

INSPIRE

TRANSFORM

St. Joseph's Academy

Curriculum in Context 2019/20

(Curriculum Rationale)



Policy Context

Our curriculum rationale was revised to take account of the refreshed Curriculum for Excellence narrative published by Education Scotland¹ in September 2019. Our school curriculum has undergone significant and sustained change over the past seven years. The revised national narrative coincides well with our most recent consultation (November 2018). The outcome of our consultation was to alter elements of our BGE delivery and our personalisation and choice processes in the Senior Phase.

The revised national narrative frames the curriculum in three areas:

- Defining Scotland’s approach
- What matters?
- How do we do it?

Scotland’s Curriculum - Defining Scotland’s approach

Scotland’s curriculum places learners at the heart of education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning. They:

- recognise the need for all children and young people to know themselves as individuals and to develop their relationships with others, in families and in communities
- recognise the knowledge, skills and attributes that children and young people need to acquire to thrive in our interconnected, digital and rapidly changing world
- enable children and young people to be democratic citizens and active shapers of that world



References to a rapidly changing world highlight the fact that our Curriculum Rationale should not be a fixed policy statement taken as a permanent overview of the structures we use to deliver the curriculum. Rather, our rationale is a working document, which takes account of our local context against the rapidly changing

¹ <https://scotlandscurriculum.scot/> - Scottish Government’s revised narrative around CfE Implementation (September 2019), quoted extensively where the revised guidance is described.

world our young people are shaped by, and in turn, can shape. As such, it should be reviewed and revised on an annual basis to outline the areas of the curriculum we are working to develop session by session.

Scotland's approach in the context of St. Joseph's Academy in session 19/20

'recognise the need for all children and young people to know themselves as individuals and to develop their relationships with others, in families and in communities'

Our annually revised St. Joseph's in Context² document ensures that all staff working with our young people understand our local context as it relates to the families and communities we serve.

Getting to know our young people begins before they join our school. Our enhanced transition programme ensures that we are aware of the skills and talents that young people bring to our community. Transition events, professional dialogue and data sharing ensures that we have an understanding of:

- Recent and best achievements (P7 profile)
- Progress in curricular areas and Teacher Judgement Survey data
- Additional Support Needs
- Medical Information
- Friendship Groups
- Socio-economic background

In addition, ensuring that our PSE curriculum dovetails with revised national guidance on PSE delivery, affords young people the opportunity to better understand themselves and their wellbeing. Since revised national guidance was issued during session 2018/19, extensive curriculum development in PSE means that we have already engaged with eight of the ten recommendations made last session.

Extensive strategic importance has been placed on use of Education Scotland's 'Learner Participation' and 'How Good is OUR School' guidance, as the basis from which we can ensure that our young people have an awareness of the wider local community we serve and the opportunities that exist therein. Young people attending St. Joseph's benefit from an increasing number of opportunities to engage in the life of their local community. Some examples include:

- Active participation in the life of our local parish communities and foodbanks
- Representation on New Farm Lock Community Council
- Active participation in taking forward elements of the Auchinleck Community Action Plan
- Active participation in the regeneration of Kilmarnock Town Centre
- Opportunity to work as part of our Eco-committee and with the Learning Outdoors Support Team on elements of Learning for Sustainability

As a Catholic school, we highly value the partnerships we enjoy with our local parish communities and are committed to affording our young people opportunities to build links with local parishes that will extend beyond their school years.

² St. Joseph's in Context is issued and available to all school staff on an annual basis

As the only denominational school in East Ayrshire, we serve a geographical area covered by seven non-denominational schools. This presents very specific challenges in terms of maintaining a high profile across a large geographical area. It is important that our young people and families from all areas of the local authority see the link between school life and the life of their local community. For this reason, we encourage and pursue active links with community action planning groups.

In addition, we have established outreach events for Parents/Carers in Galston and Auchinleck. We work with local services to ensure that the school has a presence outwith Kilmarnock and aim to further develop these opportunities in the years to come.

‘recognise the knowledge, skills and attributes that children and young people need to acquire to thrive in our interconnected, digital and rapidly changing world’

We work closely with Skills Development Scotland to ensure that we have an understanding of labour market intelligence. This intelligence allows us to forecast employment opportunities in the local area and to plan accordingly. As a recent example, we reintroduced Computing Science and Drama into our curriculum offering in direct response to some of the growth areas detailed in the data provided by SDS.

Our 1:1 ipad policy provides opportunities for young people to utilise digital learning environments. Several staff can evidence excellent practice in this area with lessons uploaded to YouTube, use of Glow Teams and use of social media embedded in the work of staff. Use of Glow as a digital learning environment is emerging within this local authority area, and staff are beginning to migrate some content to Glow Teams. We recognise the fact that an interconnected digital world depends upon access to information and the curriculum on the move and outwith school and are working to enhance this area of our curriculum delivery, to build upon the expertise and embedded experience of those staff using digital learning regularly.

