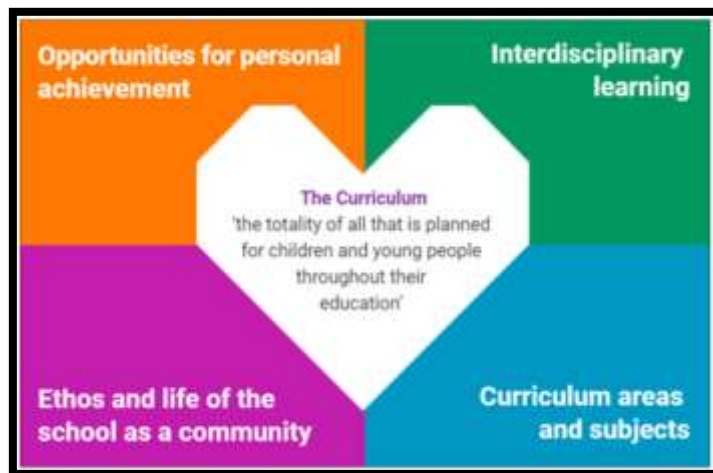




Curriculum Rationale



Calderhead High School

September 2025

Calderhead High School places aspiration at the heart of everything we do. Our vision is clear: we want all our young people to achieve their full potential, and we are committed to providing the required support, opportunities and encouragement.

At Calderhead High School, our values—Community, Ambition, Respect, Equity, and Success—guide our daily work and shape the experiences of our learners. We encourage our pupils to develop their unique talents and gifts, and we strive to equip them with the skills and qualifications necessary for success in life beyond school.

Our modern school building, opened in August 2012, offers outstanding facilities including a fitness suite, drama studio, assembly hall, social dining area, recording studio, and excellent classroom spaces. Pupils also benefit from access to specialist outdoor 3G playing fields during the school day.

We are proud to serve the community of Shotts and the surrounding areas of Harthill, Eastfield, Hartwood and Allanton. Our strong relationships with our five cluster primary schools—Alexander Peden, Allanton, Dykehead, Kirk O'Shotts and Stane—ensuring smooth transitions for pupils and their families.

We believe that education is a partnership. While school plays a major role in a young person's development, it cannot work in isolation. We are committed to working closely with parents, carers and pupils to ensure that together, we can help every young person become a Successful Learner, Confident Individual, Responsible Citizen and Effective Contributor—the cornerstones of Scotland's Curriculum for Excellence and the foundation of lifelong success.

Curriculum Purpose

In line with *Curriculum for Excellence*, our curriculum aims to develop **successful learners, confident individuals, responsible citizens**, and **effective contributors**. We believe all young people, regardless of background, are entitled to a curriculum that is:

- Coherent
- Challenging and enjoyable
- Broad and balanced
- Progressive and responsive

Our curriculum is underpinned by a strong commitment to equity, wellbeing, and inclusion.

School Improvement Priorities

Our Curriculum sits within the wider school improvement agenda:

- ✓ ***Priority 1: Improving Learning, Teaching and Assessment***
- ✓ ***Priority 2: Strengthen Interventions to Support Pupil Wellbeing and Attendance***
- ✓ ***Priority 3: Improve Pupil Attainment***

Strategic Overviews

1. Raising Attainment and Improving Attendance

- We recognise that engagement and attendance are interlinked. Our curriculum is designed to motivate learners by offering purposeful, relevant learning pathways and greater learner voice.
- Targeted interventions such as nurture groups, supported study, and home-school partnerships aim to reduce absenteeism and re-engage learners.

2. Promoting Equity Through Curriculum Flexibility

- We offer flexible pathways that reflect our learners' needs, aspirations, and interests. This includes a balance of academic and vocational options, enhanced by strong partnerships with colleges, employers, and third-sector organisations.
- The Senior Phase includes Foundation Apprenticeships, vocational education courses, and bespoke timetables for pupils at risk of disengagement.

3. Promoting Health and Wellbeing

- We place HWB at the centre of our curriculum.
- Every pupil has access to universal and targeted wellbeing support, including counselling services, breakfast clubs, and trusted adult relationships.

4. Developing Skills for Life, Learning and Work

- Our curriculum provides meaningful opportunities for learners to develop meta-skills such as communication, teamwork, problem-solving, and resilience.
- Through interdisciplinary learning, enterprise activities, and community engagement, pupils connect learning to real-world contexts, making education more relevant and motivating.

5. High-Quality Learning, Teaching and Assessment

- We are committed to high-quality, inclusive learning and teaching, that is differentiated, engaging, and appropriately challenging.
- Assessment is used to inform next steps and we have an emphasis on celebrating success.

Curriculum Structure

Broad General Education (S1–S3)

- A wide range of subjects ensures breadth while embedding literacy, numeracy and HWB across the curriculum.
- Interdisciplinary learning projects are designed around real-life issues and pupil interests to foster engagement.
- S3 includes personalisation and choice to prepare learners for Senior Phase.

Senior Phase (S4–S6)

- A flexible, learner-centred offer that includes National Qualifications, wider achievement awards, and vocational pathways.
- Partnerships with local colleges and employers provide alternative pathways and real-life learning experiences.
- Targeted support for at-risk pupils includes mentoring, alternative certification routes (e.g., National Progression Awards), and tailored timetables.

Wider Achievement

Our curricular offer is enriched by a comprehensive programme of wider achievement, which includes:

- The Duke of Edinburgh Award
- First Aid qualifications
- Leadership opportunities
- Sports clubs and sports leadership
- Community volunteering
- Work experience placements
- Employability events
- Residential and cultural experiences

Our curriculum is designed not only to meet national expectations, but to respond meaningfully to the lived realities of our learners. By placing inclusion, flexibility, and relevance at the core

Our Curriculum Rationale has been informed by key educational documents, including *Learner Pathways: A Key to Successful Curricular Design (2023)*, *Building the Curriculum 1 (2006)*, *Scotland's Curriculum for Excellence: Into the Future (2021)* and *Curriculum Improvement Cycle: Working Together to Make Change Happen (2025)*.

