



Isobel Mair School

## Building Our School Curriculum

### Practitioners Guide

Isobel Mair School supports the Education Department's vision of:

***'Everyone Attaining, Everyone Achieving through Excellent Experiences'***

Our vision at Isobel Mair is simply:

**'Empowered'**

**Definition of empowered - VERB**

*empowered (past tense) · empowered (past participle)*

give (someone) the authority or power to do something.

**Our vision is to support, children, young people and their families, staff and the school community to reach their potential through empowerment.**

## Refreshed Narrative

On the 9th September 2019, **Education Scotland** published the '**Refreshed Narrative on Scotland's Curriculum**'. It sets out **Scotland's** approach, revisiting the initial **CfE narrative** and restating the central importance of the four capacities and the knowledge, skills and attributes that our children and young people need.

<https://scotlandscurriculum.scot/>

## Curriculum Entitlements

<b>Children and young people's rights and entitlements are central to Scotland's curriculum and every child and young person is entitled to experience:</b>
<b><u>a curriculum which is coherent from 3 to 18</u></b>
<b>a broad general education</b> , including well planned <b>experiences and outcomes</b> 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 <b>senior phase</b> 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 <b>skills for learning, skills for life and skills for work</b>
opportunities to maximise their individual potential, benefitting from appropriate <b>personal support</b> and challenge
support to help them move into positive and sustained destinations beyond school

## Learning Pathways

Isobel Mair School seeks to meet the learning needs of a very wide range of learners who require additional support in their learning. With this in mind, Learner Pathways across the school provision are individualised, planned, targeted and assessed in line with pupil Wellbeing Plans and the range of assessment materials at a National (Benchmarks/Foundation Milestones) and at a more localised level (ERC Skills Planners/IMS Assessment Toolkit).

It is the responsibility of the educator (the facilitator of learning) to formulate a learning pathway for pupils that builds on prior knowledge, understanding, etc. and is responsive to the culture of the school, community and National picture. Learners should be challenged to develop the necessary skills for learning,

skills for life and skills for work that will support them in making as full a contribution to the school and wider community, both now, and in moving towards a positive post-school destination.

There should be a seamless and clearly planned transition (taking account of current guidance within the Refreshed Narrative of CfE) between BGE and Senior Phase.

Pupils have an entitlement to have experiences across all curricular areas, experiences and outcomes, to prepare them for the move to Senior Phase.

It can often be a challenge to specifically identify the experiences and skills development of our pupils, particularly in their learning pathway through mathematics and English. The table below, should support you in your professional judgements, taking account of prior learning and when thinking about next steps in a pupil's learning

Cross Cutting Themes			
Literacy and English		Maths and Numeracy	
Skills Progression and Development	Resources/Strategies	Skills Progression and Development	Resources/Strategies
Language rich environment	<ul style="list-style-type: none"> <li>Classroom labelling</li> </ul>	Numeracy rich environment	<ul style="list-style-type: none"> <li>Numeracy wall</li> <li>Functional use</li> </ul>
Communication	<ul style="list-style-type: none"> <li>AAC</li> </ul>	Positive behaviour	<ul style="list-style-type: none"> <li>Charts</li> <li>Happy Faces</li> <li>Rewards</li> <li>Self-awareness</li> <li>Independence</li> <li>Self-actualisation</li> <li>Self-efficacy</li> </ul>
Environmental print	<ul style="list-style-type: none"> <li>Familiar shops/logos/motifs</li> </ul>	Sequencing	<ul style="list-style-type: none"> <li>Number</li> <li>Time</li> <li>Day</li> <li>Week</li> <li>Months</li> <li>Seasons</li> </ul>
Concrete objects/	<ul style="list-style-type: none"> <li>Tactile reference</li> <li>Tactile signifiers</li> </ul>	Number	<ul style="list-style-type: none"> <li>Counting</li> <li>Missing number</li> <li>Patterns (counting in 2s/5s/10s)</li> <li>Sets</li> <li>Quantity (large and small)</li> <li>Cardinal</li> <li>Ordinal</li> <li>Number recognition</li> <li>Visual representation recognition (subitising)</li> </ul>
Pictorial	<ul style="list-style-type: none"> <li>Photographic</li> <li>Boardmaker</li> <li>Line drawing</li> <li>Printed word</li> </ul>	Measure	<ul style="list-style-type: none"> <li>Weight</li> <li>Mass</li> <li>Length</li> <li>Tall</li> <li>Short</li> </ul>

