

# curriculum for excellence

## building the curriculum 3

a framework for learning and teaching



RESPONSIBLE CITIZENS



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SUCCESSFUL LEARNERS

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The Scottish  
Government

# curriculum for excellence

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a framework for learning and teaching

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# building the curriculum 3

## a framework for learning and teaching

This paper is relevant to all those involved in promoting effective learning for children and young people from 3 to 18. It particularly outlines important messages for those involved in planning the curriculum for children and young people. It builds on *A Curriculum for Excellence: Progress and Proposals*, provides guidance on a new framework and sets out considerations which are critical to the adoption of *Curriculum for Excellence*.

# setting the context

*Curriculum for Excellence* aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 – 18, firmly focused on the needs of the child and young person and designed to enable them to develop the four capacities. The changes brought about by *Curriculum for Excellence* should lead to improved quality of learning and teaching and increased attainment and achievement for all children and young people in Scotland, including those who need additional support in their learning. As the OECD said in its recent report, *Quality and Equity of Schooling in Scotland*, curriculum reform has to come from schools rather than waiting for central direction; this document is designed to help schools and other establishments plan that change. The transformation in education that *Curriculum for Excellence* aims to achieve extends beyond schools and this document will stimulate professional reflection by all those working with children and young people in Scotland.

The existing guidance on the 3-5 curriculum, 5-14 curriculum and curriculum design in the secondary sector will be replaced by this document, which will be complemented by further advice, guidance and exemplification. This document provides the framework for planning a curriculum which meets the needs of all children and young people from 3-18, ensuring a focus on developing the four capacities at every stage. Planning should proceed on the basis that the school year 2008-2009 will be spent on preparation for approaches based on this guidance from school year 2009-2010.

Meeting the ambitions for this curriculum involves pre-school centres and schools working in learning partnerships with colleges, universities, employers, partner agencies, youth work and the voluntary sector to provide a coherent package of learning and support based around the individual learner and in the context of local needs and circumstances.

The Scottish Government has high ambitions for Scotland; ambitions which show our confidence in the potential talents of Scotland's people. Our principal purpose is to create a more successful Scotland with opportunities for all to flourish through increasing sustainable economic growth. To deliver this purpose five overarching strategic objectives have been identified – to make Scotland smarter, safer and stronger, wealthier and fairer, greener and healthier. We believe that these objectives should be the focus of government and public services both nationally and locally.

We believe that *Curriculum for Excellence* can play a significant role in achieving our principal purpose and strategic objectives.

The aim of *Curriculum for Excellence* is to help prepare all young people in Scotland to take their place in a modern society and economy. The curriculum will provide a framework for all



young people in Scotland to gain the knowledge and skills for learning, skills for life and skills for work that they need.

*Curriculum for Excellence* will offer better educational outcomes for all young people and will provide more choices and more chances for those young people who need them, helping us to meet the concerns raised in the recent Organization for Economic Co-operation and Development (OECD) report on *Quality and Equity in Schooling in Scotland*.

This means:

- › a coherent and inclusive curriculum from 3 to 18 wherever learning is taking place, whether in schools, colleges or other settings
- › a focus on outcomes
- › a broad general education
- › time to take qualifications in ways best suited to the young person
- › more opportunities to develop skills for learning, skills for life and skills for work for all young people at every stage
- › a focus on literacy, numeracy and health and wellbeing at every stage
- › appropriate pace and challenge for every child
- › ensuring connections between all aspects of learning and support for learning

We already have a great deal of excellent practice in Scotland. We need to build upon this to create more exciting, engaging, relevant learning and teaching in every pre-school centre, school and college, or wherever the child or young person is learning. Local authorities and schools will need to build strong partnerships with a range of organisations including colleges, universities, employers, Skills Development Scotland, community learning and development and the voluntary sector, youth work and other providers to deliver a personalised learning experience for every child and young person.

## General Education

Every child and young person is entitled to expect their education to provide them with:

- › a curriculum which is **coherent** from 3 to 18
- › a **broad general education**, including well planned experiences and outcomes across all the curriculum areas from early years through to S3
- › a **senior phase** of education after S3 which provides opportunity to obtain qualifications as well as to continue to develop the four capacities
- › opportunities to develop **skills for learning, skills for life and skills for work** (including career planning skills) with a continuous focus on **literacy, numeracy and health and wellbeing**

- › **personal support** to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide
- › support in moving into **positive and sustained destinations** beyond school

It is the responsibility of schools and their partners to bring the experiences and outcomes together and apply these entitlements to produce programmes for learning across a broad curriculum, covering science, languages, mathematics, social studies (including Scottish history), expressive arts, health and wellbeing, religious and moral education and technology. Throughout this broad curriculum it is expected there will be an emphasis on Scottish contexts, Scottish cultures and Scotland's history and place in the world. This planning should demonstrate the **principles for curriculum design**: challenge and enjoyment; breadth; progression; depth; personalisation and choice; coherence; relevance.

Learning should be made available in a range of ways including interdisciplinary learning and a range of opportunities which ensure a broad approach, enabling, for example, a coherent understanding of environmental issues.

The curriculum framework sets out what a child or young person should be able to do and the experiences that contribute to their learning, rather than detailed definitions of content or prescribed hours of study.

The experiences and outcomes are grouped into five levels - early (in which most children will undertake learning to the end of P1); first (in which most children will undertake learning by the end of P4); second (in which most children will undertake learning by the end of P7); third (in which most young people will undertake learning during S1 – S3) and fourth (in which most young people will have undertaken learning by the end of S3). For all young people, learning, at whatever level, will be managed in a manner that paves the way for work towards qualifications in the senior phase at the SCQF level appropriate to the needs and achievements of each young person.

The intention must be to avoid driving young people through the levels as fast as possible. This arrangement of experiences and outcomes is intended to give teachers and other staff the flexibility and scope to follow issues through and to provide personalised and varying programmes of learning so that the young person is secure at a level before moving on.

The experiences and outcomes can be packaged in different ways appropriate to the individual child or young person. For example, some young people might learn about modern language outcomes as part of learning about hospitality or business, or outcomes related to mathematics in the context of learning about geography, or outcomes related to geography in the context of





learning about science. Planning should be done in a way that enables all pupils to capitalise on the specialist expertise of subject teachers. In all cases from 3-18 the focus should be on good quality learning and teaching.

Assessment will be an integral part of learning and teaching, helping to provide an emerging picture of a young person's learning and achievements as he or she develops across the four capacities. Up to the end of S3, assessment by teachers will be the main means of assessing each young person's achievements. Assessment should be planned and used in ways which reflect the principles for curriculum design.

At the end of S3, a young person's progress within the outcomes should be recorded by their teachers. Teachers will be expected to assess the level and extent of achievement by reference to the young person's learning across curriculum areas, wherever the learning has taken place. This will be the opportunity to bring together the teachers' judgements and the young person's own record of their achievements and skills by drawing on a range of evidence. Young people will have been learning how to evaluate and present their skills through personal learning planning from early years.

