

**Edinburgh City Council
Secondary Headteacher meeting
10 September 2014
Fiona A Pate HMI**



What are schools looking at now?

- Review of the BGE – breadth and depth
- Rationale behind some master classes/IDL
- Senior phase – coherence
- How many subjects?
- Lessons from the first presentation of Nationals
- Messages from Insight and from self-evaluation overall to help plan for the future

Inspection advice note 2014-15

Year of consolidation – still challenging.

Underlining:

- **Managing assessment**
- **Tackling bureaucracy**
- **Progression in learning**
- **Considering the Wood Commission**

Need to continue to implement CfE

- **Pathways not tramlines**
- **Informed personalisation and choice**
- **A BGE for all**
- **Reduction in assessment**
- **Building on the success of this year's national qualification results**

Curriculum theme 1: rationale and design

- Values
- Entitlements
- Opportunities to achieve across the totality of the curriculum: qualifications, accreditation, four capacities
- Progression
- Reasons for changes and checking the impact
- Assessing lit., num., HWB
- Assessment part of learning and teaching – manageable

Curriculum theme 1: rationale and design

- Design principles – relevance and coherence
- Choice , but.....entitlements/informed choice
- S3 experience – depth of learning
- Joined up learning across the four contexts
- Transitions at every stage
- Senior phase – dual running of qualifications
- Learning over variable time frames

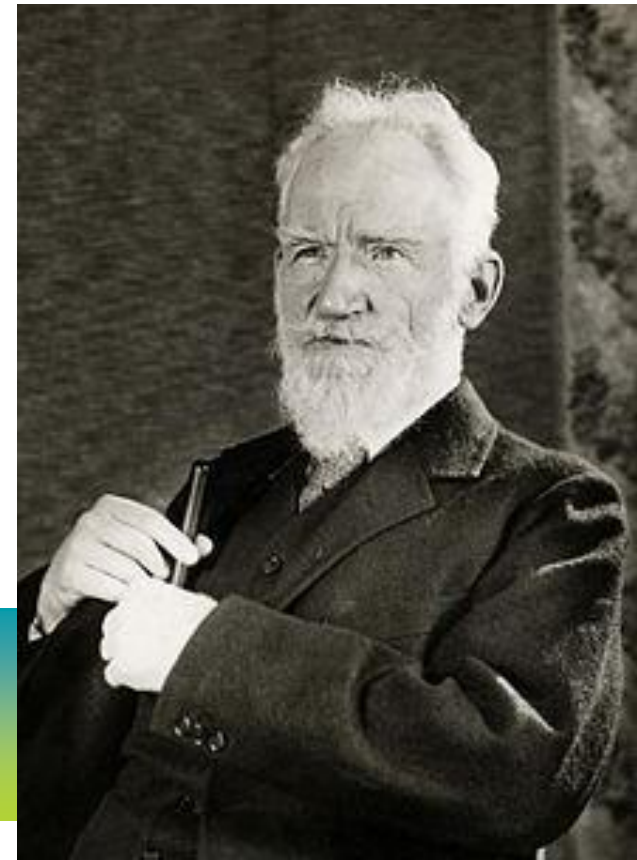
Rationale – development of a shared vision

School's shared vision of working together to inspire young people to learn in ways relevant to their future

Encourages innovation – well planned and well thought out

Extensive research, including through national and international visits, to inform the development of an **evolving** curriculum model which continues to meet the needs of young people **and the local community**

- *“The only man who behaves sensibly is*
- *my tailor; he takes my measurements*
- *anew every time he sees me, while all*
- *the rest go on with their old*
- *measurements and*
- *expect me to fit them”*
- George Bernard Shaw



Rationale

- **An active approach to learning, well supported by CLPL, which everyone buys in to**
- **Skills, identified by the school, with the aim of improving attainment**
- **In developing courses and programmes, staff are clear about the whole school focus on active learning through motivating experiences**
- **An extensive range of opportunities to learn across the four contexts of the curriculum. These are to be used to learn, build skills and achieve**

