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***Taking a Closer Look Series***

***Moving from Good to Great:* Self-evaluation Toolkit (Secondary Schools) August 2014**

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**Quality Improvement Team: Taking a Closer Look Series**

**Moving from Good to Great: 1.1 Improvements in Performance Self-evaluation toolkit (Secondary)**

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| **1.1 Improvements in performance: Taking a closer look** | | | | | | | | |
| **Theme 1: Standards of attainment over time/children’s progress**:  In looking at this theme, the context of the establishment is taken into account. The quality of learning and teaching and meeting learning needs also has to be taken into account when evaluating attainment data. If there is, for example, significant headroom for improvement in teachers’ expectations of learners, the quality of teaching and meeting learning needs, then it can be expected that there would also be significant headroom for improvement in attainment/progress. | | | | | | | | |
| **Key Questions** | **Sources of Evidence - as appropriate** | **Impact Statement: Level 5+**  *How good are we now?*  What evidence do we have of our strengths and areas for development? | **Next Steps for Improvement**  *How good can we be?*  What action will we take to improve current practice? | | | | | |
| Are all learners making good progress through the Curriculum for Excellence levels in all curriculum areas and being guided into appropriate courses to maximise their attainment potential in the senior phase?  Are findings from previous years attainment data analysis used to inform planning for courses, L+T in classes and departmental support practices?  Are all learners progressing and achieving well in literacy and numeracy?  Do we appropriately track attainment throughout a learner’s school career through the BGE and on in to the senior phase?  Is tracking information regularly discussed?  Is progress from prior learning taken into consideration when discussing individual learner targets?  Are there both departmental then whole school strategies in place to intervene using data from tracking?  Is self evaluation informing appropriate improvements in learning and teaching and assessment methods?  Are learners able to discuss their attainment and understand their progress and what they need to do to improve?  Are there high expectations of attainment for all learners including those most at risk of underachieving?  Is there a strong ethos of attainment success?  Have all learners found suitable positive destinations?  How do you evaluate to ensure you have provided suitable opportunities to prepare all young learners for their future? | * Learners’ progress records – SEEMIS T+M or alternative * Prelim data * Attainment meeting records (both SLT/CL and faculty) * Attainment data e.g. school data on levels; EA data; SQA data * Comparative data with other schools with similar characteristics * Achievement of targets and learning goals. * Achievements of targets in IEPs * Pupil focus groups * Learning conversations with young people * Positive destination statistics | Young people performed consistently more strongly than young people with similar prior attainment nationally  By the end of S2 almost all young people are achieving appropriate national levels of attainment in literacy and numeracy.  By the end of S4, the school attainment is well above the national average for 5+ at level 3 and level 4; English and mathematics at level 3  The proportion achieving awards  at SCQF level 4 and above was well above national average  By the end of S4 the proportion of young people attaining awards at SCQF level 5 was consistently well above national average  By the end of S6, the proportion of young people achieving awards at A-C at SCQF level 6 was well above the national average  At SCQF level 7, the proportion of young people gaining awards at A-C was well above the national average in each of the last three years  High proportions of young people progress to positive destinations, despite the influences of the economic downturn. Around 80% progress to further and higher education.  Approaches to tracking focus well on vulnerable groups including looked after children, those who have English as an additional language and those in the lowest 20% for attainment and attendance.  The school has a well-developed system of tracking learners’ progress which includes young people discussing their progress with class teachers; monthly tracking reports being given to learners; termly tracking reports being sent home to parents. In addition to regular conversations with class teachers, learners’ progress is monitored by faculty leaders, senior leaders, and guidance staff. |  | | | | | |
| **Evaluation of 1.1: Theme 1** | | | **1** | **2** | **3** | **4** | **5** | **6** |

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| **Theme 2: Overall quality of learners’ achievements**  **Key Questions** | **Sources of Evidence** | **Impact Statement : Level 5+** | **Next Steps for Improvement** | | | | | | | | | |
| This theme focuses on the overall quality of learners’ achievements. It is about the overall success of the establishment in developing its young people as successful learners, confident individuals, effective contributors and responsible citizens.  To evaluate the evidence for this theme, the evidence and evaluation made for QI 2.1 should be taken into account. It is necessary to look for data on the overall quality of achievement in comparison to similar schools; to aspects of personal and social development; to the range of achievements; and the impact of additional activities in and beyond the school/pre-school centre day. | | | | | | | | | | | | |
| Are there a range of well-planned opportunities for all learners to develop the skills, attributes and capabilities of the four capacities including skills for learning, life and work?  Are there planned opportunities for young people to develop leadership skills?  Do learning skills develop at an appropriate pace?  How do we appropriately track and monitor achievement throughout a learner’s career?  Are there regular opportunities to celebrate success?  Do all our learners engage with opportunities for achievement?  How do we all support learners to reflect on their achievements and the skills and attributes they are developing and encourage them to have high expectations of personal success?  Do they have a say in planning opportunities on offer? | * Data on other qualifications, e.g. ASDAN awards and enterprise awards * Observation of learning experiences, e.g. in class, wider opportunities, out of hours clubs * Records of achievements such as success in work experience; residential courses; and additional activities in and beyond the school day * Data on personal and social skills qualifications, e.g. Duke of Edinburgh’s Awards, Award Scheme Development and Accreditation Network (ASDAN) * Interviews of different groups of learners * P7 and S3 profiles. * Analysis of questionnaire responses of learners and other stakeholders * Youth Achievement Awards data * Trend data on school leavers’ destinations | Significant numbers of young people develop their confidence and talents through taking  part in an impressive range of out-of-class activities, performances and educational visits.  The annual Christmas concert which fills the Usher Hall is a significant community event.  Young people at S6 show considerable levels of social responsibility through their work in the Amnesty International group, the Youth Philanthropy Initiative, the Saffron Café and innovative befriending work.  Young people in the school demonstrate strong achievements in global citizenship through their partnership with a school in Tanzania. An example of a very good and sustainable project.  As a result of the work of young people on the Fair Trade group, the school has achieved Fair Trade status.  High numbers of young people regularly participate in sport and physical activity clubs, and this is an increasing trend  Achievement is shared through notice boards and house assemblies, and celebrated at an  annual leavers ceremony.  Through the variety of leadership opportunities for young people in S6, young people have  developed important skills for learning, life and work and are making an important contribution to the life of the school and wider community  Some young people achieved the Community Sports Leader Award last session and are now  using their skills to support the running of extra- curricular activities  Active Schools are very successfully targeting girls to increase their participation rates and  level of physical activity and therefore improve levels of fitness through the introduction of  activities such as rumba, cheerleading and street dance. Active Schools reports many cases of young people progressing to Sports Scotland activities.  Young people who participate in the Youth Vision programme gain accreditation through the John Muir Award programme which encourages awareness and responsibility for the natural environment. They learn practical building and restoration skills such as drystane dyking, fencing and lime mortaring. Social history allows discussion about attachment to place and a sense of belonging. Staff and parents/carers comment very positively on the impact the project has on young people. |  | | | | | | | | | |
| **Evaluation of 1.1: Theme 2** | | | **1** | **2** | **3** | | **4** | | **5** | | **6** | |
| **Theme 3: Impact of the school improvement plan**  **Key Questions** | **Sources of Evidence** | **Impact Statement: Level 5+** | **Next Steps for Improvement** | | | | | | | | | |
| This theme focuses on the extent to which the school or centre has been successful in achieving its vision and aims and bringing about planned improvements to the outcomes for learners.  The effectiveness of the school’s or centre’s self-evaluation is a critical feature in considering this theme. The school or centre should be able to show that it knows itself from its self-evaluation activities; that it has brought about demonstrable improvement to children and young peoples’ learning experiences, achievements and attainments; and that it has been successful in providing high and improving quality education for all learners. | | | | | | | | | | | | |
| Based on self-evaluation of prior progress is attainment and achievement a clear priority in the improvement plan?  Are staff involved in identifying these priorities and their role in delivering them?  Is this based on a thorough and rigorous self-evaluation of data?  How well have we achieved our vision for children and young people?  How are improvements in attainment and achievement monitored? | * Departmental and whole school Improvement Plans * Progress/attainment and achievement data trends * Standards and Quality reports * Senior manager and staff interviews * Parent/Parent Council interviews * Pupil focus groups | Staff collectively are committed to improving the school’s performance. They convey an appropriate confidence as a group of skilled professionals, but they also demonstrate a clear commitment to achieving improvements in young people’s experience and attainment.  Careful analysis of attainment data had helped staff in mathematics address past issues, and plan to deal with continuing challenges  Improvement is driven by a shared purpose of ensuring that all young people achieve their potential and that none leave without a minimum of 5 qualifications at SCQF level 3. |  | | | | | | | | | |
| **Evaluation of 1.1: Theme 3** | | | **1** | **2** | | **3** | | **4** | | **5** | | **6** |

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| **Overall Evaluation of 1.1** | **1** | **2** | **3** | **4** | **5** | **6** |

**1.1 Focus Group Questions**

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| Focus Group Questions for Learners | Focus Group Questions for Staff |
| 1. Are you involved in setting learning targets for yourself and for the class? 2. Do you receive regular feedback on your learning? 3. Do you have the opportunity to evaluate your own and others work? 4. Are you asked for your views on how your learning experience could be improved? 5. Do you take part in out of school activities/clubs? 6. How are you made aware of all of the out of school/class opportunities that are available to you? | 1. Do staff regularly discuss how to improve achievement for all learners at both stage and whole school level? 2. Are learners involved in setting learning targets? 3. Are all learners given activities which meet their learning needs? 4. Are all learners regularly given feedback for improvement? 5. Are all learners given targets which meet their learning needs? 6. Are all learners engaged in learning conversations to agree their personal targets? 7. Are all learners given opportunities to evaluate their own and others work? 8. Are all learners provided with the opportunity to provide their views on how their learning could be improved? |

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| **1.1 Learners’ Experience – Key Documents and Resources** |

1. **Improving outcomes for learners through self-evaluation**

This document provides advice on the application of QI 1.1:

[Improving outcomes for learners through self-evaluation](http://www.educationscotland.gov.uk/Images/ioltse_tcm4-712842.pdf)

1. **Inspection Advice note 2013 – 2014**

[Inspection advice note - August 2013](http://www.educationscotland.gov.uk/resources/i/genericresource_tcm4809752.asp?strReferringChannel=inspectionandreview&strReferringPageID=tcm:4-682614-64&class=l1+d147692)

1. **Education Scotland Website: Assessing progress and achievement professional learning resources**

[Assessing progress and achievement: Professional learning resource](http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/progressandachievement/professionallearningresource/index.asp)

1. **Journey To Excellence**

Journey to Excellence Improvement guides:

[Recognising achievement](http://www.journeytoexcellence.org.uk/learningandteaching/improvementguide/recognisingachievement.asp)

[Monitoring, recording and tracking progress](http://www.journeytoexcellence.org.uk/learningandteaching/improvementguide/monitoringrecordingtracking.asp)

[Enabling children and young people to achieve](http://www.journeytoexcellence.org.uk/cultureandethos/improvementguides/enablingallchildrenandyoungpeopletoachieve.asp)

[Being data rich](http://www.journeytoexcellence.org.uk/people/improvementguides/beingdatarich.asp)

1. **Education Scotland website**

Approaches to raising attainment: Using information intelligently to understand progress

[Using information intelligently to understand progress](http://www.educationscotland.gov.uk/about/areasofwork/raisingattainment/approaches/understandingprogress.asp)

1. **Other documentation**

[ADES: Raising Attainment](http://www.adescotland.org.uk/index.php?option=com_content&view=article&id=68:raising-attainment&catid=1:latest-news&Itemid=53)