Visual Timetable	<ul style="list-style-type: none"> <li>• Structure</li> <li>• Routine</li> </ul>	Money	<ul style="list-style-type: none"> <li>• One-to-one correspondence</li> <li>• Coin identification</li> <li>• Equivalency</li> <li>• Exchange</li> <li>• Active Learning</li> </ul>
Digital Learning	<ul style="list-style-type: none"> <li>• Promethean Board</li> <li>• AAC-high/low tech</li> <li>• Switches</li> <li>• Go Talk</li> <li>• Youtube</li> <li>• Search engine</li> <li>• Research</li> <li>• Presentation skills</li> </ul>	Fractions	<ul style="list-style-type: none"> <li>• Cake</li> <li>• Toast</li> <li>• Pizza</li> <li>• Simple language</li> <li>• Mathematical notation (<math>\frac{1}{2}</math>)</li> </ul>
Name	<ul style="list-style-type: none"> <li>• Identification of own name</li> <li>• Identification of names of family</li> <li>• Identification of peers</li> </ul>		
Familiar words/significant vocabulary	<ul style="list-style-type: none"> <li>• 5 first words</li> <li>• 10 first words</li> <li>• 20, etc</li> <li>• 100 first words-relevant to pupil (Aspects of Dolch)</li> </ul>		
Phonological Awareness	<ul style="list-style-type: none"> <li>• Initial sounds</li> <li>• Blending</li> </ul>		
CVC, etc	<ul style="list-style-type: none"> <li>• Word building and recognition</li> <li>• Look and Say</li> </ul>	SQA	<ul style="list-style-type: none"> <li>• National Units</li> </ul>
Sentence construction	<ul style="list-style-type: none"> <li>• News</li> <li>• Simple stories</li> </ul>		
Clicker	<ul style="list-style-type: none"> <li>• Reading and writing</li> <li>• Development of personalised stories to promote interest and skills progression</li> </ul>		
Formalised Reading Scheme	<ul style="list-style-type: none"> <li>• Reading for pleasure</li> <li>• Reading for understanding</li> <li>• Research and Enquiry</li> <li>• Reading for information</li> </ul>		
Development of tool use	<ul style="list-style-type: none"> <li>• Finger</li> <li>• Hand</li> <li>• Finger pointing (joint attention/central coherence)</li> <li>• Tool use-Letter and number formation</li> </ul>		
Research	<ul style="list-style-type: none"> <li>• Internet</li> </ul>		

