



# Building The College Curriculum The Secondary School Experience of CfE – so far...

Scotlands Colleges  
11th November, 2009

## ***S1 – S3 Key Challenges for Secondary Schools Arising From BtC3***

- Stepping up a gear on better transitions from P7 into S1
- Moving away from long-established organisational structures to enable a broad general education for S1-S3
- Taking learning out of ‘silos’ to establish better connectivity in learning
- Finding a balance between subject teaching, interdisciplinary learning, skills development across the curriculum and planned opportunities for personal achievement
- Partnership working with other agencies
- Assessment, recording achievement and preparing young people for the senior phase

## A broad general education 3 to 15



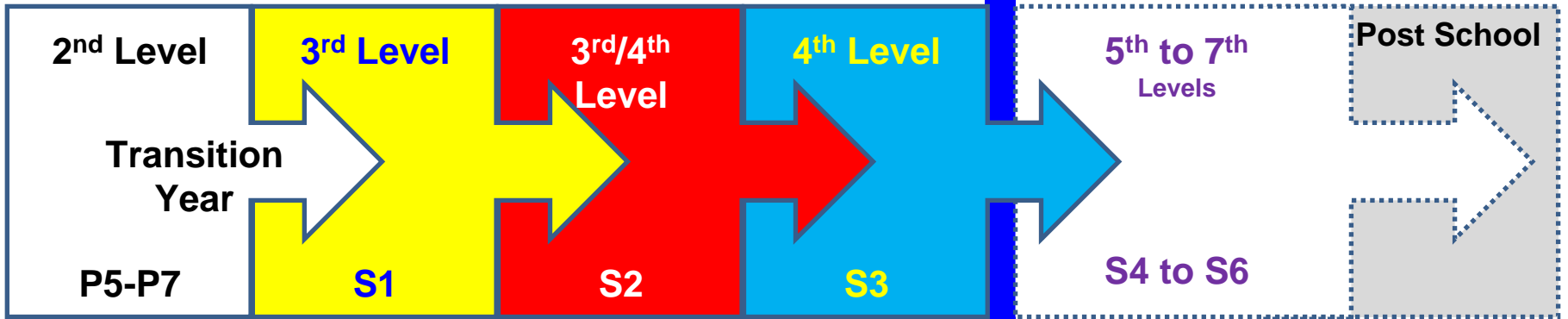
- Every child and young person in Scotland is entitled to experience a broad general education.
- This broad general education takes place from the early years to the end of S3.
- It is represented by learning across all of the experiences and outcomes to the third curriculum level together with those selected for study at the fourth, as far as is consistent with each child or young person's needs.
- 'Not expected that qualifications will feature at this stage'
- Providing a strong platform for later learning and qualifications



## Building Your Curriculum (Formerly Testing The Framework)

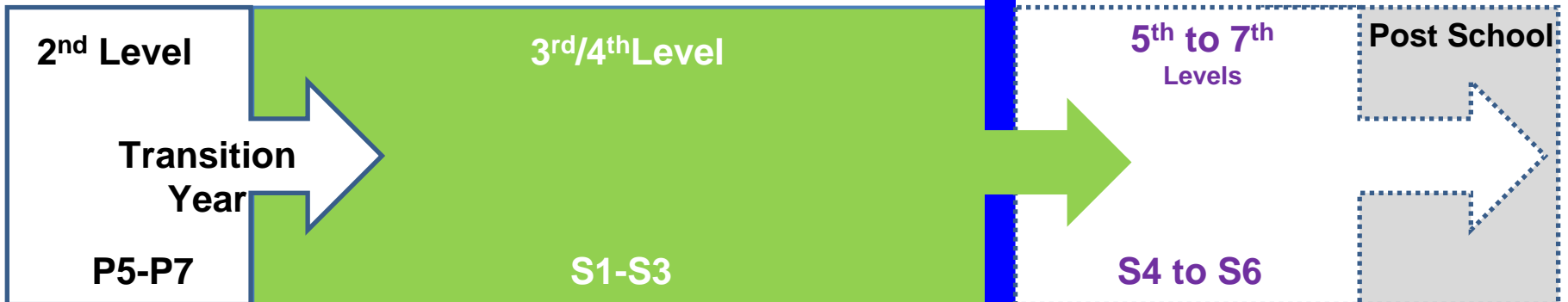
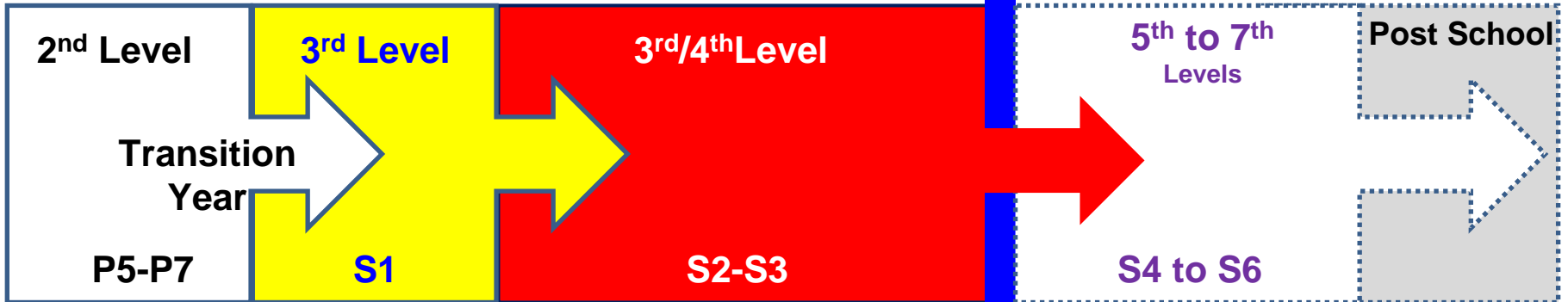
- Series of events for secondary, early years and primary, special schools and ASN throughout 2008-09
- Outcomes now appearing on CfE website
- Focus this year on senior phase
- Event planned for early November 2009 involving schools, colleges, CLD, SDS, training providers and voluntary groups

