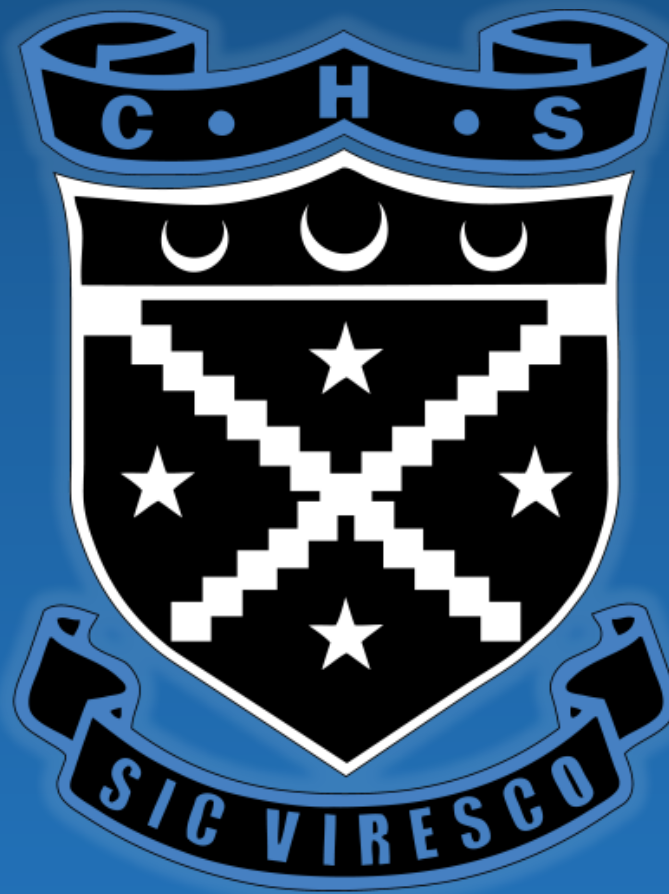


Integrity - Compassion - Ambition - Respect - Equity

CHRYSTON HIGH SCHOOL

CURRICULUM RATIONALE





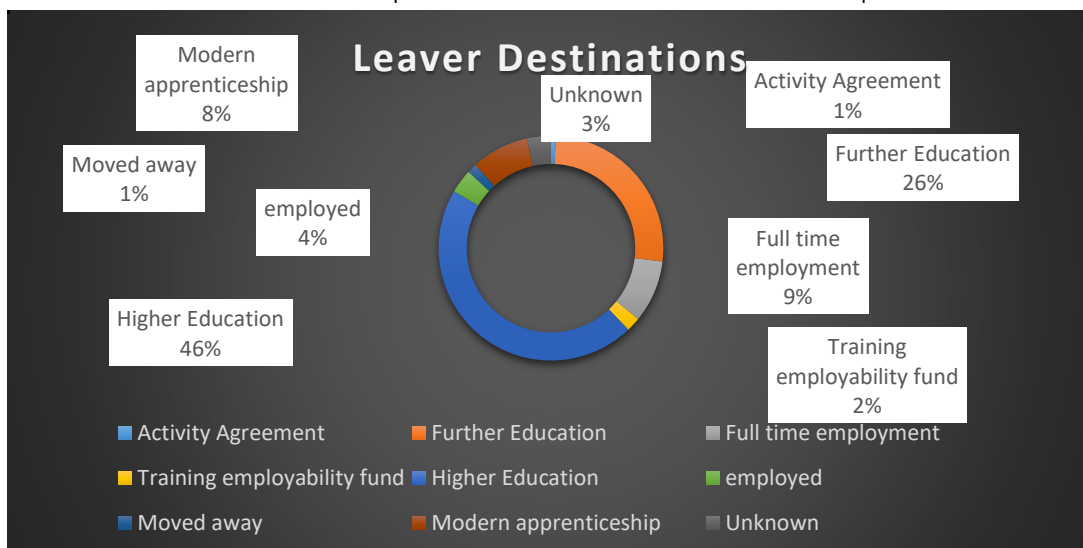
WHAT INFORMS OUR CURRICULUM

Scotland's curriculum – Curriculum for Excellence – helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century.

