

Curriculum Evening  
Wednesday 27<sup>th</sup> September

# OVERVIEW OF EVENING



- New Curriculum Frameworks
  - Why they have been introduced
  - How they have been developed
  - What they are/look like
- Behaviour/Use of Class Dojo
- Time in classes - See activities linked to Curricular Frameworks in action/Use of Class Dojo in individual classes (3x15 min bells)

# WHAT ARE THE CURRICULUM FRAMEWORKS?



- Documents in line with Curriculum for Excellence that shows progression through the levels - Early - Fourth

## Consistency at transition points



Through the levels



Between levels



Between Schools



Across the Authority



# CURRICULAR FRAMEWORKS

## ◉ Why? National Level

“Aspect for improvement”

- ◉ Continue to take forward plans for improved consistency of practice in curriculum planning, assessment and moderation to bring greater equity in the workload experienced by staff in schools across the local authority.”

Education Scotland East Lothian Council CfE Workload Report 2016



Pace



Challenge



Progression

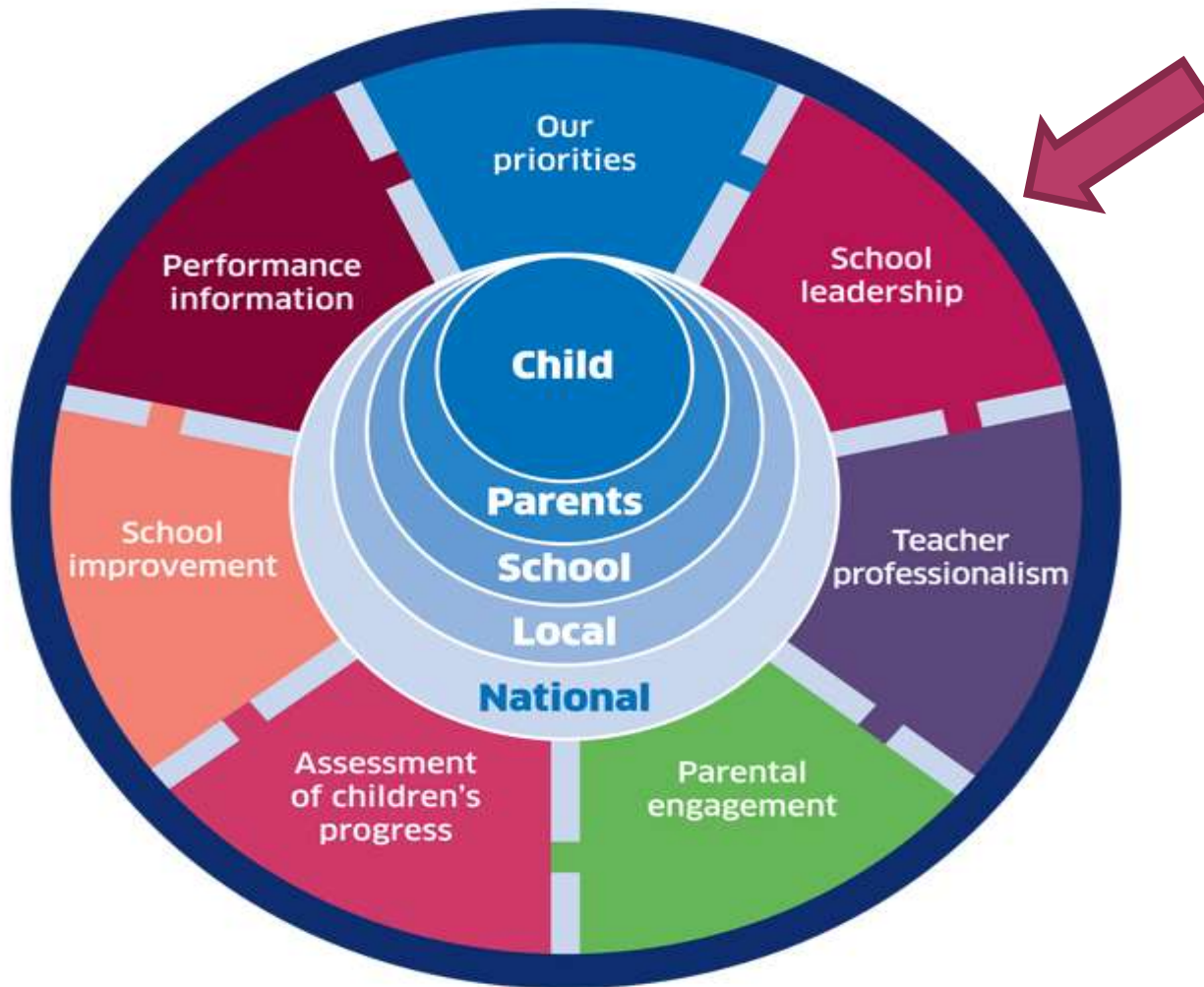
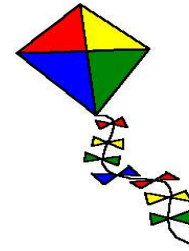


