

Curriculum Rationale and Design

Barrhead High



The school's values of RESPECT permeate the life and work of the school community. All stakeholders are involved in the ongoing review of our vision, values and aims to work together and ensure we are ambitious for all learners. A culture of high expectations and collaboration is at the heart of Barrhead High to 'raise the Barr'.

The rationale for the curriculum is based on the Barrhead Capacities

<p>We want our young people to be successful learners who are enthusiastic about learning and set aspirational goals.</p> <p>And be able to:</p> <ul style="list-style-type: none">• use literacy and numeracy skills• use technology for learning to develop digital skills• be able to understand and use data• learn independently and respond positively to feedback• understand how you learn best	<p>We want our young people to live our school values so that they leave Barrhead High with the confidence to thrive in a rapidly changing world.</p> <p>And be able to:</p> <ul style="list-style-type: none">• pursue a healthy and active lifestyle• be self-aware, recognising personal skills, knowledge and values• have the knowledge and skills to live as independently• assess risk and make informed decisions• achieve success in school and in wider society• be adaptable and respond to new challenges
<p>We want our young people to be active citizens with an awareness of global issues who use their voice to campaign for change.</p> <p>And be able to:</p> <ul style="list-style-type: none">• develop knowledge and understanding of the world and Scotland's place in it• respect the rights of others• understand and include different cultures• make informed choices and decisions and contribute to a sustainable future• understand and manage emotions and the impact of actions	<p>We want our young people to embrace opportunities to develop their resilience and contribute effectively to society.</p> <p>And be able to:</p> <ul style="list-style-type: none">• communicate in different ways in different settings• work in partnership and in teams• take initiative and lead and support others to lead• create products and develop ideas• solve problems independently and with others• have a growth mind set and be curious

Article 28: All children have the right to an education.



VISION AND VALUES

- Our vision statement is to raise the Barr.
- Our core values are:
Resilience, Excellence, Supportive, Participation, Equity, Confidence, Teamwork.
- All our young people, parents, staff and the wider community have a voice within the school.
- Our young people are encouraged to develop attributes, skills and knowledge to become lifelong learners and responsible citizens.
- Staff are committed to change which results in improvements for learners.

Totality of the Curriculum

- Our young people participate responsibly in decision making via the Student Council and as Ambassadors, contributing as leaders across the school and the community.
- Our young people experience a range of achievements in the classroom and beyond and play an active part in putting the values of the school community into practice.
- Interdisciplinary learning provides opportunities to extend and deepen understanding.
- Experiences and Outcomes are planned in creative ways to encourage deep learning and to lead to subject specialisation.

Learning and Teaching

- We work in partnership to provide engaging and active learning experiences in an inclusive and nurturing environment.
- Learning intentions are shared and success criteria are discussed and agreed to ensure excellence.
- Differentiation takes into account individual needs.
- Staff have high expectations of all learners.
- Collaborative approaches and CLPL opportunities are planned to identify and share effective practice.

Curriculum Areas

- Languages (English and Modern Languages) and Literacy
- Mathematics and Numeracy
- Social Subjects
- Sciences
- Creative
- Health and Well-being
- Religious and Moral Education
- Technologies

Active Citizen

Confident Individual

Learner

Successful Learner

Effective Contributor

Entitlements

Our young people have the opportunity to:

- Experience a broad education to reflect their stage and development.
- Develop skills for learning, life and work throughout the curriculum and wider school activities which are captured in profiles.
- Experience transitions that are well planned to ensure a coherent curriculum.
- Move into a positive and sustained destination.
- Receive support to achieve the highest possible levels of literacy, numeracy and cognitive skills.

Personal Support

- A range of activities are planned to support our young people during transitions and to support choices.
- We plan a range of leadership and wider school opportunities and celebrate achievement.
- We are committed to planning a range of learning experiences to support and challenge all learners.
- We work closely with all stakeholders and partners to tackle barriers to learning.
- We are committed to supporting all learners' social, mental and physical wellbeing.

Principles

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

See below

Assessment

- Formative strategies are firmly embedded across learning at all levels, including self and peer assessment.
- Use of experiences and outcomes and benchmarks to develop assessment across the school.
- Robust moderation to ensure consistency of standards.
- Rigorous self-evaluation and improvement ensures that we improve attainment for all.
- Regular feedback is provided to learners and parents to share strengths and next steps.

Curriculum Design

Broad General Education (S1-S3)

All pupils have an entitlement to experience a Broad General Education. **Breadth** is achieved in S1 and S2 by designing learning activities based on all the Experiences and Outcomes across all curriculum areas. Learners have an entitlement to experience up to and including third level with the majority extending their learning into the fourth level by S3. As pupils progress through the broad general phase they will engage with a broadening range of experiences growing in confidence and competence in skills for learning, life and work in different contexts.

Our young people experience **progression**. We have a shared understanding of teaching methodologies and moderation activities to build on prior learning. All our young people experience a challenging gradient of learning and are tracked and monitored at all stages to ensure progression. Formative and summative assessment evidence is used to support teachers to make professional judgements about learners' progress in the BGE and inform staff when learners are ready for the challenge of new and stimulating learning contexts. The P7, S1, S2 and S3 Skills Profile is designed to capture their skills development and achievements.

Depth in S1 to S3 is enhanced through interdisciplinary learning opportunities to connect learning across curricular areas; through planned activities and whole school opportunities. Our young people work at a pace to ensure a secure understanding and the ability to apply their learning in different contexts. Learners also have opportunities to discuss their learning, explain it to others and apply their knowledge and skills in a variety of contexts.

