

5.1 The Curriculum

Early years and primary overview of Inspection Advice Notes 2011-2015

5.1 Theme 1: Rationale and design of the curriculum		
2011-12	2012-13	2013-15
<p>Our expectation is that staff in centres, schools and learning communities:</p> <ul style="list-style-type: none"> - have developed a clear vision and rationale for the curriculum taking account of learners' entitlements; - 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; - have developed or are actively developing a holistic approach towards health and wellbeing through the culture of the organisation; and - 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 general education. 	<p>a) The curriculum has a clear rationale based on shared values and learners' entitlements and develops the four capacities.</p> <p>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 the curriculum. (E4).</p> <p>b) The curriculum is based on the design principles of challenge and enjoyment, breadth, depth, progression, relevance, coherence and personalisation and choice for all learners.</p> <p>c) The curriculum is designed to meet the needs of all learners including those with additional support needs.</p> <ul style="list-style-type: none"> • It is designed to deliver the entitlements and in particular the broad general education 3-15. <p>d) It is designed to ensure coherence and progression in learning with well-planned, joined up learning across the four aspects of the curriculum.(E1)</p>	<p><u>Underlined text</u> in this document represents minor adjustments to the wording for 2014/15. Bold text indicates new points in relation to QI 5.1</p> <p>a) The curriculum has a clear rationale based on shared values and learners' entitlements and develops the four capacities.</p> <p>b) 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. <u>They should also be evaluating children's and young people's progress</u> 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.</p> <p>c) An overall approach to assessment which is proportionate, reliable and manageable is implemented across the school or other setting. Assessment is planned as part of learning and teaching.</p> <p>d) The curriculum is based on the design principles of challenge and enjoyment, breadth, depth, progression, relevance, coherence and personalisation and choice for all learners. 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.</p> <p>e) The curriculum is designed to raise standards of attainment and achievement, advance equality of opportunity, reduce disadvantage and meet the needs of all learners including those with additional support needs. It is designed to deliver the entitlements and in particular the broad general education (BGE).</p> <ul style="list-style-type: none"> • Staff continue to evaluate and further develop the BGE to ensure all children and young people benefit from their entitlement to a BGE. • In early learning and childcare settings for 3-5 year olds and primary schools, this includes providing coherent and progressive learning experiences in each curriculum area. Learning within an interdisciplinary context, ethos and life of the school and opportunities for wider achievements need to be well considered to ensure they provide coherence and progression in learning.

5.1 Theme 2: The development of the curriculum		
2011-12	2012-13	2013-15
<p>Our expectation is that staff in centres, schools and learning communities:</p> <ul style="list-style-type: none"> • can talk about their role in curriculum innovation and to be engaging regularly in dialogue with other colleagues (eg through professional learning communities, cluster activities, part of planned collegiate meetings or similar). 	<ul style="list-style-type: none"> - Staff develop and refresh the curriculum on a regular basis and manage curriculum change and innovation to develop the curriculum. Staff plan carefully and in consultation with stakeholders in making curriculum innovations and adaptations to meet the needs of learners, and provide opportunities for choice and, where appropriate, specialisation. - School staff work with a range of partners (including community learning and development) and stakeholders (including learners and parents) in curriculum change and innovation to ensure the curriculum provides a coherent experience for learners. - Staff engage regularly in dialogue with other colleagues and partners (for example through professional learning communities, cluster activities, planned collegiate meetings or similar) about the impact of curriculum developments on improvements to learning and teaching and helping children and young people achieve their learning goals. - Staff clearly identify the benefits to learners from planned curriculum change and innovation including improving the range and quality of outcomes for learners. - Staff monitor and evaluate the impact and outcomes of changes in the curriculum, including in areas delivered by partners in an on-going way. They take any necessary action to ensure that curriculum planning and structures evolve progressively over time to deliver the entitlements of CfE for all young people. - Where the school/establishment is not yet delivering the CfE entitlements for all young people, there are clear plans in place to make further changes to the curriculum structures over the next year or two so that the curriculum evolves over this transition period. 	<p>a) Staff develop and refresh the curriculum on a regular basis and manage curriculum change and innovation <u>effectively</u>. Staff plan carefully, and in consultation with stakeholders, when <u>introducing</u> curriculum innovations and adaptations to meet the needs of learners. They provide opportunities for choice and, where appropriate, specialisation.</p> <ul style="list-style-type: none"> • 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 to meet the needs of all learners. Planning is as streamlined and effective as possible and not overly bureaucratic or time-consuming. <p>b) Staff work with a range of partners, including early learning and childcare settings for children aged 0-3, colleges and community learning and development (CLD), and stakeholders (including learners and parents) in curriculum change and innovation to ensure the curriculum provides a coherent experience for learners.</p> <ul style="list-style-type: none"> • Staff engage regularly in dialogue with other colleagues and partners (for example through professional learning communities, cluster activities, planned collegiate meetings or similar) about the impact of curriculum developments <u>on learning and teaching</u> and helping children and young people achieve their learning goals. • Staff have planned opportunities to collaborate across schools and with partners and to share resources and evolving practice, including in the senior phase. Partners work together to ensure opportunities for shared experiences and placements, including in the senior phase, are of high quality. • 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. <p>c) Staff clearly identify the benefits to learners from planned curriculum change and innovation including improving the range and quality of outcomes for learners.</p> <p>d) Staff monitor and evaluate the impact and outcomes of changes in the curriculum, including in areas jointly planned and delivered by partners in an on-going way. They take any necessary action to ensure that curriculum planning and structures evolve progressively over time to deliver the entitlements of CfE for all learners. Achievement pathways are increasingly informed by realistic and manageable tracking <u>and monitoring</u> of learners' progress through the BGE.</p> <p>e) Where the school/establishment is not yet delivering the CfE entitlements for all children and young people, there are clear plans in place to make further changes to the curriculum structures as soon as possible.</p>