Our entire curriculum from S1-S3 has been audited against the Career Management Skills Framework (industry version of the Career Education Standard). During session 2019/20, we will work with partners and the chamber of commerce to identify gaps in our provision that can be supported by bespoke delivery in curricular areas.

In relation to wellbeing, our PSE curriculum now takes account of elements of NHS locality data, as does our partnership working. Intergenerational projects are becoming a source of rich partnership for some of our young people. This addresses directly a local focus on the aged and outreach programmes that extend beyond school into the communities we serve.

‘enable children and young people to be democratic citizens and active shapers of that world’

Securing Rights Respecting School Silver Status in session 2018/19 demonstrates that we are actively engaged with ensuring young people have a broad awareness of their place as democratic citizens in an interconnected world. On a local level, we have revised our pupil leadership structures in the past year and offer many more ways for young people to contribute to the life of our school. Engaging in each of the four arenas of the ‘Learner Participation’ guidance issued by Education Scotland will lay the foundations for engagement beyond school. We are aware of a current need to enhance the opportunities offered to young people in relation to Decision Making Groups and Learning and Teaching. We are also aware of the need to provide our current S5 cohort with more opportunities to contribute to at least one arena of learner participation in the current session (19/20).

The Four Capacities

Successful Learners in context (2019/20)

The Scottish Curriculum aims to enable all young people to become Successful Learners with:

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas



Where barriers to learning exist, we work to help young people recapture their enthusiasm and motivation for learning. Our PEF funded Alternative Provision Base, setup last session, is providing a basis from which young people recognise our desire to help them. BGE, Senior Phase and bespoke pathways exist within our provision and staff from across the school are delivering content as we innovate in order to support young people.

More broadly, senior leaders ensure that they are present across the school to support all staff and young people to maintain a learning environment where everyone feels safe and respected. Principal teachers and class teachers plan learning designed to motivate young people and take account of the need to offer pace and challenge appropriate to the needs of their pupils.

High standards of achievement are valued, with young people and parents encouraged to notify us of all achievements out with school via our homepage. Reward and Award assemblies and the tracking of pupil participation works to ensure that we celebrate success and target support where wider achievement has not been possible. Pupil work is displayed and showcased throughout the school and in all departments.

Our PSE and RERC curriculum offer young people the chance to engage with a wide range of alternative views and new thinking. In terms of curriculum design, our S3 Improvement and Intervention period is a new approach to utilising curriculum structures to enhance learner participation and/or provide bespoke support on a needs basis.

Successful Learners should also be able to:

- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations

The above are embedded in core curricular delivery across all curricular areas. In terms of our School Improvement Priorities³, literacy across learning is a high-profile feature of our delivery this session. Our PT English, PT SfL and PEF funded PT Moderation are working together to clearly define our Universal, Targeted and Across the Curriculum support and structures that will bring about an improvement in writing and in the understanding of how to assess written work. Our S1-S3 audit also allows for examination of the extent to which our curriculum currently promotes higher order thinking skills, such as creativity. A whole school focus on understanding feedback delivered during lessons will assist young people to evaluate their progress.

³ Our School Improvement Plan can be found on the homepage of our school website <https://blogs.glowscotland.org.uk/ea/stjosephsacademy/>

The Four Capacities

Confident Individuals in context (2019/20)



The Scottish Curriculum aims to enable all young people to become Confident Individuals with:

- self-respect
- a sense of physical, mental and emotional wellbeing
- secure values and beliefs

Our Gospel values promote and value the dignity and worth of all people. Self-respect is cultivated in a community where respect of others is fostered and valued. Our daily interaction as staff, pupils, parents/carers and partners defines the extent to which we can witness to the self-respect we hold for ourselves. St Francis of Assisi observed that it is in giving that we receive. In our school, and in our interactions with one another we believe that we create a culture that supports self-respect and self-worth by giving of ourselves. Over the past year, we have placed significant emphasis on the presence of senior staff around the school. Senior staff have an obligation to witness to respect of others and of giving of themselves. In turn, this cultivates a culture where young people feel safe, valued and able to identify appropriate role models.

Universal provision across the curriculum promotes physical, mental and emotional wellbeing. Targeted support is on offer via PEF funded Upstream input and Barnardo's. This session, we are working with our Educational Psychologist to agree upon a suite of baseline assessments that can be used both prior to and following interventions. This will allow us to measure the impact of interventions as they relate to mental and emotional wellbeing.

Over the course of the session, we aim to complete a revision of our vision, values and aims. Part of this process will include the creation of various murals and enhancements to the outward signs of our Catholic Ethos. In turn, our revised values which ground our daily interactions and priorities will begin to take on a higher profile across the school and in the daily experience of young people.

