

# Linlithgow Academy Curriculum Rationale

Feb 17

## Big Picture - What informs our curriculum ?

Feeding into the curriculum rationale are a number of national documents and priorities :

Curriculum for Excellence has been evolving alongside National and Local Priorities.

Central and still relevant to our curriculum structure is Building the Curriculum 3 <http://www.gov.scot/resource/doc/226155/0061245.pdf>

While documents such as the Building the Curriculum series and the CFE Briefing Papers are still relevant, new initiatives must now also be reflected in our Curriculum design and rationale

- National Improvement Framework,
- Benchmarks
- Developing Young Workforce
- HIGIOS 4

More locally our curriculum is informed by the school vision values and aims and our unique context.



# Curriculum for Excellence in summary

## Broad general education

Curriculum for Excellence is divided into two phases: the broad general education and the senior phase. The broad general education begins in early learning and childcare (at age 3) and continues to the end of S3 (the third year of secondary school). Its purpose is to develop the knowledge, skills, attributes and capabilities of the four capacities of Curriculum for Excellence:

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

It is designed to provide the breadth and depth of education to develop flexible and adaptable young people with the knowledge and skills they will need to thrive now and in the future. It aims to support young people in achieving and attaining the best they possibly can.

During the broad general education, children and young people should:

- achieve the highest possible levels of literacy, numeracy and cognitive skills
- develop skills for learning, skills for life and skills for work
- develop knowledge and understanding of society, the world and Scotland's place in it
- experience challenge and success so that they can develop well-informed views and the four capacities.

There are eight curriculum areas: expressive arts, health and wellbeing, languages (including English, Gàidhlig and Gaelic learners and modern languages), mathematics, religious and moral studies, sciences, social studies and 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.

Curriculum for Excellence includes four contexts for learning:

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

Curriculum for Excellence [Benchmarks](#) set out clear statements about what learners need to know and be able to do to achieve a level in Literacy and English and Numeracy and Mathematics.

Learning in the broad general education may often span a number of curriculum areas (for example, a literacy project planned around science and technology might include outdoor learning experiences, research and the use of ICT). This is likely to be in the form of themed or project learning which provides children and young people opportunities to show how skills and knowledge can be applied in interesting contexts. The term often used for this is interdisciplinary learning.

## Senior phase

All learners are entitled to experience a senior phase where they can continue to develop the four capacities and achieve qualifications.

All young people in Scotland have an entitlement to a senior phase of education which:

- provides specialisation, depth and rigour
- prepares them well for achieving qualifications to the highest level of which they are capable
- continues to develop skills for learning, skills for life and skills for work
- continues to provide a range of activities which develop the four capacities
- supports them to achieve a positive and sustained destination.

