**Key extracts of updated expectations relating to interdisciplinary learning from Education Scotland Inspection Advice Note** which should help you focus, self-evaluate and develop your interdisciplinary learning practice this session.

**5.1 Rationale and design of the curriculum**

* The curriculum has a clear rationale based on shared values and learners’ entitlements and develops the four capacities.
* Staff evaluate children’s and young people’s progress in health and wellbeing across the four aspects of the curriculum, including taking account of learners’ self-evaluation of their own progress in this area.
* An overall approach to assessment which is proportionate, valid, reliable and manageable is implemented across the school or other setting. Assessment is planned as part of learning and teaching, and *staff are making increasing use of the ‘significant aspects of learning’6 to ensure approaches are manageable.*
* The curriculum is based on the design principles of challenge and enjoyment, breadth, depth, progression, relevance, coherence and personalisation and choice for all learners. Staff and partners are further developing the curriculum to ensure coherence and progression in learning using the Experiences and Outcomes (Es and Os) to provide well- planned and joined up learning across curriculum areas and subjects, interdisciplinary learning, personal achievement and the life and ethos of the school.
* In early learning and childcare settings and primary schools, this includes ensuring coherent and progressive learning experiences, taking account of each curricular area. Learning within an interdisciplinary context, ethos and life of the school and opportunities for personal achievements need to be well considered to ensure they provide coherence and progression in learning.
* The design of the senior phase curriculum:

 enables young people to learn over variable time-frames (e.g. one- or two- 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;

 *recognises that learning can occur in a wide variety of contexts including on work placements, with training providers, through voluntary organisations, or in college*

* 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 religious and moral education/religious education (Roman Catholic) and physical education, opportunities for personal achievement and interdisciplinary learning

**Theme 2: The development of the curriculum**

a. Staff develop and refresh the curriculum on a regular basis and manage curriculum change and innovation effectively. Staff plan carefully, and in consultation with stakeholders, when introducing curriculum innovations and adaptations to meet the needs of learners. They provide opportunities for choice and, where appropriate, specialisation.

* Schools and early learning and childcare settings for 3-5 year-olds, along with partners, are further developing the curriculum to improve planning for progression through the BGE across all four aspects/contexts for learning and through the senior phase to meet the needs of all children and young people. Planning is as streamlined and effective as possible and not overly bureaucratic or time-consuming.

**Theme 3: Programmes and Courses**

* Well-planned interdisciplinary projects and studies focus on a selection of Es & Os and support learners in making links across different aspects of their learning and build in opportunities for progression in knowledge and understanding and skills
* Early learning and childcare settings for 3-5 year-olds and primary schools have clear progression pathways for all curricular areas to ensure progression and coherence in learning. Well-considered interdisciplinary learning allows children to make progress in the identified curricular areas, make links in their learning or apply learning in new motivating contexts. Staff make good use of all four aspects/contexts for learning and support children to develop a wide range of skills to meet individual their needs.
* Across all stages, cross-cutting themes such as equality education, sustainability, enterprise, creativity and citizenship, including global citizenship, provide rich motivating contexts to develop children’s and young people’s personal achievements, and provide rich contexts for learning. As children and young people move through the stages, they experience increasing levels of challenge in these cross-cutting themes.
* From S1 to 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 make suitable progress; allow them to revisit and consolidate their learning; and apply and extend their learning in more challenging contexts.