Theme 2: Development of the curriculum

- Managing change. Change is a constant
- What have you learned re assessment?
- What have you learned this year re depth?
- Avoiding bureaucracy in planning
- Collaboration across school and partners
- Pulling together partnership working to make a cohesive whole
- Pathways informed by manageable tracking of progress

Rationale and development

- The skills chosen by the school provide a unifying focus for a coherent experience across learning wherever it takes place. YP are very aware of them.
- A range of flexible progression routes into the senior phase to meet the needs of all young people. Equity and ambition.
- The promotion of health and wellbeing in its most holistic sense underpins the curriculum and includes a focus on the social and emotional aspects of learning to develop resilient learners.

Role of partners

- Extensive range and high quality of contributions from partners from, for example, local industry, employers, universities and the chaplaincy team.
- Partners have a clear understanding of their role in supporting and developing young people's skills for life and work and are involved in planning, delivering and evaluating learning in and out of the school.

Theme 3: Programmes and courses

- Es and Os across subjects and across the whole curriculum/IDL
- Coherence of learning, teaching, assessment, four capacities
- Meeting the needs of all. Flexible pathways
- Breadth and depth. Does the curriculum model allow this? Application of learning and independent learning
- Using the most appropriate presentation level
- Cross-cutting themes such as citizenship – in challenging contexts of learning

Interdisciplinary learning

The school has evaluated the **impact** of the S2 IDL experiences with staff, young people and partners. The impact of this work includes increased pupil engagement, improved attendance of at least one poor attender and improved skills.

Interdisciplinary learning

- Young people at S3 enjoy further opportunities to achieve through ambitious 'master classes' eg journalism which ensure they continue to experience a broad curriculum.
- Accreditation through these classes
- They are designed to provide progression in skills development. Many are delivered with partners. These classes are based mainly on 4th level Es and Os and provide progression into a range of provision offered in the senior phase.

Theme 4: Transitions

- Universal support
- Links to partners
- Informed choices re subjects/careers
- Arrangements to measure, track and report on children's progress....across the curriculum
- Profiling. Pupil voice shapes learning

Curriculum and tracking issues, particularly in the BGE

- **Lots of assessment but not well matched to the Es and Os/CfE. Evidence to support professional judgement of levels? Moderation?**
- **Assessment within IDL?**
- **Tracking all curricular areas**
- **Literacy and numeracy do not equal English and mathematics**

Tracking

Your **analysis** and **intervention** to help every child make the best possible progress through the curriculum, based on a **range** of assessment evidence.

Moderation: both **ongoing** and **focused** activities.



Your school assessment framework: what's in it?

- Purpose and principles of assessment
- Links between learning, teaching and assessment
- Range of assessment methods
- Arrangements for moderation
- Arrangements for tracking and **improving** children's progress
- Reporting, recognising achievement, profiling

The totality of the curriculum

Profiling achievements

Reflect:

- **The curriculum is the totality of learning across curriculum areas and subjects, interdisciplinary studies, the life of the school as a community, and opportunities for personal achievement irrespective of where the learning takes place.**
- We ensure coherence and progression in learning with well-planned, joined up learning across the four aspects of the curriculum. IDL projects and inserts are monitored carefully to ensure they maintain their relevance. They build skills and are linked to the ES and Os.
- **SLLW are identified and nurtured across the curriculum**
- We track learners' progress across **all** aspects of their learning

**Reflect on how the BGE
articulates into the senior phase.
Pathways for all**

rationale for the curriculum

HM Inspectors do not promote or endorse any particular curriculum model.

Inspection Advice Note 2013-14



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.

How does your curriculum deliver?