We are aware that some schools and local authorities have sought to increase pace, challenge and achievement by entering cohorts of pupils for National Qualifications<sup>1</sup> before the end of S3. The Scottish Government has reaffirmed its commitment to the principles set out in the national guidance on early presentation<sup>2</sup>. Decisions about early presentation must be made in the best interests of an individual pupil – not classes, cohorts or year groups. The Scottish Government would not support early presentation other than in exceptional circumstances related to an individual young person. It is important that the full period to the end of S3 is used to provide a rich curriculum allowing young people to study and have experiences that provide both breadth and depth of learning. The expectation is that young people will reach a deeper and more secure level of attainment and achievement at the end of S3 than they do at present. If necessary, the Scottish Government will strengthen the existing guidance on when young people can be presented for National Qualifications and/or arrange for Age and Stage regulations to be introduced to reinforce this policy.

## Senior Phase

As young people move into S4, they will continue to develop the four capacities to become

<sup>1</sup> National Qualifications cover Standard Grade, Access 1, 2 and 3, Intermediate 1 and 2, Higher and Advanced Higher

<sup>2</sup> Guidance on the appropriate age and stage when young people can be presented for externally assessed qualifications (Scottish Executive Education Department Circular 03/2005)

successful learners, confident individuals, effective contributors and responsible citizens. To do so, they must continue to have opportunities that reinforce their broader learning and achievements through a range of experiences including enhancing skills for life and skills for work, an active and healthy lifestyle and an appreciation of Scotland and its place in the world. There will be opportunities to maintain and enhance their literacy and numeracy skills. They will also start building their lifelong portfolio of qualifications.

The qualifications young people aim for should be flexible and designed to offer pathways to the next stage, whether in further or higher education, employment or training. They should be able to be taken at school, college or other settings and they should provide credit for young people's attainment.



# building the curriculum – the case for change

Recent developments in education and the economy, both locally and globally, provide powerful drivers for change in the way we organise young people's learning.

*Curriculum for Excellence* is one of the most ambitious programmes of educational change ever undertaken in Scotland. For the first time, we are focusing on what the Scottish education system should be delivering for children and young people from ages 3 to 18. The aims of *Curriculum for Excellence* are that every child and young person should:

- › know they are valued and will be supported to become a successful learner, an effective contributor, a confident individual and a responsible citizen
- › experience a traditionally broad Scottish curriculum that develops skills for learning, skills for life and skills for work, with a sustained focus on literacy and numeracy, that encourages an active, healthy and environmentally sustainable lifestyle and builds an appreciation of Scotland and its place in the world
- › benefit from learning and teaching that strikes a better balance between equipping them with the skills for passing exams and skills for learning, skills for life and skills for work. There should be no need for groups of young people to take examinations before the end of S3
- › has the benefits of an assessment system that supports the curriculum rather than leads it and ensures that their transition into qualifications is smooth

The HMIE report *Improving Scottish Education*<sup>3</sup> said that “inspection evidence shows that Scottish education does many things well and some things particularly well. Most learners are well supported and well taught... In primary and secondary schools, young people generally make sound progress in their learning, behave well, have good relationships with their teachers and ultimately achieve an appropriate range of formal qualifications.” However, HMIE identified areas for improvement. In particular “while many of our young people perform well in school and beyond, too many do not develop sufficiently the competences, capabilities and values which are vital for the future success and wellbeing both of themselves and Scotland as a whole.”

The HMIE report suggested that *Curriculum for Excellence* “was both necessary and timely” in encouraging learning and teaching of the highest quality. The issues that HMIE recommended *Curriculum for Excellence* should address include:

- › being clear about the elements that should form part of every young person's education, irrespective of perceived ability, social background or school attended

<sup>3</sup> HM Inspectorate of Education, *Improving Scottish Education* (HMIE, 2006), Extracts quoted from pages iv-2 and 2-3.

- being much more rigorous and explicit about the development and certification of essential skills, particularly literacy and numeracy. This requirement goes beyond pupils with specific difficulties to *all* pupils, including those entering higher education
- providing space for imaginative teaching that can capitalise on approaches which make learning relevant, lively and motivating

Most recently, the OECD report, *Quality and Equity of Schooling in Scotland*<sup>4</sup> identified many strengths in Scottish education. The OECD suggested that Scotland performs at a consistently high standard in the Programme for International Student Assessment (PISA). Scotland also has one of the most equitable school systems among OECD countries. However, the report also identified some major challenges for Scottish education. There are still continuing issues of inequality. Children from poorer communities and low socio-economic status homes are more likely than others to underachieve, while the gap associated with poverty and deprivation in local government areas appears to be very wide. The OECD identified particular concerns over inequalities in staying-on rates, participation in different academic levels of national courses and pass rates in those courses.

Like the HMIE report, the OECD report stressed that too many of Scotland's young people are leaving secondary education with minimal or no qualifications. The OECD report also suggested that the Scottish qualifications system contains complexities which have accumulated over time and that young people have an "uneven quality of learning experience in compulsory secondary education." They recommended a bolder and broader approach to vocational studies in schools. In setting out the challenges for Scottish education, the OECD report also identified potential solutions. In particular, the OECD praised the "breadth of vision and commitment to both high standards and social inclusiveness" of the *Curriculum for Excellence* programme.

The Scottish Government is determined to meet the challenges identified by the HMIE and OECD reports. A more successful Scotland can only be created by developing the talents of *all* Scotland's children and young people in this and future generations. This will help to achieve the Government's principal purpose of sustained economic growth and its strategic objective of a Scotland that is smarter, safer and stronger, wealthier and fairer, greener and healthier.

The framework for the curriculum needs to provide scope for partners to plan appropriate learning and teaching to meet the challenges young people will encounter. Partnership working is an important element in curriculum planning. Partners are referred to at various points in this

<sup>4</sup> Organisation for Economic Co-operation and Development, *Quality and Equity of Schooling in Scotland* (OECD, 2007). Extracts quoted from pages 16 and 86.



document; the term should be interpreted widely to include all those who can contribute to delivery of the experiences and outcomes and development of the four capacities. It will include, for example, further education colleges, Careers Scotland within Skills Development Scotland, youth work staff, health professionals, voluntary sector providers, training providers, children's services staff, parents, employers and community learning staff. Those involved in planning the curriculum will need to integrate personal support with learning. There will be a significant but important challenge for schools, colleges and other agencies to work in partnership to achieve this.

The changes proposed in this guidance will be supported by:

- › the future arrangements for national qualifications
- › future developments in assessment

There will be a need for further guidance as the programme continues to develop and this is also signalled in the document. Case studies of emerging practice will follow, illustrating steps that schools and other establishments are taking now to adopt the values, purposes and principles of *Curriculum for Excellence*. It is also intended to provide examples of the wider opportunities and implications raised by this guidance and by the next generation of national qualifications. These will provide exemplification for planning and resourcing questions.

# building the curriculum framework: summary

The **curriculum** is the totality of experiences which are planned for children and young people through their education, wherever they are being educated.

The **purpose** of the curriculum is to help children and young people to become successful learners, confident individuals, responsible citizens and effective contributors (the four capacities). The framework therefore puts the learner at the centre of the curriculum.