**Quality Improvement Team: Taking a Closer Look Series**

**Moving from Good to Great: 2.1 Learners’ Experience Self-evaluation toolkit (Secondary)**

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| **2.1 Learners’ Experience: Taking a closer look** | | | | | | | | |
| **This QI has one theme - *the extent to which learners are motivated and actively involved in their own learning and development.***  It encompasses the quality of learners’ experiences, both in and beyond the classroom.  It explores the extent to which learners are aware of their strengths and needs as learners.  It focuses on how satisfied learners are that their views are taken into account by the establishment.  It also encompasses the seven indicators of well-being – how safe, nurtured, healthy, active, achieving, respected, responsible and included young people feel. | | | | | | | | |
| **Key Questions** | **Sources of Evidence - as appropriate** | **Impact Statement: Level 5+**  *How good are we now?*  What evidence do we have of our strengths and areas for development? | **Next Steps for Improvement**  *How good can we be?*  What action will we take to improve current practice? | | | | | |
| * Are there clear leadership and accountability roles for achieving improvement in learners’ experiences? * How clear are staff about strategic leadership and the priorities for learning and teaching? * To what extent have staff been supported to implement active and engaging learning and teaching approaches? * How is the impact of learning and teaching policy/CPD on learners’ experience and progress evaluated?   ..........................................................  Are learning experiences, across the 4 contexts of the curriculum, well designed to:   1. Meet the expectations within the Es and Os? 2. Support individual learners to progress/meet their needs? 3. Involve young people in the process?  * To what extent do learning experiences provide relevant, challenging and engaging activities? * Are the range of teaching approaches appropriate for engaging learners? * How effectively is ICT used to enhance learning? * Do learning activities enable effective development of higher order skills? * Are expectations appropriate?   .........................................................   * Do learners know what to do to improve their learning? * How much of a say do learners have in making the way they learn better? * What kind of feedback do learners receive on progress? * How much responsibility do they take for their own learning and achievement? * Do staff talk regularly to learners about their progress and how to improve?   ........................................................   * What is the extent and quality of learners’ experiences beyond the classroom, including out of hours e.g. clubs, trips? * How are learners benefiting from these activities?   ...............................................   * How much do learners contribute to the life of the school/of the wider community? * What opportunities do they have to take on responsibility and to develop this in others?   ..................................................   * How do we take account of the views of all learners? * How safe, nurtured, respected, fairly treated and included do all learners feel? * Has sufficient account been taken of learners emotional, physical and social needs? | Views from SLT/CLs and others with leading strategic and operational roles  Documentation about programmes, policies – e.g. Learning and teaching, ICT, assessment  Improvement plans, school and departmental  Feedback from staff/learners/peer SCE  Working group minutes  Direct observation of impact on learners  Analyses of SCE  Feedback about impact of staff development programmes  Feedback from peer SCE  ...........................................................  Forward plans, including for interdisciplinary learning, curriculum programmes and courses as appropriate.  Observation of learning/analyses of SCE records both school and dept.  Feedback from peer SCE  Depth of learners’ engagement in  activities and tasks  Feedback from learners on the quality  of their learning experiences  Observation of use of ICT to enhance learning: by staff; by learners  Analyses of feedback from learner  questionnaires    Observation/feedback from  mentoring/ pupil support/tutor time    Feedback from staff focus groups  ..........................................  Feedback to learners on progress  Target setting/monitoring and tracking information  Learners’ profiles, learning logs, achievement records  Observation of learners engaged in  activities beyond the classroom –  playground, corridors, excursions,  clubs, trips, etc.  Analysis of responses of learners and other stakeholders to questionnaires  .......................................................  Records of beyond the classroom/out of hours learning experiences offered  Records of achievement  Participation in social, sporting, cultural and citizenship activities, including out of school leaning  School/community/parental newsletters/ reports on leaner contributions to community and environment  Details of clubs, trips, excursions, field trips,  community involvement  Feedback from learners  Feedback from parents, members of wider community  .......................................................  Learner focus groups, analyses of questionnaires  Meetings with pupil representatives on committees e.g. school council, eco group etc  ........................................................  Direct observation  Discussion with learners  Behaviour , commitment to uniform (if appropriate) and general ethos  Stakeholders’ questionnaires  Learner progress files  Levels and trends of attendance/exclusions | Staff are very aware of the school’s key priorities for learning and teaching. This has had a positive impact on the consistency and quality of learners’ experiences.  The clear expectations for standards of learning and teaching have supported staff to improve the quality of learners’ experiences across the school.  Staff are increasing the opportunities for learners to take more responsibility for their own learning through well-planned, collaborative and co-operative learning approaches.  The school plans CPD well to support the effective implementation of active learning, using a variety of approaches to do this.  Staff regularly reflect on and share their practice which has supported them to enhance the quality of learners’ experiences in their classrooms.  Class visits promote helpful discussions on learning and clearly identify areas for development.  Staff use self-evaluation effectively to review progress and impact on learners.  *...........................................................*  Lessons/programmes/courses are well planned to promote learners’ engagement with their learning and their progress as learners.  Young people are keen to learn and enjoy learning in school.  Almost all are motivated and enthusiastic learners, especially when actively engaged in lessons.  Active learning approaches are consistently embedded across the school and have enhanced learner motivation and levels of challenge.  Teachers’ use of high quality ICT to support and enhance learning.  Young people use ICT confidently and independently to develop their learning.  The use of ICT is integral and well-embedded across learning.  Pupils consistently review their own and their peers’ learning.  *.......................................................*  The school provides many opportunities for staff and pupils to have meaningful dialogue about learning and progress.  Young people are aware of their strengths as learners and what they need to do to improve.  Young people benefit from detailed and consistent feedback on specific steps to make better progress in learning.  Overall most pupils are aware of their learning targets. They can describe the levels they are working at/the progress they are making with their learning.  Learning logs effectively support learners’ discussions with their teachers about progress.  *.........................................................*  Learners’ experiences are enhanced through a wide range of opportunities to achieve beyond the classroom.  Learners’ experiences are enhanced through a range of local and international excursions and field trips.  Young people find the many opportunities they have to take part in out of class learning such as fieldtrips and clubs motivating and enjoyable.  *........................................................*  Young people’s views are regularly sought, discussed with them and used to improve the school.  Young people willingly assume positions of responsibility and contribute successfully to the life of the school and the community.  The pupil council is successful in having a positive impact on important aspects of school life, such as learning and teaching and on the wider community.  Young people across the school act as role models, develop team work and take on leadership roles.  Young people are actively involved in peer education and mentoring schemes, some of which they have developed themselves.  *.......................................................*  Almost all young people can speak confidently about their views.  Young people value the many opportunities they have to contribute to decision making in the school, including decisions about their learning.  Young people feel that staff listen to them and their views are taken into account.  The school promotes an ethos of of respect and inclusion where young people feel safe and cared for.  Young people feel able to address any concerns with a trusted adult.  Overall young people enjoy learning at school and feel they are treated with fairness and respect.  Young people enjoy positive relationship with staff.  Young people are proud of their school and identify strongly with it. |  | | | | | |
| **Overall evaluation of 2.1:** | | | **1** | **2** | **3** | **4** | **5** | **6** |

**2.1 Learners’ Experience: Focus Group Questions**

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| Focus Group Questions for Learners | Focus Group Questions for Staff |
| * Can you describe what makes learning enjoyable? * How well do you feel you are doing? How do you know? * Does the atmosphere in lessons help you to learn? * Where do you do your best learning/thinking? * To what extent do you have choices inwhat you learn and how you learn? * What opportunities do you have to apply your learning? * What opportunities do you have to work together in groups and teams? * What opportunities do you get to learn from each other/teach each other in lessons? * What opportunities do you get to use ICT in lessons? * How well do these experiences help you learn? * What opportunities do you have to take responsibility for your own work? * How often do you get a chance to talk about your learning/progress with your teacher? How regularly? * What opportunities do you have to learn beyond the classroom? Excursions, trips, field work etc? What do you think about the quality of these experiences? * What opportunities have you had to develop the skills you will need to be successful in future? * What is the best thing about learning in the dept/school? * What one thing would you change to make it even better? * How can you express your views about making the way you learn in school better/help improve the school? * How safe and well-cared for do you feel in school? * If you are upset or worried about something in school, who can you speak to? * How do staff make sure pupils behave well? * How fairly do you feel you are treated in school? * What opportunities have you had to contribute to the wider life and work of the school/to the local community? What difference has this made to you? * Do you feel the school has helped you to become more confident? In what ways? | * What are the school’s key priorities for learning and teaching? * How are these being taken forward? * How do you see your role as a teacher/learning assistant/ CL? * How do you keep up to date with developments in learning and teaching? What impact has this had on your practice? * How much do you know about your learners’ prior attainment and experience in subject and in literacy skills? How did you get this information? * To what extent do learners have opportunities to develop skills for learning, life and employability – literacy, numeracy, ICT? * How is the quality of learning and teaching monitored? * What good practice in teaching is there currently? Can you provide some examples? * What staff development opportunities does the school itself provide? What has the impact of this been? * How is good practice shared and what is the Impact of this? * Are learners' prior achievements, literacy and numeracy skills andpossible support needs identified at an early stage? How and what action is then taken? * What opportunities do learners have to reflect on learning and progress? In lessons? Beyond lessons? * To what extent do you feel your subject is delivered flexibly and conveniently for a range of learners? * How do staff and learners use ICT in the learning and teaching and what is the impact of this? * How is learner progress recognised/acknowledged/ celebrated? * Do you consult learners about what works best for them? How and what action is taken? * What strategy is there for developing and reinforcing literacy, numeracy and ICT skills and HWB across learning? * What evidence do you have of ‘distance travelled’ from learners’ prior attainment? |

**2.1 Learners’ Experience: Focus Group Questions (Continued)**

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| Focus Group Questions for Learners to use in class | Points to consider during the observation |
| * What are you learning today? (Checks whether learners have understood LIs). * How do you know when you are successful? (Checks understanding of SCs). * What skills do you feel you are learning? * What progress are you making with your learning/how well are you achieving? How do you know and what steps do you need to take to improve? (e.g.Feedback, awareness of targets). * Have you had any information about how well you are achieving at this level? * How often do you get a chance to talk about your learning/progress with your teacher? How regularly? * Do you feel you could have learned more/made more progress today? In what ways? * Do teachers help you if you find the work difficult or if you want to find out more? * What do you do when you need support with your learning? * If you ask for help do you get it? * Who helps you? * Would you say that lesson was typical of what normally happens in this class? | * How deeply are learners engaged in learning? E.g. Are learners active or passive? Proportion teacher/pupil talk? * Tasks and activities providing appropriate support and challengeso all learners make expected progress? * Pace appropriate for individuals– how long to get started? Transitions to different phases within lessons, clarity of explanations/expositions? How long is recap of prior learning? Too much? Too little? * Differentiation (personalised learning) **–** OFTEN limited to peer and teacher support or by outcome. Often a key area for further development mentioned in the RIF. * Do learning experiences challenge learners and involve higher order thinking skills? * Challenge for the most able? Pace? Differentiation of learning intentions/success criteria? Tasks? * Increasing independence/student responsibility for own learning, including for the most able? * How effective is questioning? Teacher questioning and learner questioning. * Use of review of learning/plenary – not just at end, e.g. revisiting of LIs/SCs during lesson, pulling class or group together to go over a point that teacher checking of learning has shown is not clear. What action to improve learning is taken as a result? * How well does the balance of whole-class direct teaching, questioning and interaction, group work and other approaches meet all learners’ needs? * How well do learning experiences build on prior learning and use assessment information to help inform progression? * What have learners gained from the lesson or learning activity? * What impact can you see of strategies in place to support different groups of learners? |

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| **2.1 Learners’ Experience – Key Documents and Resources** |

***1. Inspection Advice Note August 2013:*** [Inspection advice note - August 2013](http://www.educationscotland.gov.uk/resources/i/genericresource_tcm4809752.asp?strReferringChannel=inspectionandreview&strReferringPageID=tcm:4-682614-64&class=l1+d147692)

***2. Improving outcomes for learners through self-evaluation***

This document provides advice on the application of QIs:1.1; 2.1; 5.3 and 5.9: <http://www.educationscotland.gov.uk/Images/ioltse_tcm4-712842.pdf>

***3. Learning Together: opening up learning***

This document explores how teachers working together and with learners, parents and members of the wider communities can increase the impact of learning. It highlights examples and the annexes contain sets of reflective questions that can used or adapted for use with a wide range of stakeholders: <http://www.educationscotland.gov.uk/Images/ltoul_tcm4-712892.pdf>