Confident Individuals should also be able to:

- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and take informed decisions
- achieve success in different areas of activity

Our delivery of the PSE curriculum which was rewritten in session 18/19 takes account of almost all of the areas listed. Tracking Learner Participation data provides us with an overview of where all young people within our school are able to demonstrate achievement and success across a range of contexts.

The Four Capacities

Responsible Citizens in context (2019/20)



The Scottish Curriculum aims to enable all young people to become Responsible Citizens with:

- respect for others
- commitment to behave responsibly in political, economic, social and cultural life

As outlined within the section on Confident Individuals, as a Catholic school, we view respect of others as the basis from which self-respect is formed. On a very practical level, our use of restorative approaches during times when we fail to demonstrate respect is a key feature of our practice, with almost all staff trained in the use of said approaches. Respect for others extends to respect for our shared environment, and this session our pupil led eco-committee have already met with our School Catering team to look at ways in which we can ensure that packaging and recycling is maximised to foster respect for the environment.

Financial Education is now offered within PSE delivery for Senior pupils, and during the session input will ensure that they are equipped with the knowledge needed to inform budgeting and responsible use of finances. Our school is represented by young people on East Ayrshire Council's young persons cabinet and the growing number of pupil-led leadership initiatives will continue to allow for engagement in local decision making at school level. The curriculum in Social Subjects, RE and Expressive Arts offers many opportunities to enhance political and cultural awareness and participation.

When representing the school outwith school grounds, our young people are beginning to take more pride in the fact that they are representing our school community. Uniform uptake is increasing year on year and conduct within the community at break and lunch is generally good.

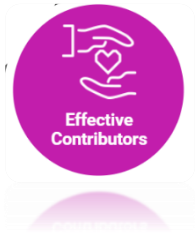
Responsible Citizens should also:

- develop knowledge and understanding of the world, and Scotland's place within it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, technological and scientific issues
- develop informed, ethical views of complex issues

Our curriculum in RERC affords all young people the opportunity to engage with complex ethical issues and different beliefs and cultures on a regular basis. Wider work across the curriculum addresses many of the points listed. However, we are conscious of a need to better define our approach to Learning for Sustainability and Healthy Eating. Both areas will be addressed through our pupil led improvement groups in S3 with a view to embedding approaches from May 2020 onwards.

The Four Capacities

Effective Contributors in context (2019/20)



The Scottish Curriculum aims to enable all young people to become Effective Contributors with:

- an enterprising attitude
- resilience
- self-reliance

All BGE courses are aligned against Skills Development Scotland's Career Management Skills Framework (CMSF). Over the course of this session, we intend to extract patterns from our audit which allow us to clearly map pathways against the career management skills covered in our curriculum. This will allow young people to make more informed choices during personalisation and choice events. Using the CMSF as the basis for broader engagement with the Career Education Standard is a deliberate decision, as post school contact with SDS will be informed by the CMSF.

Our work in Pastoral Care, SfL and the AP base are centred on building resilience in light of specific barriers to learning and engagement. Building resilience in the context of Pastoral Care is different for each young person concerned. In session 18/19 our focus was on ensuring that child's plans were in place for young people with a need for such a plan. Our early work in 19/20 included a needs analysis with our Educational Psychologist. Some of the work we plan to undertake this session will be around how we help young people to build resilience when facing social, emotional or psychological pressures.

In terms of academic progress, our intervention structures and mentoring mechanisms have been revised in light of a review last session. Regular feedback and meetings will support young people to plan next steps if they encounter challenges when completing courses.

Effective Contributors should also:

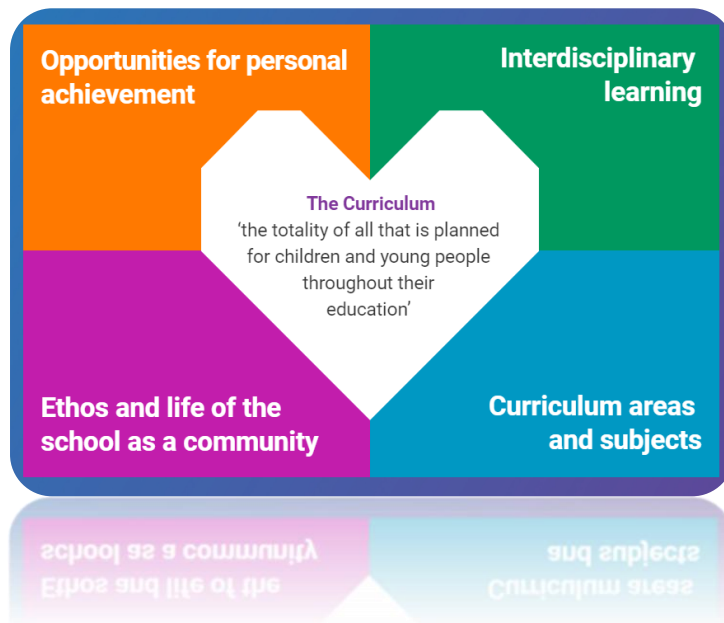
- communicate in different ways and in different settings
- make informed choices and decisions
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new contexts
- create and develop
- solve problems

The reintroduction of Drama and Computing Science this session is a significant step towards addressing many of the points listed. Problem Solving and computational thinking are high profile in Computing Science, while various forms of communication and teamwork are cornerstones of the Drama curriculum. More broadly, the Leadership Market and Junior and Senior Leadership teams, as well as various committees provide opportunities for young people to lead aspects of school life.