**Experiences and outcomes** describe the expectations for learning and progression in all areas of the curriculum.

Children and young people are **entitled** to a curriculum that includes a range of features at the different stages. The framework expands on these; in summary, children and young people are entitled to experience:

- › a curriculum which is **coherent** from 3 to 18
- › a **broad general education**, including the experiences and outcomes well planned across all the curriculum areas, from early years through to S3
- › a **senior phase** of education after S3 which provides opportunity to obtain qualifications as well as to continue to develop the four capacities
- › opportunities for developing **skills for learning, skills for life and skills for work** with a continuous focus on **literacy, numeracy and health and wellbeing**
- › personal support to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide
- › support in moving into **positive and sustained destinations** beyond school

It is the responsibility of schools and their partners to bring the experiences and outcomes together and apply the national entitlements to produce programmes for learning across a broad curriculum, covering science, languages, mathematics, social studies (including Scottish history), expressive arts, health and wellbeing, religious and moral education and technology. Throughout this broad curriculum it is expected there will be an emphasis on Scottish contexts, Scottish cultures and Scotland's history and place in the world. This planning should demonstrate the **principles for curriculum design**: challenge and enjoyment; breadth; progression; depth; personalisation and choice; coherence; relevance.

*Curriculum for Excellence* allows for both professional autonomy and responsibility when planning and delivering the curriculum. There are no longer specific input requirements in terms of time allocations<sup>5</sup>. The framework provides flexibility to organise, schedule and deliver the

<sup>5</sup> There will, however, remain an expectation that young people are entitled to two hours of quality physical education per week, in order to meet the expectations set out in the experiences and outcomes for health and wellbeing



experiences and outcomes in ways that meet the needs of all learners, but also provides reassurance about consistency where necessary. Such flexibility will result in a more varied pattern of curriculum structures to reflect local needs and circumstances.

The proposals in this guidance are part of a coherent whole which will include, as parts of *Curriculum for Excellence*, the framework for assessment and qualifications; self-evaluation and accountability; and developments to address the needs of young people at risk.

**A curriculum framework to meet the needs of all learners 3 – 18**  
*A schematic guide for curriculum planners*

**Values**

Wisdom, justice, compassion, integrity

The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.

**The curriculum: ‘the totality of all that is planned for children and young people throughout their education’**

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

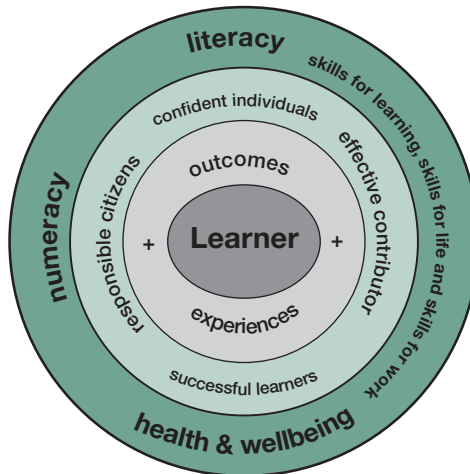
**Learning and teaching**

- Engaging and active
- Setting challenging goals
- Shared expectations and standards
- Timely, accurate feedback
- Learning intentions, success criteria, personal learning planning
- Collaborative
- Reflecting the ways different learners progress

**Experiences and outcomes set out expectations for learning and development in:**

- Expressive arts
- Languages and literacy
- Health and wellbeing
- Mathematics and numeracy
- Religious and moral education
- Sciences
- Social studies
- Technologies

Curriculum levels describe progression and development.



**All children and young people are entitled to experience**

- a coherent curriculum from 3 to 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland’s place in it and understanding of the environment
- a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- Opportunities to move into positive and sustained destinations beyond school

**Personal Support**

- review of learning and planning of next steps
- gaining access to learning activities which will meet their needs
- planning for opportunities for personal achievement
- preparing for changes and choices and support through changes and choices
- pre-school centres and schools working with partners

**Principles of curriculum design:**

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

**Arrangements for**

- Assessment
- Qualifications
- Self-evaluation and accountability
- Professional development

**support the purposes of learning**





# entitlements for all children and young people

## 1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18

All children and young people have an entitlement to a curriculum which they experience as a coherent whole, with smooth and well-paced progression through the experiences and outcomes, particularly across transitions, for example from pre-school to primary or from secondary school to college. Those planning the curriculum have a responsibility to plan, in partnership with others involved in learning, how they will jointly enable children to move smoothly between establishments, building on prior learning and achievement in a manner appropriate to the learning needs of the individual. This includes liaison between establishments where children and young people change schools at times other than the 'standard' transitions. The transition from the period of compulsory education to positive and sustained destinations needs very careful planning in conjunction with appropriate partners for each individual young person.

The health and wellbeing experiences and outcomes address more fully the theme of planning for the changes which a young person may experience and support for making choices.

## 2. Every child and young person is entitled to experience a broad general education

All children and young people in Scotland have an entitlement to a curriculum which will support them in developing their values and beliefs and enable them to:

- › achieve the highest possible levels of literacy and numeracy and cognitive skills
- › develop 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 act responsibly. They should be encouraged to adopt an active and healthy lifestyle and be equipped with the skills needed for planning their future lives and careers. The period of education from pre-school to the end of S3 has the particular purpose of providing each young person in Scotland with this broad general education. Those involved in planning the curriculum, including partners, should be conscious of the positive role which experiences and learning connected with culture, art, music and drama can have in providing a basis for developing the four capacities and for providing innovative approaches to learning across other areas of the curriculum.

A broad general education will include all<sup>6</sup> of the experiences and outcomes across all curriculum areas to and including the third level. These should be experienced by all pupils, as

<sup>6</sup> Exceptions to the phrase "all outcomes" will include areas where specific sets of experiences and outcomes are specialised, e.g. in Gàidhlig, Classics or denominational RE.

far as this is consistent with their learning needs and prior achievements. The arrangements for assessment should enable and motivate learners to develop to their fullest across the four capacities. Most learners will progress into the fourth level in many aspects of their learning before the end of S3, laying strong foundations for more specialised learning, qualifications and lifelong learning. For those learners whose needs are best met through learning at levels below the fourth level, the framework provides the opportunity to build on their prior learning and provide breadth, depth and enrichment.

### 3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain 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

The senior phase, which takes place from S4 to S6 in schools and includes ages 16 to 18 out of school, is the phase when the young person will build up a portfolio of qualifications. It is the stage of education at which the relationship between the curriculum and National Qualifications becomes of key significance. The curriculum framework and the qualifications system will provide a range of opportunities to meet the needs of all learners, whether aspiring to achievements at SCQF level 1 or at SCQF level 7.

The curriculum in the senior phase comprises more than programmes which lead to qualifications. There is a continuing emphasis, for example, on health and wellbeing appropriate to this phase, including physical activity and opportunities for personal achievement, service to others and practical experience of the world of work.

### 4. Every child and young person is entitled to develop skills for learning, skills for life and skills for work, with a continuous focus on literacy and numeracy and health and wellbeing

*Curriculum for Excellence* will support all children and young people in developing skills which they will use throughout their life and in their work, including the development of pre-vocational, enterprising and employability skills, personal skills, high levels of cognitive skills and the opportunity to put learning into a practical context. These skills for life and skills for work are



embedded across all curriculum areas and include learning which falls within a broad definition of ‘vocational’: that is learning which is generally about the development of pre-vocational and employability skills which will be made use of in future working life.