5.1 Theme 3: Programmes and courses

2011-12	2012-13	2013-15
<p>Our expectation is that staff in centres, schools and learning communities:</p> <ul style="list-style-type: none"> - can talk about (i) actual and (ii) planned developments in courses and programmes since August 2010, including the rationale for change and the expected outcomes for all learners; - are using the Es&Os in practice and embedding them in learning and in planning coherent programmes and courses to allow appropriate progression through breadth, challenge and application in learning; - are supporting learners to acquire the key skills in English language and mathematics which allow for their applications in contexts which develop literacy and numeracy; - have evaluated relevant courses against the Es&Os for literacy, numeracy and health and wellbeing as the responsibility of all; - can talk confidently about (i) actual and (ii) planned interdisciplinary learning, the use and selection of Es&Os and the extent to which they are impacting on outcomes for all learners; - have put in place increased, appropriate opportunities for personalisation and choice and personal achievement within learning and teaching and within courses for all learners, consistent with the entitlement to a broad general education; - engage productively in professional dialogue about the impact of any curriculum developments to date on their own approaches to teaching and the extent to which they are helping children and young people to achieve individual learning goals; and - are planning for progression through the <i>Curriculum for Excellence</i> levels with a range of provision and flexible pathways to meet all learners' needs. 	<p>a) Staff are designing and refreshing programmes and courses using the experiences and outcomes to plan a coherent approach to learning, teaching and assessment and to ensure the development of the knowledge, skills, attributes and capabilities of the four capacities. They have a clear rationale for change and the expected outcomes for all learners.</p> <p>b) Staff respond to and meet the needs of all learners and are delivering the entitlement to a broad general education (E2) by:</p> <ul style="list-style-type: none"> • using the Es and Os within and across curriculum areas and embedding them in learning; <ul style="list-style-type: none"> - Staff in all sectors and in particular in primary schools, are improving their use of the Es and Os across all curriculum areas to provide motivating and challenging learning experiences. They have clear priorities and plans in place for achieving breadth and depth across all curriculum areas. • planning coherent programmes and courses (E1) ensuring depth and a breadth in learning and embedding assessment, including reporting on progress and achievement of levels • planning for appropriate progression through breadth, challenge and application in learning; • increasing appropriate opportunities for personalisation and choice and personal achievement within learning and teaching and within courses for all learners; <p>c) Staff are supporting learners to develop skills for learning, life and work (E4) and are:</p> <ul style="list-style-type: none"> • helping learners to acquire the key skills in English and mathematics which allow for their applications in contexts which develop literacy and numeracy (E4); and • further embedding and extending active approaches, using relevant Es and Os, to developing and applying literacy, numeracy and health and wellbeing across the curriculum (E4) <p>d) Staff are delivering a coherent experience providing progression and well-planned, joined up learning within the four aspects of the curriculum (E1):</p> <ul style="list-style-type: none"> • by using the Es and Os to plan for progression and achievement, irrespective of where the learning takes place; • 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; and • promotes personal achievements so that learners grow as citizens. <p>e) 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.</p> <p>f) Staff are planning for progression through the Curriculum for Excellence levels with a range of provision and flexible pathways to meet the needs of all learners. (E2 and E3)</p> <ul style="list-style-type: none"> • Staff provide a range of progression routes to meet young people's needs allowing young people to progress at different rates and in different ways at a good pace appropriate to their prior learning in line with the highest aspirations. 	<p>a) Staff are <u>continuing</u> to design and refresh programmes and courses using the Es and Os to plan a coherent approach to learning, teaching and assessment and to ensure the development of the knowledge, skills, attributes and capabilities of the four capacities.</p> <p>b) Staff respond to and meet the needs of all learners and are delivering the entitlements to a BGE:</p> <ul style="list-style-type: none"> • Staff are using the Es and Os within and across curriculum areas and embedding them in learning in the BGE. Staff in all sectors <u>continue to improve</u> their use of the Es and Os across all curriculum areas to provide motivating and challenging learning experiences. They have clear priorities and plans in place for achieving breadth and depth across all curriculum areas. • At all stages, staff are planning coherent programmes and courses ensuring depth and breadth in learning and embedding assessment, including reporting on progress and achievement of levels. <ul style="list-style-type: none"> ➢ They are planning for appropriate progression through breadth, challenge and application in learning and further developing realistic and manageable approaches to assessing progress and achievement across all curriculum areas at early to fourth curriculum levels. <p>c) Staff are supporting learners to develop skills for learning, life and work <u>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.</u></p> <p>d) Staff are delivering a coherent experience providing progression and well-planned, joined up learning within the four aspects of the curriculum :</p> <ul style="list-style-type: none"> • They use the Es and Os to plan for progression and achievement, irrespective of where the learning takes place. • Well-planned interdisciplinary projects and studies 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. • Personal achievements promote learners' growth as citizens as detailed in the four capacities and in the Es and Os. <p>e) Staff are developing programmes and courses to balance the progressive development of knowledge and skills as detailed in the Principles and Practice. They have flexibility in determining the content to be covered to provide stimulating, challenging, relevant and enjoyable experiences.</p> <ul style="list-style-type: none"> • <u>At all stages learners' experiences promote</u> independence, responsibility and collaboration in learning, engaging children and young people in applying their learning and developing their skills. <p>f) Staff are planning for progression through the CfE levels with a range of provision and flexible pathways to meet the needs of all learners. Staff provide a range of progression routes to meet <u>children's</u> and young people's needs allowing them to progress at different rates and in different ways at a good pace appropriate to their prior learning in line with the highest aspirations.</p> <ul style="list-style-type: none"> • Early learning and childcare settings for 3-5 year olds and primary schools have clear progression pathways for all curricular areas to ensure progression and coherence in learning. Well-considered interdisciplinary learning allows children to make progress in the identified curricular areas, make links in their learning or apply learning in new motivating contexts. Staff make good use of all four aspects/contexts for learning and support children to develop a wide range of skills to meet their individual needs. • Across all stages, cross-cutting themes such as sustainability, enterprise, creativity and citizenship, including global citizenship, provide rich motivating contexts to develop children's and young people's wider achievements, and provide rich contexts for learning. As children and young people move through the stages, they experience increasing levels of challenge in these cross-cutting themes.