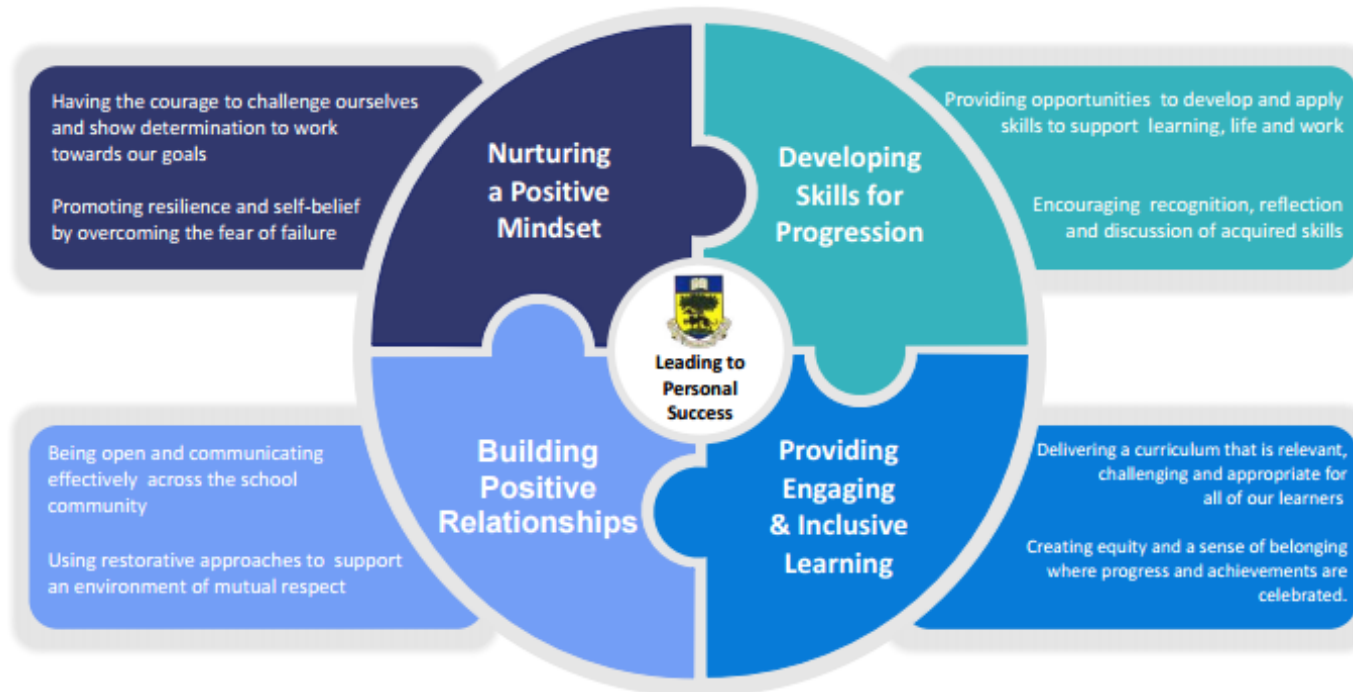
## What makes us unique – what are the needs of our community ?

Unique Quality	Current provision	Next steps towards excellence and equity
<b>SIMD profile</b>	Flexible choices, exit points, target groups for coaching and literacy , progression available	Improve choice of course, Target group for numeracy Aim for parity among courses / pathways
<b>Flexible pathways in senior phase</b>	One or two year courses with blended learning Selection of strongest subjects to continue Option to bypass	Encourage more blending learning Increase bypass numbers where appropriate
<b>High level of parental engagement</b>	Parent council Monitoring, tracking , reporting VVA survey	How to pass evenings Pupil lead learning sessions Work with SIMD 2-4 ?
<b>High levels of staying on rate</b>	MCMC support , Transition support	Provision for accredited wider achievement in senior school Wider range of subjects available
<b>Geographical location</b>	WL college – low uptake	Investigate FVC and WL Virtual Campus



