



Airdrie Academy

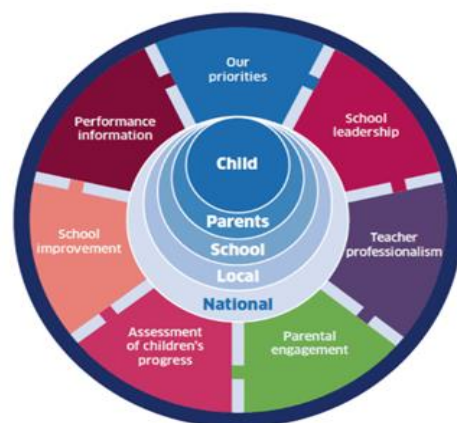
Curriculum Rationale



Introduction

This document outlines the rationale of Airdrie Academy's curriculum from S1-S6. In devising our curriculum model, it was important to include a range of stakeholders and consider:

- What do we want for our pupils?
- What are national and local priorities?
- What are we going to achieve as a school community?
- How do we know we have achieved this?



School Context

Airdrie Academy is a sixth-year non-denominational secondary school serving North Airdrie. Founded in 1849, Airdrie Academy has a long and distinguished history and has maintained its standing in the community for achieving positive outcomes for learners and the wider community it serves.

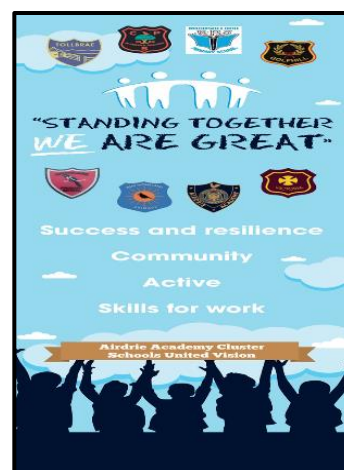
The agreed capacity of the school is 1353 and the current role is 1050 pupils. Pupils come from a range of socio-economic backgrounds, with 21.7% of pupils in receipt of free school meals and 23.9% Footwear and Clothing grant which are both greater than the Local Authority (LA) average. 43% of students are from Scottish Index of Multiple Deprivation (SIMD) 1-2 and 62% SIMD 1-4. A small number of pupils have English as a second language.

Learning and teaching takes place across eight departments or Faculties consisting of:

- English
- Maths
- Science
- Social Subjects including Business Studies
- Modern Languages and RE
- Performing & Expressive Arts: Art, Music, Drama & Photography
- Creative and Digital Technologies: Computing, Home Economics, Technical
- PE

Our learning cluster comprises of our seven associated primaries:

- Chapelside Primary
- Golfhill Primary
- Greengairs Primary
- New Monkland Primary
- Rochsolloch Primary
- Tollbrae Primary
- Victoria Primary



Curriculum Principles

At Airdrie Academy, we strive to ensure that our young people are fully prepared for life in the 21st century and that our curriculum supports individual pupil pathways to meet the needs and aspirations of our learners.

Our curriculum model follows national priorities and is divided into two phases: the Broad General Education (S1-S3) and the Senior Phase (S4-S6) which operates within a 32-period week.

We very much value our partnership working and our curriculum is delivered in partnership with statutory and voluntary organisations such as New College Lanarkshire, Virtual Schools, Skills Development Scotland, North Lanarkshire Pathways Programme, Right Track, Community and Learning Development.

Whole Curriculum



Our aims:

- To provide a curriculum that is coherent and provides a broad range of experiences which develop the principles of CfE.
- To ensure high quality learning and teaching for all pupils.
- To develop a curriculum which is bespoke to individual pupils and allows for personalisation and choice.
- To conduct regular quality assurance and self-evaluation to ensure that our curriculum continues to meet the needs of pupils in the 21st century and beyond.

Values & Ethos:

Our school values and ethos underpin the principles of our curriculum design. Our ethos of **“learning today, leading tomorrow”** and values, which encourage and allow pupils to show **determination, ambition, respect** and **teamwork** in their application to learning and all aspects of life, is at the heart of learning and teaching.



Learning Today, Leading Tomorrow

The purpose of our curriculum is encapsulated both in the principles of curriculum design and the four CfE capacities:

- **Successful learners**
- **Confident individuals**
- **Effective contributors**
- **Responsible citizens**

The curriculum at Airdrie Academy equally values all national curriculum subjects in providing our pupils with an exceptional learning experience. The curriculum is delivered in a way that ensures learning is engaging and relevant. It actively encourages pupils to develop their knowledge and skills creatively and imaginatively and allows for transferable skills to be identified and applied across learning.