Scotland's Curriculum – What Matters?

As part of their learner journey, all children and young people in Scotland are entitled to experience a coherent curriculum from 3 to 18, in order that they have opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world.

Curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond. That totality can be planned for and experienced by learners across four contexts:



Individual settings and practitioners are empowered to make the decisions needed to provide a coherent, flexible and enriched curriculum that is adaptable and responsive to the diverse needs of individual learners and which reflects the uniqueness of their communities.

Curriculum Entitlements

Children and young people's rights and entitlements are central to Scotland's curriculum and every child and young person is entitled to experience:

- a curriculum which is coherent from 3 to 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas from early years through to S3. This includes understanding the world, Scotland's place in it and the environment, referred to as Learning for Sustainability
- a senior phase after S3, which provides opportunities to attain and achieve, including to study for qualifications, awards and other planned activities to develop the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to maximise their individual potential, benefitting from appropriate personal support and challenge
- support to help them move into positive and sustained destinations beyond school

Four Contexts for Learning

Opportunities for personal achievement

Personal achievement provides children and young people with a sense of satisfaction and helps to build motivation, resilience and confidence. The experiences and outcomes include opportunities for a range of achievements in the learning setting and beyond. All establishments need to plan to offer opportunities for achievement and to provide the support and encouragement which will enable children and young people to step forward to undertake activities which they find challenging.

This is one of the key areas where schools need to work closely with a wide range of partners to help young people access information and opportunities and make their voices heard.

Opportunities for personal achievement

Interdisciplinary Learning

The curriculum should include space/opportunities that enable children and young people to make connections between different areas of learning. Interdisciplinary learning should be stimulating, relevant and challenging. Revisiting a concept or skill from different perspectives deepens understanding and can make the curriculum more coherent and meaningful for learners. It can take advantage of opportunities to work with partners who are able to offer and support enriched learning experiences and opportunities for young people's wider involvement in society. Effective interdisciplinary learning:

- can take the form of individual one-off projects or longer courses of study
- is planned around clear purposes
- is based upon experiences and outcomes drawn from different curriculum areas or subjects within them
- ensures progression in skills and in knowledge and understanding
- can provide opportunities for mixed stage learning which is interest based

Interdisciplinary learning

Four Contexts for Learning

Ethos and life of the school as a community

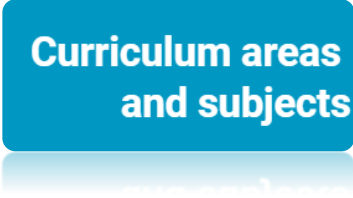
The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community. All practitioners should contribute through open, positive, supportive relationships where children and young people will feel that they are listened to; promoting a climate in which children and young people feel safe and secure; modelling behaviour which promotes effective learning and wellbeing within the school community; and by being sensitive and responsive to each young person's wellbeing.

Ethos and life of the school as a community

Children and young people should be encouraged to contribute to the life and work of the school and to exercise their responsibilities as members of a community. This includes opportunities to participate responsibly in decision-making, to contribute as leaders and role models, offer support and service to others and play an active part in putting the values of the school community into practice.

Curriculum areas and subjects

The curriculum areas are the organisers for setting out the experiences and outcomes and contribute to developing the four capacities. There are eight curriculum areas. Curriculum areas are not structures for timetabling: establishments and partnerships have the freedom to think creatively about how they can organise and plan for deep, sustained learning which meet the needs of their children and young people.



**Curriculum areas
and subjects**

Subjects are drawn from the curriculum areas and provide a familiar structure for organising knowledge and skills. As young people move through the broad general education and into the senior phase, they will experience increasing specialisation and greater depth, with a wide variety of subjects increasingly being the principal means of structuring learning and delivering outcomes.

'What Matters' in the context of St. Joseph's Academy in 2019/20?

Curriculum Entitlement at St. Joseph's Academy

Broad General Education – S1 Experience

All young people in S1 experience a broad general education across all curriculum areas. Coverage across subjects in S1 is as follows:

Maths x5	English x5	Modern Languages x3
Science x3	Social Subjects x3	PE x3
RE x2	Art and Design x2	Business Education x1
Computing Science x1	Technical x1	Home Economics x1
Drama x1	PSE x1	Music x1

Both Drama and Computing Science were reintroduced this session. Delivery in Modern Languages, Science, Technical, Social Subjects and Business Education extends across several discrete subjects.