At Linlithgow Academy our vision is

# Learning for Improvement Aspiring to Achieve



## Linlithgow Academy

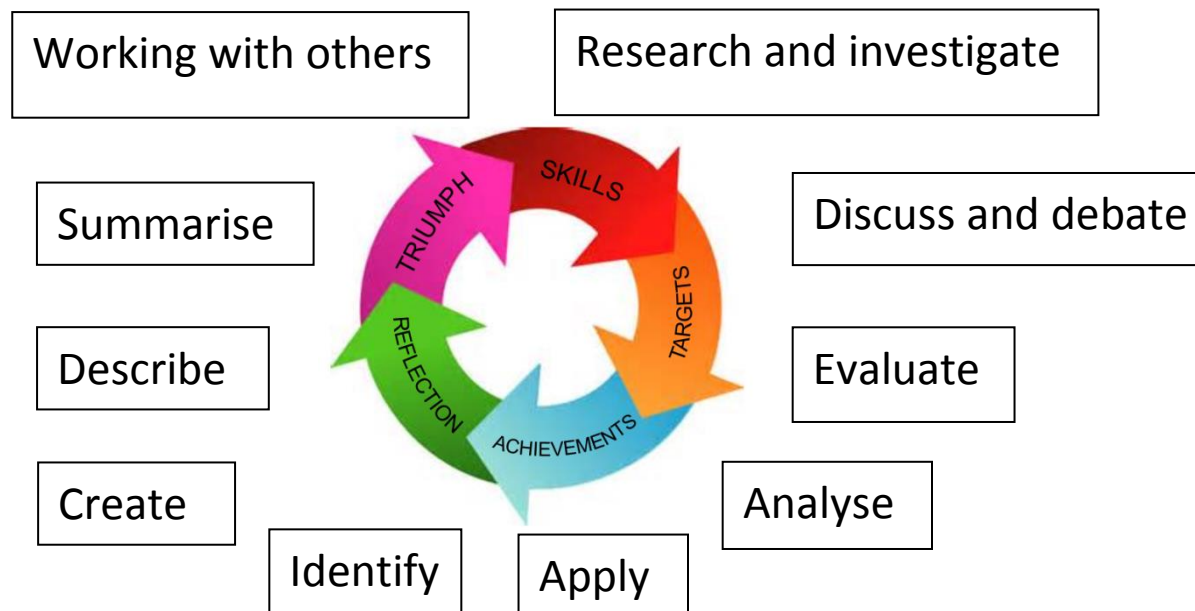
## The Linlithgow Academy curriculum design reflects

- Our vision, values, aims
- Our unique context
- National and local priorities

and aims for to provide

- High quality Learning and Teaching for all pupils
- Progression and equity of opportunity for all pupils
- Development of skills for learning, life and work to secure a sustained positive destination
- Optimal Attainment and Achievement for all

**Our skills programme START ( Skills ,Target, Ambition, Realistic, Triumph) features strongly in the BGE**



## **S1 - 3 Broad General Education at Linlithgow Academy**

Up until the end of S3, pupils experience a broad general education which includes the sciences, languages and literacy, mathematics and numeracy, social subjects, expressive arts, health and wellbeing, religious and moral education and technologies. Assessment for Learning is reinforced across all curricular areas.

There are opportunities for interdisciplinary learning which occur naturally within the existing timetable structure.

### **S1**

The broad based S1 curriculum provides a firm foundation upon which the range of knowledge and skills can be built. Emphasis is placed on teaching methodology and the teaching of skills as well as teaching knowledge and understanding.

Skills are developed through the START programme which encourages reflection on the skills developed in each curriculum area and develops the transfer of these skills to other subjects and the wider school life.

START ( Skills ,Target, Ambition, Realistic, Triumph ) SDS work extends the reach of START into skills for work.

Targetted groups are identified for initiatives such as Improving Literacy and Coaching for Confidence.

### **S2**

At the end of S1, a degree of option choice is introduced (see appendix 1). Specialisation within disciplines provides more flexibility and choice to reflect pupils' progress and interests.

This enables them to develop more responsibility for their own learning and begin to make decisions about their own learning.

### **S3**

At the end of S2 pupils can elect to drop a Science and/or a Modern Language and choose from a selection of one year short courses (see appendix 2).

Throughout S2 and S3, pupils experience the breadth of a general education through covering the eight curricular areas as a core, while choosing combinations of courses which gives them the opportunity to experience a coherent suite of subjects. This helps sustain motivation and focus while allowing time for more in-depth development of skills and knowledge across the curricular areas.

## S4-6 (The Senior Phase)

During the senior phase, pupils will work on a flexible pathway towards qualifications and skill development to support them on a successful pathway post school.

All pupils will select six courses with a view to continuing these areas of study for either one or two years.

Towards the end of S4 and following discussion between pupils, staff and parents, the presentation arrangements for each individual will be agreed. The aim is to maximise the opportunity for achievement and attainment for each pupil. For some pupils this will mean sitting exams at the end of S4, while for others the exam period may be at the end of S5 or indeed a combination of exit points. Many pupils will follow a course made up of a combination of National 5 and Higher qualifications during S5.