EDUCATION SCOTLAND, 2019

Chryston context

- Serving our Communities
- Steps, Chryston/Muirhead, Moodiesburn, Gartcosh, Auchinloch – official school roll 839 (as of Sept. 2019)
- Varied catchment - our largest (by quite some distance) SIMD population coming from SIMD 5 & 6 although almost 1/3 of young people coming from SIMD 1 - 4
- **Evolving Community & Culture**
- Complex cultural change (small, tight, mining villages to expanding towns)
- Challenging perceptions, experiences, expectations
- First generation Higher Education in vast majority of cases (value of education)
- AMBITION & ASPIRATION (School Culture, Values, Vision & Aims)
- I C A R E (building community – Auchengeich & 'injecting soul', identity, belonging and pride)
- **What does it mean for us?**
- Rapidly expanding roll (variety of needs) – moving from a small school to what will become a mid – large school of 1000+ pupils
- Challenges & opportunities – variety of needs, curriculum, pupil support, aspiration and ambition (culture change, staff, pupils & families)
- Physical Changes – annexe/extension, The Learning Centre (Support for Learning), Partnership Working
- Previous 3 sessions – all SMT roles have evolved, Pupil Support structure changed 2019-20, The Learning Centre (SfL) – now over 11 adults working in that key area of the school (from 1 FTE plus ASNAs)
- 2019 Leaver destinations represent reasons for curricular development and change.





SCHOOL VISION

The shared vision for Chryston High School is to continuously and actively promote a positive, inclusive, engaging and aspirational ethos which enables all learners to achieve success and achieve their potential as lifelong learners and responsible citizens. We have a clear vision which is to continuously improve learning which ultimately raises attainment for all, especially in literacy, numeracy and health and well-being.

CURRICULUM DESIGN PRINCIPLES

Our curriculum is underpinned with the schools **ICARE** values

- Integrity
- Compassion
- Ambition
- Respect
- Equity

As educators, we aim to promote our values throughout our lessons to help further develop learner's core ideals and provide foundations for growth.

In Chryston High we utilise labour market intelligence and work with business partners to consider curricular pathways for all our learners. Our curriculum offers opportunities for all through:

- Challenge and enjoyment
- Breadth
- Progression
- Personalisation and choice
- Depth
- Coherence
- Relevance

BROAD GENERAL EDUCATION



- I. All young learners follow 3-18 national guidelines, working through all curricular areas in S1 –S3.
- II. S3 allows for personalisation and choice for all and deeper learning in more discreet subjects.
- III. In S1 all pupils study all broad curricular areas to develop skills, and high order thinking to help prepare for further study. S1 Schools allows for young people to consider the impact of the development of skills in unfamiliar areas through wide range of choice out with the faculty structure and allows for consideration of employability.
- IV. In S2 pupils continue to study a broad curriculum across all curricular areas. The focus remains on the development of skills and S2 elective courses aim to further develop skills in a deeper context and allow for more personalisation through the element of choice for all.
- V. In S3 young people choose to further study, choosing 11 subjects. These subjects, whilst still spread across all curricular areas, are now more specific to courses studied in the senior school and relate more to a real life working environment.
- VI. Throughout the BGE we provide opportunities for all young people to develop literacy, numeracy and wellbeing through relevant classroom learning across all curricular areas.

SENIOR PHASE



- I. We offer all young people SQA accredited courses from N3 –Adv. Higher allowing for progression and a coherent curriculum based on current leaver destination information and labour market intelligence.
- II. Offering enhanced curriculum opportunities for young people keen to follow a vocational route and more relevant accreditation e.g. – CSCS cards for working on building site. Food handling certificates.
- III. All S4 and S5 pupils have mentoring classes which allow for increased peer collaboration, study groups, self-evaluation and reflection.
- IV. S6 enhancements - provide opportunities for additional accreditation and development of skills in relation to school community and 'working life'

All year groups study PSE, programmes in which are developed by Pupil Support staff which highlight and promote all aspects of wellbeing based on the specific needs of our young learners.

S1 to S5 have at least 1 period of PE to help promote healthy lifestyle and in keeping with national guidelines.

S1 to S4 pupils all study Religious and Moral education to help understand, appreciate and celebrate the diversity of different cultures and religions and in line with national guidelines.

Throughout the entire Junior and Senior curriculum we aim to endorse the 4 contexts of learning

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement



AIMS OF OUR CURRICULUM

Our aim, through our curriculum is to develop young people:

- Who are confident, resilient and are keen to push themselves to attain success.
- Who feel included in their community with an active desire to contribute politically, socially, culturally and economically.
- Who have high expectations of self and an ambitious vision for their future
- Who have an infectious work ethic which is evident in their approach to school life
- Who are respectful, tolerant and empathetic towards the values and beliefs of others
- Who are reflective and aware of their strengths and what they can do to improve.
- who have a range of transferrable skills for learning life and work including: communication; collaboration; critical thinking and willingness to challenged accepted norms and creativity skills
- We are a rights respecting school who encourage young people to make informed decisions based around their rights and responsibilities.

