	Access 2
Access 1	Access 1

Introduction of new National Qualifications				
	2012-2013	2013-2014	2014-2015	2015-2016
S4	Existing provision	New provision	New provision	New provision
S5	Existing provision	Existing provision	New provision	New provision
S6	Existing provision	Existing provision	Existing provision/New provision*	New provision

* S6 (and S5) pupils can select new National Qualifications courses while some S6 pupils may be re-sitting former courses.



Lanark Grammar School

Curriculum for Excellence

Feedback Form

Parent's Name:		Pupil:
		Class:
Transition S2-S3		
Which proposed model would you favour?		
Model A	Please tick	Reasons:
Model B		
Transition S3-S4		
The proposal is for a 6 subject model. Do you have an alternative proposal and rationale?		
Transition S4-S5/S5-S6		
The proposal is for a 6 subject maximum model. Do you have an alternative proposal and rationale?		
Please leave in the boxes provided or return to the school office by close of school on Friday 2 March 2012		