## Learner pathways

### Katie

- ▶ Katie worked well throughout the BGE and her profile suggested four Highers at the end of S5 was achievable. Katie aims to apply to university during S6
- ▶ Following discussion with her PTSS, Katie selected 6 x N5 ( English, Maths, French , History, Geography and Physics ) at the start of S4. She was successful in all of these and opted to continue with 5 of her subjects into Higher. She picked up a new N5 course, replacing Physics with Chemistry in S5 with a view to continuing this to Higher in S6.
- ▶ Katie's prelim results suggested that her best chance of maximum success was in English, French, History and Geography and she decided to continue with units only in Maths.
- ▶ Katie ended S5 with 7 x N5 ( one from S5 course ) 4xH and is now studying 3 Highers ( Maths, Chemistry and has picked up Physics again) with a YASS course.



## **Sarah**

- ▶ Sarah found some of her subjects in the BGE challenging and her profile suggested that 2 or 3 Highers would be achievable at the end of S5. Sarah is interested in applying for college at the end of S5 .
- ▶ Sarah started S4 with 4 subjects (English, Design and Manufacture, Spanish and Biology ) on a two year route to Higher and 2 subjects ( HE and Maths ) on a two year route to N5.
- ▶ Sarah entered S5 having achieved 3xN5 and 3x N4 ( M&T having identified N5 Spanish as a weaker subject during S4).
- ▶ She continued on the two year route to Higher in English, Biology and DM. She chose to continue to N5 in Maths and HE and was able to secure a regular work placement at a local restaurant to support her college application for catering.
- ▶ Sarah left school with 1x N4,5x N5, 3 x H and a history of work experience

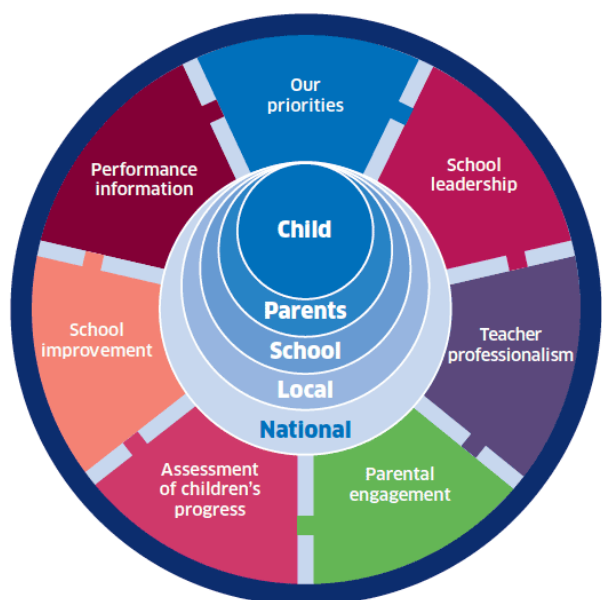
## **Thomas**

- ▶ Thomas's profile suggested that he could achieve 5 or 6 higher by the end of S5. Following discussions, he opted to follow 6 two year courses to Higher at the start of S4.
- ▶ During S4, Thomas indicated that he was comfortable to continue his work in Art straight through to Higher, developing his work without sitting the N5 exam.
- ▶ Thomas achieved 5x N5 at the end of S4 and continued the two year route in all of his subjects achieving six Highers at the end of S5.
- ▶ In S6, Thomas is studying 3 AH and is working through an open learning unit with Forth Valley College.

**The curriculum at Linlithgow Academy does not sit in isolation but is supported by a number of aspects of school life which can be related to the National Improvement Framework priorities and drivers.**

### **NIF priorities**

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people’s health and wellbeing
- Improvement in employability skills and sustained , positive school leaver destinations for all young people



The NIF drivers can be seen in this diagram and a link to the full document is [here](#)

## Linlithgow Academy Priorities

During session 2016/17 Linlithgow Academy will be taking a close look at our progress and next steps in the following areas

- Leadership of change
- Learning, teaching and assessment
- Ensuing wellbeing, equity and inclusion
- Raising attainment and achievement
- Self evaluation for self improvement
- Curriculum – pathways theme
- Partnerships – impact on students theme