**Reflect on partners and
skills for learning, life and work.
Pathways to the future**

Progression and coherence

In the senior phase, there are good examples of developing the curriculum offered in school to take account of courses offered beyond school. For example, the school introduced a specific mathematics course to support those young people who are studying engineering at college

Implications of the Wood Commission

Report's Recommendations

Recommendation 1

- Pathways should start in the senior phase which lead to the delivery of industry recognised vocational qualifications alongside academic qualifications. These pathways should be developed and delivered in partnership with colleges and, where necessary, other providers.

Recommendation 2

A focus on preparing all young people for employment should form a core element of the implementation of Curriculum for Excellence with appropriate resource dedicated to achieve this.

Recommendation 3

The key role of college in the development of Scotland's young workforce should be recognised and managed through Regional Outcome Agreements.

**Reflect on working with partners to
deliver
skills for learning, life and work.
Pathways to the future**

For discussion:

- **How do you pull all of this together?**

- **How do you know how well your curriculum supports achievement ?**

How well are you delivering? How do you know?

I just know.....



Increased expectations

Monitor the impact of curricular change in the BGE and the senior phase to inform improvements to provision

Self-evaluation

- Staff regularly review and evaluate their approaches, leading to on-going improvements so that the curriculum is evolving over time. This includes external evaluations, and feedback from staff, pupils and partners, with a focus on ensuring a positive impact on learning experiences, achievement and attainment.
- The school is constantly evaluating the impact of curricular innovation and changing things where necessary. It doesn't stand still.

Beware!

Self-evaluation or self-deception?

**To be effective, self-
evaluation has to be
robust and supported by
clear evidence**



Think.....

On a scale of 1 to 10, how committed are you to self-evaluation?

Before you answer.....

Where does it lie on the list of things you have to do?

How far up the priority list is it?

Do you honestly see a point in it?

QI 5.9 Improvement through self-evaluation: 3 themes

- Commitment to self-evaluation
- Management of self-evaluation
- **School improvement**

How do you know?

What evidence do you have to tell you the strengths and areas for improvement in **the curriculum** in your school?

(Think of 'soft' and 'hard' data)

Compile a list

How do you know?

Look again at your list

- Did you get your evidence systematically?
- Is the evidence robust?
- Which pieces of evidence are the most useful?
Why?

Managing self-evaluation

Using **robust** processes for finding evidence

It means prioritising and asking the right questions

Asking the right questions...

For any aspect of the school's work, look at:

- Data and documentation
- Asking people
- Observations



This is not new! Build up a picture of your curriculum based clearly on **evidence and on what the evidence tells you**

Does your curriculum deliver?

'If you were running a supermarket instead of a school and saw that 30 out of 100 customers each day left your shop without buying anything, you would think about changing your inventory. But that does not happen easily in schools because of deeply rooted, even if scientifically unsupported, beliefs that learning can only occur in a particular way.'

**Lord Knight of Weymouth, quoted
Education Britain: The Journey to Education Reform,
Education Foundation 2011**

5.1 Gathering the evidence. Messages from data

- Track progress and achievement in the BGE and the senior phase at department and whole school level across all subject areas so that you know how young people are progressing in their learning
- Consider learner journeys – do you have something for everyone?
- Look at programmes of work for relevance and depth
- Develop approaches to monitoring and tracking which provide robust evidence of standards of achievement and attainment over time. **Consider trends**

Where do we get the evidence?

Messages from documentation and resources

- Samples of pupils' work/displays of learning
- Reports to parents or pupil evidence folders
- Coherence of courses/programmes/plans
- Pupil profiles

Where do we get the evidence? Asking people what they think

- Interviews or group discussions (all staff)
- Working parties/team meetings
- Surveys and questionnaires
- Focus groups (remember learners/parents)
- Involving partners
- Informal and formal evidence
- **Take the messages and go back to them later.**

Leading learning

‘The desk is a dangerous place from
which to watch the world.’

John Le Carré

Where do we get the evidence?