A strong focus on literacy and numeracy is essential: all children and young people require these skills to gain access to learning and to succeed in life. Confidence and competence in literacy and numeracy provides the foundations for lifelong learning. *Numeracy across the Curriculum* and *Literacy across the Curriculum* explore how staff might review and develop approaches to learning and teaching in numeracy and literacy across the curriculum.

The health and wellbeing experiences and outcomes include a range of opportunities to develop skills for life and skills for work, including working effectively with other people and career planning. These experiences and outcomes also include opportunities to develop a range of skills and attributes that will enable children and young people to pursue a healthy and active lifestyle. The health and wellbeing experiences and outcomes include guidance (*Health and wellbeing for all*) that explores how all staff might review and develop these skills across the curriculum.

Making the link between the classroom and workplace can help young people to see the relevance of their learning and understand the contribution that they can make to their schools and colleges, to their community and to the economy. They can feel valued and involved and experience challenge and enjoyment; their confidence can increase with, potentially, a positive impact on their levels of attainment and achievement. Children and young people should have opportunities to:

- › build knowledge and understanding of the workplace, what employers may expect of them and what they should expect from employment
- › experience enterprising activities and an enterprising culture
- › have access to more specific opportunities for learning through Skills for Work courses or other vocationally relevant qualifications

and so enable them to develop the skills, confidence and abilities to become the employees, employers and entrepreneurs of the future. All young people can benefit from such learning and this should be reflected in the planning of the curriculum. This planning should involve all partners and ensure that these activities are not bolted on but are part of a coherent whole.

## 5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide

Supporting children and young people in their learning involves a range of people – parents and carers, nursery teachers and nurses, primary teachers, secondary teachers, support staff, college staff, psychological services, Skills Development Scotland, volunteers and workers from voluntary organisations and local authority youth work provision. It is important to work in partnership to “get it right for every child”. Children and young people are entitled to personal support to enable them to

- › review their learning and plan for next steps
- › gain access to learning activities which will meet their needs
- › plan for opportunities for personal achievement
- › prepare for changes and choices and be supported through changes and choices

All children and young people should have frequent and regular opportunities to discuss their learning with an adult who knows them well and can act as a mentor, helping them to set appropriate goals for the next stages in learning. This provides opportunities to challenge young people’s choices, which may be based on stereotypes. Young people themselves should be at the centre of this planning, as active participants in their learning and development.

To ensure that *Curriculum for Excellence* is a curriculum for all children and young people, it is essential that support is provided to remove barriers that might restrict their access to the curriculum because of their circumstances or short or longer term needs. For children who need additional support for their learning, this may involve interpretation of the curriculum in ways which address their particular needs and enable them to achieve to the highest levels of which they are capable. This may include planning for enrichment of learning within a particular level, rather than applying pressure to progress to a new level of cognitive development where this is inappropriate. Enrichment of learning through exploration of different contexts may, in some circumstances, also be an effective way of meeting very able pupils’ needs at some points.

All children and young people should experience personalisation and choice within their curriculum, including identifying and planning for opportunities for personal achievement in a range of different contexts. This implies taking an interest in learners as individuals, with their own talents and interests.



All establishments will work with a range of partners to address the needs of all children and young people and provide motivating and challenging opportunities, particularly for those who may require more choices, more chances. Action to address the needs of learners requires an integrated approach across children's and young people's services with strong links to community learning and development and community regeneration. Wherever a child or young person of compulsory school age may be undertaking learning activities, the school retains the responsibility for planning, with its partners, the most appropriate educational provision for that child or young person and for ensuring that his or her development and progress are regularly reviewed. Partner organisations will need to share an understanding of the experiences and outcomes to which they are contributing.

All staff share a responsibility for identifying the needs, including care and welfare needs, of children and young people and working in partnership to put support in place to meet those needs. With this in mind, the health and wellbeing framework identifies experiences and outcomes which are the responsibility of all practitioners. *Happy, Safe and Achieving their Potential* described standards of support for children and young people in Scottish schools. These standards continue to be important and establishments will need to plan to ensure that all children and young people receive the personal support which they require to become successful learners, confident individuals, responsible citizens and effective contributors. Key pieces of legislation and national guidance that seek to identify and help to meet support needs of children and young people are referenced in Annex A.

## 6. Every young person is entitled to support in moving into a positive and sustained destination

The success of the education system will be judged on the extent to which it contributes to the national indicator on positive and sustained destinations. *Skills for Scotland* makes clear the Scottish Government's desire for all young people to stay in learning after 16. It makes a clear commitment to young people about the routes on offer to education, employment and training (and the support they can expect) and recognises the need to focus on particularly vulnerable groups of young people.

The OECD Review recognised that for higher attaining young people the post school transition to further or higher education is fairly straightforward but that for weaker learners there were more complex and uncertain pathways.

**16+ Learning Choices** is the new model for taking forward the *Skills for Scotland* commitment. This model will ensure that there are clear, robust processes in place for ensuring that all young people completing compulsory education have an offer of a suitable place in post-16 learning, with a particular focus on providing more choices and chances for those who

need them. As such it will support the planning and delivery of a coherent and inclusive curriculum in the senior phase, irrespective of the setting.

There are three crucial elements to ensure that this happens: young people must have access to the right **learning provision** – which includes opportunities to continue to develop the four capacities through staying on at school, entering further or higher education, taking part in a national training programme, volunteering, participating in community learning and development, or following a more tailored programme of personal and social development. Young people must also have the right **information, advice and guidance** from Skills Development Scotland and other support agencies to help them make the right choices. Some may need ongoing support to help them sustain and progress their learning. Young people must also be able to access **financial support** so that staying in learning is a viable option.

The aim is to have the model in place across Scotland for all young people by December 2010. A number of ‘early implementers’ have been identified who will start to implement 16+ Learning Choices from December 2008.

Local authorities and schools are responsible for planning and supporting young people to make successful transitions to young adulthood and the world of work. This includes ensuring that transition arrangements for young people with specific additional support needs comply with the appropriate code of practice. Within Skills Development Scotland, Careers Scotland also plays a crucial role by providing information, advice and guidance and focussed, sustained support for targeted young people, including those making the transition from children’s to adult services.

### *Reflective Questions*

- › *What challenges do you face in adapting your current curriculum structures to meeting the entitlements detailed in this section?*
- › *How can you best work with other sectors and other partner agencies to develop a coherent and inclusive curriculum?*
- › *What initiatives have you undertaken to develop skills in the curriculum and what barriers need to be overcome to embed and extend these?*
- › *How might you develop your existing structures to provide the personal support that will help young people plan their learning in the most appropriate way?*
- › *What additional support might vulnerable young people, including looked after children and young people and care leavers, need? How could you involve other learning partners e.g. Community Learning and Development, voluntary agencies etc. in supporting your young people?*
- › *What are the planning and delivery implications of providing young people with opportunities and support to stay in learning after 16?*



# building the framework: looking at this in greater depth

## The Curriculum

The curriculum is the totality of experiences which are planned for children and young people through their education, wherever they are being educated. It includes the ethos and life of the school as a community; curriculum areas and subjects; interdisciplinary learning; and opportunities for personal achievement.