Our S1 structure is adaptable, and this session a small number of young people are following a bespoke pathway. This pathway takes account of working levels and profiling undertaken as part of our enhanced transition.

The alternative pathway, followed by one class, differs slightly from that stated above.

Maths x5	English x5	<i>Modern Languages x2</i>
<i>Science x2</i>	Social Subjects x3	PE x3
RE x2	Art and Design x2	<i>Business Education x0</i>
<i>Computing Science x0</i>	Technical x1	<i>Home Economics x0</i>
<i>Drama x2</i>	<i>PSE x2</i>	Music x1

Tutorials x3

Provision in Business, Computing and Home Economics is offered on rotation with Music, Technical and one period of Art. It was felt that additional PSE, Drama and Numeracy/Literacy tutorials would be of particular benefit to the small cohort of young people following this pathway. It should be noted that there is flexibility to adapt each individual timetable within this pathway to best meet the needs of individual learners. This demonstrates that we are taking clear account of information shared during the transition process and are prepared to adapt our curriculum in response to the needs of each cohort and individual.

Curriculum Entitlement at St. Joseph's Academy

Broad General Education – S2 Experience

All young people in S2 experience a broad general education across all curriculum areas. Coverage across subjects in S2 is as follows:

Maths x5	English x5	Modern Languages x3
Science x3	Social Subjects x3	PE x3
RE x2	Art and Design x2	Business Education x1
Computing Science x1	Technical x1	Home Economics x1
Drama x1	PSE x1	Music x1

Additional provision integrated within schematic

College Vocational Bursts x2 (five week rolling programme integrated into schematic)

Our schematic includes space for College partners to deliver vocational bursts over a five-week period in S2, opening up pathways from S2 into College courses in S3 and beyond. Young people may exercise personalisation and choice when applying for a space. We are also able to target those we feel would benefit from a space on one of our vocational bursts. Every Friday during periods 1 and 2, a member of the college team attends school to work with our young people. The vocational bursts on offer this session are:

- Early Years Education
- Social Science
- Fashion
- Hair and Beauty

Broad General Education - S3 Experience

A detailed summary of work undertaken to alter our S3 structure during session 2018/19 can be found on page 16. Our revised structure is in place this session and **all** pupils in S3 attend:

Maths x4	English x4	Modern Languages x3 (if one language only)
RE x2	PE x2	PSE x1

Young people then exercise personalisation and choice by selecting two subjects from each of the following columns as follows:

Science	Social Subjects	Technologies	Arts and Wellbeing
Biology Chemistry Health Sector Physics	Geography History Modern Studies	Business Computing Graphics Practical Woodwork Design and Manufacture	Art and Design Hospitality Drama Music PE

Both choices in each column are timetabled twice per week.

In addition, we have introduced a period of 'Improvement and Intervention'. Young people can access:

- Additional period of Modern Languages – to support dual linguists in S3 and ensure a clear pathway into S4
- Additional period of literacy, numeracy or PSE – in response to identified need
- Performance Group – Music performance linked to wider community and Catholic Ethos
- Learner Participation and School Improvement – Timetabled opportunity to lead on HGI OUR S and HWB
- SafeSpot – To develop resilience and whole school approaches to supporting mental wellbeing
- Current Affairs – To explore current affairs and to enhance understanding of global issues

This is offered in S3 on a Monday during period 7. This is the first year where this column has been in place. In time, it offers extensive scope for meaningful IDL and additional bespoke interventions. It also builds in time for learner conversations at set points in the session.

S3 College Electives

College provision takes the form of Vocational electives, with some elements of courses delivered by school staff and others by college staff. This session, our S3 pupils can elect to take:

- Childcare
- Hair and Makeup
- Bike Maintenance
- Milkshake Bar

Progression from one of our college electives is available via Ayrshire College in S4. At the time of writing, clear pathways exist from S2 to College in S4 in Childcare/Early Years and Hair and Beauty.

Senior Phase – S4 Experience

As part of last year's consultation, we moved towards a free choice model in S4. Our S4 schematic has undergone significant recent change. Our pupils are now timetabled to sit seven certified courses in S4.

All BGE subjects in S3 offer in hours progress to N3, N4 or N5 in S4 with the exception of Business, Drama and Home Economics. In time, Drama will offer progression, but this subject was only reintroduced to the school this session. Next session, Drama will be available in S4. In both Home Economics and Business, staffing is restricted to 0.6 in each subject. Extensive alterations to our recruitment this year allowed us to recruit in Drama and Computing Science. Consideration will be given to further recruitment in Business and Home Economics during the 2020/21 staffing exercise.

