**5.1 The Curriculum-** [**Inspection Advice Notes**](http://www.educationscotland.gov.uk/resources/i/genericresource_tcm4832425.asp) **2011-15, primary and early years card sort activity**

**Theme1: Rationale and design of the curriculum**

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| **5.1** | **2011** | **2012** | **2013-2015** |
| **Theme 1(1) Rationale and design** | Theme 1(1) Staff have developed a clear vision and rationale for the curriculum taking account of learners’ entitlements. | Theme 1(1) The curriculum has a clear rationale based on shared values and learners’ entitlements and develops the four capacities. | Theme 1(1) Staff continue to evaluate and further develop the broad general education (BGE) to ensure all children and young people benefit from the entitlement to BGE. |
| **Theme 1(2) Rationale and design** | Theme 1(2) Staff have been supported by leaders to have developed and shared a strategy for ensuring that the development of literacy and numeracy is a corporate responsibility and have developed or are actively developing a holistic approach towards health and wellbeing through the culture of the organisation. | Theme 1(2) Staff have a clear and shared strategy for the development of literacy, numeracy and health and wellbeing across the curriculum. A high priority is given to the development of health and wellbeing across the four aspects of curriculum. | Theme 1(2) Staff have a clear and shared strategy for the development and assessment of literacy and numeracy to ensure smooth progression and achievement across the curriculum. They should also be evaluating children’s and young people’s progress in health and wellbeing across the four aspects of the curriculum, including taking account of learners’ self-evaluation of their own progress in this area. |
| **Theme 1(3) Rationale and design** | Theme 1(3) Staff should be familiar with the design principles and can talk about how their work contributes to the four contexts for learning and each young person’s broad BGE | Theme 1(3) The curriculum is based on the design principles of challenge and enjoyment, breadth, depth, progression, relevance, coherence and personalisation for all learners. | Theme 1(3) Staff and partners are further developing the curriculum to ensure coherence and progression in learning using the experiences and outcomes (Es and Os) to provide well-planned and joined up learning across curriculum areas and subjects, interdisciplinary learning, personal achievement and the life and ethos of the school. |
| **5.1** | **2011** | **2012** | **2013-2015** |
| **Theme 2**  **Development** | Theme 2 Staff can talk about their role in curriculum innovation and engage in regular dialogue with other colleagues (e.g. through professional learning communities, cluster activities and planned collegiate meetings). | Theme 2 School staff work with a range of partners (including CLD) and stakeholders (including learners and parents) in curriculum developments on improvements to learning and teaching and helping children and young people achieve their goals. | Theme 2 Staff work with parents to ensure there is a clear and shared understanding of the benefits to young people of planned changes to the curriculum. Schools and early learning and childcare settings for 3-5 year olds, along with partners, are further developing the curriculum to improve planning for progression through the BGE across all four aspects/contexts for learning. |

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| **5.1** | **2011** | **2012** | **2013-2015** |
| **Theme 3(1)**  **Programmes and courses** | Theme 3(1) Staff can talk about actual and planned developments in courses and programmes since August 2010, including the rationale for change and the expected outcomes for all learners. | Theme 3(1) Staff are developing programmes and courses to effectively balance the progressive development of knowledge and skills as detailed in the Principles and Practice papers. They have flexibility in determining the content to be covered to provide stimulating, challenging, relevant and enjoyable experiences. | Theme 3(1) At all stages learners’ experiences promote independence, responsibility and collaboration in learning, engaging children and young people in applying their learning and developing their skills. |
| **Theme 3(2)**  **Programmes and courses** | Theme3(2) Staff can talk confidently about actual and planned interdisciplinary learning, the use and selection of Es&Os and the extent to which they are impacting on outcomes for all learners. | Theme3(2) Staff are supporting learners to develop skills for learning, life and work and through well-planned interdisciplinary projects and studies which focus on a selection of Es and Os and support learners in making links across different aspects of their learning. | Theme3(2) Well-planned interdisciplinary projects and studies which focus on a selection of Es and Os and support learners in making links across different aspects of their learning and build in opportunities for progression in knowledge and understanding and skills. |
| **Theme 3(3)**  **Programmes and courses** | Theme 3(3) Staff are planning for progression through the CfE levels and into a senior phase with a range of provision and flexible pathways to meet all learners’ needs. | Theme 3(3) Staff meet the needs of all learners by planning for appropriate progression through breadth, challenge and application in learning. | Theme 3(3) Staff are further developing realistic and manageable approaches to assessing progress and achievement across all curriculum areas at early to fourth curriculum levels. Staff are supporting learners to develop skills for learning, life and work and are using relevant Es and Os, to help learners acquire the key skills in literacy, numeracy and health and wellbeing, which allow for their application in a range of contexts. |
| **5.1** | **2011** | **2012** | **2013-2015** |
| **Theme 4(1)**  **Transitions** | Theme 4(1) Staff have taken steps to improve the range of opportunities for personal support and induction to the next phase of learning for all learners. | Theme 4(1) Transition procedures ensure continuity and progression in learning particularly into P1, between P7 and S1 and from the BGE into senior phase. | Theme 4(1) Transition procedures ensure continuity and progression in learning across all curriculum areas particularly into P1, between P7 and S1 and from the BGE into senior phase. |
| **Theme 4(2)**  **Transitions** | Theme 4(2) Staff are developing effective means to monitor, track and promote the achievements of all learners. | Theme 4(2) In primary schools, staff are embedding profiling and are supporting P7 pupils in producing their P7 profiles. | Theme 4(2) Schools are further developing and embedding approaches to profiling, including where appropriate, using e-portfolios, and improving the quality and impact of the profiling process and the P7 and S3 profiles. This involves providing a clearer focus on skills development and using profiling to inform and improve future learning. |
| **Theme 4(3)**  **Transitions** | Theme 4(3) Staff take account of what makes for effective transitions into, during and beyond and stage of young people’s learning including, where appropriate, split placements. | Theme 4(3) Curriculum transition procedures and programmes effectively meet the needs of all learners, including those with additional support needs. | Theme 4(3) Curriculum transition procedures and programmes effectively meet the needs of all learners, including those with additional support needs. Staff and partners collaborate in planning learning. |