

# Report

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Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>16 March 2010</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Curriculum for Excellence</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ update the Committee on the publication of Building the Curriculum 4 and Building the Curriculum 5 and the steps taken to progress their implementation

## 2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the publication and distribution of Building the Curriculum 4 and Building the Curriculum 5 be noted;
- (2) that the provision of an additional in-service day for schools to enable them to focus on the development of assessment be noted; and
- (3) that the proposal to further develop existing quality assurance arrangements be approved.

## 3. Background

3.1. Curriculum for Excellence is a programme designed to transform the educational opportunities that children and young people experience from the age of 3 -18 years. Following an extensive period of preparation, the programme will be implemented from August 2010.

3.2. In preparation for the implementation of the wide ranging changes that comprise Curriculum for Excellence, the Government has published a range of advice to support the development and implementation of the programme. The 2 latest documents to be published are:-

- Building the Curriculum 4, which focuses on the development of Skills for Learning, Skills for Life and Skills for Work; and
- Building the Curriculum 5 which provides a Framework for Assessment and guidance on establishing moderation and quality assurance procedures in schools and local authorities.

3.3. Both documents have been distributed by the Scottish Government to schools and are being considered by staff in preparation for August 2010.

## 4. Building the Curriculum 4

4.1. The document Building the Curriculum 4 is aimed at all partners who are involved in promoting effective learning for children and young people and enabling them to develop skills for learning, skills for life and skills for work across all aspects of the curriculum.

- 4.2. The paper identifies a range of elements that together constitute a full range of appropriate skills for learning, skills for life and skills for work.

### **Literacy and numeracy across learning**

Literacy and numeracy are used in all areas of learning and life. They involve using language, symbols, text and data of all kinds to explore, understand and apply important concepts and ideas in our personal, social and working lives.

### **Thinking skills across learning**

Thinking allows learners to explore critically texts and information of all kinds and to use them purposefully. Effective thinking involves remembering, understanding, analysing, evaluating and creating.

### **Health and well being across learning**

At one level health promotion is about encouraging young people to eat well and to exercise but it is about more than this. Central to the development of long term health and well being is the capacity to form and sustain worthwhile personal, social and working relationships.

### **Personal learning planning and career management**

By talking about and planning their own learning from an early age, young people will develop the skills necessary to plan their next steps in learning and set their own learning goals. This will assist them to make informed choices and decisions about future learning and, when it is appropriate, to decide on pathways to work.

### **Working with others**

The development of the skills needed to work with others will help young people to become ready and willing to learn from and with others as well as on their own.

### **Leadership**

Leadership skills are important for all learners. It helps young people to value the views and contributions of others and to exert influence and help others to envisage new ways of thinking, seeing and working.

### **Physical co-ordination and movement**

As well as contributing to general health and well being, the development of skills in relation to co-ordination and movement has the potential to develop and contribute to learners' social interactions, relationships and resilience.

### **Enterprise and employability**

Central to enterprise in education are young learners who have knowledge and practical understanding of the world of work. This means they can understand how organisations work, the nature of entrepreneurship and the notion of volunteering. They will also have the skills and positive attitudes required to support sustained economic growth in a workplace.

- 4.3. Various partners have significant contributions to make in helping to develop the different aspects of young people's skills: parents, employers, public bodies, and voluntary organisation can help schools and other learning providers to make the most of their contribution. Partnerships may include working with owners of small companies, social enterprises and entrepreneurs who can provide a strong link between the school and the local community, as well as with larger national and international organisations.

- 4.4. The development of these wide ranging sets of skills involves all teachers at all levels. The skills for learning, skills for life and skills for work are embedded in the curriculum and will be developed as learners access the range of experiences and outcomes that comprise the various curricular areas.