### *Ethos and life of school as a community*

The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community, including parents, whether for young people in school or those not in school. All members of staff should contribute through open, positive, supportive relationships where children and young people will feel that they are listened to; promoting a climate in which children and young people feel safe and secure; modelling behaviour which promotes effective learning and wellbeing within the school community; and by being sensitive and responsive to each young person's wellbeing. Children and young people should be encouraged to contribute to the life and work of the school and, from the earliest stages, to exercise their responsibilities as members of a community. This includes opportunities to participate responsibly in decision-making, to contribute as leaders and role models, offer support and service to others and play an active part in putting the values of the school community into practice.

### *Curriculum areas and subjects*

The *curriculum areas* are the organisers for setting out the experiences and outcomes. In drawing up the experiences and outcomes, learning in each curriculum area has been reviewed and updated to emphasise the contributions it can make to developing the four capacities. *Building the Curriculum 1 – the Contribution of Curriculum Areas* outlines these contributions and also explores opportunities for connections between curriculum areas.

Curriculum areas are not structures for timetabling: establishments and partnerships have the freedom to think imaginatively about how the experiences and outcomes might be organised and planned for in creative ways which encourage deep, sustained learning and which meet the needs of their children and young people.

*Subjects* are an essential feature of the curriculum, particularly in secondary school. They provide an important and familiar structure for knowledge, offering a context for specialists to inspire, stretch and motivate. Throughout a young person's learning there will be increasing specialisation and greater depth, which will lead to subjects increasingly being the principal means of structuring learning and delivering outcomes.



### *Interdisciplinary Learning*

Effective interdisciplinary learning:

- › can take the form of individual one-off projects or longer courses of study
- › is planned around clear purposes
- › is based upon experiences and outcomes drawn from different curriculum areas or subjects within them
- › ensures progression in skills and in knowledge and understanding
- › can provide opportunities for mixed stage learning which is interest based

The curriculum should include space for learning beyond subject boundaries, so that children and young people can make connections between different areas of learning. Interdisciplinary studies, based upon groupings of experiences and outcomes from within and across curriculum areas, can provide relevant, challenging and enjoyable learning experiences and stimulating contexts to meet the varied needs of children and young people. Revisiting a concept or skill from different perspectives deepens understanding and can also make the curriculum more coherent and meaningful from the learner's point of view. Interdisciplinary studies can also take advantage of opportunities to work with partners who are able to offer and support enriched learning experiences and opportunities for young people's wider involvement in society.

### *Opportunities for personal achievement*

Personal achievement provides children and young people with a sense of satisfaction and helps to build motivation, resilience and confidence. The experiences and outcomes include opportunities for a range of achievements in the classroom and beyond. All establishments need to plan to offer opportunities for achievement and to provide the support and encouragement which will enable young people to step forward to undertake activities which they find challenging. This is one of the key areas where schools need to work closely with voluntary youth organisations to help young people access information and opportunities and make their voices heard.

### *Reflective Question*

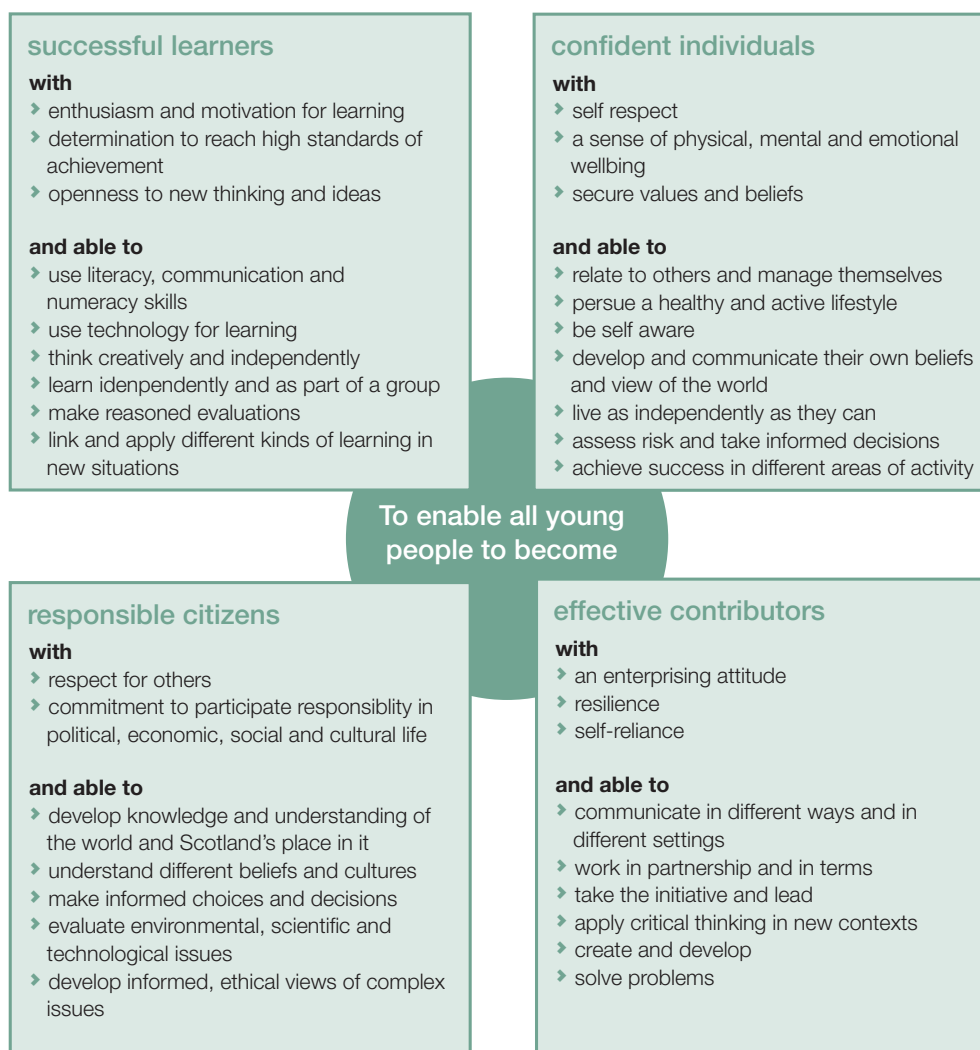
- › ***How well do your current curriculum structures meet the four contexts for learning detailed in this section? Which area will require most development?***





## The purpose of the curriculum: the four capacities

The child or young person is at the centre of learning provision. The purpose of the curriculum is to enable the child or young person to develop the ‘four capacities’. The headings of the four capacities serve well as a memorable statement of purpose for the curriculum, but the indicative descriptions underneath the headings are probably even more important in terms of understanding the attributes and capabilities which contribute to the capacities.



The experiences and outcomes in the range of curriculum areas build in relevant attributes and capabilities which support the development of the four capacities. This means that, taken together in appropriate combinations across curriculum areas, experiences and outcomes will contribute to the attributes and capabilities leading to the four capacities. The expanded statements of the four capacities can also form a very useful focus for planning choices and next steps in learning.

The attributes and capabilities can be used by establishments as a guide to assess whether the curriculum for any individual child or young person sufficiently reflects the purposes of the curriculum.

