

# **Lanark Grammar School**



## **Curriculum for Excellence Update**

**September 2012**



## **Entitlements**

Within Curriculum for Excellence pupils have specific entitlements from which they should benefit and which have a positive impact on their experiences.

They are entitled to:

- a curriculum which is coherent;
- the opportunity to obtain qualifications as well as develop the four capacities (successful learner; confident individual; responsible citizen; and effective contributor);
- opportunities to develop skills for learning, life and 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 to a positive and sustained destination beyond school.

## **Broad General Education (S1-S3)**

Scottish education has long been based on a strong commitment to maintaining breadth in the range of areas covered in the school curriculum. All pupils have an entitlement to a 'Broad General Education' which is a central design feature of Curriculum for Excellence. The Broad General Education stretches from age 3 to the end of S3 (or S1-S3 for secondary schools). After this phase, pupils move on to the Senior Phase (S4-S6) where pupils will focus significantly on attainment of certificated courses.

The core national expectations for the Broad General Education are described through Experiences and Outcomes. All schools are expected to ensure that all pupils have the opportunity to experience all Experiences and Outcomes across all 8 Curricular Areas up to and including the third curriculum level – as far as this is consistent with their learning needs and prior attainment. Appendix 1 contains information on the 8 Curricular Areas.

This does not mean that all pupils will follow a common programme of learning throughout S1-S3. Effective learning depends upon personalisation and on enhancing learners' motivation by giving them opportunities to influence what they

learn. This is why we have introduced a degree of personalisation and choice during the Broad General Education offering pupils choice in their learning pathways but ensuring they remain in all 8 Curricular Areas.

### **Curriculum Levels**

<b>Level</b>	<b>Stage</b>
Early	The pre-school years and P1, or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third And Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4 (see below).  The fourth level experiences and outcomes are intended to provide possibilities for choice and pupils' programmes will not include all of the fourth level outcomes
Senior Phase	S4-S6, and college or other means of study

Like many schools in Scotland, we are planning our curriculum so that pupils will work across the third and fourth levels within Curricular Areas throughout S2 and S3 and progress to the fourth level as and when they are ready with a degree of choice and specialisation in S3.

### **S1-S2**

Following a period of consultation the following curricular arrangements have been put in place for pupils at S1 and S2.

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
	Social Education	1	1
	Home Economics*		
Religious & Moral Education	Religious and Moral Education	1	1
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 [Art & Design; Drama; and Music] (2x2 periods).

**Foreign Language** – pupils extend their study of French (2 periods) to incorporate a second foreign language, namely German or Latin (1 period).

**Science** – 2 periods of core plus 2 periods of choice [2 from Biology; Chemistry; and Physics] (2x1 period).

**Social Studies** – pupils choose 3 subjects from 4 [Classics; Geography; History; and Modern Studies] (3x1 period).

## **S2-S3**

We devoted a significant amount of time focussed on the transition from S2-S3 to identify a model which conformed to the design principles of Curriculum for Excellence and which met the needs of pupils both during S3 and, importantly, at the transition to the Senior Phase.

The following model was identified as most appropriate at the S2-S3 transition point. This will ensure that all pupils continue to work across all 8 Curricular Areas until the end of the Broad General Education phase from S1-S3.

<b>S2-S3 Curriculum</b>			
<b>Core</b>			
<b>Curricular Area</b>			
<b>Languages</b>	<b>Mathematics</b>	<b>Health &amp; Wellbeing</b>	<b>Religious &amp; Moral Education</b>
English (4 pds)	Mathematics (4 pds)	Physical Education (3 pds)	Religious & Moral Education (1 pd)
Foreign Languages (3 pds)		Social Education (1 pd)	
Total: 16 periods			

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

Core provision and choosing, at 16 periods each, covers the 32 period subject weekly allocation. Tutor, at 5x10 minutes, accounts for the 33<sup>rd</sup> period.

### **Transition to the Senior Phase: S3-S4 and S4-S5/S5-S6**

The Senior Phase of pupils' education follows their Broad General Education, and takes place in the final stages of compulsory education and beyond (normally around 15-18 years of age).

The Senior Phase should provide pupils with specialisation, depth and rigour and prepare them well for achieving qualifications to the highest levels of which they are capable.

We devoted considerable time to engaging with pupils with previous experience of certification at S4 and S5 through engagement with our S6 students. We did this to gain their perspective on their prior experience of certificating a number of courses during S4, and the extent to which they continued to study and certificate these courses in S5 and S6.

We found their responses extremely helpful in taking forward our thinking.

From session 2013-2014, S4 pupils will study 6 courses for 5 periods per week. Pupils will also undertake 2 periods of Physical Education in accordance with national advice on health and wellbeing.