5.1 Theme 4: Transitions		
2011-12	2012-13	2013-15
<p>Our expectation is that staff in centres, schools and learning communities:</p> <ul style="list-style-type: none"> take account of what makes for effective transitions into, during and beyond any stage of young people's learning including, where appropriate, split placements; have taken steps to improve the range of opportunities for personal support and induction to the next phase of learning for all learners; are developing effective means to monitor, track and promote the achievements of all learners; and in secondary schools, can talk about the impact of their work/department/faculty on positive and sustained destinations for all learners. 	<p>a) Curriculum transition procedures and programmes effectively meet the needs of all learners, including those with additional support needs to:</p> <ul style="list-style-type: none"> ensure continuity and progression in learning particularly into P1, between P7 and S1 and from the BGE into the senior phase; and take account of what makes for effective transitions into, during and beyond any stage of children and young people's learning including, where appropriate, split placements (E1); <p>b) Arrangements for personal support (E5) and induction into the next phase of learning, including preparation for the world of work and future careers ensure our learners are creative, enterprising and prepared for positive and sustained destinations (E6).</p> <ul style="list-style-type: none"> Staff have taken steps to improve the curriculum in providing a range of opportunities for personal support and induction to the next phase of learning for all children and young people. <p>c) Staff are improving the curriculum to support children and young people in developing an increased awareness of themselves as learners:</p> <ul style="list-style-type: none"> In primary schools, staff are embedding profiling and are supporting P7 pupils in producing their P7 profiles; 	<p>a) 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 <u>3-18</u> to:</p> <ul style="list-style-type: none"> ensure continuity and progression in learning across all curriculum areas particularly into P1 and between P7 and S1; and take account of what makes for effective transitions into, during and beyond any stage of children and young people's learning including, where appropriate, shared placements. <p>b) Arrangements for universal and targeted support and induction into the next phase of learning, including preparation for further and higher education the world of work and future careers ensure learners are creative, enterprising and prepared for positive and sustained destinations. Staff have taken steps to improve the curriculum in providing a range of opportunities for support and induction to the next phase of learning for all children and young people.</p> <ul style="list-style-type: none"> Staff in early learning and childcare settings for 3-5 year olds and primary schools are seeking opportunities to develop links with the world of work and supporting children in developing an increased awareness of skills for learning, life and work. <p>c) Staff are improving the curriculum to support children and young people in developing an increased awareness of themselves as learners including through further developing profiling.</p> <ul style="list-style-type: none"> 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 profile. This involves providing a clearer focus on skills development and using profiling to inform and improve future learning.