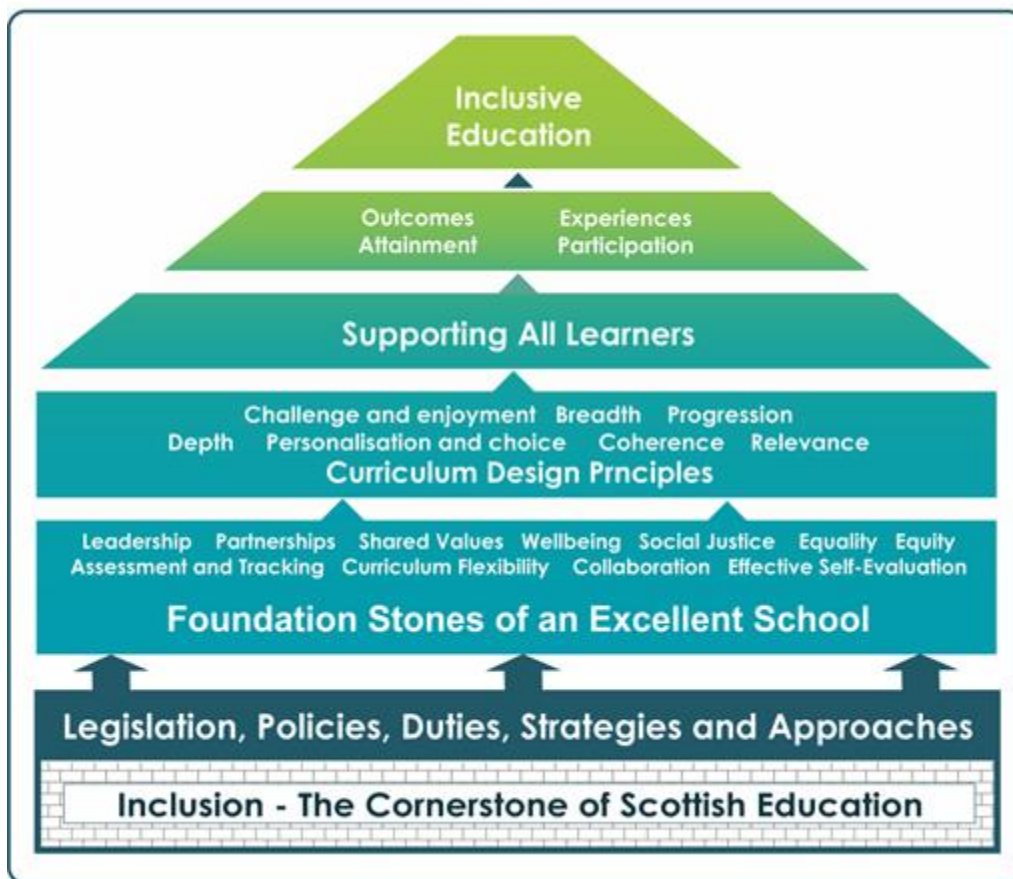
	<ul style="list-style-type: none"> <li>• Search engines</li> </ul>		
Sensory experience Media	<ul style="list-style-type: none"> <li>• Paint</li> <li>• Glue</li> <li>• Glitter</li> <li>• Playdoh</li> </ul>		

The above are not exhaustive, but you should be able to identify pupils' skills levels as they modulate across assessment tools. Evidence folders, Learning Pathway Toolkit, ERC Skills Planner, Assessment and Moderation activities (school, Authority and West Partnership) etc. should serve to support you in making accurate judgements.

Resources	
Literacy and English	Maths and Numeracy
<p><b>Digital learning resources:</b> Boardmaker Clicker Ipad – AbleNet Sounding board Education City Top Marks Star Fall Books for All – collection of books with supporting device overlays and PowerPoint versions of popular children's texts</p> <p><b>Concrete materials:</b> Formal work tasks (TEACCH Tasks) Class/school library Sensory stories Microphones Writing overlays Whiteboards Tracing activities Sensory objects Story massage Intensive interaction TACPAC Education board games &amp; puzzles AAC resources Bookbug Parachute games Nursery rhymes Music therapy</p> <p><b>Talking and Listening skills:</b> Social Use of Language Programme (SULP) Talking Partners Trips and outings (Literacy in the environment) Makaton</p> <p><b>Phonics resources :</b> Jolly Phonics Letters and Sounds</p> <p><b>Reading Schemes:</b> Oxford Reading Tree Dandelion Readers</p>	<p><b>Digital learning resources:</b> SMARTboard resources TopMarks Education City Help Kidz Learn</p> <p><b>Concrete materials:</b> Number puzzles Board games Formal skills (TEACCH tasks) Class calendar Tactile resources to explore concepts; weather, counting, number, etc. Cause and effect toys Now and Then boards Wider school community – explore money handling and exchange Jigsaws Counting materials Clocks &amp; timers 2D and 3D shapes AKKA platform to explore direction Beebots Nursery rhymes Bookbug</p>