CURRENT CURRICULUM STRUCTURE

Session 2020/21

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
S1	English			Mathematics			Science			Social Studies			Expressive Arts			Technologies			Health & Wellbeing			Modern Languages		PSHE	S1 SCHOOLS OF CHOICE								
S2	English			Mathematics			Science			Social Studies			Expressive Arts			Technologies			Health & Wellbeing			Modern Languages		PSHE	Elective	VOICE AND CHOICES IDL							
S3	English			Mathematics			Science			Social Studies		Expressive Arts		Technology		CHOICE 1		CHOICE 2		CHOICE 3		PE		PSHE	PSHE								

S4	English			Mathematics			5 subjects chosen from the 9 in S3 additional to English and Maths.			PE			PSHE	RMPS	MENTORING			
S5	OPTION 1			OPTION 2			OPTION 3			OPTION 4			OPTION 5			PSHE	PE	MENTORING
S6	OPTION 1			OPTION 2			OPTION 3			OPTION 4			STUDY & ENHANCEMENTS			PSHE	ENHANCEMENT	ENHANCEMENT

CURRICULUM in CHRYSTON

Transition

The Reading Bridge is a transition programme aimed at helping to ensure all our primary 7 pupils start first year as confident young people who enjoy reading and who have the reading skills necessary to access all subjects in the curriculum. We also aim to engage parents in their child's learning by inviting them to take part in lessons alongside their children.

We work with children to help them develop an enjoyment of reading and to ensure they have the reading skills and strategies needed to access all areas of the curriculum. Children will also get to know pupils from other primary schools, as well as having the opportunity to develop relationships with staff and senior pupils from Chryston High School.

S1

Our young learners are introduced to personalisation and choice through a variety of activities available to them through the S1 **'schools'** programme. The ideology behind these activities is to allow young people to enhance skills developed both in school and out with in areas which are not typically a traditional part of the school curriculum. This double period on a Wednesday afternoon allows staff to engage in classes out with the confines of their classrooms and departments, helping bring a school community closer together and helping learners appreciate the power of development of skills and using them in unfamiliar contexts. The shorter blocks of lessons allow young people to gain many experiences in different curricular areas.

Read / Write / Inc. - Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step, young learners in Chryston have targeted support to help enhance their understanding across all curricular areas.

Chryston Counts - In this programme selected S1 pupils will be extracted to work on their basic numeracy and mathematical skills. The pupils will be extracted for 1 period per week and the aim is that an improvement in basic numeracy skills will allow students to better access the curriculum in their timetabled core maths classes. With numeracy as a responsibility of all it is anticipated that there will also be a benefit in other subjects.

Lego Therapy - Designed to develop transferrable skills in problem solving, social communication, team work and cooperative learning. This evidence based programme is based on the use of Lego, where children work in small groups with each participant having a clearly defined role to construct a specific model. This is targeted at young people who typically find communication with peers difficult.

Neither of these programmes are explicit to S1 but pupils do start engagement at this time.

S2

S2 learners build on skills established throughout S1 by considering **elective** courses, learners again have an element of choice to consider where their interests and skills are best suited and spend more time in S2 'specialising' in a number of courses which helps to illustrate how many of the skills developed within each faculty can articulate with more real life tasks and careers.

S2 pupils also have one period of **interdisciplinary learning**. Split across 3 blocks, all S2 pupils will have a chance to work individually and as part of team to:

- **Consider enterprise activities** – how to design, develop, market and sell products. Pupils follow these activities through to fruition and sell to our school and surrounding community.
- **Promote our school** – Pupils have put together a school newsletter, and in doing so gathered views on school classes and activities from staff, pupils and parents.
- **Develop school heritage** – Pupils have considered the design of aspects of the school and how they can contribute to the design and heritage, from redesigning our school ties, to creating symbols for our inter-house programme.

Each activity in IDL is to encourage young people to feel a part of the school, help develop heritage, contribute to ethos and, crucially, to build leadership opportunities, empower and develop capacity in learners.

S3

Our current S3 curriculum model asks young people to choose 9 subjects to study in further depth. This year will be the first year of this model following considerable consultation with parents, partners, staff and our young people. This model will allow for deeper learning in all curriculum areas, providing more learning opportunities before pupils make their choices in the senior phase.