## **5. Building the Curriculum 5**

- 5.1. Building the Curriculum 5 is a framework which teachers can use to plan how to assess the knowledge, understanding, skills, attributes and capabilities of young people as they move through the education system.
- 5.2. It is expected that young people will progress through curriculum levels in the following way:

Early	pre school years and P1
First	to the end of P4
Second	to the end of P7
Third, Fourth	S1 to S3 (Fourth level broadly aligns to SCQF level 4)
Senior phase	S4 to S6 and college or other means of study

- 5.3. Learners will be considered to have achieved a level when they have been given the opportunity to demonstrate that they:
- have achieved a breadth of learning across the full range of experiences and outcomes for each aspect of a curriculum area;
  - can respond to the level of challenge as set out in the experiences and outcomes and are moving forward to more challenging learning in some aspects of an area of learning;
  - can apply what they have learned in new and unfamiliar situations.
- 5.4. It will be necessary to quality assure the assessments made by teachers. This is part of the day to day work of an establishment, that will use existing processes to monitor and self evaluate assessment procedures and will use the information from this to plan for improvement.
- 5.5. A National Assessment Resource will be available from August 2010. This will provide a single place in which assessment materials can be stored. It will include materials developed by the Scottish Qualifications Authority, Learning Teaching Scotland and teachers. It will include examples of practice which illustrate standards and expectations across curriculum areas, stages, experiences and outcomes and qualifications. Teachers will use these materials as part of their moderation and verification practices.
- 5.6. Moderation is central to this approach to assessment. Moderation is a process of arriving at a shared understanding of standards and expectations for a broad general education. It involves teachers and other professionals working together, drawing on guidance and exemplification and building on existing standards and expectations.
- 5.7. At school level teachers will be given opportunities to discuss and share expectations across the curriculum with a view to achieving consistency. This will also apply at Learning Community level. In the first instance there will be a particular focus on the moderation of key areas such as literacy and numeracy.

- 5.8. Establishments will be subject to external moderation and quality assurance processes by the local authority and HMle. These activities will focus on the judgements teachers make and on an establishment's internal moderation procedures. Education authorities will ensure that schools have suitable arrangements in place to support teachers' judgements and to focus on any action required for improvement. It is proposed that existing area based quality assurance arrangements be further developed to ensure that the role envisaged for Education Authorities is fully addressed.
- 5.9. Scotland will retain a comprehensive system for reporting against standards and expectations. Such a system will provide information on the achievement of individual learners and at class, school, education authority and national levels.
- 5.10. In addition to individual reports on the progress of the child, parents will receive information on: how well all learners and particular groups of learners are achieving; the performance of children in the school in relation to expected levels at particular stages in key areas such as literacy and numeracy; how well the school is applying national standards.
- 5.11. HMle will aim to include one school in every group of schools within its inspection programme in any one year and will review arrangements for moderation within that group of schools.
- 5.12. The revised Scottish Survey of Achievement will be aligned to Curriculum for Excellence and will sample learners' achievements in order to measure standards over time and to monitor national performance in literacy, and numeracy at P4, P7 and S2.
- 5.13. In order to assist teachers in preparing to implement these new assessment arrangements, the Scottish Government has indicated that all establishments should have an additional in-service day before the end of this session. Following consultation, it has been agreed that the additional in-service day will take place around the late May holiday. Learning Communities will have an in-service day on either 27 May or 1 June 2010 or, in the case of Lanark, 14 June 2010. Parents have been informed of the in-service day for their area.

## **6. Employee Implications**

- 6.1. There are no implications for employees from the implementation of the additional in-service day.

## **7. Financial Implications**

- 7.1. None

## **8. Other Implications**

- 8.1. None

## **9. Equality Impact Assessment and Consultation Arrangements**

- 9.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and, therefore, no impact assessment is required.
- 9.2. There is ongoing consultation with employees, Trade Unions and other stakeholders.

**Larry Forde**  
**Executive Director (Education Resources)**

25 February 2010

**Link(s) to Council Objectives**

- Raise Educational Attainment for All

**Previous References**

- Education Resources Committee – 27 October 2009
- Education Resources Committee – 30 September 2008

**List of Background Papers**

- Building the Curriculum 4
- Building the Curriculum 5

**Contact for Further Information**

If you would like to inspect the background papers or want further information, please contact:-

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