### *Reflective Question*

- › *How well do your current curriculum structures meet the demands of the four capacities?*

## Experiences and outcomes

The OECD noted that if a curriculum is operated as a rigid structure, the time available for learning will be for subjects and not students. The experiences and outcomes are grouped under the headings of the curriculum areas: expressive arts; health and wellbeing; languages; mathematics; religious and moral education; religious education in denominational schools; science; social studies; and technologies. They describe learning which has a clear purpose at levels from “early” to “fourth”, as set out later in this document. They describe stages in the acquiring of knowledge and establishment of understanding and support the development of skills and attributes. They are written so that, across the outcomes and experiences, children and young people have opportunities to develop the attributes and capabilities for the four capacities. They can be applied in a range of contexts which will be meaningful and relevant to the children and young people and so offer a degree of personalisation and choice which can give children and young people a sense of ownership of their learning. The curriculum areas are therefore the organisers for setting out the experiences and outcomes. They are not intended as structures for timetabling.

Important themes such as enterprise, citizenship, sustainable development, international education and creativity need to be developed in a range of contexts. Learning relating to these themes is therefore built in to the experiences and outcomes across the curriculum areas. This approach reduces the need for other layers of planning across the curriculum.

To emphasise the importance of the learning which actually takes place, the statements are written from the child or young person’s point of view. (In many cases, however, technical language is needed to make the expectations clear to the practitioner and in these cases the intentions should be explained and moderated by the practitioner in discussions with the child.)

- › ‘Experiences’ set expectations for the kinds of activities which will promote learning and development
- › ‘Outcomes’ set out what the child or young person will be able to explain, apply or demonstrate

All are designed to encourage a range of effective learning and teaching approaches. Further guidance on learning, teaching and assessment appears later in this document.



### *Progression*

The experiences and outcomes provide opportunities for progression within each level and through planned progress to the greater demand of learning at the next level. Appropriate references and research have been used in each curriculum area to match the level of cognitive, emotional and physical demand at the different stages with what is known about good practice in learning. The outcomes cover a very wide range of skills for learning, skills for life and skills for work; these include literacy, numeracy and skills relating to health and wellbeing and go beyond these to include opportunities for the development of skills relating to the use of information and communications technologies, high-order cognitive skills, interpersonal skills, practical and performance skills.

Progression in learning will depend on learners having adequate opportunities to use higher order learning activities and develop breadth of learning through practice and application across a range of contexts, rather than on rapid movement through levels. The experiences and outcomes offer opportunities to consolidate and extend learning in individual areas in order to meet the varied needs of children and young people.

The experiences and outcomes recognise that children and young people will progress at different rates but that all are entitled to take part in activities which will engage and motivate them, nurturing their talents and enabling them to develop the skills they will need for life and for work. The experiences and outcomes therefore provide a basis for planning for both lateral (broadening and enriching) and vertical (becoming more challenging) progression. Whilst the framework sets out broad expectations for progression, curriculum planners and staff should use the breadth and depth enabled by the framework imaginatively to meet the needs of those who are exceeding these broad expectations as well as those who require additional support to reach them.

The period of time spanned by a level will generally be at least two years and the statements about the experiences and outcomes are generally expressed in a broad manner. This approach enables staff to plan for greater depth, rigour and security in learning but it also poses risks if expectations of pace and depth are too slow. The experiences and outcomes are designed to raise the bar of achievement and it is important that staff interpret them in the most aspirational way: the experiences and outcomes should not create artificial ceilings which might limit expectations of what children can achieve. It is expected that the deeper and richer learning provided by the experiences and outcomes will lead to young people reaching by the end of S3 a level of attainment and achievement deeper and more secure than at present.

The experiences and outcomes provide a basis for staff to engage with children and young people about their progress. Along with the learner, teachers will use their professional judgement and a range of evidence to evaluate progress and discuss with learners the next steps that are most appropriate for them. When children are secure in their learning and able to

handle important concepts at a particular level and have opportunities to demonstrate what they have learnt and can do in a range of different contexts, they should move on towards learning at the next stage of their learning. Additional support should be provided where it is required.

## Principles of curriculum design

The principles of curriculum design apply at all stages of learning with different emphases at different stages. The principles must be taken into account for all children and young people. They apply to the curriculum both at an organisational level and in the classroom and in any setting where children and young people are learners. Further consideration to applying these principles is given in the sections of this paper looking at the different stages of learning.

## Freedom and responsibility

### **Establishments have freedom and responsibility to meet the needs of children and young people in their local communities**

The curriculum must be designed, managed and delivered to take full account of each learner's individual needs and stage of development. This does not mean that there is an individualised approach to curriculum planning. Designing the curriculum requires planning in partnership with young people, their parents and carers and with a range of others who can contribute effectively to their learning, based on good evidence of progress in learning.

As the OECD report stated,

*The concept and design principles of a Curriculum for Excellence offer a broad framework within which local authorities and schools can create a range of learning opportunities that contain both intrinsic and extrinsic incentives for engagement. It should be the responsibility of local authorities to ensure that their communities have access to a wide range of programmes involving different delivery platforms, flexible approaches and sharing and collaboration amongst providers. Schools for their part are responsible for offering a broad curriculum and for differentiating this to address particular strengths and weaknesses.*  
(Quality and Equity of Schooling in Scotland)

National guidance needs to support a flexible approach which meets local needs and changing circumstances. The framework encourages more responsive and dynamic approaches, which includes planning across partnerships to improve outcomes for all children and young people.

## Reflective Questions

- › **How can you cluster experiences and outcomes into meaningful groupings to provide appropriate and exciting contexts for learning?**
- › **How can you best plan opportunities for learners to progress within levels through deepening learning and understanding within a curriculum area?**



# learning, teaching and assessment

Establishments that have engaged with the values, purposes and principles of *Curriculum for Excellence* in its early stages have often focused on the role of learning, teaching and assessment, taking this forward as part of their responsibility to plan and meet desired outcomes.

The experiences and outcomes have been written in ways which will help staff to adopt engaging, enterprising and active learning approaches in a variety of contexts to promote effective learning and enable personalisation and choice. The practices outlined in *Building the Curriculum 2 – Active Learning in the Early Years* can apply to other stages of learning. The opportunities in this framework for developing interdisciplinary learning can encourage more relevant, more engaging and more enterprising learning and teaching. Curriculum planners at all stages should regularly consider the opportunities presented by the experiences and outcomes to develop active learning throughout, from 3-18. Planning should encourage participation by, as well as being responsive to, the learner, who can and should influence and contribute to the process. This is particularly important for those children and young people who need additional support for their learning.

Teachers' professional judgement about the progress children and young people are making and the point at which they should progress from one level to another will be important features of learning and teaching approaches.

To support curriculum planning and to ensure that all learners have access to an active, enterprising learning environment, a coherent approach to planning learning, teaching and assessment and to sharing information about progress and achievements is needed. Assessment information is used for many, varied purposes and it is essential that assessment activities are planned in a way that fits these purposes. Learners and others involved in their learning need timely, accurate feedback about what they have learned and how much and how well they learned it. This helps to identify what they need to do next and who can help them build up their knowledge, understanding and skills.

A young person's progress should be assessed in ways and at times appropriate to that person's learning needs. Judgements made about this learning should be based on evidence from a broad range of sources, both in and out of school and by reference to a learner's progress over time, across a range of activities. The approaches to assessment developed through Assessment is for Learning provide a sound platform to support this planning. Learning, teaching and assessment should be designed in ways that reflect the way different

learners progress to motivate and encourage their learning. To support this, all learners should be involved in planning and reflecting on their own learning, through formative assessment, self and peer evaluation and personal learning planning.