Some pupils can apply to attend college, with over fifty pupils doing so this session. The college courses on offer are:

Course	SCQF Level	Location
Introduction to Construction Industry A	4	Kilmarnock
Introduction to Construction Industry B	4	Kilmarnock
NPA Beauty Skills with Hairdressing	4	Kilmarnock
Skills for Work: Automotive Skills	4	Kilmarnock
Skills for Work: Early Education and Childcare Level 4	4	Kilmarnock
NPA Software Development	4	Kilmarnock
Skills for Work: Uniformed Services	4	Kilmarnock
SVQ Performing Engineering Operations – National 4	4	Kilmarnock
NPA Professional Cookery	4	Kilmarnock

Course	SCQF Level	Location
NPA Sport and Fitness (Team Sports - Football)	5	Kilmarnock
Skills for Work: Early Education & Childcare Level 5 A	5	Kilmarnock
Skills for Work: Early Education & Childcare Level 5 B	5	Kilmarnock
NPA Digital Media with Film Making	5	Irvine Royal Academy
Introduction to Criminology	5	Kilwinning
Advanced Woodwork*	5	Kilmarnock

Senior Phase – S5/S6 Experience

For the first time in a number of years, we managed to deliver a free choice model in S5/S6 this session, meaning that our entire Senior Phase provision is not dictated by column structures. Rather, we depend upon highly skilled timetabling on the part of staff. While our S2-S4 curriculum offers examples of innovation and breadth beyond school, we acknowledge that our internal S5 structure is fairly traditional. The review of S3 in 2018/19 alongside the delivery of free choice in the Senior Phase opens up the possibility of revisiting what is on offer in S5. We do currently offer college courses, Health Sector, Creative Industries, and a combined DYW/Princes Trust and Enterprise offering. However, recruitment in areas such as Computing opens up the possibility of NPAs in Software Development in the coming years. It is our intention to review provision as it stands in S5/S6 this session, with a view to offering more variety in advance of next session.

Four Contexts for Learning at St. Joseph's Academy 19/20

Curriculum areas
and subjects

Last session, significant work was carried out in three of the four contexts for learning.

Curriculum areas and subjects

1. Curriculum Consultation⁴

For young people in S2 at the end of the 2017/18 session, personalisation and choice presented the following challenges:

- Complete absence of a range of subjects, including but not limited to: Drama, Computing, Business Management, Administration and Hospitality
 - By extension, these subjects are then inaccessible in S4 – S6
- Incompatible with Scottish Government guidance on breadth of delivery between nursery and the end of S3
 - Obligation to deliver content in all eight curricular areas between nursery and S3 cannot be guaranteed at the moment as young people can bypass up to two curricular areas
- Recent examination results suggest that for the lowest attaining 20% of learners, our current model offers a combination of subjects that proves to be too challenging for some
 - Against national measures, the lowest attaining 20% of our young people in S4 exit S4 with some of lowest award returns in Scotland (there are other factors in addition to curricular pathway issues, but pathways are part of the wider difficulties that these young people encounter)
- Lack of flexibility to provide bespoke pathways for some young people
 - Evidenced by high leaving rates at the end of S4 and S5 whereby pupils see no viable combination of subjects to study
- Inflated class contact time in some subject areas when compared to local and national trends
- Labour Market Intelligence suggests that our current provision does not prepare young people well for areas of potential employment in Ayrshire

It should be noted that many of the issues outlined above were not unexpected during a transition from a two-year Higher model to a model that affords young people the chance to be presented for seven subjects in S4. This is the final step in realigning our provision against a vision that will better meet the needs of all learners. Our consultation closed in mid-December, and parents/carers voted overwhelmingly to move to the proposed structure. More details of our now live structure can be found earlier in this document.

⁴ Section 1 includes extracts from the Curriculum Consultation paper issued to parents/carers in 2018

2. Audit of planned learning in context of curriculum areas and subjects

Alongside our consultation, staff worked to audit our current planned learning against:

- Experiences and Outcomes (bundled)
- Benchmarks
- Career Management Skills Framework/Career Education Standard
- Forms of assessment
- Contexts for Learning
- Blooms HOTS
- Skills for Work
- Responsibilities of All
- Approximate month of delivery (to allow for a BGE assessment calendar in time)

**Curriculum areas
and subjects**

This audit was completed by May 2019. We are at the stage of quality assuring the planned learning submitted by each department. Such an extensive audit will allow us to:

- Identify common delivery across departments in relation to literacy, numeracy and health and wellbeing
- identify skills pathways that lead to specific college provision or partnership working
- examine the extent to which there is crossover in delivery, which may be better served as naturally occurring IDL
- review forms of assessment used in the BGE to ensure that those young people with ASN are able to access the curriculum across all subject areas
- inform learner conversations that are specific to the curriculum experienced by learners, as opposed to abstract definitions of progress across vast curricular areas (bespoke tracking v SEEMIS)
- inform revised tracking and monitoring procedures in the BGE, which will in turn inform targeted moderation, both in terms of moderating planned learning and moderating the work of young people

Work in relation to BGE tracking and moderation of literacy across the curriculum is already underway as a direct result of our extensive audit and in line with our 19/20 SIP.