**4. Sample Inspection Pupil and parent Questionnaires**

Very useful SE tools for gathering views about key aspects of 2.1. Can be adapted and used annually as part of the cycle of SE to identify strengths, aspects for development and to show evidence of progress over time: <http://www.educationscotland.gov.uk/inspectionandreview/about/secondaryschoolinspections/questionnaires.asp>

***5. Quality and Improvement in Scottish Education, trends in inspection findings from April 2008-December 2011.***

This general report summarises findings from inspections across the different sectors nationally. As well as noting progress overall, It highlights key strengths of each sector and aspects for improvement. Useful general background and information on inspection priorities: <http://www.educationscotland.gov.uk/Images/QISE_tcm4-722667.pdf>

***5. Learning Together: lessons about school improvement***

This resource highlights lessons from real schools that have been successful in driving forward improvement. It covers general and specific factors which have led to improvement in schools which inspectors have returned to as part of follow through visits: <http://www.educationscotland.gov.uk/Images/ltlasi_tcm4-712923.pdf>

**6. Journey to Excellence Professional Development Resources**

**Vision and Leadership Improvement Guides**

*Leading Learning:* [www.journeytoexcellence.org.uk/visionandleadership/improvementguides/leadinglearning.asp](http://www.journeytoexcellence.org.uk/visionandleadership/improvementguides/leadinglearning.asp)

**Learning and Teaching Improvement Guides:** *Promotion of Active Learning***;** *Using Assessment to Support Learning***;** *Monitoring, Tracking and Recording Success*

*Planning the Outcomes of Learning; Recognising Achievement:* [*www.journeytoexcellence.org.uk/learningandteaching/index.asp*](http://www.journeytoexcellence.org.uk/learningandteaching/index.asp)

**Improvement Guides for People:** *Giving Pupils a voice and enabling them to take responsibility***;** *Continuing professional development***:** [*www.journeytoexcellence.org.uk/people/index.asp*](http://www.journeytoexcellence.org.uk/people/index.asp)

**Culture and Ethos Improvement Guides:** *Promoting Positive relationships within a learning, caring and inclusive school community***;** *Enabling all children and young people to achieve***;** *Aiming High:* [*http://www.journeytoexcellence.org.uk/cultureandethos/improvementguides/index.asp*](http://www.journeytoexcellence.org.uk/cultureandethos/improvementguides/index.asp)

***ADES*** - ***Raising attainment: Improving Life -chances in Scotland’s Schools:*** [***http://www.educationscotland.gov.uk/about/areasofwork/raisingattainment/about.asp***](http://www.educationscotland.gov.uk/about/areasofwork/raisingattainment/about.asp)

**7. Career-long Professional Learning - Journey to Excellence Professional Development Packs:** *Opening Up Learning Professional Development Pack and PP***.** his pack explores how teachers, by working together and with learners, parents and members of their communities, can ‘open up learning’. That is, gather evidence on learning and its outcomes, engage in professional development with colleagues, and plan improvements in response:

<http://www.educationscotland.gov.uk/resources/p/professionaldevelopmentpacks/genericresource_tcm4731527.asp?strReferringChannel=educationscotland&strReferringPageID=tcm:4-615801-64>

*Opening Up Assessment Professional Development Pack.* This pack is designed to help you to reflect on the implications of assessment for your establishment’s practice. It uses carefully selected videos of excellent practice and information from the Journey to Excellence website. Whilst you watch examples of practitioners and learners, and listen to the perspective of researchers, you will be encouraged to carry out activities and put your learning into your practice.

<http://www.educationscotland.gov.uk/resources/p/professionaldevelopmentpacks/openingupassessment.asp?strReferringChannel=educationscotland&strReferringPageID=tcm:4-615801-64>

Education Scotland website: <http://www.educationscotland.gov.uk/resources/c/clpl/introduction.asp?strReferringChannel=educationscotland&strReferringPageID=tcm:4-615801-64>

Education Scotland Guidance (PDF) <http://www.educationscotland.gov.uk/Images/CareerLongProfessionalLearning_tcm4-735769.pdf>



**Quality Improvement Team: Taking a Closer Look Series**

**Moving from Good to Great: 5.1 The Curriculum Self-evaluation toolkit (Secondary)**

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| **5.1 The Curriculum: Taking a closer look at the Inspection Advice Note 2013/2014** | | | |
| **Theme 1: The Rationale and Design of the Curriculum**  **Key questions**  Updated expectations | **Sources of Evidence** | **Very good “ HMIE impact Statement** / updated expectations  *Impact statements from”very good” HMIE inspections 5.1 June 2013: ( C- Calderglen , B- Bishopbriggs , St. A – St. Andrews , JO -John Ogilvie QA – Queen Anne St. M – St. Margaret’s )* | **Next Steps for Improvement**  How good can we be?  What action will we take to improve current practice? |
| Is 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 need?. Is it designed to deliver the entitlements and in particular the broad general education (BGE) and senior phase. ? | Information on course structures  and timetables  • Sampling of pathways through  the curriculum as experienced by  groups/individual learners  • Discussions with managers and  cross section of staff, partners  and other stakeholders  • Discussions with groups of  learners  • Curriculum aims and policies  • Analysis of stakeholder  questionnaires and consultations  on developing shared values | The curriculum is designed to provide young people with the opportunity to develop skills and achieve and attain highly so that they can learn in the future and take their place in society**. B**  Staff plan a range of motivating and engaging experiences that provide young people at all stages with opportunities to progress across all aspects of their learning in and out of school**.B**  Staff continue to evaluate and further develop the BGE to ensure all children and young people benefit from their entitlement to a BGE. In secondary schools, this includes through providing appropriate specialisation and continued breadth of experience during S1-S3 so that young people can achieve as well as they can and to provide a firm foundation for progression into the senior phase.  Staff in secondary schools are further developing flexible achievement pathways from the BGE to the senior phase so that learning planned and delivered using the Es and Os can contribute directly to qualifications and awards.  Secondary schools and partners are further developing the senior phase to:   * build on achievements in the BGE; * take advantage of local flexibilities in delivering the senior phase entitlements; * provide a range of flexible achievement pathways within and beyond the senior phase to meet the needs of all learners; * promote the highest level of attainment in literacy and numeracy for all; * meet the needs of young people who leave school at the end of S4; * build on college partnerships; * promote and support employability skills, skills for learning life and work; and * take account of the transition and interim arrangements for the period of dual running of existing and new qualifications.     The design of the senior phase curriculum:   * enables young people to learn over variable time-frames (eg 1 or 2 year programmes) to meet learners’ needs, creates space for more in-depth learning and allows more time to be spent on challenging learning at higher levels; * enables the development and improvement of approaches to learning that motivate learners across the totality of their experiences; and * ensures a continued focus on health and wellbeing, and the provision of RME and PE, opportunities for personal achievement and interdisciplinary learning.   Young people in the senior school experience a curriculum which suits their interests, needs and abilities. **QA** |  |

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| **Overall evaluation of 5.1: Theme 1** | 1 | 2 | 3 | 4 | 5 | 6 |

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| **5.1 The Curriculum: Taking a closer look at the Inspection Advice Note 2012-13** | | | | | | | | | | | | | | |
| **Theme 2 : The development of the Curriculum**  **Key Questions**  Updated expectations | | **Sources of Evidence** | **Very good “ HMIE impact Statement:**  evidence of strengths | | **Next Steps for Improvement**  How good can we be?  What action will we take to improve current practice? | | | | | | | | | |
| Do staff develop and refresh the curriculum on a regular basis and manage curriculum change and innovation to develop the curriculum. Do 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?  Do staff work with a range of partners, including colleges and community learning and development (CLD), and stakeholders (including learners and parents) in curriculum change and innovation to provide a coherent experience for learners?  Do staff have planned opportunities to collaborate across schools and with partners and to share resources and evolving practice, including in the senior phase?  Do partners work together to ensure opportunities for shared experiences and placements, including in the senior phase, are of high quality ?  Do staff clearly identify the benefits to learners from planned curriculum change and innovation including improving the range and quality of outcomes for learners? | | • Improvement plans and evidence  of impact  • Discussions with managers and  cross section of staff, partners  and other stakeholders  • Outcomes from meetings  • Analysis of stakeholder  questionnaires / consultations/ feedback  • Data on improvements in learners’  progress  • Attainment and achievement data  trends  • Standards and quality report | * Schools, along with partners, are further developing the curriculum to improve planning for progression through the BGE across all curriculum areas and through the senior phase to meet the needs of all learners. * Planning is as streamlined and effective as possible and not overly bureaucratic or time-consuming. * Staff in secondary schools and their partners are aware of and take account of the implications and changes to qualifications including recognising achievement and evidence for SQA’s exceptional circumstances consideration service and verification. * Through effective consultation with parents and the wider community, the school has clear plans for further curriculum development. **QA** * The school has engaged parents extremely well as it has taken forward improvements in line with Curriculum for Excellence**. B** * Strong and effective partnership contributions enhance the curriculum and play a key role in enterprise, citizenship and promotion of equalities **.B** * The school has extensive links with partners who provide exciting learning contexts. For example, young people have been working on telephone “apps” through Dogfish Mobile Ltd and Gaelic learners benefit from links with BBC Alba **C** * 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 * From S4 to S6, the school provides a wide choice of courses which meet the needs and interests of young people. Notably, a good number of young people at S5 are enjoying learning real-life skills in areas such as cosmetology or electronics, using school facilities**.C** * Partners provide a variety of well-planned opportunities for young people to enhance their learning and gain valuable experience. For example, links with an international hotel chain enables young people to participate in the authority’s culinary excellence programme **St A** * The recent changes to the curriculum have been informed by careful long-term planning, discussion and consultation with staff, parents, young people and partners. **JO** * The school’s teamwork approaches to taking forward Curriculum for Excellence are exemplary. Changes to the curriculum are the result of careful long-term planning, discussion and consultation with staff, parents, young people and partners. **St M** * 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 and profiling of learners’ progress through the BGE and senior phase so that the BGE and senior phase curriculum is under review and evolving to better meet learners’ needs. | |  | | | | | | | | | |
| **Overall evaluation of 5.1: Theme 2** | | | | | 1 | | | 2 | | 3 | | 4 | 5 | 6 |
| **5.1 The Curriculum: Taking a closer look at the Inspection Advice Note 2012-13** | | | | | | | | | | | | | | |
| Updated expectations  **Theme 3: Key questions**  **Programmes and Courses** | **Sources of Evidence** | | | **Very good “ HMIE impact Statement:**  Evidence of strengths | | **Next Steps for Improvement**  How good can we be?  What action will we take to improve current practice? | | | | | | | | |
| How well are staff are designing and refreshing programmes and courses using the Es and Os and qualifications and awards specifications ?  How are staff developing programmes and courses to effectively balance the progressive development of knowledge and skills through the Curriculum for Excellence levels and into the senior phase ?  How are staff delivering a coherent experience providing progression and well-planned, joined up learning within the four aspects of the curriculum ?  How are staff planning for appropriate progression through breadth, challenge and application in learning ?  How are staff responding to and meeting the needs of all learners in their delivery of the entitlements to a broad general education and senior phase? | * Observation of programmes and courses as experienced by   learners in learning and teaching   * Documentation about   programmes and courses,   * Departmental handbooks * Information from learner pathways , reviews, learner journeys * Staff plans and programmes * Outcomes from planning meetings   Other evidence can be found from:   * Learners’ profiles, assessment records, wider achievement records * Attainment data, eg school and education authority data, SQA data | | | * Staff are designing and refreshing programmes and courses using the Es and Os and qualifications and awards specifications 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. * Staff are using the Es and Os within and across curriculum areas and embedding them in learning in the BGE. Staff in all sectors, 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. * At S3, the BGE programmes and courses are based on the Es and Os, typically at third and fourth curriculum levels depending on young people’s prior progress and achievements. For some young people, appropriately challenging learning experiences involve extending the challenge of learning at fourth curriculum level Es and Os and stretching into National 5 level work. * Programmes and courses in the senior phase maximise the benefits of qualifications design with an increased emphasis on depth and application of learning, skills development, including higher order thinking skills, with increased personalisation and choice and learning through relevant real life contexts. * Staff are planning coherent programmes and courses ensuring depth and a breadth in learning and embedding assessment, including reporting on progress and achievement of levels. * Staff are developing programmes and courses to effectively balance the progressive development of knowledge and skills as detailed in the Principles and Practice papers and in qualifications and awards specifications. They have flexibility in determining the content to be covered to provide stimulating, challenging, relevant and enjoyable experiences. * The BGE and senior phase promotes young people’s independence, responsibility and collaboration in learning engaging them in applying their learning and developing their skills. * Staff 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. 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. * In S3, young people have opportunities for increased specialisation that prepare them for the senior phase. Courses and programmes are designed to provide a continuum of learning leading to a range of flexible progression routes through different levels of qualifications in the senior phase. * Programmes of learning in the senior phase are designed to meet the needs of all learners in progressing from their prior levels of achievement in the broad general education and through the senior phase * At S1-S3, choices ensure young people receive their entitlement to the BGE with breadth and depth in learning and ability to apply learning confidently in different contexts to provide a firm foundation for the senior phase. * At S1-S3 in particular, courses offering greater choice (including interdisciplinary projects and studies, short courses and electives) are designed to meet a range of learners’ needs. They ensure learners can progress in their learning and allow learners to revisit and consolidate their learning and to apply and extend their learning in more challenging contexts. * Staff are increasing the provision of appropriate opportunities for personalisation and choice and personal achievement within learning and teaching and within courses for all learners. * Staff are supporting learners to develop skills for learning, life and work and are helping learners to acquire the key skills in English and Mathematics which allow for their applications in contexts which develop literacy and numeracy; * Staff are further embedding and extending active approaches, using relevant Es and Os, to developing and applying literacy, numeracy and health and wellbeing across the curriculum. * Staff use the Es and Os to plan for progression and achievement, irrespective of where the learning takes place. * Staff 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.      * In the senior phase, young people can learn across levels with flexibilities in relation to decisions about the level of qualification presented to encourage them to progress and attain as highly as possible. * In the senior phase, programmes of learning allow progression through different contexts (especially when progressing from eg N4/5 to N5/H programmes of learning). * The school’s curriculum provides a wide range of opportunities at all stages for young people to develop the skills for learning, work and life in line with Curriculum for Excellence. **QA** * Young people in S2 experience meaningful opportunities to link their learning across different subject areas. In S3, young people enjoy developing skills for life and work in courses such as the cookery, film production and lego engineering. In the jewellery   and metalwork projects, learners cut, solder and finish their design to a high quality finish. From S4 to S6, the school provides very good opportunities for young people to progress in a range of skills-based courses which are very enjoyable, relevant and lead to qualifications.**C**   * In S2, 'master classes' provide opportunities for stimulating learning through real-life contexts. **St A** * Staff are confidently and enthusiastically developing new courses and approaches for young people in S1 to S3, enabling them to experience a broad curriculum with opportunities for ‘depth studies’ in S3. The school is developing a good range of well-planned opportunities for learning through personal achievement and a growing range of innovative interdisciplinary learning. **St M** * The broad general education from S1 to S3 provides relevant and challenging learning contexts for young people with strong emphasis on the development of literacy, numeracy and health and wellbeing across learning. Staff across the school are increasingly providing exciting projects which allow young people to link and apply their learning across a range of contexts. Young people at S4 have the opportunity to study a good range of vocational courses. At S4 to S6, young people benefit from a wide range of subject choices, including options to study a second modern language and Gaelic. The school’s innovative approaches to developing literacy across learning, enterprise and employability and international education have been recognised through Scottish and International awards **B** * A key feature is the effective way in which planned learning opportunities across and outwith the school build on and develop young people’s skills. Young people at S3 enjoy further opportunities to achieve through ambitious ‘master classes’ which ensure they continue to experience a broad curriculum **C** * There is also a very wide range of out-of-class activities which broaden young people’s learning.**JO** | |  | | | | | | | | |
| **Overall evaluation of 5.1: Theme 3** | | | | | | | 1 | | 2 | | 3 | 4 | 5 | 6 |

