



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

Scotland's Colleges
30th 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 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 via CfE website

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 –Live Aug 2010

Assessment Framework Timeline

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

Senior Phase – The Next piece in the Jigsaw

Key Considerations for Planners

- The 7 CfE design principles continue to apply
- Entitlements from BtC3 apply for all young people in the senior phase ***“wherever their learning takes place”***
- The curriculum is still planned around the four aspects
- Curriculum design should ensure articulation with prior learning and experiences in the broad general education
- The curriculum needs to be planned in a coherent way with partner agencies
- Health and wellbeing, literacy and numeracy across learning – will continue to inform curriculum planning in the senior phase

Senior Phase – Other Implications for Planners

- Programmes require to be planned flexibly to meet the needs of the learner and designed to offer pathways to the next stage – further or higher education, training or employment
- Qualifications will reflect the curriculum rather than drive it
- Focus will be on depth of learning through appropriate programmes of study rather than just number of qualifications
- Applying the CfE curriculum design principles will increasingly involve building effective learning partnerships
- Recognition that young people will access learning in the senior phase in a variety of contexts including school

Opening Up Delivery of Learning For A 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
- courses might be delivered more flexibly in a more compressed period of time;
- a student may spend part of their time in a neighbouring school or college;
- courses might be delivered through a virtual learning environment
- baccalaureate courses will be important for many learners
- students will have opportunities in school to further develop the four capacities
- some students may undertake an internship with employers –
- some students may undertake voluntary service to support local community volunteer groups.
- employment may form a part of the programme – impact of the Work Experience review
- Youth work and CLD will provide important opportunities and experiences for learners

Meeting the Needs of the Learner

- David has found school difficult – his attendance has been poor and he has struggled to achieve up to the third curriculum level during his first three years of secondary
- He did find his Skills for Work course in catering in S3 interesting and always attended college for this
- It was agreed to delay his Literacy and Numeracy qualifications until S4
- In S4 he is studying a range of National 4 Qualifications in school and a further Skills for Work course at college
- Because his National 4 courses are internally assessed his school has more flexibility in timetabling these
- He is also doing a work placement in the canteen at a local secondary school
- To help improve his literacy and numeracy he is doing a course with community learning development
- To develop his self-confidence he is doing a Duke of Edinburgh award through his school and through a local youth development worker

A Glimpse of the Future Timetable?

DAVID		2	3
Monday	National 4 Courses - school	National 4 courses - school	National 4 courses - school
Tuesday	Skills for Work - college	Skills for Work - college	Skills for work - college
Wednesday	PSE morning programme - Meet with personal learning tutor to review the week and to plan ahead.	Work Placement in canteen of neighbouring school	Health and Well Being Afternoon Football/Swimming
Thursday	National 4 courses - school	National 4 courses - school	Community learning and development programme to develop literacy and numeracy
Friday	National 4 courses - school	National 4 courses - school	Duke of Edinburgh Award programme jointly run by school and local youth development worker

Meeting the Needs of the Learner

- Maria gained five Highers in S5. She started her Higher courses in S4 and did not sit any exams below that level. She wants to study languages and law at university.
- Her study programme is built around her Baccalaureate programme which she is studying in her home school and in a local college.
- In addition to her Baccalaureate she is taking Higher Italian in a neighbourhood school (the schools have matched timetables to allow such access).
- She is spending one day a week working with a law company.
- Maria helps out in the school's additional support needs class
- She meets her personal learning tutor once a week in a one hour seminar session with other students.

A Glimpse of the Future Timetable?

MARIA	1	2	3
Monday	Internship – lawyer’s office	Internship – lawyer’s office	Internship – lawyer’s office
Tuesday	Bacc programme – local college	Bacc programme – local college	Bacc study – home school
Wednesday	Meet with personal learning tutor to review the week and to plan ahead.	Higher Italian – neighbouring school	Health and Well Being Afternoon Dance/Swimming
Thursday	Volunteering Helping students with additional support needs	Bacc programme – home school	Higher Italian - neighbouring school
Friday	Bacc programme - home school	Bacc programme - home school	part-time job

Senior Phase – Some Emerging Questions for Schools

- How to provide more flexible progression pathways through qualifications for learners?
- How to create effective learning partnerships?
- How to provide a coherent package of learning (including personal achievement as well as qualifications) and personal support to meet young people's needs
- How to open the delivery of learning to meet the needs of each learner's journey to a positive and sustained destination?