S4

Pupils study 7 subjects in fourth year, as per North Lanarkshire Council guidelines. All coursework in these subjects will be accredited by SQA in May. In Chryston we use 1 period per week to allow young people to come together to review their studies in a **mentoring** capacity. Pupils self-evaluate based on tracking information, work with peers to consider study and revision methods and also work with a member of staff to help set targets and goals in regard to their classes. Being blocked on the timetable can also allow for '**masterclasses**' of targeted, subject specific learning to take place where required.

For young people who are keen to follow a pathway into a vocation, our curriculum allows for additionally in choice. The '**enhanced curriculum**' is more bespoke programme which articulates more with pupils chosen vocations. Delivered in school by staff, and in conjunction with college and business partners, pupils are given opportunities to gain certification more pertinent to their chosen career (e.g – building trade - CSCS cards) and develop and hone their skills before considering a college course or apprenticeship. The current year's programme is attached in appendix 4 and more information is available here <https://www.youtube.com/watch?v=r7BgyxpY2MU>

S5/S6

Pupils study 5 subjects in fifth year, as per North Lanarkshire Council guidelines. All coursework in these subjects will be accredited by SQA in May. In Chryston we use 1 period per week to allow young people to come together to review their studies in a **mentoring** capacity, pupils self-evaluate based on tracking information, work with peers to consider study and revision methods and also work with a member of staff to help set targets and goals in regard to their classes. Being blocked on the timetable can also allow for '**masterclasses**' of targeted, subject specific learning to take place.

A Common, North locality, option sheet allows young people in S5/S6 to travel, via **consortium arrangements** to other schools within the locality, where there is a need for a particular subject not offered within Chryston High. Pupil Support ensure careful consideration is given to pupil pathways before arranging with DHT pupils entry into a course out with school.

Foundation Apprenticeships are available for all learners in the senior school but are carefully considered in line with the career pathways by Pupil Support and PT A.C.E.

Study periods in the senior school provides opportunities for **work experience**. Young people in the senior school are currently working in collaboration and piloting a termly work experience which will be more pertinent to the chosen career of each learner. The local business group are keen to create job specs, go through interview processes and provide experience for as many S6 pupils as required to help illustrate the 'real life' facets to many jobs pupils aspire to attain.

In S6 pupils have optional **enhancements** to provide additional accreditation in the following areas.

- **Mental health ambassadors** – S6 pupils trained to help provide assistance and support to members of the school community experiencing mental health issues.
More information available here <https://www.youtube.com/watch?v=QFFQjsHqaqk>
- **Mentors in violence prevention** – Encourages young people to consider their role in Empathy toward others, Bystander approaches and Types of Abuse/Respect. These young people are currently presenting lessons to our junior school based on their learning.
- **Befrienders** - developed to support S1 pupils whilst building transferrable skills in S6 students. S6 students are paired with a first year student who they will catch up with on a weekly basis. Additionally, S6 participants receive weekly input aimed to develop skills such as communication, organisation and mentoring. At these weekly sessions S6 students have the chance to ask for support or advice and pass on any issues that may have arisen.
- **Duke of Edinburgh** - DofE gives young people the opportunity to experience new activities or develop existing skills in a variety of contexts.
 - Volunteering: Helping out at clubs, in classes or in our community
 - Physical: Regularly taking part in activities.
 - Skill: All about developing your skills, whether practical, social or personal.
 - Residential and Expedition: Pupils all have the experience of working together in an unfamiliar situation away from home.
- **Yearbook** - S6 students work collaboratively to create a book which reflects their final year in school, including events, trips, activities and day – to – day schooling. Pupils are responsible for the design, photography, texts and financing of the book.
- **Mentoring junior classes** – Subject champions volunteer in junior classes to assist with young learner's classroom experiences.

These opportunities are designed to allow pupils to experience leadership, further develop creativity and empower all S6 learners to help contribute to the school ethos and community and all have accreditation available through SQA.

North Lanarkshire Council's **Winter leavers** programme has helped provide relevant pathways for a number of young people in S5 to engage in a full-time curriculum-linked to employment within key growth sectors such as: construction, health and social care and early education and childcare.

Barista training is also available to all S6 pupils, having them train, manage and facilitate a working café on a daily basis helps develop skills and creates a warm environment when entering the school building.