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| **5.1 The Curriculum: Taking a closer look at the Inspection Advice Note 2012-13** | | | | | | | | |
| **Theme 4: Transitions**  Key questions  Updated expectations | **Sources of Evidence** | **Very good “ HMIE impact Statement:**  evidence of strengths | **Next Steps for Improvement**  How good can we be?  What action will we take to improve current practice? | | | | | |
| Do curriculum transition procedures and programmes effectively meet the needs of all learners, including those with additional support needs ?  How do 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 ?  How are staff improving the curriculum to support children and young people in developing an increased awareness of themselves as learners including through further developing profiling.? | * Discussions with learners, parents, staff, managers and partners * Stakeholder questionnaires/ feedback * Observations of the impact of information transferred about prior learning on learning and teaching after transition. * Learners’’ profiles * Observations of impact of cluster priorities and collaboration * Outcomes from planning meetings to identify and assess learners’ needs to prepare for transitions * Tracking data on progress, attainment and achievement * Trend data on positive destinations | Staff and partners collaborate in planning learning to:   * ensure continuity and progression in learning across all curriculum areas 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, shared placements. * Curriculum and support as young people move from primary school to S1 are a particular strength. Through the Pathways Programme, teachers plan carefully to ensure all young people benefit from continuity and progression in their learning as they move from stage to stage.**St M** * The senior phase curriculum supports transition planning beyond school so that young people have an appropriate place in learning, training or employment, including those with additional support needs.      * From S4 to S6, the school provides very good opportunities for young people to progress in a range of qualifications.**St A** * 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. * In S3, there is an increased focus on support for making informed choices for progression into the senior phase based on reliable information about young people’s learning and achievements. * In secondary schools, staff are taking steps to ensure their work/department/faculty has an impact on positive and sustained destinations for all learners, including 16+ learning choices with a focus on opportunities for all. * The provision of universal support in the senior phase ensures young people make informed choices and are aware of and have the opportunity to meet requirements for achievement pathways to support positive and sustained destinations. * Skills for learning, life and work are being developed across the school and accredited through Dynamic Youth awards. **St A** * The curriculum from S4 to S6 provides an extensive range of flexible progression routes for young people, enhanced by the effective links with West Lothian College and other local schools. **St M**      * The school is increasing opportunities for vocational learning in S4 to S6 so that senior pupils who value their school experience are better encouraged to stay **JO** * There is an extensive range of flexible progression routes for young people, enhanced by the effective links with South Lanarkshire College. **C** * 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. * In S3, young people are increasingly involved in shaping their own learning to ensure they develop the knowledge and understanding and skills required for successful progression into qualifications in the senior phase. |  | | | | | |
| **Overall evaluation of 5.1: Theme 4** | | | 1 | 2 | 3 | 4 | 5 | 6 |
| **Overall evaluation of 5.1** | | | 1 | 2 | 3 | 4 | 5 | 6 |

**5.1 Focus Group Questions**

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| Focus Group Questions for Learners | Focus Group Questions for Staff |
| 1. In what ways are you challenged to think about and take your learning further and that expectations of your attainment and achievement are high? 2. Can you give examples of learning that you have found very relevant and why ? 3. What variety is there in your learning over the course of a lesson, day, or a week? 4. How well does the balance of whole-class direct teaching ,questioning and discussion , group work, thinking time and other approaches meet your learning needs? 5. How well do the teaching approaches encourage you to take responsibility for organising your learning with others, work collaboratively in groups and teams, and give presentations to / share learning with your peers? 6. Can you give examples of when you have choices in what and how you have been learning ? 7. How well do your learning experiences build on your prior learning and how do you know how much progress you are making? 8. How do people at home know how much progress you are making? 9. Can you give examples of what learning you have gained from your last lesson ?      1. In what ways have you used learning from one subject to another and how often does this happen? 2. What interdisciplinary learning opportunities have you experienced eg ...In what ways did this help your learning ? 3. How much opportunity do you have to apply your literacy , numeracy and health and wellbeing skills across your learning experiences ? 4. What opportunities do you have to learn and achieve in the life and work of the school as well as in subjects and interdisciplinary learning? Can you give an example of what learning you gained ? 5. What do you want more of / less of in your learning experiences at this school ? | 1. In what ways have learners’ experiences , attainment and achievement improved through your planning of courses and programmes as part of the Broad General Education ? 2. What opportunities have you had to collaborate across schools to improve transitions and sharing of expertise ? 3. In what ways has your planning for breadth, challenge and application improved progression in learning for young people ? 4. How does personalisation and choice feature in the broad general education at S1 to S3? 5. How does specialisation appear at the fourth curriculum level? 6. How is progression from broad general education into the senior phase supported? 7. What has been the impact of planning, tracking , recording and reporting practices for young people ? 8. In what ways are you evaluating the quality of broad general education? What has improved for young people a result of this evaluation ? 9. How involved are learners in the planning of their learning across the broad general education and senior phase ? How has this improved outcomes for young people ? 10. What has been the impact of interdisciplinary learning for young people ? How could this be improved ? 11. How well have you involved all stakeholders, particularly learners and their parents, in exploring the benefits of CfE at the Senior Phase, and in exploring different achievement pathways for individual young people? 12. How well have you used flexibility to design pathways for all groups of learners that fully meet their entitlements, increase their achievement and raise their attainment? |

**5.1 Focus Group Questions – The Senior Phase**

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| Focus Group Questions for Staff | Focus Group Questions for Staff |
| Theme 1: The rationale and design of the curriculum   1. In what ways is the senior phase designed to improve attainment and achievement of all young people and ensure progression to positive and sustained post-school destinations? 2. How does the design of the senior phase create space for more in-depth learning and allows more time to be spent on challenging learning at higher levels? eg does the senior phase allow young people to learn over variable time-frames (eg 1 or 2 year programmes)? 3. How well does the senior phase enable the development and improvement of approaches to learning that motivates learners across the totality of their experiences? 4. How well does the senior phase ensure a continued focus on literacy, numeracy and health and wellbeing, as well as provide for appropriate provision of RME and PE? 5. How well does the senior phase provide opportunities for, and progression in, personal achievement and interdisciplinary learning? 6. How well does timetabling focus on outcomes for learners whilst taking 7. How well do we take a collegiate approach to developing the senior phase in collaboration with other schools, the education authority, colleges, CLD, other partner providers, employers, parents and learners? How well do we ensure they have a clear and agreed strategy for improvement and to maximise the range of provision to meet all learners’ needs? 8. How joined-up are the whole school-department and faculty approaches to developing the senior phase?   Theme 2: The development of curriculum   1. How well do we collaborate within and across schools and with partners to develop and deliver flexible progression routes and programmes of learning for the senior phase? 2. How well do we track, manage and support learners’ achievement pathways in the senior phase developed and delivered by colleges and/or CLD or other partners? 3. How well do we use available evidence about young people’s progress, and choices to inform and develop the senior phase? 4. How well do we, along with partners, monitor and evaluate the impact and outcomes of change and take action to ensure the curriculum delivers the entitlements and better meets learners’ needs? | Theme 3: Programmes and courses   1. What are the key improvements being made to learning programmes in the senior phase? 2. In what ways do programmes of learning in the senior phase emphasise depth and application of learning? 3. How well do programmes of learning in the senior phase develop skills, including higher order thinking skills? 4. How well do programmes of learning in the senior phase provide increased opportunities for personalisation and choice and learning through relevant real-life contexts? 5. How flexible are programmes of learning in allowing young people to learn across levels? 6. In what ways are programmes of learning designed to allow progression through different contexts in the senior phase (especially when progressing from eg N4/5 to N5/H programmes of learning)?   Theme 4: Transitions   * + 1. How well do we plan the curriculum with partners to support smooth transitions for learners? How well do we use assessment information to inform transition planning?     2. How well do we ensure that when learners transfer between stages in our school or   transfer to and from our school and another, they are supported to ensure continuity  and progression in their learning?   1. How well are shared activities, experiences and placements leading to progress and achievement for children and young people? 2. How well is the curriculum designed to provide universal support that provides opportunities for all learners to discuss progress and achievement across all their learning with an adult who knows them well? 3. How well do our approaches to profiling develop learners’ awareness of themselves as learners and the skills they are developing to inform planning future learning? 4. How well do we ensure our learners are creative, enterprising and prepared for the world of work and their future careers? 5. How well are we ensuring that young people who are likely to leave at the end of S4 have the qualifications and awards, and a range of skills for learning, life and work that will support them in progressing to further education or employment? 6. How well do we ensure that young people are aware of the requirements for progression pathways in and beyond school? How well do we support them in making informed choices and provide the opportunities to meet the requirements for their chosen pathways? 7. How well do we ensure that young people get relevant and high quality experiences, including work experience, to prepare them for life and work? |
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| * 1. **The Curriculum – Key Documents and Resources** |

**1.Inspection Advice note 2013 – 2014**

This paper provides additional advice about our **updated expectations in relation to QI 5.1 *(The curriculum*) and QI 5.9 *(Improvement through self-evaluation).*** It replaces the illustrations of ‘very good’ for these QIs in *HGIOS3 and CATC to* reflect developing best practice and national expectations of progress in implementing aspects Curriculum for Excellence. This represents a further adjustment of expectations from August 2013 in line with the Implementation Plan Priorities 2013-14.

