



**Kirkcaldy High School**

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

**Final Outcome**

**C McKay, Rector**

**March 2024**

# Kirkcaldy High School

*'Transforming our curriculum...creating our future...improving life chances'*

## 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 will take forward the following changes to our learning experiences to both transform our curriculum and deliver a Curriculum that meets the aspirations of our young people and community:

- ***Increase 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.***
- ***Change of school day to allow for delivery of new curriculum***
- ***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.

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- In order to facilitate the additional learning time required to create a more innovative curriculum in S1/2, a more balanced and coherent curriculum in S3/4, and a more personalised and supportive curriculum in S5/6, the school will introduce a 33-period week in session 2024/25.

### 33-Period Week

The introduction of a 33-period week will:

- Facilitate the delivery of the school's curriculum rationale and re-designed curriculum experiences.
- Support the development of a curriculum that engages with all our young people, supporting our aspirations for the achievement and attainment of our young people
- Protect, maintain and in some areas increase the school's delivery of Physical Education, Social and Health Education, and Religious Education (National Entitlements).
- Provide staff with new opportunities to plan and co-ordinate development time.
- Provide more formal and structured support experiences as part of the core curriculum to close the poverty related attainment gap.
- The proposed 33-period week model will increase the total learning time for all learners, from 27 hours to 27.5 hours a week. This is in line with national expectations.

Currently, the school has a 35-period week involving 9 minutes of Tutor Class every day and 35 periods of subject classes every week. Presently, our periods are 45 minutes which restricts the delivery of a number of subject areas. Our new model is a 33-period week timetable with no tutor time. All periods would last for an equal time of 50 minutes.

In summary, the school week will consist of:

- 33 periods of 50-minute lessons Monday to Friday
- 7 periods per day from Monday to Thursday
- 5 periods on Friday
- Total learning time is 27.5 hours

The school week for session 2024/25 and beyond will be:

Monday to Thursday	Times	Friday	Times
Period 1	8.40 – 9.30	Period 1	8.40 – 9.30
Period 2	9.30 – 10.20	Period 2	9.30 – 10.20
<b>INTERVAL (15 MINS)</b>	10.20 – 10.35	<b>INTERVAL (15 MINS)</b>	10.20 – 10.35
Period 3	10.35 – 11.25	Period 3	10.35 – 11.25
Period 4	11.25 – 12.15	Period 4	11.25 – 12.15
Period 5	12.15 – 1.05	Period 5	12.15 – 1.05
<b>LUNCH (40 MINS)</b>	1.05 – 1.45		
Period 6	1.45 – 2.35		
Period 7	2.35 – 3.25		

We believe the new model provides continuity for our pupils while at the same time providing a solution that meets the curriculum rationale and geographical diversity of Kirkcaldy High School catchment area. The key features are:

- All bus timings in the morning remain the same.
- All bus timings at the end of the school day remain the same (except Friday).
- Pupils have the same pattern of start and finish school day timings (except Friday).

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- Opportunities to develop extra-curricular activities on Friday afternoon (such as Active Fire programmes, clubs, supported study etc), plan effective staff development time will be a viable option and provide greater alignment with other schools.

***In summary, a 33-period week creates the increased blocks of learning to deliver our curriculum rationale and changes to learning experiences. This structure builds the foundations required to enhance our priorities of literacy, numeracy, health & wellbeing, providing targeted and personalised support, and opportunities for the development of wider skills and achievements.***

### ***Further appendices***

- ***Curriculum Planning information***
- ***Draft curriculum changes in S1/2 and proposed changes S3-6***
- ***Curriculum Rationale Info graphic (attached)***

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Curriculum Planning



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

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**Our curriculum changes are based on the curriculum rationale and will be planned as follows:**

CURRICULUM ASPECT	DETAILS	TIMELINE
<b>Overarching</b>	<ul style="list-style-type: none"> <li>• introduction of a 33-period week to facilitate additional learning time and support a more balanced, coherent, personalised and supportive curriculum.</li> </ul>	<b>August 2024</b>
<b>S1</b>	<ul style="list-style-type: none"> <li>• Redevelopment of each curriculum area with a focus on providing:                             <ul style="list-style-type: none"> <li>○ a clear vision and purpose for each area</li> <li>○ new common curriculum planning format based around the school's Skills Framework and CfE Benchmarks</li> <li>○ more connected learning opportunities</li> <li>○ more personalisation and choice through elective programmes that will embed "extra-curricular" opportunities as an entitlement in the core curriculum</li> <li>○ targeted tutorial support experiences embedded into the core curriculum</li> <li>○ introduction of customised curriculum for some pupils, with a more proportionate and targeted focus on literacy, numeracy and health &amp; wellbeing as appropriate to their needs.</li> </ul> </li> </ul>	<p><b>August 2024</b></p> <p><b>Ongoing from August 2024</b></p> <p><b>August 2024</b></p> <p><b>August 2024</b></p>
<b>S2</b>	<ul style="list-style-type: none"> <li>• Redevelopment of each curriculum area with a focus on providing:                             <ul style="list-style-type: none"> <li>○ a clear vision and purpose for each area</li> <li>○ new common curriculum planning format based around the school's Skills Framework and CfE Benchmarks</li> <li>○ more connected learning opportunities</li> </ul> </li> </ul>	<b>August 2025</b>