Examples of many of these activities can be found in appendix 5

The **learning centre** provides many opportunities within the Chryston community for young people to get more familiar with their peers, liaise with staff and also as a means to escape from many pressures day-to-day school can bring. The centre runs breakfast clubs, nurture classes, and facilitates many of our school interventions for all year groups, including Support for Learning.

EXTRA CURRICULAR

There are a number of extra-curricular **clubs** in school which are well attended by young people. A sample of these is included in Appendix 6. Our House captains liaise with our School captains to create an **Interhouse competition** which will see pupils in healthy rivalry in a bid to win the house cup. Each event is in considering different skills of young people to try to engage as many of our young learners as possible.

SELF EVALUATION

As a school we actively encourage young people to reflect on their learning at all stages, encouraging aspirational targets and effectively monitoring and tracking progress, along with a free option choice in S3/4/5 allows for better progression pathways more relevant and pertinent to young people's career aspirations.

Our Self-evaluation leaders team aims to consider HGIOS QI's with a termly focus for departments. This highlights areas of good practice in school and helps staff share good practice to create even better learning opportunities for our young learners.

Staff also meet through staff share sessions to collaborate, review and share ideas based on current improvement priorities – the focus for this year has been junior phase curriculum.

INVOLVEMENT OF COMMUNITY

The local business group are involved in work experience for our senior pupils and help to deliver and facilitate parts of our 'enhanced curriculum' programme whilst also being relevant sponsors to our annual awards ceremony. Chryston High school aims to include and consider the views of all our community. The School parliament allows for a more democratic process which considers the views of our school community. In making any change the views of all stakeholders are considered. Meaningful focus groups; meetings regarding policy; curriculum; options; the design of the school building, our parents and partners are the cornerstone of our community which Chryston High aims to be the heart of.

'Our curriculum is regularly reviewed and refreshed by an informed awareness of current education thinking and evolves through ongoing debate within the school community. We work well with partners to ensure creative and innovative approaches to curriculum development are encouraged and support positive outcomes for learners. The development of our curriculum is underpinned by a coherent whole school approach to learning for sustainability.'

How Good is Our School 4, Education Scotland, 2019

This document has been endorsed by pupils, parents and staff of Chryston High community.

Recommended reading

<https://scotlandscurriculum.scot/>

<https://www.npfs.org.uk/downloads/category/in-a-nutshell-series/>

<https://www.gov.scot/publications/2019-national-improvement-framework-improvement-plan/>

<https://education.gov.scot/Documents/btc3.pdf>

WE ARE

CHRYSTON HIGH SCHOOL

LEARNER PATHWAYS

Case study

PUPIL I



S4 - Attained 7 N5 Qualifications in English, Maths, Design, Graphics, Physics, Geography, Music

S5 - Attained 5 Highers in English, Maths, Geography, Graphics and Design

S6 – Studied 2 Adv Highers in Graphics and Design. Completed Highers in Music and Group award in Leadership. Trained as a mental health ambassador and completed DofE Bronze in school

Pathway – University study - Architecture

PUPIL C



S4 - Attained 1 N5, 4 N4's and 1 N3. Engaged in enhanced curriculum - construction package.

S5 - Started Foundation apprenticeship, attained Leadership Higher group award and Personal development award amongst more traditional qualifications.

S6 – Completed 3 N5's, FA and also successful in obtaining an apprenticeship with construction firm for managerial position.

Pathway – Employment - construction

PUPIL A



S4 – Attained 7 N5 qualifications in Chemistry, Drama, English, German, Graphics, Maths and Physics.

S5 – Attained 5 Highers in English, German, Graphics, Maths and Physics

S6 – Studied 3 Adv Highers, 2 accessed through the NLC consortium approach and an Additional Higher in History in school.

Pathway – University - study pharmacy

PUPIL R



S4 - Attained 2 N5 course awards in Modern Studies, Drama, 2 N5 units only course in Maths and English and 3 N4 awards in German, Art and Administration

S5 – Attained 2 Highers in Modern Studies and Drama and N5 in German, Administration and Art

S6 – Completed 1 Higher in German, N5 in Psychology through consortium, N5 in English and Maths and accredited for work on school Yearbook and mentoring

Pathway – College – Legal studies

PUPIL E



S4 - Attained 3 N5's in Practical Craft, Design and Hospitality and 3 N4's in English, Maths and History also part of enhanced curriculum - construction package.

S5 – Part of NLC Winter leaver's programme and spoke at national conference about his experience and pathways available from opportunities available in school and through North Lanarkshire Council.

Pathway - Apprenticeship in tiling.