<http://www.educationscotland.gov.uk/resources/i/genericresource_tcm4809752.asp?strReferringChannel=inspectionandreview&strReferringPageID=tcm:4-682614-64&class=l1+d147692>

**2.Education Scotland Self-evaluation Resource for 5.1 and 5.9 in line with Increased Expectations:** [**http://www.educationscotland.gov.uk/Images/CfESelfEvaluationResourceQIs5\_1and5\_9\_tcm4-813827.pdf**](http://www.educationscotland.gov.uk/Images/CfESelfEvaluationResourceQIs5_1and5_9_tcm4-813827.pdf)

**3.Curriculum for Excellence Implementation Plan:** [**http://www.educationscotland.gov.uk/Images/CfEImplementationLetter2013to14\_tcm4-810945.pdf**](http://www.educationscotland.gov.uk/Images/CfEImplementationLetter2013to14_tcm4-810945.pdf)

**4.CfE briefing papers** <http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/keydocs/cfebriefings.asp?iPage=1&strSubmit=True&strSearchText=&id=&bSortCD=0>

In particular :

[CfE Briefing 1: Broad General Education in Secondary Schools](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4720104.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554)

[CfE Briefing 2: Assessing Progress and Achievement in the 3-15 Broad General Education](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4730396.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554)

[CfE Briefing 4: Interdisciplinary Learning](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4732286.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554)

[CfE Briefing 5: Personalised Learning](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4741644.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554)

[CfE Briefing 6: Progression from the Broad General Education to the Senior Phase part 1](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4742055.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554)

[CfE Briefing 7: Progression from the Broad General Education to the Senior Phase part 2](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4744860.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554)[CfE Briefing 8: Progression from the Broad General Education to the Senior Phase part 3](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4748089.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554)

[CfE Briefing 12: Planning for Learning part 2: Further learning, training and employment beyond age 16](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4809709.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554)

[CfE Briefing 11: Planning for Learning part 1: Through the Broad General Education](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4783185.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554)

1. **Professional learning resources**

Monitoring and tracking progress and achievement in the broad general education**:** <http://www.educationscotland.gov.uk/Images/Monitoringandtracking270313_tcm4-754310.pdf>

Further professional learning resources re Assessing progress and achievement :<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/progressandachievement/professionallearningresource/index.asp>

1. **Examples of highly effective practice : 5. 1 The curriculum**

<http://www.educationscotland.gov.uk/inspectionandreview/reports/examplesofpractice/index.asp>

1. **Journey To Excellence : improvement guides**

Planning the outcomes of learning :

<http://www.journeytoexcellence.org.uk/learningandteaching/improvementguide/planningtheoutcomesoflearning.asp>

Monitoring, recording and tracking success:

<http://www.journeytoexcellence.org.uk/learningandteaching/improvementguide/monitoringrecordingtracking.asp>

List of all improvement guides:

<http://www.journeytoexcellence.org.uk/whatisexcellence/improvementguides.asp>

1. **Learning together resources**

Professional Development Pack - Developing literacy and numeracy across learning <http://www.educationscotland.gov.uk/resources/p/professionaldevelopmentpacks/genericresource_tcm4645078.asp?strReferringChannel=journeytoexcellence&strReferringPageID=tcm:4-556930-64>

Professional Development Pack - Health and wellbeing across learning

<http://www.educationscotland.gov.uk/resources/p/professionaldevelopmentpacks/genericresource_tcm4645080.asp?strReferringChannel=journeytoexcellence&strReferringPageID=tcm:4-556930-64>

List of all Learning together resources

<http://www.journeytoexcellence.org.uk/resourcesandcpd/cpdresources.asp>

1. **Improving our curriculum through self-evaluation**

This guide **(2008 )** from HM Inspectors focuses on the use of Quality Indicator 5.1: The curriculum, to help schools and centres to evaluate and improve their curriculum.

<http://www.educationscotland.gov.uk/resources/i/genericcontent_tcm4747804.asp?strReferringChannel=educationscotland&strReferringPageID=tcm:4-615801-64>

***Source of Questions for 5.1: Adapted from Learning Together: Opening up learning <http://www.educationscotland.gov.uk/Images/ltoul_tcm4-712892.pdf>***

***And informed by Briefing paper 1 : Broad General Education*** [***http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/keydocs/cfebriefings.asp***](http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/keydocs/cfebriefings.asp)



**Quality Improvement Team: Taking a Closer Look Series**

**Moving from Good to Great: 5.3 Meeting Learning Needs Self-evaluation toolkit (Secondary)**

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| **5.3 Meeting Learning Needs** | | | | | | | | | | | | |
| **Theme 1: Tasks, activities and resources**  **Key Questions** | **Sources of Evidence** | **Impact Statement: Level 5+** | | **Next Steps for Improvement** | | | | | | | | |
| This indicator relates to the school’s arrangements for meeting the needs of all learners, including potentially vulnerable groups and addressing barriers to learning. This includes identifying the needs of, and providing support and challenge for, groups and individuals who may have additional support needs arising from, for example, the learning environment, family circumstances, disability or health needs; or social and emotional factors | | | | | | | | | | | | |
| * How effectively do we support and challenge learners by choosing learning tasks, resources and activities which are well matched to their needs, progress or attainments? * How well did learning and our teaching on a day-to-day basis and across programmes/courses meet the different needs of learners? * Do we ‘reach’ different groups through our teaching and questioning? * How well do we give focused, targeted and appropriate support when moving around the classroom/playroom? * Do we have appropriate expectations for different groups of learners? | * Observation and reflection on learning and teaching: matching learning opportunities and support to the range of learning needs * Sampling with individuals and groups of learners: the quality of support and challenge in tasks and learners’ responses * Staff/teachers’ plans and programmes to meet differing needs and levels of attainment * The quality and use of learning resources including ICT * Feedback from school staff, ASL Service staff, parents and learners and processes for the use of this feedback in self evaluation | | * The school meets young people’s learning needs very well. Staff keep well informed about young people’s needs and take effective steps to meet these needs. As a result, almost all young people make appropriate progress in learning and achieve well. * Staff across the school are committed to young people’s welfare and achievement. They work hard to ensure that they meet the needs of every young person, including the most vulnerable. * Those who require extra help to learn are making good progress and achieving their short term targets. * The school has developed highly effective ways of ensuring all young people have the support they need to achieve well. * Lessons are well planned, move at a good pace and are appropriately challenging. Staff are skilful in adapting teaching approaches to suit individual learning needs. Staff take account of individual and group needs in planning tasks, activities and resources used in classes. * In almost all departments, there is a very high standard of additional support. The pace of learning in lessons is brisk and appropriate for almost all learners. Teachers are highly skilled at giving clear explanations and developing young people’s inquiry skills through very effective questioning. The impact of this can be seen in the learners responses. Young people who require additional support are very well catered for. This includes support sessions at break times and extra support to prepare for national examinations. ICT provides extra helpful information for young people with English as a second language. * Staff know and care for the young people very well. All teachers plan lessons effectively. They include tasks and activities which take appropriate account of varying learning needs and abilities and help to develop learners self esteem and confidence. * A very good lunchtime club provides vulnerable learners with a nurturing environment and increases their confidence. The progress of vulnerable young people is outstanding. * Young people across the school are very well supported to develop and learn. Staff know learners very well and use a wide range of well-judged approaches to meet their needs effectively. The effective use of resources engage young people. All staff are committed to young people’s welfare and achievement. The school has a commendable emphasis on promoting young people’s mental health. All young people are benefitting from a flexible curriculum which meets their individual needs. | |  | | | | | | |
| **Overall evaluation of 5.3: Theme 1** | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | |

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| **Theme 2: Identification of Learning Needs**  **Key Questions** | **Sources of Evidence** | **Impact Statement : Level 5+** | **Next Steps for Improvement** | | | | | | | |
| * How well do we observe and assess learning needs in the light of learners’ responses to tasks and activities? * How well do we share information and discuss learning to enable other staff to identify clearly the learning needs of all, including vulnerable learners? * How effective are whole-school/centre approaches and the contributions of specialist staff? * How well do we draw on the knowledge of health, social work and other partner agencies when identifying learning needs? * Do we take sufficient account of the needs of LAAC in identifying barriers to learning? | * Observation of learning and teaching * Information for staff on learners’ with ASL needs * Minutes of departmental Meetings/health/planning/review meetings * Assessment evidence and its use by staff to identify the needs of all learners * Discussion with SfL staff, pastoral care staff, teachers, partner service staff * Sample learners work * Meetings with parents/carers * Discussion with learners * Assessment of needs evidence * Lesson plans | * Staff know young people very well, monitor their progress and are alert to any issues. * Staff observe learners closely, and carefully assess and track their progress and achievements. * There is very effective communication between support for pupils staff and class teachers. * Pupil support staff liaise closely with primary colleagues to ensure a smooth transition from P7 to S1. * Staff are proactive in seeking expertise from other professionals to ensure individual needs are assessed and effectively met. * Support as young people move from primary school to S1 is a particular strength. * Approaches such as the innovative nurture programmes in the ‘Green Room’ and counselling are effectively supporting young people with social, emotional and behavioural needs at transition stages. |  | | | | | | | |
| **Overall evaluation of 5.3: Theme 42** | | | | 1 | 2 | 3 | 4 | 5 | 6 |