Principles of Curriculum Design



Feeding into the curriculum rationale are a range of priorities from national and local documents including:

- National Improvement Framework
- HGIOS 4
- Developing Young Workforce
- School Improvement Plan

Curriculum Features:

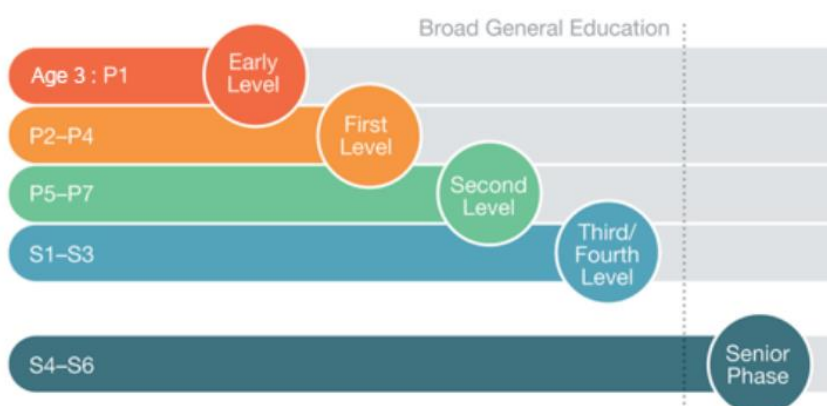
- Facilitates opportunities for developing skills for learning, skills for life and skills for work, with a continual focus on literacy, numeracy, health and well-being through high quality learning and teaching.
- Promotes Equality and sustainability.
- Ensures pupils with additional support needs are effectively supported and engaged to achieve in their learning.
- Provides meaningful feedback and identifies next steps to allow for improvements in learning.
- Allows for progression, personalisation and choice, support and challenge.
- Encourages and facilitates partnership working with parents, associated primaries and other external agencies.
- Celebrates attainment and wider achievement.
- Supports pupils to allow for effective transition arrangements into positive and sustained destinations beyond school.

Transitions

Effective transition arrangements are key to our curriculum model and continuous support and partnership working is provided at key transition stages, from primary to secondary and within and across course options from BGE to Senior Phase.

“Standing together WE are great”

encapsulates our effective partnerships with our associated primaries and working to the GIRFEC agenda, ensures that we get it right at key transition stages from primary to secondary education and beyond. The sharing of key curricular data with colleagues, parents and partners at all stages of our pupils’ education is paramount in ensuring that we continue to build on pupils prior learning and successes, and provide appropriate support, pace and challenge as pupils progress through the key stages of the curriculum.



BGE Curriculum (S1-S3)

The S1-S3 curriculum covers a ‘broad, general education’ with well-planned experiences and outcomes across all the curriculum areas from early years through to S3 before embarking on senior phase of education. The aim of the BGE is for learners to develop "a deeper and more secure level of attainment and achievement by the end of S3, which in turn provides a solid foundation for a number of senior phase pathways. Pupils may embark on senior phase aspects of the course in S3 to ensure appropriate pace and challenge and build on their prior knowledge and embed common themes within curricular areas.

There are eight curriculum areas in the BGE:

- Expressive Arts
- Health and wellbeing
- Languages
- Mathematics
- Religious and moral studies
- Sciences
- Social studies
- Technologies

Each curriculum area is planned using experiences and outcomes. These describe the knowledge, skills, attributes and capabilities of the four capacities that young people are expected to develop.

Some curricular areas operate a rotation model throughout the academic year including Social Subjects and Technologies due to the broad range of subjects offered in these

disciplines. There are opportunities for interdisciplinary learning that blend naturally to build on and develop the curriculum structure. For example, the delivery of Scottish Studies facilitates this interdisciplinary approach and pupils are accredited by the SQA in the BGE phase of their learning.

Senior Phase Curriculum (S4-S6)

The senior phase curriculum, follows pupils' broad general education, building firmly on the experiences and outcomes they will have experienced and achieved by the end of S3. It enables pupils to extend and deepen their learning and continue to develop skills for learning, life and work, through a suite of qualifications and a range of enrichment opportunities for personal development, for example wider achievement, work placements, leadership and volunteering.

Our senior phase curriculum (S5-S6) is delivered jointly with our NLC counterparts as part of a consortium and digital delivery model with other secondary schools as well as key partnerships with New College Lanarkshire and Forth Valley College in the delivery of Higher, Advanced Highers, Foundation Apprenticeships and other SCQF level 4,5 & 6 qualifications. The flexibility of the curriculum allows Highers to be sat over one or two years.