Observe practice directly

- Shadow individual pupils or a class
- Observe a sample of lessons within a department: constructive feedback
- Observations with a particular focus eg depth
- Shows, performances, etc – skills/4 capacities

Increased expectations

2013-14 additions re CLPL

- Using CLPL to develop skills in working with the new qualifications
- Using CLPL to improve learning transitions at all stages – including from the BGE to the senior phase

Commitment to self-evaluation: it's everyone's job

Increasing focus on self-evaluation at all levels in **all** organisations. It saves time and money

The greater the changes, such as Curriculum for Excellence, the greater the need to evaluate their impact – and identify future priorities

How do you and your departments continue to evaluate your curricular changes?

QI 5.9 improvement through self-evaluation updated expectations theme 2: management of self-evaluation

- **quality of learning & teaching**
- **partnerships**
- **sharing good practice**
- **quality assurance across schools & authorities**

highlighting:

- **monitoring and tracking progress across all subjects in a manageable way**
- **evaluating the impact of curriculum change**

QI 5.9 improvement through self-evaluation updated expectations theme 3: school improvement

- self-evaluation leads to improvements in learning, teaching and learners' achievements

How do you know?

What's the evidence of impact of your curriculum on outcomes for learners?



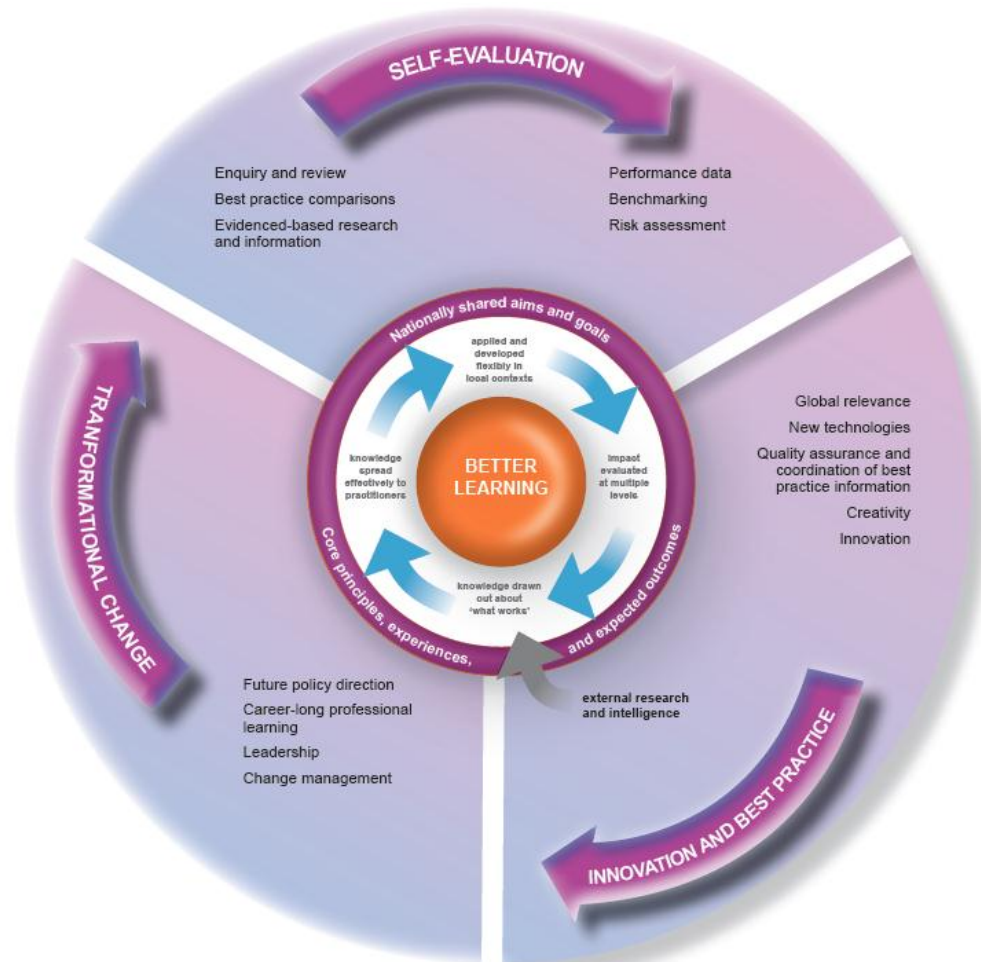
Improvement through self-evaluation: looking inwards in order to move forward