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| **Theme 3: The roles of teachers and specialist staff**  **Key Questions** | **Sources of Evidence** | **Impact Statement : Level 5+** | **Next Steps for Improvement** | | | | | | | |
| * How well do we involve appropriate specialist staff in identifying learning needs? * How effective are specialist staff? * How well do we address barriers to learning? * How well do we share information among education, health, social work and other relevant partner agencies? | * Information for staff on learners’ with ASL needs * Minutes of meetings with health, social work & professionals * Meetings with parents * Remits of staff. Ensuring these are clear, accessible and understood across all staff groups * The role of specialist staff in meeting learning needs inc. visiting teachers, specialist staff and relevant staff from partner agencies. * Support, advice and training the school or centre receives from specialist staff and their agencies * Quality & effectiveness of procedures for the placement of children/young people, inc. shared or part-time placement in provision outwith the school/centre * Communication with staff from partner services and agencies as appropriate in planning and delivering support | * All staff recognise their own role in supporting all young people and in particular those who are most vulnerable. * Specialist staff ensure a range of effective support for young people. * The school works in very close partnership to develop individual transition where flexibility is required. * Staff work well with a broad range of support agencies who make important contributions to young people’s development. Ensuring this leads to successful learning. * Staff participate actively in initiatives led by other agencies to enhance the development of learners. * Staff monitor young people’s progress very well and act swiftly to ensure nobody falls behind. The wide range of partners with which the school works is exceptional. These partnerships are providing young people with opportunities for their high aspirations to become reality. * Learning support staff have an in-depth knowledge of young people’s learning needs. They use this to help improve the life chances of any young person who requires additional support. * Support for learning staff and assistants are purposeful and skilful in providing programmes and activities for young people, well matched to their specific needs. * Staff are doing important development work with teaching staff, to enhance their skills in understanding and meeting young people’s needs. * The school works well with a broad spectrum of support agencies and initiatives, who make important contributions to learners’ development. * All staff share a common understanding of their collective responsibility for addressing learners’ needs. The range and quality of support across the school is outstanding. Staff take positive and proactive steps to meet the learning, personal and social development needs of all young people. They place a high priority on supporting young people’s mental and emotional wellbeing and have developed a culture of ambition and achievement for all young people. * Across the school, staff have a strong focus on ensuring individual learners are developing and progressing well through appropriately challenging learning, with well planned and targeted support. * Strong and effective partnership contributions enhance the curriculum and play a key role in enterprise, citizenship and promotion of equalities. * The school works extremely well with a range of partners, including parents, to prevent concerns arising. |  | | | | | | | |
| **Overall evaluation of 5.3: Theme 3** | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| **Theme 4: Meeting and implementing the requirements of legislation**  **Key Questions** | **Sources of Evidence** | **Impact Statement: Level 5+** | **Next Steps for Improvement** | | | | | | | |
| * How good is our planning to meet the needs of all learners? * How effectively have we involved other staff in drawing up these plans? * How have these plans been shared by staff? * Is there a move to a single plan? * Do our IEPs and CSPs set out a suitable approach to meeting needs? * Are the short-term and long-term targets appropriate and clear? * Do we regularly review the targets? * Is there a move to a single multi-agency review? * How do we involve learners and their parents in these processes? | * Minutes of departmental meetings * Minutes of planning & review meetings. * Assessment evidence and its use by staff to identify the needs of all learners * Discussion with SfL staff, pastoral care staff, teachers, partner service staff * Discussion with learners * Transition arrangements * PPRs/CP records * Attainment info * Assessment of needs records * Evidence from child/pupil progress records (PPRs) and other attainment and achievement records * Quality and effectiveness of individualised planning (evidenced in Child Plans, health care plans, CSPs, IEPs and ASPs where still in use) * Meetings with parents, learners and partner agencies, as appropriate, in planning and reviewing * Minutes of planning meetings to identify and assess needs * Minutes of review meetings * Transition arrangements | * Plans for young people are of a high quality ensuring their needs are well met * Plans give learners a clear focus on what they have to do to improve * The school is continuing to develop its approaches to planning support, and to improving the pace and the level of challenge in learning for young people. |  | | | | | | | |
| **Overall evaluation of 5.3: Theme 4** | | | | 1 | 2 | 3 | 4 | 5 | 6 |

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| **Overall evaluation of 5.3** | 1 | 2 | 3 | 4 | 5 | 6 |

**5.3 Focus Group Questions**

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| Focus Group Questions for Learners | Focus Group Questions for Staff |
| * Do you feel that it easy to ask for help when you need it? * What equipment and facilities help you to learn in class? * If you had a concern/worry do you have someone you can go to? * Do you feel you are treated fairly in school? * Do you get help with your work? * Do any of you have a plan? Did you set some of your targets? If so does your teacher use it in class to help you learn better? * How do you know when you have achieved a target? | **Question ideas for groups on Meeting Learners needs – Staff (5.3)**   * Is information about pupils who need additional support communicated effectively to you and regularly updated? How often do you refer to it? * How well equipped do you feel to be able to meet the needs of youngsters – e.g. quality of info, clarity of strategies to overcome barriers to learning, recent whole school CPD on aspects of additional needs? * How do you personalise/differentiate your teaching to meet needs of a particular individual? * What kind of support do LA’s offer? Do SfL staff offer different kinds of support? * How have you been involved in drawing up plans for learners with additional needs? * Are you aware of the literacy/numeracy levels of learners?   **Question ideas for groups on Meeting Learners needs – Supporting staff (5.3)**   * When did you last attend CPD? What was the focus and what did you implement in practice as a result of this CPD experience? * What is your key role in the school * Are you involved in developing the plans for young people? * How are you involved in meetings related to learners you work with? * What role do you play in ensuring pupils needs are met in the classroom?   **Question ideas for groups on Meeting Learners needs – Partner services (5.3)**   * Are roles and responsibilities of school staff made clear to you? * Is there time to meet with relevant staff? * Are you involved in any aspects of the evaluation process within the school? * Do you feel the school identifies the needs of youngsters at an early stage? * How are these young people supported within the school? * Are teachers open to using strategies and resources suggested? * Do you feel that the school is making a difference to vulnerable young people you are aware of? * How do you feel you are making a difference to the young people that you support? * Have you offered CPD to the school? Or have you attended any of the schools CPD? * How do you feel that your service and school have worked together successfully over the past session? |

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| Questions for learners during classroom visits | Focus group questions for senior staff |
| * Do you feel that you can ask for help when you need to? * Do you feel well supported in the school? * If you had a concern do you have someone you can go to? Do they help? * Does LA/SfL help you to do your work? * What are your targets for learning? What progress are you making? * Do teachers use strategies to help you learn? | **Senior staff (SMT & CL SfL and PS)**  **Reflective questions ideas for Meeting Learners needs (5.3)**   * What difference are we making to the learners and how do you know? * How good is your planning to meet the needs of all learners? How do you know? * How do you know your most vulnerable groups are making progress? * Do you share literacy and numeracy levels of learners? * How effectively do you work with partners to improve outcomes for learners? * How do you get vulnerable youngsters voices on the table? * To what extent do you think staff are aware of the Getting it Right’ and ASL responsibilities? * Do learners with additional support needs make good progression in relation to prior attainment? * How are the five roles of SfL carried out? * How effective are whole school approaches to ASL? * How is information shared within your school to address barriers to improvement? * How do you identify CPD needs for staff in relation to meeting learner needs including ASL/GIR? What do you do to address issues that arise? * How do you monitor and evaluate the targets set within plans? |

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| * 1. **Meeting Learners’ Needs – Key Documents and Resources** |

***1. Inspection Advice Note August 2013:*** <http://www.educationscotland.gov.uk/resources/i/genericresource_tcm4809752.asp?strReferringChannel=inspectionandreview&strReferringPageID=tcm:4-682614-64&class=l1+d147692>

***2. Improving outcomes for learners through self-evaluation***

This document provides advice on the application of QIs:1.1; 2.1; 5.3 and 5.9: [**http://www.educationscotland.gov.uk/Images/ioltse\_tcm4-712842.pdf**](http://www.educationscotland.gov.uk/Images/ioltse_tcm4-712842.pdf)

1. **Supporting Learners 2010 Identifies the role of the Key adult** [**http://www.educationscotland.gov.uk/Images/selfreflectionresourcefinalBW2\_tcm4-650878.pdf**](http://www.educationscotland.gov.uk/Images/selfreflectionresourcefinalBW2_tcm4-650878.pdf)
2. **CfE briefing papers** <http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/keydocs/cfebriefings.asp?iPage=1&strSubmit=True&strSearchText=&id=&bSortCD=0>

In particular Cfe briefing papers 5 ‘Personalised Learning’, 8 ‘ Progression from BGE to Senior Phase’, 10 ‘The Role of CLD and Partnership Working’ and 13 ‘Planning for Learning Part 3 IEPs’:

[CfE Briefing 5: Personalised Learning](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4741644.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554)

[CFE Briefing 8: Progression from the Broad General Education to the Senior Phase part 3](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4748089.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554)

[CFE Briefing 10: The role of CLD in partnership working](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4756813.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554)

<http://www.educationscotland.gov.uk/Images/CfEBriefing13_tcm4-809982.pdf>

**5. Journey to Excellence Professional Development Resources Learning and Teaching Improvement Guides:** The most relevant ones are Meeting Learners Needs; Promoting Positive Behaviour; HWB across learning and Making a start to working with partner:[*www.journeytoexcellence.org.uk/learningandteaching/index.asp*](http://www.journeytoexcellence.org.uk/learningandteaching/index.asp)



**Quality Improvement Team: Taking a Closer Look Series**

**Moving from Good to Great: 5.9 Improvement through Self-evaluation toolkit (Secondary)**

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| **5.9 Self Evaluation: Taking a closer look at the Inspection Advice Note 2012-13** | | | | | | | | | |
| This QI is concerned with the roles of those involved in self-evaluation; the focus of self-evaluation activities on learning and teaching and the sharing of good practice; and how well the results of self-evaluation are used to bring about improvement to learning and teaching and learners’ achievements.There is now a greater focus on the leadership of self-evaluation, including effective support for career-long professional learning, and evaluating its impact on the work of staff and the progress and achievement. | | | | | | | | | |
| **Theme 1: Commitment to self-evaluation** | | | | | | | | | |
| **Key Questions** | **Sources of Evidence - as appropriate** | | **Impact Statement: Level 5+**  *How good are we now?*  What evidence do we have of our strengths and areas for development? | **Next Steps for Improvement**  *How good can we be?*  What action will we take to improve current practice? | | | | | |
| (a) To what extent does our vision for the school/centre give direction to self-evaluation?  Are all staff, partner agencies, learners and other stakeholders:   * involved in self-evaluation? * aware of resulting strengths and development needs? * committed to take action to effect improvement?   Are there effective systems in place to monitor and evaluate the quality of provision, including with partners, and to gather and respond to the views of stakeholders? | Views from managers, a cross-section of staff, partner agencies, learners and other stakeholders  Analyses of stakeholder questionnaires  Improvement plan  Department/Faculty improvement plans  Minutes of working groups, departmental/faculty meetings, SLT meetings, pupil council meetings. | | Among staff there is a strong commitment to self-evaluation for improvement. Staff focus continuously on the quality of learning and teaching across the school and young people benefit greatly from this.  The senior leadership team have worked well with staff, parents and learners to establish a culture of continuous improvement in the school. Leadership of change is strong overall resulting in a culture of ambition and achievement, and consistent and highly effective practices across the school.  The school involves parents well in discussions about improvement and change. Partners within the wider community increasingly engage with the school to enhance the curriculum and evaluate the school’s work. |  | | | | | |
| (b) Does the school have strong leadership at all levels with a vision for the outcomes of change?  Does this vision give direction to self-evaluation? | Department/Faculty improvement plans.  Examples of how the school has acted on the views of young people.  Examples of staff across the school leading aspects of the school’s work.  Examples of young people’s involvement in school improvement.  Targets for improvement at whole school, faculty and individual level. | | The headteacher provides outstanding leadership, a very clear sense of direction, empowering and enabling staff to demonstrate and take responsibility.  Staff skilfully take leadership roles in a range of school developments and initiatives.  Young people at all stages are developing leadership skills and playing an important role in school improvement. The school seeks and acts on their views regularly. |  | | | | | |
| (c) Does the school provide good quality support for career-long professional learning to support improvement?   * Do staff take ownership of professional learning including reflection on practice as an individual or with others in order to engage more deeply and meaningfully with CfE? * Do staff take part in a range of professional learning based on effective PRD? Whilst most professional learning will be practice is there an opportunity for learning outwith the centre to gain a broader perspective? * Are staff aware of the impact of their professional learning on their work and the experiences of learners? * Do staff engage in joint professional learning with partners and to support the implementation of CfE? Including in the senior phase? * Do staff engage in a range of professional learning to support CfE implementation including using, sharing and developing good practice in assessment and profiling? Does this have a continued focus on work with the new qualifications, developing courses and programmes and improving learning transitions including from the BGE into the senior phase? * Is there a continued focus on support for leadership development including leaderships for learning and in particular for lead practitioners, principal teachers and faculty heads.?   Is there appropriate mentoring and support for students and NQTs? | CLPL and PRD records.  In-service programmes.  CAT programmes.  Minutes of working groups, departmental meetings, SLT meetings, pupil council meetings.  Agendas for sharing good practice.  Improvement plan.  Stakeholder views. | | Staff demonstrate a strong commitment to career-long professional learning through a broad range of well-focused learning activities. These are linked to the professional review process and the school improvement planning process. Professional learning includes a consistent and strong focus on sharing good practice. Staff and partners consistently monitor their work and make improvements.  Staff have been consistently involved in a range of professional learning to support Curriculum for Excellence including within the department, at whole school level and within the cluster. Recent in-service days have been focused on Curriculum for Excellence, literacy and numeracy across learning and a senior phase consultation day.  Cluster moderation days have helped staff ensure a consistent and shared standard across primary and secondary schools. Staff across the school have also been taking part in SQA days in preparation for the new national qualifications.  The school’s probationer programme has been very well designed to include meetings with senior school students, the business manager, visits to learning support and observing lessons of more experienced staff. |  | | | | | |
| **Overall evaluation of 5.9: Theme 1** | | | | **1** | **2** | **3** | **4** | **5** | **6** |
| **Theme 2: Management of self-evaluation** | | | | | | | | | |
| **Key Questions** | | **Sources of Evidence - as appropriate** | **Impact Statement: Level 5+**  *How good are we now?*  What evidence do we have of our strengths and areas for development? | **Next Steps for Improvement**  *How good can we be?*  What action will we take to improve current practice? | | | | | |
| Does self-evaluation focus on key aspects of learners’ successes and achievements in a rigorous, systematic and transparent way?  Do staff reflect on current practice and evaluate new initiatives, ideas and changes? | | Self-evaluation/Quality Assurance calendars  Moderation activities.  Best practice meetings.  Tracking of progress.  Courses and programmes for implementation of NQs.  Attendance at subject leaders’ meetings.  Curriculum plans and architecture.  Attainment and achievement data.  Sharing classroom experience records and feedback.  Improvement plan | The school has a highly developed and thorough calendar of self-evaluation activities which is well-embedded in school practice. Staff at all levels are clear about their role in self-evaluation.  Self-evaluation activities lead to identifying strengths as well as clear areas for improvement which are well-focused on learning, teaching and achievement.  The school has a well-developed system of tracking learners’ progress which includes young people discussing their progress with class teachers; monthly tracking reports being given to learners; termly tracking reports being sent home to parents; regular conversations with class teachers; and monitoring of learners’ progress by faculty leaders, senior leaders, and guidance staff. Approaches to tracking focus well on vulnerable groups.  Planning for changes linked to Curriculum for Excellence has been based upon knowing the school’s currents strengths and weaknesses. Plans for the senior phase, including plans for new national qualifications, also build on a sound understanding of young people’s needs. Case studies are used well to plan learner journeys.  Good practice is developed and shared through teachers visiting one another’s classes, and also through classroom visits by the senior leadership team, teachers from other schools, and young people. |  | | | | | |
| (a) Does self-evaluation give a high priority to the quality of learning and teaching with a maintained focus on evaluation of practice to ensure high quality of teaching, consistent with the Es and Os and qualifications and awards?  (b) Are their a range of approaches to monitor and evaluate the impact of curriculum change in the BGE and the senior phase to inform on-going improvements to provision?  (c) Do staff identify strengths and areas for improvement through self-evaluation from a range of evidence? Does this include using effective arrangements to assess and track progress and achievement in the BGE and senior phase to ensure a clear knowledge and understanding of how learners are progressing and achieving at department/faculty and whole school level across all curriculum areas and subjects?  (d) Do staff use self-evaluation to help share good practice? Do staff use self-evaluation and work collaboratively to develop; a shared understanding, consistently apply and improve standards and expectations including through moderation, sharing best practice and benchmarking with other establishments?  Are staff increasingly engaged in a range of quality assurance and moderation activities within schools and centres, between schools and other centres, between authorities and colleges and at a national level to develop their skills and confidence in assessment approaches? | |
| **Overall evaluation of 5.9: Theme 2** | | | | **1** | **2** | **3** | **4** | **5** | **6** |
| **Theme 3: School/centre/learning community improvement** | | | | | | | | | |
| **Key Questions** | **Sources of Evidence - as appropriate** | | **Impact Statement: Level 5+**  *How good are we now?*  What evidence do we have of our strengths and areas for development? | **Next Steps for Improvement**  *How good can we be?*  What action will we take to improve current practice? | | | | | |
| Are staff committed to acting on the results of robust and rigorous self-evaluation and can show clear evidence of improvement based on self-evaluation?  Do improvements focus particularly on continuing improvements to learning and teaching and the achievement of all learners? | Planning for assessment.  Learners’ evidence.  Moderation evidence.  Records of progress, achievement and attainment  Attainment data.  Curriculum architecture.  Evidence about improvements brought about by previous improvement plans | | The comprehensive and systematic approaches to self-evaluation, professional learning for staff and leadership development are at the core of the school’s success in improving learning, attainment and achievement.  The comprehensive and systematic approaches to self-evaluation, professional learning for staff and leadership development are at the core of the school’s success in improving learning, attainment and achievement.  The school has used self-evaluation and professional learning for staff exceptionally well to take forward Curriculum for Excellence and in ongoing curriculum development and review. |  | | | | | |
| **Overall evaluation of 5.9: Theme 3** | | | | **1** | **2** | **3** | **4** | **5** | **6** |