Opportunities for personal achievement

Extensive work was completed into Learner Participation within St. Joseph's last session. A short life working group reviewed our readiness for engagement with Education Scotland's guidance. We began to track personal and wider achievement and have tracked all S1-S6 pupils across all four arenas of participation. An analysis of last year's data demonstrates that we do offer a number of opportunities for personal achievement but need to increase opportunity as it relates to decision making groups, wider community engagement and Learning, Teaching and Assessment.

We also tracked pupil participation in extra-curricular activity and trips and have analysed uptake in each area by decile. We are using this data to target and support groups of young people identified as having very low levels of participation in relation to the wider life of the school. This is an ongoing priority and is reflected in SIP priority 3 for the 2019/20 session.

Ethos and life of the school as a community

Last session we launched 'St. Joseph's in Context', our AP base, breakfast club provision, altered our start of day procedures and reintroduced many outward signs of our Catholic faith. This session, as indicated in SIP priority three, we aim to complete our vision, values and aims consultation, review our House structure and enhance our targeted support for those young people who find it hard to attend school. Senior leaders also intend to continue to be highly visible during the school day to maximise the amount of contact with young people and to witness to the ethos we want to cultivate.

Interdisciplinary Learning

In the fairly recent past, the school enjoyed a very high profile in relation to IDL. Extensive time in the BGE was devoted to IDL or to mechanisms which supported IDL e.g. Home Room and L360. At one point at least three periods per week were devoted to IDL and almost all STEM delivery took place via IDL. However, at the same time, the curriculum offering narrowed to the point that viable pathways were no longer in place for many practical subjects. Some departments such as Computing, Drama, and Business Education were removed from our offering. IDL was delivered by non-specialists in some cases and by several specialists in others, which led to wide variability in the experience of young people. Ultimately, the very strong emphasis on courageous IDL coincided with a significant downturn in attainment and by association there is a reluctance to revisit IDL until our BGE offering settles and we reintroduce many subjects that are still absent from our Senior Phase offering. However, our extensive audit last session does afford us the opportunity to identify naturally occurring opportunities for IDL in the coming years.

Opportunities for personal achievement

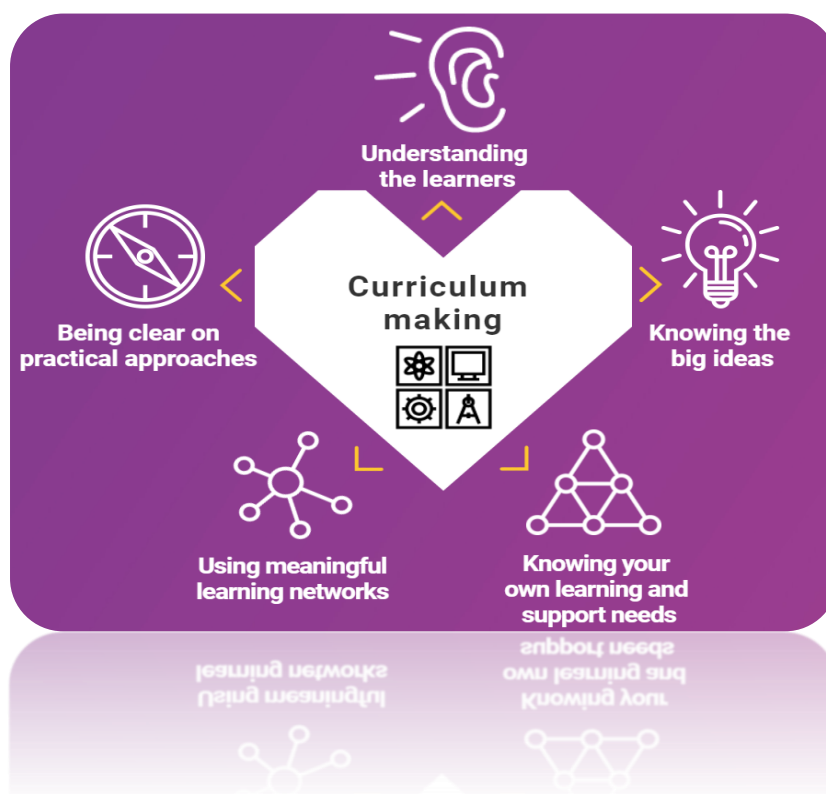


Ethos and life of the school as a community

Interdisciplinary learning

Scotland's Curriculum – How do we do it?