## Local Level

- ◉ East Lothian Guidance for School Improvement Planning 2017/18 highlights the implementation of the curriculum frameworks as one of the local priorities to be included in school improvement plans from August 2017:
- ◉ *‘Implement the following curriculum frameworks of learning across all schools within the broad general education: Numeracy and Mathematics, English and Literacy, Science, Social Subjects and Health and Wellbeing. Develop and implement the curriculum frameworks for Expressive Arts, Modern Languages and Technologies’*

# HOW?

## National Improvement Framework



Leadership at all levels



# AUTHORITY APPROACH

- Promoted staff
- Class Teachers



Curriculum Development Groups



Collaboration across all levels



School Level Scrutiny x 2 -  
Changes made



Draft Frameworks  
being used in schools



# SO FAR.....

## Frameworks for:

- ◉ Numeracy and Maths
- ◉ Literacy and English
- ◉ Health and Well-being
- ◉ Science
- ◉ Social Studies

## This year.....

- ◉ Expressive Arts
- ◉ RME
- ◉ Technologies





## A snapshot

### East Lothian 'CFE Numeracy and Mathematic' Framework

Experiences and outcomes	Time
On track in the nursery	<p>I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods. MNU 0-10a</p> <ul style="list-style-type: none"><li>• I can identify when different events happen in a day, for example, morning, afternoon etc.</li><li>• I can name the days of the week.</li><li>• I can say what happens in different seasons.</li><li>• I can recognise devices used to measure time.</li><li>• I can engage with and talk about devices used to measure time.</li><li>• I can be introduced to ordinal numbers through the daily calendar.</li></ul>
On track in P1	<ul style="list-style-type: none"><li>• I can participate in daily discussions about the day, date, month and year and how these are displayed.</li><li>• I can use the language of time: day, night, morning, afternoon, before, after, yesterday and tomorrow.</li><li>• I can order the events of my day in a logical sequence.</li><li>• I can sequence the days of the week in the correct order and say which day comes before, after and in-between.</li><li>• I can name the seasons and describe the features of these.</li><li>• I can name some months of the year.</li><li>• I can explain the relationship between the minutes hand and hours hand on a clock.</li><li>• I can read analogue and digital o'clock times.</li><li>• I can use language such as before, after, o'clock, hour hand and minute hand.</li><li>• I can draw o'clock times on digital clocks and analogue clocks.</li><li>• I can match analogue and digital times.</li></ul>
National Benchmarks	<ul style="list-style-type: none"><li>• Links daily routines and personal events to time sequences.</li><li>• Names the days of the week in sequence, knows the months of the year and talks about features of the four seasons in relevant contexts.</li><li>• Recognises, talks about, and, where appropriate, engages with everyday devices used to measure or display time, including clocks, calendars, sand timers and visual timetables.</li><li>• Reads analogue and digital o'clock times (12 hour only) and represents this on a digital display or clock face.</li><li>• Uses appropriate language when discussing time, for example, before, after, o'clock, half past, hour hand and minute hand.</li></ul>

Plan learning using the experiences and outcomes.