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| **Overall evaluation of 5.9** | **1** | **2** | **3** | **4** | **5** | **6** |

**5.9 Focus Group Questions**

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| Focus Group Questions for Learners | Focus Group Questions for Staff |
| * To what extent are you involved in discussing the strengths and development needs of the school? * How often are you asked for your opinion on how to make improvements in the school? * Is your viewpoint listened to and acted upon? * Are you involved in leading any school improvements? * Do you know what your school improvement priorities are? * Can you discuss a recent improvement initiative outlining how it was implemented and organised and what the impact was in practice? * How often are you asked how well you are progressing and achieving in different curriculum areas/subjects? | * How well do we use evidence from self-evaluation to work with partners in informing improvements? * How well do those of us with specific responsibilities lead improvements? * How well do we engage parents and carers in self-evaluation and improvement planning? * How well is evidence from self-evaluation used to provide leadership and direction for improvement? * How well do PRD systems and individual teacher’s self-evaluation support career-long professional learning? How well are teachers in their early phase of education supported? * How well do we promote leadership development at all levels to support improvement? * How well are we using a range of evidence to evaluate the impact of curriculum change and improvements in methodologies to monitor improvements in outcomes for young people ? * How well do we analyse and use information on learners’ choices (in subjects, electives, IDL) to ensure they make appropriate progress and to inform developing the curriculum? * How well are we engaging with the Senior Phase Benchmarking Tool developments? How well do we use a range of research evidence and local, national and international benchmarking information, including SSLN and PISA? * How well do we use evidence collated from progress and achievement, at subject and whole school level and from learning out with school, to support improvement planning and to plan the curriculum and appropriate progression routes to meet the needs of all young people? * How well are approaches to QA and moderation impacting on staff confidence in assessment and understanding standards which lead to improved attainment and achievement of all learners? * How well do we act on a range of evidence to prioritise and inform improvement planning and put in place a range of strategies to raise attainment of all? * How well do we take account of factors such as diversity, equality, disabilities, gender and social background? * How well aligned are priorities for career-long professional learning to priorities in the school improvement plan and do they lead to positive impact on outcomes for learners? * How well do we ensure that improvement planning processes focus on key priorities and actions to improve outcomes for learners and not become overly bureaucratic? |

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| **5.9 Improvement through self-evaluation – Key documents and resources** |

1. **Briefing Note for Head Teachers:** [**http://www.educationscotland.gov.uk/inspectionandreview/about/secondaryschoolinspections/briefingnoteforheadteachers.asp**](http://www.educationscotland.gov.uk/inspectionandreview/about/secondaryschoolinspections/briefingnoteforheadteachers.asp)

2**. Sample Inspection Pupil and Parent Questionnaires**: Very useful SE tools for gathering views and can be adapted and used annually as part of the cycle of SE to

identify strengths, aspects for development and to show evidence of progress over time:

<http://www.educationscotland.gov.uk/inspectionandreview/about/secondaryschoolinspections/questionnaires.asp>

1. **Inspection Advice note 2013 – 2014:** This advice note supports colleagues involved in pre-school, school and learning community inspections from August 2013. It takes account of progress with Curriculum for Excellence in centres, schools and learning communities. It sets out an adjustment in expectations, in line with national implementation expectations, for HM Inspectors' evaluation of QI 5.1 (Curriculum) and QI 5.9 (Improvement through self-evaluation): [Inspection advice note - August 2013](http://www.educationscotland.gov.uk/resources/i/genericresource_tcm4809752.asp?strReferringChannel=inspectionandreview&strReferringPageID=tcm:4-682614-64&class=l1+d147692)
2. Education Scotland evaluation resource for 5.1 and 5.9: [Education Scotland self evaluation resource - 5.1 and 5.9](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4813830.asp?dm_t=0,0,0,0,0)
3. Improving outcomes for learners through self-evaluation: Expectations of QIs 1.1, 2.1 and 5.3 are outlined in HGIOS? and CATC. This document provides further advice on self-evaluation of these QIs: [Improving outcomes for learners through self-evaluation](http://www.educationscotland.gov.uk/Images/ioltse_tcm4-712842.pdf)

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| **Appendix A: 2.1, 5.1 and 5.3 Template Returns to the City of Edinburgh** |

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| --- | --- | --- |
| **Establishment** | **SMT Lead** | **Date of evaluation** |
|  |  |  |

**Q.I 5.1 – The Curriculum**

This indicator relates to the ways that the curriculum areas and subjects, interdisciplinary studies, the life of the school as a community, and opportunities for personal achievement develop pupils’ capacities as successful learners, confident individuals, responsible citizens and effective contributors. It focuses on the quality of the curriculum 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.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Evidence** | **Strengths/Impact on Learners** | **Next Steps** |
| The rationale and design of the curriculum |  |  |  |
| The development of the curriculum |  |  |  |
| Programmes and courses |  |  |  |
| Transitions |  |  |  |

**Please return completed template to your QIO by Friday 13 February 2015.**

**Evidence may be validated by HMIE, Follow-throughs, Self evaluation by school, QIO.**

Overall Evaluation:

**Evaluation key:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level 6** | **Excellent** | **Outstanding or sector leading** | | |
| **Level 5** | **Very Good** | **Major strengths** | | |
| **Level 4** | **Good** | **Important strengths with areas for improvement** | | |
| **Level 3** | **Satisfactory** | **Strengths just outweigh weaknesses** | | |
| **Level 2** | **Weak** | **Important weaknesses** | | |
| **Level 1** | **Unsatisfactory** | **Major weaknesses** | | |
| **Establishment** | | | **SMT Lead** | **Date of evaluation** | |
|  | | |  |  | |

**Q.I 2.1 - Learners’ Experiences**

This indicator relates to the quality of learners’ experiences. Learners are aware of their strengths and needs as learners and are satisfied that their views are taken into account.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Evidence** | **Strengths/Impact on Learners** | **Next Steps** |
| Learners are motivated, eager participants in their learning. |  |  |  |
| Learners make good progress in their learning. |  |  |  |
| Learners know their views are sought and acted upon. They feel valued. |  |  |  |
| Learners feel safe, nurtured, healthy, achieving, active, included, respected. |  |  |  |

**Please return completed template to your QIO by Friday 27 March 2015.**

**Evidence may be validated by HMIE, Follow-throughs, Self evaluation by school, QIO.**

Overall Evaluation:

**Evaluation key:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Level 6** | **Excellent** | **Outstanding or sector leading** | |
| **Level 5** | **Very Good** | **Major strengths** | |
| **Level 4** | **Good** | **Important strengths with areas for improvement** | |
| **Level 3** | **Satisfactory** | **Strengths just outweigh weaknesses** | |
| **Level 2** | **Weak** | **Important weaknesses** | |
| **Level 1** | **Unsatisfactory** | **Major weaknesses** | |
| **Establishment** | | | **SMT Lead** | | **Date of evaluation** |
|  | | |  | |  |

**Q.I 5.3 - Meeting Learning Needs**

This indicator relates to the school’s arrangements for meeting the needs of all learners, including potentially vulnerable groups and addressing barriers to learning. This includes identifying the needs of, and providing support and challenge for, groups and individuals who may have additional support needs arising from, for example, the learning environment, family circumstances, disability or health needs; or social and emotional factors.