This information will inform our plans to address the National Improvement Framework priorities as listed above

[The following documents can be found on the website](#)

The school Improvement plan outlines our next steps

The standards and quality report provides a summary for parents about our progress last session and plans for this session

The strategic overview of the HGIOS indicators that we will be looking at closely is also available

## School leadership

Linlithgow Academy values Leadership at all Levels and supports this in a number of ways

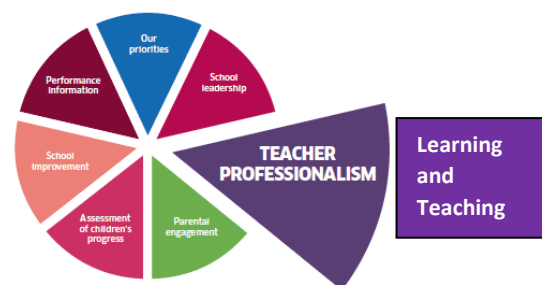
- CPD sessions / programme
  - Staff led
  - Staff on formal leadership programmes
- Development posts
  - START skills agenda
  - Website
  - GLOW development
  - Studyskills
  - Teachers n training
  - Coaching for Improvement
  - Improving Literacy through reading support
- Working groups
  - Vision, values, aims,
  - Learning and teaching,
  - GLOW development
- Pupil council
  - Input into Vision, values and aims
  - Input into learning and teaching policy
  - Lead various events across the school



## Teacher professionalism / Learning and Teaching

Linlithgow Academy understands the importance of high quality learning and teaching on the experience of young people. There is a learning and teaching policy to support teacher engagement and opportunities to continue professional learning

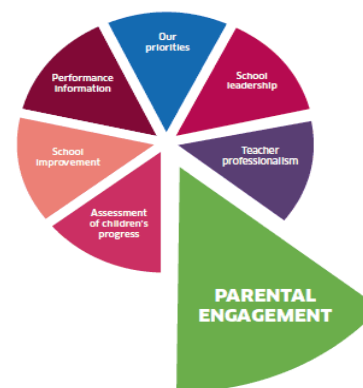
- L&T policy
- CPD programme
- VSE programme
- HUB involvement – teacher judgement
- Staff involved in SQA and local moderation groups
- VSE programme



## Parental Engagement

There is a close working relationship between school staff and parents to improve the outcomes for young people

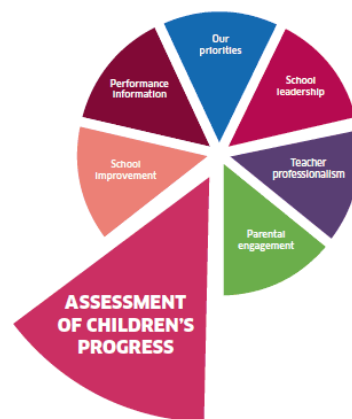
- Parent evenings
- Tracking and monitoring reports
- How to pass evenings
- Careers evenings
- Information evenings
- Parent council input – input on school improvement



## Assessment of a child's progress

Linlithgow Academy uses data to track the progress of young people over their school journey. This allows well timed interventions to maximize attainment and achievement

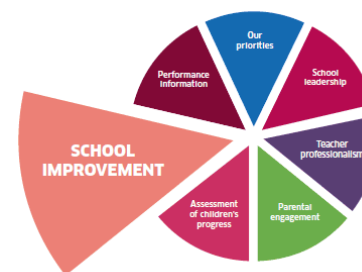
- SIMD profile
- BGE Data
- INSIGHT
- Tracking data
- Attainment meetings
- Positive destinations
- Careers information



## School Improvement

There are a number of self evaluation process that inform our progress and identify next steps

- Use of HIGIOS / challenge questions / self evaluation wheels
- VSE process
- Classroom visits
- QA calendar
- School self evaluation summary
- Standards and quality report
- SEEMIS data – attendance / exclusion / attainment



## Performance information

- Insight
- SEEMIS
- BGE attainment
- SIMD profile
- Positive sustained destination data