All stakeholders have high expectations of what learners can achieve. Activities are suitably **challenging**, engaging and motivating, encouraging high aspirations and ambitions for all pupils. As pupils progress through the Experiences and Outcomes they develop higher order thinking skills; including analysing, evaluating and creating. The design of our curriculum provides a number of **enjoyable** ways in which pupils can engage with the Experiences and Outcomes. Strategies such as active learning and the use of technology provide learners with stimulating lessons matched to their styles and abilities.

Learning activities form a **coherent** experience with clear links between different aspects of learning. Staff from a variety of curriculum areas work closely together in order to ensure a coherent experience for learners within the curriculum area and across the experiences and outcomes. Partners are also involved in planning learning experiences to ensure a coherent curriculum. There is coherence and consistency in the development of literacy, numeracy, health and wellbeing, and skills for learning, life and work.

Learners have opportunities for **personalisation and choice** across many aspects of their learning throughout S1 to S3. The introduction of choice at the end of S2 within the broad general education phase ensures that there are appropriate progression routes at the end of S3 as pupils move into the senior phase

The broad general education is closely connected to the senior phase with the learning undertaken up until the end of S3 providing a strong foundation to extend learners knowledge and skills and to ensure a successful transition to National Qualifications at the appropriate level for each young person. The curriculum content is **relevant** and connects with the young person’s experience, learning and interests in and beyond the school environment. Learners know why, what and how their learning relates to everyday life in their family, local community and the world of work.

S1 AND S2 PLAN

Language	Mathematics	Science	Social Studies	Technologies	Expressive Arts	Health & Wellbeing	Religious & Moral Education
English (5 periods in S1 and 4 periods in S2) French (3)	Maths (4 periods in S1 and 5 periods in S2)	Chemistry, Biology and Physics delivered as a common course (3)	Modern Studies, Geography and History	Computing, Business Enterprise, Administration delivered as a common course Technical (1.5) Home Economics (1.5) <i>Delivered via rotations</i>	Art & Design (1.5) Music (1.5) <i>Delivered via rotations</i> Drama (1.5)	PE (3) PHSE (1) Pastoral (1)	RME (1)

S3/4 plan

1 (5)	2 (4)	3	4 (3)	5 (3)	6 (3)	7 (3)	8 (3)	9 (3)
English	Maths	PE (3)	French Mandarin Languages for Life and Work	Geography History Travel and Tourism	Biology Chemistry Physics Science Health Care	Administration & IT Business Computing Design & Manufacture Graphic Com. Computing Gaming Music Technology	Music Drama Art & Design Hospitality Practical Craft Skills	Business Chemistry Personal Development Photography Modern Studies Fashion

The Senior Phase

During the Senior Phase **depth** of learning will continue to be provided through opportunities for pupils to engage with increasingly demanding concepts, develop progressively more complex cognitive abilities and build and learn new skills. This will be provided through working towards National Qualifications at the appropriate level for each individual pupil.

Breadth will be further enhanced as learners build on their qualifications. We will continue to have the highest possible expectations of what our young people can achieve and provide **enjoyable** learning experiences. Through offering choices in personal development, leadership opportunities and extra-curricular activities our learners will continue to be **challenged** to develop as well rounded, responsible and confident young people.

As with the Broad General Education, learning activities in the Senior Phase combine to form a **coherent** experience with clear links between different aspects of learning. **Personalisation and choice** will continue in the Senior Phase and will be further enhanced through continuing to work with the local authority to offer extended choices especially at Advanced Higher level and vocational courses.

Relevance is enhanced in the Senior Phase through links with business partners, work experience opportunities, community involvement and further and higher education partners. The main **progression** routes that will be available to learners will be based on their prior achievements and interests and can be viewed in our learner journeys.

Learner Journeys

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Learner	A	B	C
S2 Outcomes	By the end of S2 has demonstrated achievement of 3 rd level CfE Outcomes in all curricular areas	By the end of S2 has achieved most/some 3 rd level CfE Outcomes across a range of curricular areas	By the end of S2 is working towards 3 rd level CfE Outcomes across a range of curricular areas
S2 Curricular Pathway Choices	Embarking upon a range of subjects - leading to specialisation based around 4 th level Outcomes providing more challenge depth and understanding- moving to a programme of National Qualifications (NQs) during S3	Embarking upon a range of subjects giving specialisation in curricular areas where 3 rd level CfE Outcomes have been achieved. Moving to a range of National Qualifications across choices at some point during the S3/S4 experience.	Embarking upon a range of subjects across the 8 curricular areas - providing the opportunity to achieve 3 rd level CfE outcomes, leading to a range of National Qualifications by the end of S4
S3 Experience	Using level 4 th level Experience and Outcomes to progress towards National Qualifications during S3, providing opportunities for study at greater depth and specialisation	A blended approach to learning with curricular areas delivered around CfE Outcomes together with NQ standards	An experience predominately based around 3 rd level CfE Outcomes
S4 Outcomes	9 National 5 Qualifications (A-C). Available Vocational Qualifications also an option	8/9 National 4/5/NPA Qualifications. Available Vocational Qualifications also an option	A number of subjects across a range of National/NPAs/SfW and Vocational Qualification levels
Potential progression routes	Further specialisation in S5 leading to presentation for 5 Highers, potentially including vocational learning experiences	Further specialisation in S5 leading to presentation for 5 subjects at Higher/National 5, potentially including vocational learning experiences	Further study of literacy and numeracy plus additional subjects and vocational learning experiences