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	<ul style="list-style-type: none"> <li>○ more personalisation and choice through elective programmes that will embed “extra-curricular” opportunities as an entitlement in the core curriculum</li> <li>○ targeted tutorial support experiences embedded into the core curriculum</li> <li>○ introduction of customised curriculum for some pupils, with a more proportionate and targeted focus on literacy, numeracy and health &amp; wellbeing as appropriate to their needs.</li> </ul>	<p>August 2025</p> <p>August 2024</p> <p>August 2025</p>
<b>S3</b>	<ul style="list-style-type: none"> <li>● course choice guidance to continue to be developed around young people’s potential</li> <li>● provide a consistent and balanced curriculum across the BGE/Senior Phase interface by allocating an equal amount of learning time for each subject across S3 and S4</li> <li>● allocate 4 periods for each subject across all 7 subjects in S3</li> <li>● Develop a wider achievement column that will lead to all young people gaining further qualifications in an area of their choosing based on school offer (NPA’s delivered to all through either a 1- or 2-year programme).</li> <li>● introduce new common curriculum planning format based around the school’s Skills Framework and CfE Benchmarks</li> <li>● continue to develop curriculum plans that dovetail CfE Third/Fourth level experiences with learning for qualifications in the S4-6 Senior Phase</li> </ul>	<p>August 2023</p> <p>August 2023</p> <p>August 2024</p> <p>August 2024</p> <p>August 2025</p> <p>August 2025</p>
<b>S4</b>	<ul style="list-style-type: none"> <li>● for some pupils, the “7<sup>th</sup> column” will be developed to offer enhanced curriculum experiences to provide a more diverse pathway for some learners, including opportunities to experience outdoor learning, life skills, preparation for employment and personal development.</li> <li>● allocate 4 periods for each subject across all 7 subjects in S4</li> <li>● develop a wider achievement column that will lead to all young people gaining further qualifications in an area of their choosing based on school offer (NPA’s delivered to all through either a 1- or 2-year programme).</li> </ul>	<p>August 2024</p> <p>August 2024</p> <p>August 2025</p>
<b>S5/6</b>	<ul style="list-style-type: none"> <li>● pupils will continue to study 5 subjects in S5 chosen from their 7 subjects in S4</li> <li>● pupils will continue to study 4/5 subjects in S6 and will be directed towards successful subjects that they did not continue with from their 7 subjects in S4, as appropriate to their intended destination</li> <li>● introduction of S5/6 Tutorial Support classes, responding to tracking report information and targeting support for pupils in subjects where they need extra development and time to focus on key course assessments</li> <li>● Introduction of elective programmes, providing pupils with a choice of wider skills and achievement curriculum options and enhancing pupils’ intended positive destination after school</li> <li>● Introduction of 2 periods to develop wider skills and core entitlements (HWB, RME, Employability etc.)</li> </ul>	<p>August 2023</p> <p>August 2024</p> <p>August 2024</p> <p>August 2025</p> <p>August 2024</p>



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Curriculum Changes

Curriculum Change – Illustrative Period Allocation



S1 Subjects (2023/24)	Periods
English	5
Maths	5
Modern Languages	4
Social Subjects	4
Science	3
PE	3
DET	2
Music	2
HE	1
RME	1
PSE	1
Digital Tech	1
Drama	1
Business	1
Art	1
<b>Total</b>	<b>35</b>

S2 Subjects (2023/24)	Periods
English	5
Maths	5
Modern Languages	3
Social Subjects	4
Science	3
PE	3
DET	3
Music	1
HE	1
RME	1
PSE	1
Digital Tech	1
Drama	1
Business	1
Art	2
<b>Total</b>	<b>35</b>

S1 Subjects (2024/25)	Periods
English	4
Maths	4
Literacy	1
Numeracy	1
Modern Languages	4
Social Subjects	3
Science	3
PE	3
DET	1
Music	1
HE	1
RME	1
PSE	1
Digital Tech	1
Drama	1
Business	1
Art	1
Rights	1
<b>Total</b>	<b>33</b>

S2 Subjects (2024/25)	Periods
English	4
Maths	4
Modern Languages	3
Social Subjects	3
Science	3
PE	3
DET	2
Music	2
HE	1
RME	1
PSE	1
Digital Tech	1
Drama	1
Business	1
Art	1
Classics	1
Citizenship	1
<b>Total</b>	<b>33</b>

- S3 2023/24 – Mat/Eng 5 periods, 4 periods x 5 subjects, 2 x Enrichment, 1PSE,2PE
- S4 2023/24 - Mat/Eng 5 periods, 4 periods x 5 subjects, 2 PE, 1PSE, 1RME, 1 STUDY
- S5/6 2023/24 – 7 periods x 5 subjects
- S3/4 2024/25 Proposed – 7 subjects x 4 periods, 2 PE, 1 RME, 1 PSE, 1 NPA
- S5/6 2024/25 Proposed – 5 subjects x 6 periods, 1 RME, 1 PSE, 1 Study Support