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| --- | --- | --- | --- |
| **Themes** | **Evidence** | **Strengths/Impact on Learners** | **Next Steps** |
| Tasks, activities and resources |  |  |  |
| Identification of learning needs |  |  |  |
| The roles of teachers and specialist staff |  |  |  |
| Meeting and implementing the requirements of legislation |  |  |  |

**Please return completed template to your QIO by Friday 27 March 2015.**

**Evidence may be validated by HMIE, Follow-throughs, Self evaluation by school, QIO. Overall evaluation:**

Overall Evaluation:

**Evaluation** Key

|  |  |  |
| --- | --- | --- |
| Level 6 | Excellent | Outstanding or sector leading |
| Level 5 | Very Good | Major strengths |
| Level 4 | Good | Important strengths with areas for improvement |
| Level 3 | Satisfactory | Strengths just outweigh weaknesses |
| Level 2 | Weak | Important weaknesses |
| Level 1 | Unsatisfactory | Major weaknesses |

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| **Appendix B: Key Documents and Resources** |

**Preparing for Inspection**

**1. School Inspection Framework – Arrangements for Inspecting Schools in Scotland (August 2011):** [**http://www.educationscotland.gov.uk/Images/SchoolInspectionFramework2011\_tcm4-684005.pdf**](http://www.educationscotland.gov.uk/Images/SchoolInspectionFramework2011_tcm4-684005.pdf)

**2. Being Ready for Inspection:** [**http://www.educationscotland.gov.uk/inspectionandreview/about/secondaryschoolinspections/beingready.asp**](http://www.educationscotland.gov.uk/inspectionandreview/about/secondaryschoolinspections/beingready.asp)

**3. Briefing Note for Head Teachers:** [**http://www.educationscotland.gov.uk/inspectionandreview/about/secondaryschoolinspections/briefingnoteforheadteachers.asp**](http://www.educationscotland.gov.uk/inspectionandreview/about/secondaryschoolinspections/briefingnoteforheadteachers.asp)

**4. Sample Inspection Pupil and Parent Questionnaires**: Very useful SE tools for gathering views and can be adapted and used annually as part of the cycle of SE to

identify strengths, aspects for development and to show evidence of progress over time::

<http://www.educationscotland.gov.uk/inspectionandreview/about/secondaryschoolinspections/questionnaires.asp>

1. **Inspection Advice note 2013 – 2014:** This advice note supports colleagues involved in pre-school, school and learning community inspections from August 2013. It takes account of progress with Curriculum for Excellence in centres, schools and learning communities. It sets out an adjustment in expectations, in line with national implementation expectations, for HM Inspectors' evaluation of QI 5.1 (Curriculum) and QI 5.9 (Improvement through self-evaluation): [Inspection advice note - August 2013](http://www.educationscotland.gov.uk/resources/i/genericresource_tcm4809752.asp?strReferringChannel=inspectionandreview&strReferringPageID=tcm:4-682614-64&class=l1+d147692)

**Generic Resources for QIs 1.1, 2.1, 5.1, 5.3 and 5.9**

1. **Improving outcomes for learners through self-evaluation**

Expectations of QIs 1.1, 2.1 and 5.3 are outlined in HGIOS? and CATC. This document provides further advice on self-evaluation of these QIs: [Improving outcomes for learners through self-evaluation](http://www.educationscotland.gov.uk/Images/ioltse_tcm4-712842.pdf)

5.1 and 5.9 Self-evaluation resource: [Education Scotland self evaluation resource - 5.1 and 5.9](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4813830.asp?dm_t=0,0,0,0,0)

1. **Education Scotland Key Documents**

This link provides access the key documents including the latest advice notes, terms used, key publications and tools to support self-evaluation. This includes HGIOS?, The Child at the Centre and arrangements for inspecting schools: [Education Scotland: Principles and frameworks: Key documents](http://www.educationscotland.gov.uk/inspectionandreview/about/principles/keydocuments/index.asp)

1. **Examples of highly effective practice**

These materials illustrate some of the features of highly effective practice noted during recent visits to schools and centres. It contains examples of practice in each of the QIs – 1.1, 2.1, 5.1, 5.3 and 5.9

[Education Scotland: Examples of highly effective practice](http://www.educationscotland.gov.uk/inspectionandreview/reports/examplesofpractice/index.asp)

1. **Journey To Excellence : improvement guides and Learning together resources**

List of all improvement guides: [Journey to Excellence Improvement Guides](http://www.journeytoexcellence.org.uk/whatisexcellence/improvementguides.asp)

List of all learning together resources: [Learning together resources](http://www.journeytoexcellence.org.uk/resourcesandcpd/cpdresources.asp)

Three new learning together resources have been added: [Enabling young people to achieve](http://www.educationscotland.gov.uk/resources/p/professionaldevelopmentpacks/genericresource_tcm4732598.asp?strReferringChannel=journeytoexcellence&strReferringPageID=tcm:4-556930-64) [Opening up learning: Self-evaluation](http://www.educationscotland.gov.uk/resources/p/professionaldevelopmentpacks/genericresource_tcm4731527.asp?strReferringChannel=journeytoexcellence&strReferringPageID=tcm:4-556930-64) [Opening up assessment](http://www.educationscotland.gov.uk/resources/p/professionaldevelopmentpacks/openingupassessment.asp?strReferringChannel=journeytoexcellence&strReferringPageID=tcm:4-556930-64)

1. **Curriculum for Excellence briefing papers:** A summary of Curriculum for Excellence briefing papers is attached in Appendix B.

[CfE briefings](http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/keydocs/cfebriefings.asp?iPage=1&strSubmit=True&strSearchText=&id=&bSortCD=0)

[CfE Briefing 1: Broad General Education in Secondary Schools](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4720104.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554)

[CfE Briefing 2: Assessing Progress and Achievement in the 3-15 Broad General Education](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4730396.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554)

[CFE Briefing 3: Profiling and the S3 Proflie](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4731978.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554)

[CfE Briefing 4: Interdisciplinary Learning](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4732286.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554)

[CfE Briefing 5: Personalised Learning](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4741644.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554)

[CfE Briefing 6: Progression from the Broad General Education to the Senior Phase part 1](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4742055.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554)

[CfE Briefing 7: Progression from the Broad General Education to the Senior Phase part 2](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4744860.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554)

[CFE Briefing 8: Progression from the Broad General Education to the Senior Phase part 3](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4748089.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554)

[CFE Briefing 9: Learning about Scotland](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4754389.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554)

[CFE Briefing 10: The role of CLD in partnership working](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4756813.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554)

[CfE Briefing 11: Planning for Learning part 1: Through the Broad General Education](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4783185.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554)

[CfE Briefing 12: Planning for Learning part 2: Further learning, training and employment beyond age 16](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4809709.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554)

<http://www.educationscotland.gov.uk/Images/CfEBriefing13_tcm4-809982.pdf>

<http://www.educationscotland.gov.uk/Images/CfEBriefing14_tcm4-813894.pdf>

1. **Education Scotland Professional resources**

[Supporting Learners - self reflection resource](http://www.educationscotland.gov.uk/Images/selfreflectionresourcefinalBW2_tcm4-650878.pdf)

[Assessing progress and achievement professional learning resources](http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/progressandachievement/professionallearningresource/index.asp)

[Professional Development Pack - Developing literacy and numeracy across learning](http://www.educationscotland.gov.uk/resources/p/professionaldevelopmentpacks/genericresource_tcm4645078.asp?strReferringChannel=journeytoexcellence&strReferringPageID=tcm:4-556930-64)

[Professional Development Pack - Health and wellbeing across learning](http://www.educationscotland.gov.uk/resources/p/professionaldevelopmentpacks/genericresource_tcm4645080.asp?strReferringChannel=journeytoexcellence&strReferringPageID=tcm:4-556930-64)

1. **Career-long professional learning**

Education Scotland website: [Career-long Professional Learning](http://www.educationscotland.gov.uk/resources/c/clpl/introduction.asp?strReferringChannel=educationscotland&strReferringPageID=tcm:4-615801-64)

Education Scotland Guidance (PDF): [Career-long Professional Learning: Guidance for teachers on approaches to professional learning](http://www.educationscotland.gov.uk/Images/CareerLongProfessionalLearning_tcm4-735769.pdf)

Scottish Government: [Framework for Educational Leadership](http://www.scotland.gov.uk/Publications/2012/11/7834/10)

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| **Appendix C: CfE Briefings 1-14** |

A series of briefings designed to provide practitioners with information and advice to support their implementation of Curriculum for Excellence: [www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/keydocs/cfebriefings.asp](http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/keydocs/cfebriefings.asp)[**The curriculum**](http://www.educationscotland.gov.uk/thecurriculum/)

* [**Learning, teaching   
  and assessment**](http://www.educationscotland.gov.uk/learningteachingandassessment/)
* [**Supporting   
  learners**](http://www.educationscotland.gov.uk/supportinglearners/)
* [**Community learning   
  and development**](http://www.educationscotland.gov.uk/communitylearninganddevelopment/)
* [**Inspection   
  and review**](http://www.educationscotland.gov.uk/inspectionandreview/)
* [**Using Glow   
  and ICT**](http://www.educationscotland.gov.uk/usingglowandict/)

CfE Briefing 14: <http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4813895.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554>. This briefing explores the place of political literacy within Curriculum for Excellence. It relates to all settings where children and young people experience aspects of political literacy, either in an educational establishment such as a college or school, or more broadly in a wide range of community settings and forums.

CfE Briefing 13: Planning for Learning part 3 - Individualised educational programmes (IEPs):  <http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4809983.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d14855>: An IEP is a non-statutory document used to plan specific aspects of education for learners who need some or all of their curriculum to be individualised. This CfE briefing about IEPs is the third in a series about effective planning for learning.

[**CfE Briefing 12: Planning for Learning part 2: Further learning, training and employment beyond age 16**](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4809709.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554)**:** This briefing provides advice for practitioners and can also be used to inform partners, learners and their parents and carers of developments in Curriculum for Excellence.

[CfE Briefing 11: Planning for Learning part 1: Through the Broad General Education](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4783185.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554): This briefing explores emerging practice in planning for learning through the Broad General Education (BGE) in the early years, primary and secondary S1-S3 stages.

[CfE Briefing 10: The role of CLD and partnership working](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4756813.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554): This briefing explores the important contribution that CLD is making to CfE outcomes for learners through partnership working in educational establishments and communities.

[CfE Briefing 9: Learning about Scotland](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4754389.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554): This briefing explores the ways in which practitioners across sectors are increasing opportunities for children and young people to learn about Scotland as part of the broad general education (BGE) and in the senior phase.

[CfE Briefing 8: Progression from the Broad General Education to the Senior Phase part 3](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4748089.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554): This briefing looks at how schools and their partners are developing new curriculum approaches that provide flexible achievement pathways at the senior phase.

[CfE Briefing 7: Progression from the Broad General Education to the Senior Phase part 2](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4744860.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554): This briefing explores the importance of learning in the senior phase to ensure all learners are prepared well for lifelong learning, further study and employment.

[CfE Briefing 6: Progression from the Broad General Education to the Senior Phase part 1](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4742055.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554): This Curriculum for Excellence briefing explores the pivotal role of the S3 experience.

[CfE Briefing 5: Personalised Learning](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4741644.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554): This briefing explores the practical implications for staff, learners and parents of personalised learning which resumes a degree of choice and a stronger role for the learner in making decisions.

[CfE Briefing 4: Interdisciplinary Learning](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4732286.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554): Interdisciplinary learning is a planned approach to learning which uses links across different subjects or disciplines to enhance learning. This Curriculum for Excellence briefing explores interdisciplinary learning, how it can be planned and how you can take it forward.

[CfE Briefing 3: Profiling and the S3 Profile](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4731978.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554): This Curriculum for Excellence Briefing takes an in-depth look at profiling.

[CfE Briefing 2: Assessing Progress and Achievement in the 3-15 Broad General Education](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4730396.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554): This briefing looks at assessing progress and achievement in the 3-15 broad general education.

[Broad General Education in the Secondary School – A Guide for Parents and Carers](http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554): A guide for parents about broad general education, the period from age three to the end of S3, covering all of the experiences and outcomes across all curriculum areas. [Question and answer - broad general education in the secondary school](http://www.educationscotland.gov.uk/resources/q/genericresource_tcm4722374.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554): Supplementary information regarding the broad general education in the secondary school.

[CfE Briefing 1: Broad General Education in Secondary Schools](http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4720104.asp?strReferringChannel=thecurriculum&strReferringPageID=tcm:4-715583-64&class=l3+d148554): Curriculum for Excellence Briefing 1, published on 19 April 2012, covering support for the learner entitlement to a broad general education in the secondary school under Curriculum for Excellence.