# Emerging ideas to implement the broad general education



S3 Statement?

Senior Phase



## **Building the Curriculum 4: Skills for learning, life and work**

- Launched October '09 - To clearly position skills within Curriculum for Excellence framework
- To make it more explicit where and how skills are being developed
- To help give practitioners and young people a clearer sense of the skills they are building and the transferability of those skills
- To show relevance to all pupils at all stages, across all curriculum areas, as part of a coherent whole and not a 'bolt on'
- To make links between classroom and world of work
- To emphasise the importance of partnership working
- Further Exemplification planned to support Practitioners at all levels – to be updated online

## Building the Curriculum 4: Some of the key messages

- Skills are relevant from the **early years** right through to the senior phase of learning and beyond and should be developed **across all curriculum areas**, in interdisciplinary studies and in all the contexts and settings where young people are learning
- It is important that children and young people are **aware of and understand the value of the skills** that they are developing
- The **assessment process** should link closely and help children and young people to understand why skills are important, reflect on how they are developing their skills and identify the next steps in their skills development
- All establishments should work with **partners** and share a common understanding and language around skills development and application.

## How will assessment support the system?

- Assessment practice will follow and support the curriculum
- Standards and expectations are defined in a way to reflect the principles of Curriculum for Excellence
- **Assessment strategy** : -Strategic vision and key principles  
**Launched by Cabinet secretary at SLF Sept 09 (Available on CfE Website – Additionally an FAQ Document)**
- **Assessment Framework : BtC 5**
- -will provide more detailed information;
- -To be published in this academic session and will expand on each vision and principles
- The National Assessment Resource – Development Work ongoing

## Timeline

<b>Strategic Vision &amp; Key Principles of Assessment</b>	<b>Sept 2009</b>
<b>Framework for Assessment – publication</b>	<b>Dec 09/Jan 10</b>
<b>National Assessment Resource</b>	<b>Summer 2010</b>
<b>Support events for Framework</b>	<b>Jan 2010 onwards?</b>

# Senior Phase – The Entitlements

Discussion Document published September '09 –

(Available of CfE Website)

All young people can expect the following:

- A coherent curriculum
- The opportunity to obtain qualifications
- The opportunity to continue to develop within the four capacities
- The opportunity to develop skills for learning, skills for life and skills for work
- The opportunity to continue to develop literacy, numeracy and health and wellbeing
- Personal support
- Support in moving into positive and sustained destinations

## The Senior Phase – What are the Key Considerations?

- Need to articulate with and progress from the broad general education in S1 – S3
- BtC3 provides the framework for this and sets out a set of entitlements for all young people in the senior phase
- Planning programmes flexibly to meet the needs of the learner
- Qualifications to reflect the curriculum rather than drive it
- Focus on depth of learning and not just than number of qualifications
- Recognition that young people will access learning in the senior phase in a variety of contexts including school
- Delivering the principles and entitlements will require effective partnership working

## Opening Up Delivery Points For A Secondary School Learner In The Senior Phase

A programme of study might be composed of a mix of the following:

- study for qualifications in base school over one or two years
- Some courses might be delivered in more compressed/varied periods of time;
- a young people may spend part of their time in a neighbouring school or college;
- courses might be delivered through a virtual learning environment
- baccalaureate courses
- Young people will have opportunities in school to further develop the four capacities
- Young people may undertake an internship with employers –  
Young people may undertake voluntary service to support local community volunteer groups.
- employment may form a part of their programme – impact of the Work Experience review