**A curriculum framework to meet the needs of all learners 3 to 18**  
*A schematic guide for curriculum planners*

<p style="text-align: center;"><b>Values</b></p> <p>Wisdom, justice, compassion, integrity</p> <p>The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.</p>	<p style="text-align: center;"><b>The curriculum: 'the totality of all that is planned for children and young people throughout their education'</b></p> <ul style="list-style-type: none"> <li>• Ethos and life of the school as a community</li> <li>• Curriculum areas and subjects</li> <li>• Interdisciplinary learning</li> <li>• Opportunities for personal achievement</li> </ul>	<p style="text-align: center;"><b>Learning and teaching</b></p> <ul style="list-style-type: none"> <li>• Engaging and active</li> <li>• Setting challenging goals</li> <li>• Shared expectations and standards</li> <li>• Timely, accurate feedback</li> <li>• Learning intentions, success criteria, personal learning planning</li> <li>• Collaborative</li> <li>• Reflecting the ways different learners progress</li> </ul>
<p style="text-align: center;"><b>Experiences and outcomes set out expectations for learning and development in:</b></p> <ul style="list-style-type: none"> <li>• Expressive arts</li> <li>• Languages and literacy</li> <li>• Health and wellbeing</li> </ul> <ul style="list-style-type: none"> <li>• Mathematics and numeracy</li> <li>• Religious and moral education</li> <li>• Sciences</li> <li>• Social studies</li> <li>• Technologies</li> </ul> <p>Curriculum levels describe progression and development.</p>		<p style="text-align: center;"><b>All children and young people are entitled to experience</b></p> <ul style="list-style-type: none"> <li>• a coherent curriculum from 3 to 18</li> <li>• a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment</li> </ul> <ul style="list-style-type: none"> <li>• a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities</li> <li>• opportunities for developing skills for learning, skills for life and skills for work</li> <li>• opportunities to achieve to the highest levels they can through appropriate personal support and challenge</li> <li>• opportunities to move into positive and sustained destinations beyond school</li> </ul>
<p style="text-align: center;"><b>Personal support</b></p> <ul style="list-style-type: none"> <li>• review of learning and planning of next steps</li> <li>• gaining access to learning activities which will meet their needs</li> <li>• planning for opportunities for personal achievement</li> <li>• preparing for changes and choices and support through changes and choices</li> <li>• pre-school centres and schools working with partners</li> </ul>	<p style="text-align: center;"><b>Principles for curriculum design:</b></p> <ul style="list-style-type: none"> <li>• Challenge and enjoyment</li> <li>• Breadth</li> <li>• Progression</li> <li>• Depth</li> <li>• Personalisation and choice</li> <li>• Coherence</li> <li>• Relevance</li> </ul>	<p style="text-align: center;"><b>Arrangements for</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Qualifications</li> <li>• Self-evaluation and accountability</li> <li>• Professional development</li> </ul> <p style="text-align: center;"><b>support the purposes of learning</b></p>



## Building Our Curriculum

The Building the Curriculum document series provides advice, guidance and policy for different aspects of Curriculum for Excellence.

### Building the Curriculum 1: The contribution of curriculum areas

Building the Curriculum 1 (2006) introduces the curriculum areas and their contributions to developing the four capacities of children and young people.

 [PDF file: Building the Curriculum 1 - The contribution of curriculum areas \(412 KB\)](#)

### Building the Curriculum 2: Active learning in the early years

Building the Curriculum 2 (2007) details practical ways to introduce a more active approach to learning and teaching in the early years.

 [PDF file: Building the Curriculum 2 - Active learning in the early years \(674 KB\)](#)

### Building the Curriculum 3: A framework for learning and teaching

Building the Curriculum 3 (2008) is the framework for planning a curriculum which meets the needs of all children and young people from 3 to 18.