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at www.scqf.org.uk to view the interactive version of the Framework or search the Database.

SCQF Levels	SQA Qualifications			Qualifications of Higher Education Institutions	Apprenticeships & SVQs
12				Doctoral Degree	Professional Apprenticeship
11				Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship SVQ
10				Honours Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship
9			Professional Development Award	Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Technical Apprenticeship SVQ
8		Higher National Diploma		Diploma Of Higher Education	Higher Apprenticeship Technical Apprenticeship SVQ
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate		Certificate Of Higher Education	Modern Apprenticeship SVQ
6	Higher, Awards, Skills for Work Higher				Modern Apprenticeship Foundation Apprenticeship SVQ
5	National 5, Awards, Skills for Work National 5				Modern Apprenticeship SVQ
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award		SVQ
3	National 3, Awards, Skills for Work National 3				
2	National 2, Awards				
1	National 1, Awards				

Extending the curriculum

Out with the formal curriculum, Airdrie Academy facilitates a wide range of extra-curricular clubs and activities. Pupils are encouraged to engage in lunch clubs and after school activities to enhance their overall school experience and develop new skills and qualities. Pupils who have opted for Future Friday's enrichment are well supported in a range of activities which supports ongoing skills development and wellbeing.

Our senior phase (S5-S6) curriculum offers pupils a wider achievement period which pupils opt to undertake and receive additional qualifications in a range of alternative courses including leadership, languages for life and work, Duke of Edinburgh and peer mentoring.

Wider achievement is very much part of the school ethos and is acknowledged and celebrated at our annual celebrating success events in recognition of individual personal achievements.

Positive Destinations

Airdrie Academy has a proud record of positive leaver destinations. Our school community strives in ensuring pupils are guided and supported in making the correct choices in their learning journey and we are very proud of the various pathways: employment, further and higher education, training, volunteering that our pupils have undertaken.

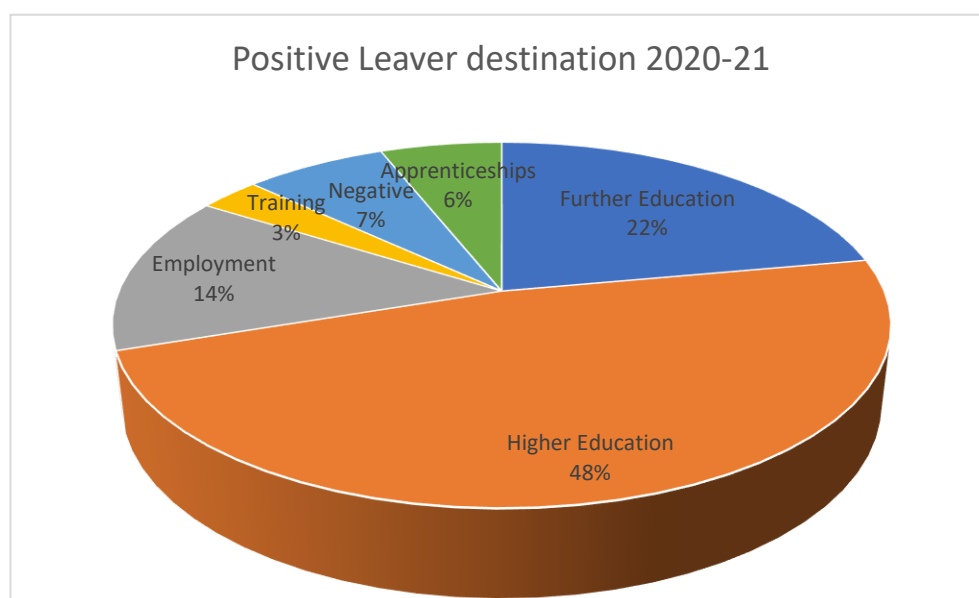
Airdrie Academy has established collegiate partnerships with Skills Development Scotland (SDS) who work closely with our pupils from S1-S6, both universally and targeted, to ensure that career guidance is embedded in the curriculum and that support is provided at key stages.

In designing the curriculum, it was important to consider local & national contexts in labour market intelligence to help inform pathways and option choices for pupils. This gives pupils a greater insight into local opportunities for work experience and volunteering opportunities to develop skills for learning, skills for life and skills for work.

This is an area that we are always striving to build on and ensure that pupils continue to be equipped with the knowledge and skills to engage in the 21st century.

Leaver destination data: Where do our pupils go?

Below is an illustration of our actual leaver destinations of senior phase pupils (S4-S6) for academic session 2020 - 2021. Across this cohort of 200 leavers, 93% achieved a positive destination.