With specific reference to assessment for S3 pupils during this session, staff will be giving particular emphasis to assessment

practice focussing on activities which will enable pupils to demonstrate their attainment and engagement with course content. This will be helpful in informing discussions around both subject choice and level of course to be undertaken in S4. Transition to the appropriate level of study will be crucial in supporting pupils' options choices.

The new National Qualifications have been designed to build directly from the Experiences and Outcomes in the Broad General Education phase. The notional 160 hours of learning for National Qualifications spans the Broad General Education and the Senior Phase. This means that there will be continuity in learning across S3 and S4 which will lead to certification.

Appendix 2 contains information on possible progression pathways from S3-S4 based upon pupils' potential prior attainment.

### **S4-S5/S5/S6**

From session 2014-2015, S5 and S6, pupils will study a maximum of 6 courses for 5 periods per week. Pupils will also undertake 2 periods of Physical Education in accordance with national advice on health and wellbeing.

### **Session 2012-2013: main areas of school focus**

During this session, with regard to Curriculum for Excellence, the main focus of all staff will be on:

- embedding further quality in our curricular models established in S1 and S2;
- establishing quality in our S3 curriculum;
- supporting effectively pupils' transition to the Senior Phase;
- and
- developing New National Qualifications courses which were published in April 2012 for delivery in session 2013-2014 for pupils in S4.

Our whole-school improvement plan reflects this commitment and will involve staff not only working with colleagues within and across the school but with colleagues across the other 3 secondary schools in Clydesdale and colleagues in other establishments in South Lanarkshire Council and beyond.

New National Qualifications are being developed for courses at all levels - they link to current courses in the following way. All certificated courses sit with the Scottish Credit and Qualifications Framework (SCQF) as illustrated below.

<b>Current Qualification</b>	<b>New National Qualification</b>	<b>SCQF</b>
Access 1	National 1	Level 1
Access 2	National 2	Level 2
Foundation/Access 3	National 3	Level 3
General/Intermediate 1	National 4	Level 4
Credit/Intermediate 2	National 5	Level 5
Higher	Higher	Level 6
Advanced Higher	Advanced Higher	Level 7

### **Pupil Profiles (E-Portfolios)**

All pupils in current S2 and S3 have been working on their Pupil Profile document which will be completed prior to the end of the Broad General Education (S3). S1 pupils will commence work on their Profile during this session.

The Pupil Profile is an electronic record of a pupil's achievements across the Broad General Education but we shall encourage our pupils to maintain this record for the duration of their time at school. We believe that through doing so they will be better prepared for the transition beyond school and to evidence their achievements to others: whether this is potential employers, volunteering organisations, or college/university admissions' personnel. The Profile document will supplement attainment information in relation to qualifications contained on SQA certificates.

The Profile is constructed electronically through 'blogs'. In effect, it is an online diary which is updated with new content as each session progresses.

Time is devoted to this within school during Social Education and ICT lessons. Once pupils have received initial training on how to construct their Profile they can also access their work at home through accessing Glow - the Scottish education website.

Within the Profile pupils create three main pages or 'tabs'. These are:

About Me;  
My Hobbies and Clubs; and  
My Qualifications and Awards.

In addition to the 3 basic pages, pupils are also able to add in a 'New Post' when something occurs during the year such as competing for the school in the County Sports. Such posts are added throughout the year with an appropriate title, description and content.

During Parents' Evenings for S1-S3 we shall open up one of our ICT rooms so that parents can view their children's Profile work in school. We did this for the first time last session for parents of S1 pupils and it proved to be very successful.

### **Parents' Information Evenings**

During this session, in addition to parents' evenings where you can discuss your daughter's/son's progress with her/his teachers, we shall hold two information evenings for parents and pupils to ensure you are fully aware of the curricular pathways and processes to support your daughter's/son's achievement and progress. These will be held as follows.

S3 Parents' Information Evening: Wednesday 20 February 2013, 7.00 pm.

S1/2 Parents' Information Evening: Tuesday 26 March 2013, 7.00 pm.

## **Appendix 1**

### **8 Curricular Areas**

Expressive Arts  
Health and Wellbeing  
Languages  
Mathematics  
Religious and Moral Education  
Science  
Social Studies  
Technology

**Appendix 2: 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.
		College/Employment	College/Employment
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	Maximum of 5 courses at a combination of National 5 and Higher Enrichment opportunities	Maximum of 5 courses Additional National 5s Additional Highers Enrichment opportunities
		College/Employment	College/Employment
Consolidating/Secure at Level 4 in most Curricular Areas	6 courses at National 5 to include: English Maths 4 others	Maximum of 6 courses For most students this might comprise: 5 Highers Enrichment opportunities	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.