Use 'on track' statements to support planning learning, teaching and assessment, to track progress and to provide shared expectations of learning for moderation. This will ensure pupils are making appropriate progress and that they are on track to achieve Curriculum for Excellence levels.

National benchmarks provide clarity on the national standards expected at the end of each level. They should support professional dialogue as part of the moderation process to assess where pupils are in their learning and to support professional judgement about achievement of a level.



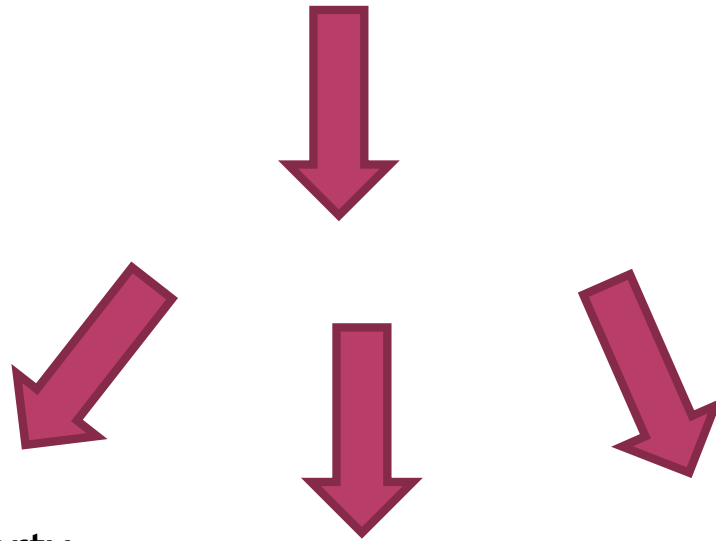
# BEHAVIOUR AND CLASS DOJO





# SCHOOL IMPROVEMENT PLAN

- School ethos and the creation of a behaviour policy are part of our School Improvement Plan.



Staff Working Party

Parent/Carer Focus Group

Pupil Focus Group



# GOLDEN TIME

- ⦿ Authority decision - stop Golden Time due to the impact on Learning and Teaching time
- ⦿ Feedback from staff and pupils - a creative way is needed to work collaboratively across stages and across the curricular areas with teacher led curriculum based activities
- ⦿ This is being explored by staff



# OUR INTERIM APPROACH

Each class has decided on their full approach to managing behaviour.

Warning - Yellow Card - Red Card (can be earned back)

Red Card = a letter home from CT to be signed and returned to school

2 x Red Cards = referral to member of School Leadership Team

# CLASS DOJO



- All teachers use this differently - you should find out more about this in your child's classroom. Ask the teacher!
- Some teachers give and remove Dojos and some teachers only award Dojos. The approach is decided as a class at the start of the year.



# DOJO DO AND DOJO DON'T!

## Do.....

- Discuss your child's Dojo points and celebrate their success
- Use it for communication with the Class Teacher - homework questions/trip info etc
- Return the consent form if not already done so! (If not consenting, your child will not be missing out teachers will use an alias so your child can still earn Dojo Points)

## Don't.....

- Send confidential information in the messages - this should be done via the office or a telephone call/letter
- Expect an immediate response from your child's teacher (teachers will respond when they are able to)



# PARENTAL ENGAGEMENT

- ◉ We are looking at ways of engaging more effectively with parents and carers.
- ◉ In particular, looking at:

Supporting learning at home

Parent/carer involvement in Learning and Teaching at school

Please take 5 minutes to add your suggestions to the posters around the room!

Also sign up sheets around the room for those able to support the learning in school.