 [PDF file: Building the Curriculum 3 - A framework for learning and teaching \(391 KB\)](#)

### **Building the Curriculum 4: Skills for learning, skills for life and skills for work**

Building the Curriculum 4 (2009) contains key messages about how children and young people develop and apply skills as part of Curriculum for Excellence.



[PDF file: Building the Curriculum 4 - Skills for learning, skills for life and skills for work \(661 KB\)](#)

### **Building the Curriculum 5: A framework for assessment**

Building the Curriculum 5 (2011) provides guidance on the main areas of the assessment strategy for Curriculum for Excellence.



[PDF file: Building the Curriculum 5 - A framework for assessment \(4 MB\)](#)



[PDF file: Building the Curriculum 5 - A framework for assessment: Reporting \(615 KB\)](#)



[PDF file: Building the Curriculum 5 - A framework for assessment: Understanding, applying and sharing standards \(773 KB\)](#)



[PDF file: Building the Curriculum 5: A framework for assessment: Recognising achieving, profiling and reporting \(1.5 MB\)](#)



[PDF file: Building the Curriculum 5: A framework for assessment: Quality assurance and moderation \(1.2 MB\)](#)



# Senior Phase Learner Pathways

## Isobel Mair School

### A guide for Parents

*Every young person is entitled to experience a senior phase where he or she can continue to develop Skills for Learning, Life and Work, achieve National Qualifications and have the opportunity to celebrate personal success and wider achievement.*



Senior phase at Isobel Mair School is designed to provide meaningful learning experiences for all of our pupils as they develop the following:

#### Skills for Learning

All senior phase pupils will gain a range of National Qualifications from SQA appropriate to their CFE level, skills and interests.

#### Skills for Life

All senior phase pupils will be supported to learn independent living skills, and supported through the transition to adult life.

#### Skills for Work

All senior phase pupils will have appropriately supported work experience or enterprise experience, either in house or through partnerships with other organisations.

## Our Vision—Senior pupils who are *Empowered*

### Our Values

**Wisdom** – we use past experience to inform future planning.

**Justice** – we ensure that every senior pupil is supported towards a positive future.

**Compassion** – we offer social and emotional support to our pupils and their families.

**Integrity** – we seek the highest attainment without compromising our professional values and National Standards.

### Our Aims

To maximise attainment for all pupils through excellent teaching and learning experiences.

To provide a range of college experiences for all pupils for whom this is achievable.

To provide meaningful work experience and/or enterprising activities.

To offer wider achievement opportunities and celebrate success. To support a successful transition to adult life.

## Curriculum Design *Challenge and Enjoyment, Progression*

All learners at Isobel Mair School have their progress assessed and tracked from P1 to the end of S3 when they leave the BGE and embark upon Senior Phase and National Qualifications.

Initial targets are drawn from these assessments with the option to move pupils up or down NQ levels if required:

- To reflect varying ability across areas of the curriculum, e.g. a pupil may be working at N1 Maths but N2 English.
- To reflect the challenge offered by a new or less familiar subject, e.g. the school offers N1 French to all abilities with highly differentiated support.
- To reflect pupil strengths, e.g. many IMS pupils “level up” in ICT because of their own interest in technology.

## Scottish Studies *Depth and Relevance*

- Scottish Studies is offered at N2 for all pupils capable of completing the Award at this level.
- Scottish Studies consists of a Core Unit : Learning about Scotland which involves elements of English, History, Modern Studies and ICT.
- Pupils then work with their teachers to pick a further 2 units which come from across the curriculum and include : Business Enterprise, Language, Performing Arts, Creative Arts, Cookery—all taught in a Scottish context.
- Scottish Studies helps our pupils become informed and interested Scots with an appreciation of their National Identity.