The revised national narrative states that taking curricular aims and translating them into practice is a continuous process. Getting this right is critical and this section sets out key considerations, activities and ways of working to support the process of curriculum making.



Curriculum Making – Understanding the learners

Understanding the learners means:

- knowing children and young people and where they are on their individual learner journeys
- listening to learners and being informed by their motivations and aspirations
- empowering learners to have agency in their learning, with opportunities for personalisation
- using observations, assessments and feedback to design and develop learning



Curriculum Making – Knowing the big ideas

Knowing the big ideas means:

- maximising opportunities that develop the four capacities for learners, making links to future skills, for example meta-skills
- understanding and sharing the pleasure in and benefits that come from learning
- being clear on the knowledge and skills that underpin individual curriculum areas
- being informed by shared vision, values and aims, locally and nationally
- understanding drivers for improvement and how they align at local and national levels
- being responsible for literacy, numeracy and health and wellbeing across the whole curriculum for all learners. This includes digital literacy skills.



Curriculum Making – Being clear on practical approaches

Being clear on practical approaches means:

- having clear strategies for delivering excellence and equity for learners
- agreeing the pedagogies that are best for purpose and the development of learners needs
- reviewing and refining the curriculum against the seven design principles
- ensuring learners have clear progression pathways
- making clear links between learning and the world of work
- embedding creativity and learning for sustainability in curriculum design
- using knowledge of the local community and robust data to inform the curriculum offer
- articulating and sharing curriculum rationale and narrative



Curriculum Making – Using meaningful learning networks

Using meaningful learning networks means:

- planning, enquiring and reflecting with other practitioners to maximise impact
- collaborating with parents, carers, families and the community
- developing and maximising the opportunities derived from partnerships across clusters, local authorities and Regional Improvement Collaboratives
- building partnerships with colleges, employers, universities, the third sector and others to co-design the curriculum
- using the outdoors and our built and cultural heritage to support learning
- sharing, celebrating and reflecting on success



Curriculum Making – Knowing your own learning and support needs




Knowing your own learning and support needs means:

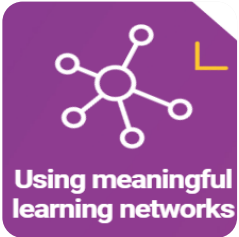

- committing to career long professional learning based around high quality, rigorous professional standards
- committing to meaningful professional review and development
- belonging to communities of practice and enquiry
- developing collaborative practice locally, nationally and globally



Scotland's Curriculum – How do St. Joseph's Academy do it?

Our engagement last session, and planned engagement this session across all areas of 'curriculum making' is briefly outlined below.

St. Joseph's Academy – Understanding the Learners		
Activity in session 18/19	Planned engagement this session	
<p>Revision of our learning and teaching policy, LEARN</p> <p>Extensive department level pupil voice activities</p> <p>Profiling for those young people who are Care Experienced</p> <p>Enhanced transition programme</p> <p>Revised personalisation and choice at transition from S2 to S3, S4 to S5 and S5 to S6</p>	<p>Use the agreed observation mechanisms in LEARN to evidence pupil agency in learning</p> <p>Revised BGE tracking to better understand individual learner journeys</p>	
St. Joseph's Academy – Knowing the big ideas		
Activity in session 18/19	Planned engagement this session	
<p>Integration of Career Management Skills Framework in BGE planned learning</p> <p>SIP closely aligned to national and local priorities and drivers</p> <p>Formation of literacy across the curriculum strategy group</p>	<p>Allow pupils to lead on Health and Wellbeing across the curriculum</p> <p>Embed moderation of literacy across learning</p> <p>Complete revision of vision, values and aims</p>	
St. Joseph's Academy – Being clear on practical approaches		
Activity in session 18/19	Planned engagement this session	
<p>PEF consultation with Parent Council</p> <p>Extensive DYW engagement and SDS input, including partnership agreements</p> <p>Curriculum consultation to review provision in BGE and pathways in Senior Phase</p> <p>'St. Joseph's in Context' brings to life our local context</p>	<p>All staff completing Tapestry course on pedagogy</p> <p>Formalise current offer as it relates to Learning for Sustainability</p> <p>Sharing curriculum narrative (through this document)</p> <p>Refine S5/S6 offering</p>	

St. Joseph's Academy – Using meaningful learning networks		
Activity in session 18/19	Planned engagement this session	
Parents in Partnership programme	S2 College delivery	
Outreach Parents' meetings	Learning Outdoors Support Team partnership	
College co-delivery via S3 electives	Enhanced curricular presence in relation to local businesses	
Community Action Plans		
Revised awards structures		
St. Joseph's Academy – Knowing your own learning and support needs		
Activity in session 18/19	Planned engagement this session	
Extensive internal CLPL provision	Host ACE Community of Practice	
High level of staff engagement with University level study		
NQT practitioner enquiry		

INSPIRE & TRANSFORM

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