

QI 5.1 The curriculum : Updated Level 5 illustration

KEY FEATURES:

This indicator relates to the curriculum as the totality of learning across curriculum areas and subjects, interdisciplinary learning, the life of the school as a community, and opportunities for personal achievement irrespective of where the learning takes place. It focuses on the quality of the curriculum as experienced by learners across stages and transition points. It highlights the need for the curriculum to be dynamic to take account of innovation, and flexible to meet the needs of all learners.

Theme 1: The rationale and design of the curriculum

❖ Our curriculum has a clear rationale based on shared values and learners' entitlements and develops the four capacities. We have a clear and shared strategy for the development of literacy, numeracy and health and wellbeing across the curriculum. The curriculum is based on the design principles of challenge and enjoyment, breadth, depth, progression, relevance, coherence and personalisation and choice for all learners. The curriculum is designed to meet the needs of all learners and takes account of our local circumstances and of local and national advice, and reflects the views of parents and carers. It is designed to deliver the entitlements. We ensure coherence and progression in learning with well-planned, joined up learning across the four aspects of the curriculum.

Theme 2: The development of the curriculum

❖ We develop and refresh the curriculum on a regular basis and effectively manage curriculum change and innovation. Staff plan carefully and in consultation with stakeholders in making curriculum change, innovations and adaptations to meet the needs of learners, and provide opportunities for choice and, where appropriate, specialisation. We work with a range of partners to ensure the curriculum provides a coherent experience for learners. Staff and partners clearly identify the benefits to learners from planned curriculum change and innovation including improving the range and quality of outcomes for learners. We involve our parents and carers to help them understand how changes will benefit their child. We monitor and evaluate the impact and outcomes of changes in the curriculum in an on-going way. Staff and partners 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.

Theme 3: Programmes and courses

❖ We are designing and refreshing programmes and courses using the experiences and outcomes and in qualifications and awards to plan a coherent approach to learning, teaching and assessment. We have a clear rationale for change and the expected outcomes for all learners. We respond to and meet the needs of all learners and are delivering the CfE entitlements. We are developing programmes and courses to effectively balance the progressive development of knowledge and skills as well as the attributes and capabilities of the four capacities. We have flexibility in determining the content to be covered to provide stimulating, challenging, relevant and enjoyable experiences. We are planning for progression through the Curriculum for Excellence levels and into the senior phase with a range of provision and flexible pathways to meet the needs of all learners. We 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.

Theme 4: Transitions

❖ Curriculum transition procedures and programmes are designed to meet the needs of all learners, including those with additional support needs, to ensure continuity and progression in learning. Shared activities, experiences and placements are effectively planned to support progress and achievement. Arrangements for universal and targeted support 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. We are taking 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. We are improving the curriculum to support children and young people in developing an increased awareness of themselves as learners, including through further developing profiling.