



Curriculum Information Evening

Monday 22 September 2014

Welcome



Starting Point

Vision, values and aims consultation
May and June 2013

CURRICULUM/ETHOS/PARTNERSHIPS

- What we do well
- How we could improve



Our Aspirations

- Good relationships = happy, secure environment
- Raising attainment
- High expectations for **all** = positive destinations
- As inclusive as we can be
- Learners engaged, curious, with growth mindset
- Opportunities for wider achievement
- Developing skills and attributes for learning, life and work



Curriculum for Excellence

Four Capacities

- successful learners
 - confident individuals
 - responsible citizens
 - effective contributors
- (with particular focus on developing attributes and capabilities for each capacity)



Development of the curriculum

- Our NBHS vision and values and aspirations
- +
• National guidance from Education Scotland and HMI, and through Curriculum for Excellence documentation
- +
• East Lothian Council context

NB Must get learning right first



Principles

- challenge and enjoyment
- breadth
- progression
- depth
- coherence
- personalisation and choice
- relevance



Curriculum

Planned learning experience from 3 – 18:

- Curricular areas and subjects
- Ethos and life of the school
- Inter-disciplinary learning
- Opportunities for personal achievement



Curriculum Areas

- language (and literacy)
- mathematics (and numeracy)
- religious and moral education
- health and wellbeing
- expressive arts
- technologies
- sciences
- social studies



Curriculum Levels

- *Early* – pre-school to P1
- *First* – P2 until end of P4
- *Second* – P5 until end of P7
- *Third and Fourth* – S1 to S3
(NB Fourth Level aligns with National 4 qualifications)
- *Senior Phase* – S4 to S6



Key Principles in S3

- Within the Broad General Education, all pupils are entitled to all level 3 experiences, and some level 4 experiences
- Increased opportunities to study some areas in greater depth
- Following interests



S3 learning experience

- Emphasis on Level 4 experiences and outcomes for many pupils
- Increasing personalisation and choice BUT must not close off options for Senior Phase pathways
- Pupils more involved in shaping their own learning; reflective learning conversations with teachers
- Extend prior learning; apply learning in new contexts – building skills for learning needed in Senior Phase
- Develop skills and attributes of 4 capacities



S3 Curriculum

2013 Standard Grade candidates (155 pupils) -
coverage of BGE curriculum areas while in S3

- 61 pupils studied 8 curriculum areas
- 31 pupils studied 8 curriculum areas, including a modern language
- 23 pupils studied 8 curriculum areas, including a modern language and a computing/business education subject



What will my child study in S3?

- A series of **core subjects**:

English - 4 periods

mathematics - 3 periods

PE - 2 periods

RME - 1 period

PSE - 1 period

- This leaves 16 periods per week for the study of pupils' other chosen subjects



The remaining sixteen periods

- Pupil personalisation and choice
- Follow a further 8 subjects for 2 periods per week each
- Choose at least one subject from 5 of the curriculum areas, plus 3 more subjects
- The aim is for an interesting, varied and balanced group of subjects



The Senior Phase

- Senior Phase covers S4 to S6
- All pupils will leave with a **portfolio of qualifications** at their exit point from school, whether that be at the end of S4, S5 or S6
- We aim for all learners to achieve at the highest level they can, and will provide various pathways to enable them to do so



S1**S2****S3****S4****S5****S6****Broad General Education****Senior Phase**

A	2nd level	2nd/3rd level	2nd/3rd level	National 3	National 4	National 5
B	2nd/3rd level	3rd level	3rd level	National 4	National 5	Higher
C	3rd level	3rd/4th level	4th level	National 4/5		Higher
D	3rd/4th level	3rd/4th level	4th level	National 5	Higher	Adv Higher
E	3rd level	4th level	4th level	National 5/H		Adv Higher



Progression into S4

- Pupils will continue to study the core subjects:
 - English – 4 periods
 - mathematics – 4 periods
 - PE – 2 periods
 - RME and PSE – 1 period per week on a rota
- This leaves 16 periods per week for pupils' other chosen subjects



The remaining sixteen periods

- Follow a further 4 subjects for 4 periods per week each, from any curriculum area
- Courses will be at National 3, National 4 or National 5 level as appropriate
- Allows for the depth of study required – notional 160 hours per course
- This is a change from the previous curriculum structure



Senior Phase Curriculum

How did we get here?