(Those not in a positive destination can be the result of many differing factors including ill-health or young carer responsibilities)

Learner Journeys

Our curriculum rationale effectively facilitates and supports pupils in their chosen pathways. Below is an account of some of our pupils' experiences in their learner journey, which illustrates the different opportunities and pathways that pupils may undertake as they progress through their learning.

Morgan (University Pathway)

Morgan had performed consistently well in the BGE phase of her education. Her reports highlighted key strengths across all curricular areas and through her hard work and commitment, she achieved level three in all her subjects and level four in some. Morgan embarked on her senior phase curriculum choosing a range of subjects that both suited her skill set and intended pathway of going to university.

Morgan worked hard throughout S4 and as a result achieved seven National 5 results. This allowed her to progress into S5 to study a range of Higher subjects and to take-up a new subject at National 5 in Travel and Tourism.

Following continued success in S5, Morgan progressed onto S6 choosing a mixture of Higher and Advanced Higher subjects. Aside from her academic commitments, Morgan chose peer mentoring as a wider achievement option and was instrumental in taking forward whole school initiatives such as the Pride not Prejudice group in support of the school's ethos and values in recognition of support for members of the school's LGBTI community.

Morgan progressed onto university to study Journalism with Politics & International Business.

S1 Delivery of broad range of BGE curriculum.	S2/S3 English Maths Drama Home Economics Modern Studies RE Biology Media Studies PE French	S4 English:(N5) Maths: (N5) Media: (N5) Art: (N5) Biology: (N5) Modern: (N5) Studies Home Economics: (N5)	S5 English: (H) Modern Studies: (H) Media: (H) Art & Design: (H) Travel & Tourism: (N5)	S6 English (AH) Psychology (H) History (H) YASS OU course: Languages & Culture
--	--	---	--	--

Calum (Training Pathway)

Calum was identified from Primary school data that he may find the transition from primary to secondary school challenging. He was making steady progress in numeracy but was struggling with aspects of his literacy. His BGE reports highlighted gaps in his learning, as well as issues with attendance and focus in class. This prompted interventions from Pupil Support and Support for Learning in identifying strategies to support and engage Calum in his learning. This allowed Calum to complete his BGE education where he achieved level 3 in most of his subjects and transitioned into senior phase with the intention of leaving at the end of S5 as a Christmas leaver.

Calum embarked on the senior phase of his learning with a focus on National 4 qualifications in S4 as well as Achieve which focuses on skills around communication, teamwork and ICT. In S5, he undertook some N5 qualifications and his curriculum was amended and delivered in partnership with Community Learning Development who facilitated skills for work course out with the school campus. This allowed Calum to achieve work experience and he left school halfway through S5 (Christmas Leaver) to undertake a training programme with Mears in Joinery.

S1 Delivery of broad range of BGE curriculum.	S2/S3 Maths English Physics History Spanish Technical PE Music Art ICT	S4 Maths (N4) English (N4) Modern Studies (N4) PE (N4) Woodwork (N4) Computing (N4) Achieve (Personal Development)	S5 English (N5) Application of Maths (N5) Modern Studies (N5) Woodwork (N5) Community Learning Development/Work Experience.
---	--	--	--

Marc (College Pathway)

Marc settled well into secondary education and had a positive transition from Primary school. Throughout Marc's BGE curriculum, he engaged well with his subjects and by the end of S3 had achieved level 3 in all his subjects and in some he was working at level 4.

Marc entered senior phase provision with the intention of entering college at the end of S4 to complete a course in construction. He worked hard throughout S4, achieving six National 5 qualifications and one National 4. As a result, Marc decided to delay his application to college follow a senior phase curriculum, choosing a range of qualifications from Higher/N5 and college provision. Marc also took this opportunity to undertake his Higher English over two years.

In S6, Marc continued to expand his learning and pursued subjects that he enjoyed and would stand him in good stead for his college application. Marc was accepted to New College Lanarkshire to undertake a HNC in Aided Draughting and Design.

S1 Delivery of broad range of BGE curriculum.	S2/S3 Maths English Biology Geography Spanish French Technical PE Drama ICT	S4 English (N5) Maths (N5) Geography (N5) PE (N5) Woodwork (N5) Spanish (N5) Biology (N4)	S5 English (H) (2 year course delivery) Maths (H) Design & Manufacture (N5) PE (H) Construction (College Delivery)	S6 English (H) Spanish (H) Graphics (N5) Refereeing (SCQF Level 7) Study
---	---	--	--	--