



Kirkcaldy High School

“Transforming our curriculum...Creating our future...Improving life chances”

Discussion Paper

C McKay, Rector

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Kirkcaldy High School

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School Context



We aim always to be; "A supportive learning community, working together to improve wellbeing and life chances". Our values are: Respect for Self, Respect for Others, Respect for Learning

Our catchment extends from Redcraigs in the west to Hendry Road in the east and includes the Valley and Templehall areas of the town, as well as Dunnikier Estate and the new developments to the north of Chapel Level. Our cluster of primary schools are Capshard, Fair Isle, Torbain and Valley, although each year we receive many placing requests from other parts of the town, especially Smeaton and Gallatown. We also attract significant numbers from Cardenden.

A large part of our catchment comprises neighborhoods which are identified as being areas of multiple deprivation in the Scottish Index of Multiple Deprivation (SIMD) surveys. For example, 29% of learners come from SIMD 1 or 2 and 58% live in SIMDs 1-4. Our FME is 23.8% and the % of children under 16 living in poverty is typically 3% or 4% higher than the Fife average.

Background and Introduction

Curriculum for Excellence (CfE) has been in place for a number of years and national guidance has been used to develop a curriculum model to meet the needs of our young people in Kirkcaldy High School. The last national guidance for the curriculum was published in 2011. The arrival of a new Head Teacher in August 2022, provided Kirkcaldy High School with the opportunity to review and evaluate key aspects of learning and teaching, including the rationale and design of the curriculum, and the way this is delivered to pupils. Last session, we evaluated the curriculum rationale and principles upon which curriculum changes must be based. This has been shared with families for consultation.

There have also been various reviews of the Scottish Education System over the past few years, from the Muir Report in 2021 through to the recent discussions and recommendations about Qualifications by Prof. Louise Hayward. Moreover, the Scottish Government has also been involved in listening to the views of all stakeholders through the national discussion and hearing about inequity across the system, with some young people not receiving their entitlement to 27.5 learning hours. The Scottish Government have intimated that they may legislate for all Secondary Schools to ensure that they deliver 27.5 learning hours.

Across various consultations last session, there was a strong desire across pupils, parents and staff to change our current curriculum provision. Consequently, Kirkcaldy High School proposed a curriculum rationale that reflects the values, diversity, history, community and geographical context of our school. Based on this rationale, Kirkcaldy High School proposes the following changes to our learning experiences that both transforms our curriculum and delivers a Curriculum that meets the aspirations of our young people and community:

- ***Increased learning time for all young people moving from our current 27 hours to 27.5 hours (an additional 30 minutes per week). This will allow for the delivery of PSE and RME (national entitlements) across S1-6 and increased learning time in all year groups.***
- ***Discussion around the school day and how we could ensure delivery of the proposed changes***
- ***Wider Achievement and Targeted tutorial support classes will be introduced into the core curriculum to provide appropriate intervention for all pupils as part of our tracking and reporting procedures.***
- ***The redevelopment of our S1 curriculum to engage our young people in exciting, enjoyable and relevant learning experiences.***
- ***Improved progression between S3 and S4 by introducing a more coherent curriculum experience with more balanced and equal learning time for all elective subjects.***
- ***Ensuring that young people get their BGE entitlements until the end of S3 by ensuring that all 8 curriculum organisers are met (Languages and Literacy, HWB, Mathematics and Numeracy, Technologies, Science, Social Subjects, Expressive Arts and Religious and Moral Education).***

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A new Curriculum Rationale to reflect the uniqueness of Kirkcaldy High School...

Our curriculum rationale is based upon the values of **respect for self, respect for others and respect for learning**. This includes:

- *providing opportunities for all pupils to develop their full potential*
- *providing opportunities for our young people to develop and demonstrate the skills and values of perseverance, ambition, creativity and empathy*
- *supporting all pupils by removing barriers to learning through planned curriculum experiences*
- *providing relevant, personalised, engaging and enjoyable learning experiences, including opportunities for a depth and breadth of learning*
- *developing skills for learning, life and work as an integral part of learning*
- *providing a range of curriculum pathways, including relevant learning opportunities about the world of work, leading to successful achievement and a positive destination after school*
- *developing a sense of self within our community and how this supports others through a range of achievements and attitudes*
- *providing opportunity for consortia arrangements with other local schools and with other schools across the local authority (our school day will be broadly in line with other Kirkcaldy schools and around 70% in line across the local authority).*

What will we change?

- In S1, the curriculum will be re-designed to meet the needs of all pupils and reflect the world around us. This will include the redevelopment of each curriculum area with a focus on providing: a clear vision and purpose for each area; more connected learning opportunities; more personalisation and choice through elective programmes; more planned targeted support experiences embedded into the core curriculum. For some pupils, their curriculum will have a more proportionate and targeted focus on literacy, numeracy and health & wellbeing as appropriate to their needs.
- In S2, the curriculum will be re-designed to prepare pupils for the end of the S1-3 Broad General Education phase and will include additional opportunities for personalisation and choice through elective programmes. Targeted tutorial support experiences will be embedded in the curriculum to support areas of development, enhancing pupils' progress into S3.
- In S3, the curriculum will focus on finishing the Broad General Education and beginning the necessary learning for the S4-6 Senior Phase. Pupils in S3 will have increased learning time in most subjects and will be allocated the same amount of time (4 periods) in all 7 subjects. Progression into S4 will continue to be enhanced through the continuation of all 7 subjects into S4, providing the opportunities for all pupils to have their S1-3 learning experiences recognised through qualifications.
- In S4, pupils will continue with their S3 learning experiences. This will be a coherent experience maintaining the same balance of learning time (4 periods) across all 7 subjects in S3 and S4, enhancing progression through the curriculum. Wider curriculum experiences will be on offer to provide a more diverse pathway for some learners, including opportunities to experience outdoor learning, life skills, preparation for employment and personal development.
- All young people in S3/4 will experience wider achievement opportunities through a single period of delivery based on their chosen pathway.
- In S5/6, the curriculum will be enhanced to include additional elective programmes, providing pupils with a choice of wider skills and achievement curriculum options; these will be designed to enhance pupils' intended positive destination after school. Pupils in S5/6 will have an additional targeted tutorial support class / enhancement. This class will respond to tracking report information and will support pupils in subjects where they need extra development time to focus on key course assessments.