## Personal Achievement Award

### *Personalisation and Choice*

The majority of pupils at IMS undertake the SQA personal Achievement Award at N1 or N2. This is a flexible Award which is offered through elective taught units or by recording individual activity. The Personal Achievement Award recognises and celebrates pupil achievement in Independent Living Skills, School and Community projects and Personal Development Activities.

## Getting it Right for Senior Phase Pupils

### *Coherence*

After a small scale trial (19-20) we will introduce Senior Phase Pupil Learning Pathway Documents for all pupils in IMS to create a coherent and meaningful record of progress across all areas and including all achievements and attainments. This document will help support informed future planning at each stage of senior phase and on to adult life.

# Guide to levels in Scottish National Qualifications



Pupils at Scottish Schools leave with a range of National Qualifications within the SCQF framework. Most pupils at IMS will achieve at levels N1 and N2 with some achieving some subjects at N3 and, exceptionally at N4. Subject to SQA verification

SCQF Level	Relevant National Qualifications	Delivery and Assessment requirements as laid down by SQA.	Average time required for achievement by our pupils
7	Advanced Higher, Awards, Scottish Baccalaureate	Requires Mainstream delivery of course and presentation for qualification -Mandatory Exam	Not delivered @ IMS
6	Higher, Awards, Skills for Work Higher	Requires Mainstream delivery of course and presentation for qualification - Mandatory Exam	Not delivered @ IMS
5	National 5, Awards, Skills for Work National 5	Requires Mainstream delivery of course and presentation for qualification - Mandatory Exam.	Not delivered @ IMS
4	National 4, Awards, Skills for Work National 4	Subject qualified IMS Secondary Teachers can deliver at unit or course level Must be verified by mainstream subject specialist.	Units are generally achieved over 1 school year  Courses are generally achieved over 2 years
3	National 3, Awards, Skills for Work National 3	IMS secondary Teachers can deliver Units Courses and Awards subject to SQA approval of teacher qualification or skills  Must be verified by mainstream subject specialist staff	Units generally achieved over 1 school year  Courses generally achieved over 2 school years .  Wellbeing Award is generally achieved over 1 school year.
2	National 2, Awards	IMS secondary Teachers can deliver Units Courses and Awards subject to SQA approval of teacher qualification or skills  Verified by IMS Secondary Management	Units are generally achieved over 1 school year  Courses are achieved over 1 or 2 school years  P A Awards are generally achieved over 3 levels (Bronze, Silver, Gold) over 3 years  Scottish Studies Award is achieved over 1 to 3 years depending on student and staff timetabling.
1	National 1, Awards	<ul style="list-style-type: none"> <li>Delivered at unit level (no courses at N1)</li> <li>All IMS secondary Teachers can deliver Units and Awards subject to SQA approval of teacher qualification or skills</li> <li>Verified by IMS Secondary Management.</li> </ul>	<input type="checkbox"/> Units are generally achieved over 1 school year  <input type="checkbox"/> No courses at N1  <input type="checkbox"/> P A Awards are generally achieved over 3 levels (Bronze, Silver, Gold) over 3 years