Staff will need to have a clear understanding of how their own pupils are progressing in relation to others in their establishment, authority and different parts of the country, against the outcomes and experiences at different levels. They will need to share broader local and national expectations. Regular, planned opportunities for dialogue will be required within and across establishments to help staff share and consistently apply standards.

Indicators of good practice and advice in effective evaluation of learning, teaching and assessment are available in *Journey to Excellence*, *The Journey to Excellence part 3: How Good Is Our School?* and *The Child at the Centre: Self-Evaluation in the Early Years*. Fuller guidance will be issued about the role of assessment in supporting the purposes and principles of *Curriculum for Excellence*. It will be designed to help those with a responsibility for learning and teaching to reflect on and plan for:

- › choosing assessment methods that are fit for purpose
- › evaluating evidence and assessing progress in learning
- › recording and reporting on learning using evidence
- › planning next steps



# the framework at the different stages of learning

The stages of learning reflect the stages of maturation of children and young people and the changing ways in which they engage with learning as they develop. The distinction between the levels and stages is interlinked; in this framework, for example, the guidance that follows covers the early level, (which covers pre-school and P1 stages), the primary stage more generally, the S1-S3 stage, followed by the senior phase.

The experiences and outcomes under *Curriculum for Excellence* are written at five levels, with progression to qualifications described under the senior phase. The path most young people are expected to follow through the levels during the different stages is set out below. Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and aptitudes. The framework is, however designed to be flexible in order to permit careful planning for those with additional support needs, including those who, for example, have a learning difficulty and those who are particularly able or talented.

Level	Stage
Early	the pre-school years and P1 or later for some
First	to the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third and Fourth	S1 to S3, but earlier for some The fourth level broadly equates to SCQF level 4
Senior phase	S4 – S6 and college or other means of study

The sections below consider the curriculum in terms of purposes, principles and practice during these stages. While children and young people should feel that the transition from one stage of learning to another is smooth, they should still be able to look forward to the excitement of starting nursery, primary school, secondary school and finally to moving on to positive and sustained destinations. These times in their lives are memorable occasions as well as stepping stones to new experiences and increasing independence. It is therefore important that in planning programmes, schools and establishments provide experiences which are familiar but introduce new aspects which will make each individual phase unique to that time in a young person's life.

## Reflective Questions

- › *Approaches to planning must be coherent around learning, teaching and assessment. What are the implications for your current learning, teaching and assessment policies and practices?*
- › *Does your curriculum provide a sufficient emphasis on active, enterprising learning approaches that encourage creativity and innovation?*
- › *How effectively do you make clear to learners what they are learning, what success looks like and what is expected of them? Do you provide sufficiently high quality feedback to learners about how much and how well they have learned? Are learners involved in this process?*
- › *What strategies will you have to adopt to develop consistent application of standards?*
- › *How will you use the flexibility of Curriculum for Excellence to provide opportunities and pathways for all learners including those with additional support needs and those who require more choices and more chances to progress?*
- › *It is important that more able children and those who make faster progress do not 'race' through the levels. How can you plan greater variety of contexts, depth and greater challenge into the experiences and outcomes for these children and young people?*

## The early level

Early education in particular adopts a holistic approach to young children's learning which responds to each child's changing developmental needs and values a child's prior knowledge from home. Centres have the scope to reflect the individuality of their local communities and to respond by providing unique, high quality learning experience for all their children. From the outset, young children are partners in the learning process, actively participating in the planning, shaping and directing of their own learning. With sensitive adult support they will learn how to make good, informed choices and take responsibility for their own learning.

The early level serves a number of purposes. For most children it provides a framework for their work in pre-school years and P1. For some young people with additional support needs, the early level provides a framework for learning and progression for much or all of their time in school.

### *Purpose of the curriculum in the pre-school stages*

The purpose of the curriculum at this early stage is to support children in all aspects of their emotional, social, cognitive and physical development. It should enable them to become increasingly independent, responsible and eager to progress in their learning. Staff in pre-school education achieve this through their skilled interaction with each child and by providing





stimulating contexts for active learning, building upon the child's knowledge and skills and recognising his or her stage of development. They can build upon children's enthusiasm, inventiveness and creativity to plan learning activities which combine to achieve this purpose.

### *Application of the principles*

The environment for learning in pre-school settings promotes a high degree of **challenge and enjoyment** and **personalisation and choice** through planned opportunities to explore different activities, materials and contexts and imaginative, creative use of both indoor and outdoor learning environments. Learning within any particular activity will prompt different aspects of learning in individual ways for children. Approaches which involve children in planning and respond flexibly to their interests and needs also contribute to personalisation and choice.

Learning activities in pre-school settings can provide rich opportunities for **progression** and **depth** of learning. The learning activities and environment should be planned and organised to offer opportunities to extend skills (for example language skills) and deepen understanding. Active learning will promote the development of logical and creative thinking and encourage a problem-solving approach.

The adult role in supporting progression is very important. It will vary, sometimes observing and supporting, other times facilitating and skilfully intervening in, or extending, the activities and experiences to promote progression and learning in depth. Direct teaching and focused work with groups or individual children will help to develop specific skills and knowledge in particular areas of learning or to take account of additional support needs. The balance between self-directed and adult-initiated learning opportunities needs to be carefully considered and monitored.

Learning through a wide range of well-designed activities will also offer **relevance, coherence** and **breadth**. Activities will often build directly on what is familiar to the child and the local environment and events can be used to provide interesting, real-life contexts for learning. Learning in a variety of contexts supports and reinforces the development of numeracy, literacy and health and wellbeing across the curriculum.

The experiences and outcomes at the early level can be used in suitable combinations to plan motivating and challenging activities. Taken together, as appropriate to the stage of development of each child, these activities should provide breadth of learning across the curriculum areas. Activities planned in this way and which build on what is familiar should enable children to make connections, give coherence to their learning and enable them to understand the relevance of what they are learning.

### *Designing a framework for the pre-school stages and P1*

Many practitioners have been using *Building the Curriculum 2 – Active Learning in the Early Years* to review learning in their centres and ensure that the features of an active learning environment are in place. These include:

- › children are fully engaged in their learning, which is interactive, purposeful and defined within the outcomes and experiences
- › the learning environment is relaxed and supportive with opportunity for observation, interaction and further exploration of interests and activities
- › the learning environment is imaginatively resourced and stimulating, with opportunity for engagement in exploratory and spontaneous play
- › imaginative use of space and resources creates opportunity for children to work independently or collaboratively

In planning the curriculum, practitioners are able to build upon the holistic approach to curriculum design established in *A Curriculum Framework for Children 3 to 5* and *The Child at the Centre: Self-Evaluation in the Early Years*. They can use the experiences and outcomes at the early level to plan coherently for progression in learning across the curriculum, combining experiences and outcomes across curriculum areas in a variety of contexts, with one frequently reinforcing another.

*Curriculum for Excellence* provides opportunities to ensure successful transitions through shared expectations of learning across the early stages of pre-school and P1. It is essential that the active approaches to learning continue from pre-school into P1 and beyond. A collaborative approach is needed to ensure progression within and across levels, particularly at transition and learning will be enhanced through regular professional dialogue across partnerships, sharing knowledge, information, ideas and expertise.