- Use the **knowledge from self-evaluation** to prevent problems
- Use it to seek out **relevant best practice** elsewhere and share it
- Use it to **assess any risks and deliver transformational change, based on evidence**

The cultural cycle of improvement



Making the connection





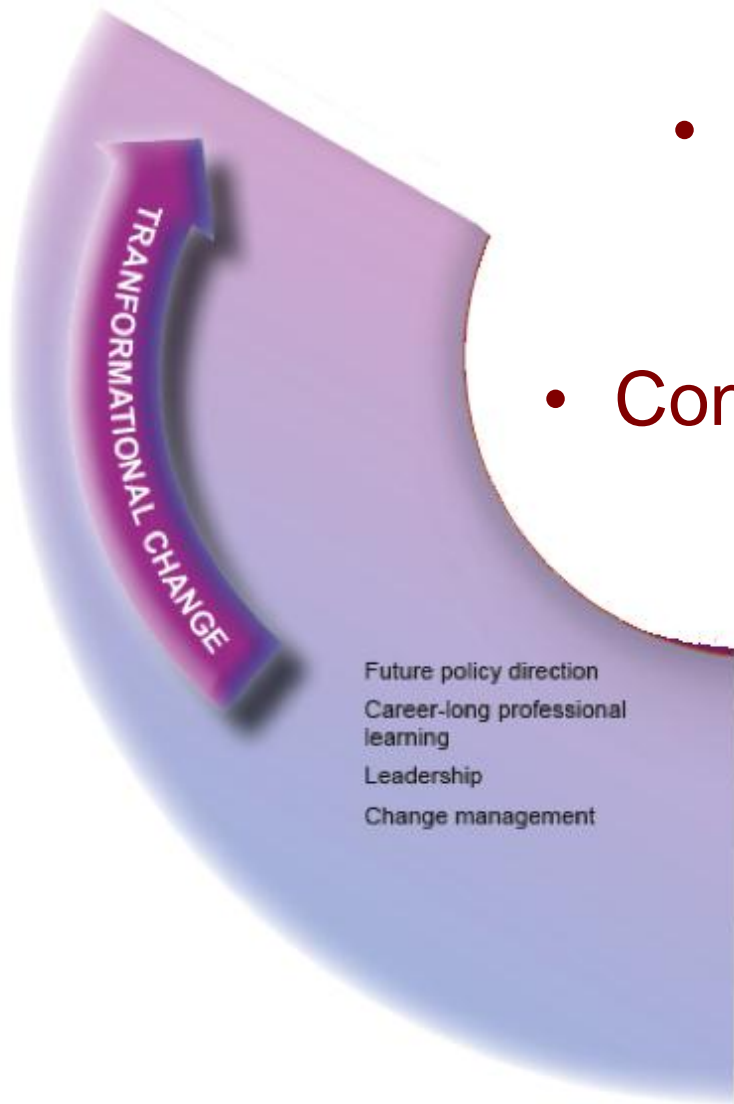
- Inquisitive
- Open minded

Q. Are you only looking at what
you can see?

- Able to harness imagination

Q. Are you already looking backwards?





- Able to identify and solve problems
- Confident in their right and ability to influence change

Building on self-evaluation

**Transformative change from a sound knowledge base
using the tools that work for you**