Senior Phase Learner Pathway Example 1— Early or Pre Early Level at end of BGE

S4	S5	S6	Post School
N1 Numeracy Shape N1 Communication Responding to texts N1 PE Individual N1 Science in the Environment N1 Life in Another Country	N1 Num. Number N1 Com. Responding to Character N1 PE Improving N1 Creative Arts Creating a Display N1 Cookery Preparing a snack	N1 Com. Signs in the Community N1 PE Group/Water N1 ICT Using Communication Devices PA Gold Award 6 Half Units selected to support Transition to adult life	Individual Support to access: Community Activities Social events and clubs Independent Living Skills Possibility of part time college for some.
Enterprise and/or work Experience	Enterprise and/or work Experience	Dof E Bronze Residential Weekend	Adult Services Projects Supported volunteering
S4	S5	S6	Post school
N1 Numeracy x2 N1 Com x2 N2 PE Unit N2 Science Unit N2 Scottish Studies core unit	N2 Maths Unit N2 English Units N2 PE Course N2 Science N2 Scot. Studies Performance	N2 Maths Course N2 English course N2 ICT Course N1 French (elective) N2 Scot Studies Enterprise AWARD	Likely to have part time (2 days) or full time (3 days ) college place if school link placements have been successful. Offer may depend on support being provided.
Grow Cook and Eat	Possible College placement Residential Weekend.	College Placement Work Skills DofE Bronze	Work experience and training through ERC Adult Day services projects. Volunteering .
S4	S5	S6	Post school
N2 English units N2 Maths units N2 Science units N2 ICT units N2 Scottish Studies Award (3 Units) N2 PE Units	N2/3 English N2/3 Maths N2/3 Science N2/3 ICT N2 Social Subjects Course N2 PE Course	N3 English N3 Maths N3 Science N3 ICT N3 History Unit N2 Hospitality Course (elective)	Likely to have full time (3 days ) college place if school lin placements have been successful. Offer may depend on support being provided or on being an independent traveller
Grow Cook and Eat Res Weekend	College /Voc Placement Res Weekend	College /Voc Placements Work Skills DofE Bronze	Work experience and training /possible placement with Greenhouse Café D of E Silver through ERC Open Group

## Extending our Offer – Beyond the Classroom

### College and Vocational

We are fortunate to have excellent support from the ERC Vocational Programme and access to a range of college link programmes for S4—S6.

These programmes are for pupils likely to progress onto a college place post school.

S4 *Grow Cook and Eat* through ERC Vocational Programme.

S5 Pupils who have successfully participate in *Grow Cook and Eat* have another Vocational Opportunity (*Commercial Ventures/Introduction to Food Services.*) or Join links at Clyde Colleges.

S6 Pupils pursuing a college placement post school will usually have two College Link Placements and/or Vocational Placements.

### Developing the Young Workforce (DYW)

In Senior Phase we deliver appropriate , differentiated DYW activities and Careers Education for our learners

We use Skills Development Scotland materials in class lessons.

SQA Qualifications in Enterprise and Work Skills.

Work experience is offered through our partnership with Greenhouse Café

Adult day services offer taster placements on social enterprise projects

Vocational Courses develop skills in Horticulture, Hospitality and Beauty Skills

### Duke of Edinburgh Award

We strive to offer the opportunity to undertake the Bronze Duke of Edinburgh Award to all pupils who are able to undertake the 4 sections : Skill, Physical, Volunteering and Expedition. A key feature of DofE is that it continues after school – we have several IMS “Graduates” now working with the ERC Open Group, continuing their DofE journey alongside other young adults. This allows them to keep on achieving post school and gives them a focus and purpose for volunteering, keeping active and learning new skills in young adulthood. They also make and keep valuable relationships with friends and DofE staff.

NB Parental input is required to successfully complete DofE as some activities have to be undertaken and recorded out of school hours. S6 Transitions timetables and partnership working

Leaving school is a major transition for our young people . We are happy to allow pupils to have time out of school in S6 to explore post school options. This may be through the school supported programmes (college links, Adult services ) or by allowing time for support workers from other agencies to take learners out of school to try other activities.

Isobel Mair School operates an open door policy, allowing support agency workers to get to know learners in the familiar environment of school.

## Useful Links

<https://education.gov.scot/improvement/learning-resources/curriculum-for-excellence-benchmarks/>

<https://education.gov.scot/improvement/learning-resources/milestones-to-support-learners-with-complex-additional-support-needs-literacy-and-english/>

<https://education.gov.scot/Documents/progression-from-bge-to-the-senior-phase.pdf>

<https://www.education.gov.scot/improvement/Pages/frwk2hgios.aspx>

<https://education.gov.scot/improvement>

<https://education.gov.scot/education-scotland/scottish-education-system/senior-phase-and-beyond/senior-phase/>

<https://education.gov.scot/parentzone/learning-in-scotland/curriculum-levels/>