To summer 2013, status quo – evolving curriculum

Session 2013-2014, Term 1

- SMT research, explore models, visit other schools
- HMI and Education Scotland meet SMT
- Staff discussions – whole school and faculty
- S4 pupil evaluations of their experience
- Feedback from parents of S4 pupils



Senior Phase Curriculum

How did we get here?

Session 2013-2014, Term 2

Parental involvement – explain proposed model for S3 and S4, gather opinions, address concerns via:

Parent Council meetings; Head Teacher's Update; S2 and S3 parent information meetings; S2 parent focus groups; individual parental queries; 1 April Parent Council curriculum meeting

Following April meeting, decision made to move to six subjects in S4



Senior Phase Curriculum

How did we get here?

Session 2013-2014, Term 3

Parental involvement

- responding to individual parent queries and concerns
- Parent Council survey
- Senior Phase Information Booklet for parents produced



Senior Phase Curriculum

How did we get here?

Session 2013-2014, Term 3

In school:

- Development of S3 courses
- Review of National courses in light of experience
- Development of new Higher courses



Senior Phase Curriculum

How did we get here?

Session 2013-2014, Term 3

In school cont.

- Evaluation visit by QIO – focus on 5.1 Curriculum
- Pupil Learning Team session on different curriculum models
- New documentation from Education Scotland, e.g. Inspection Advice Note
- Curriculum for Excellence statements from universities



S4 Curriculum Concerns

6 subjects narrows the curriculum too soon

- More breadth in S3, covering all curriculum areas
- Deeper learning in S4 will better prepare pupils for further qualifications
- Opportunity for pupils to pick up subjects again in S6: changing the culture in S6 to encourage high aspirations



S4 Curriculum Concerns

6 subjects narrows choice for Higher

- Flexibility to pick up a Higher course in another subject if necessary (likely to have studied it in S3)
- Prior level of attainment in that subject or similar subject taken into account; consultation between pupil, parent, teacher, guidance teacher



S4 Curriculum Concerns

6 subjects will disadvantage my child when applying for university

- All Scottish universities are very aware of different curriculum models: see CfE statements
- English universities normally make offers dependent on Advanced Higher grades
- Universities also looking for wider attributes



“As an institution we are committed to providing a fair admissions system that selects students who demonstrate outstanding achievement and academic potential, irrespective of the route they may have taken through the Senior Phase of the new curriculum...[Our admissions policy] remains fair and adequately reflects the choices available to students following the Curriculum for Excellence in Scotland.”

St Andrew's University, September 2014



S4 Curriculum Concerns

Why can't seven subjects be offered in S4?

- Need to change length of period to 50 minutes
- 4×50 minutes = 200 minutes
- Only 20 minutes more than current 8 National courses



Where next with Senior Phase?

Possibilities to be explored:

- Full integration of S4/S5/S6 into a 3-year Senior Phase with course choices available to all
- Bypassing National qualifications: 2-year courses
- Personal support/mentoring periods



Partner Involvement

- Curriculum Development Group – school staff and Parent Council members
- Parent Council subgroups: learning and teaching; communication
- Parent focus groups
- Pupil focus groups



Partner Involvement

- Curriculum Evenings for each year group
- Regular updates from Head Teacher on progress
- National documentation accessible via website
- Partners attending cluster head teacher meetings
- Planning meetings with partners
- Meetings with parents in cluster primaries
- Any other suggestions welcome!