### *Reflective Questions*

- › ***In what ways do you ensure that children (and parents/carers) are partners in the learning process?***
- › ***How well does your current practice support continuity in experiences and learning for all children as they move into Primary 1? What further opportunities are there to ensure that transition is successful?***

## The primary stages

### *Purpose of the curriculum in the primary stages*

The purpose of the curriculum at these stages is to promote children's development and learning across a broad range of contexts in order to develop their thinking and learning and their



physical, personal and social growth. Primary education, whether for those in school settings or those not in school, should support children to develop and mature as independent and cooperative learners who contribute actively across a range of learning and social situations.

### *Application of the principles*

The experiences and outcomes are the key tool for curriculum planners in designing the **breadth** of learning activities. The experiences and outcomes include aspects such as enterprise, sustainability and creativity which schools have sometimes had to plan as additions to their curriculum. Time allocations for each curriculum area are not being specified nationally. The broad principle is that children need sufficient time to make good progress through all the experiences and outcomes and achieve the learning set out at each level securely so that they can apply their learning in a range of situations. Where this is not being achieved in an aspect of their learning, then more time may be required or changes to learning and teaching approaches or support may be needed.

The experiences and outcomes also provide the basis for **challenge and enjoyment** and progression. Undemanding experiences, such as worksheets, copying, word searches or repeated low level activities are unlikely to provide effective tools in learning through the experiences and outcomes; the experiences and outcomes are designed to open up opportunities for active, challenging and enjoyable learning. Planning will need to use this framework to develop a range of resources designed imaginatively for learning that responds to the needs of children and the school community. The organisation of experiences and outcomes into levels will help teachers to plan for progression to meet the differing needs of learners, from those children who enter primary schools still requiring support for their learning at early level to those at the later stages who are ready to be challenged by more advanced concepts and contexts.

The encouragement of **depth** of learning challenges primary teachers to think beyond the notion of progression as moving quickly from one topic or level to the next. The time spent on discussion of learning, explaining it to others, applying what has been learned in different contexts, spending time to probe and research a particular issue adds depth to learning. In planning for depth and progression, teachers will need to make professional judgements about when children would benefit from further learning contexts at one level and when they need the fresh challenge of moving on to the next level.

Primary schools have major advantages in promoting **coherence** by helping children to see links between different aspects of learning within and across subjects and curriculum areas and in interdisciplinary studies. The primary teacher's overview of learning across the curriculum and the flexibility within their organisation of the school day are major potential strengths in

promoting coherence in learning. This assists the planning of the curriculum as a whole and in the day to day work of staff.

The principle of **relevance** should be used to help those planning the curriculum in selecting content which connects with the child's experience, learning and interests in and beyond the school environment and ensuring that such links are made by class teachers using their in-depth knowledge of the whole child during learning and teaching. This will enable learners to understand the relevance of their classroom learning, for example seeing connections with experiences in their family or local community, the world of work, their experiences of travel or their interests in sport or media.

Primary teachers' depth of knowledge of their pupils' prior experiences, learning and interests helps them to take account of **personalisation and choice** during teaching and to provide 'customised' support and feedback. Rich opportunities for choice at these stages may be provided by the school as a whole, for example in personal projects or where pupils have choice in activities sessions and in classrooms where learners are involved in the planning and assessment processes and encouraged to pursue aspects of learning independently.

### *Designing a framework for the primary stages*

In order to design a curriculum which meets the purposes and principles of *Curriculum for Excellence*, primary schools will plan a blend of programmes and studies across curriculum areas or subjects, interdisciplinary studies, opportunities for personal achievement and learning related to events in the life of the school. For those not in school, work with partners will be a particular feature of planning.

Planning should start by use of the school's improvement planning process to develop programmes of work and design learning approaches using the full range of experiences and outcomes. In taking forward planning, some existing programmes will serve, with adjustment, to promote the experiences and outcomes. Staff should work collaboratively to review their programmes in the light of the purposes and principles of *Curriculum for Excellence*. Further planning should aim to organise structured programmes based on a suitable balance of learning through curriculum areas and subjects and through interdisciplinary learning, taking account of the design principles and the stage of development of the learners.

Literacy, numeracy and health and wellbeing will need to be developed progressively and effectively at all stages and in a range of contexts. Structured and progressive programmes for English language and mathematics are likely to provide the basis for learning in literacy and numeracy. Opportunities to develop and apply these skills in stimulating and relevant contexts across the curriculum will reinforce these skills.



In the middle and upper stages of primary, learners develop a clearer understanding of individual curriculum areas and subjects. This is important in preparing children for transition to the secondary stages - curriculum areas and subjects play a vital role in promoting progression at these stages. However it remains important that coherence in learning is promoted. Well designed interdisciplinary studies at these stages often provide highly motivating contexts for learning which can help children to see links between and the relevance of different aspects of the experiences and outcomes.

### *Reflective Questions*

- › *How do you ensure that activities provide appropriate support and challenge to enable young people to develop as independent and cooperative learners?*
- › *How well does your current practice ensure that literacy, numeracy and health and wellbeing are developed progressively at all stages and in a range of contexts?*
- › *What opportunities are there for staff to work collaboratively to review and plan structured and balanced programmes?*
- › *How well do you plan the delivery of interdisciplinary learning using experiences and outcomes across curricular areas to provide a coherent curriculum?*
- › *What support will be required to help make informed decisions about allowing learners to progress between levels at appropriate points?*

### The secondary stages

The transition from primary school should be smooth and offer progression and continuity of learning and teaching approaches. Those involved in planning the curriculum should consider features of a young person's experience in primary which might be continued and what should be distinctively different about secondary school. Particular thought will need to be given to those who are not currently within school, or for whom provision outwith school is appropriate or necessary.

### *Purposes of the curriculum in S1 to S3*

At the end of P7, almost all young people look forward with excitement to entering the new environment of secondary school. In their primary school they are likely to have had experience of taking on significant responsibilities, often acting as role models for younger children. At least one teacher will have known them very well. They will have progressed at different rates, but many will already have reached high levels of literacy and numeracy and tackled challenging problems. They need their secondary teachers to build on what they have already achieved. During the early years of secondary education, young people will extend their skills substantially and develop their particular strengths and interests further and this is an important period for their personal development. Their motivation for learning needs to be maintained in the face of peer and other pressures so that they make a successful transition into the senior phase.

The period from S1 to S3 has a clear purpose: that all young people will have a strong platform for later learning and for successful transition to qualifications at the right level for them. The experiences and outcomes include opportunities at this stage, as at other stages, for challenge and success in different contexts, for example cultural, physical and technological. The curriculum continues to provide opportunities to adopt an active and healthy lifestyle and to plan for future life and careers.

As they continue to develop the four capacities, the curriculum should enable each young person to:

- › experience learning across a broad curriculum, covering science, languages, mathematics, social studies (including Scottish history); expressive arts, health and wellbeing, religious and moral education and technology
- › achieve stretching levels of literacy and numeracy
- › develop skills for learning and skills for life and skills for work
- › develop knowledge and understanding of society, Scottish contexts, history and culture and Scotland's place in the world
- › experience challenge and success

At the end of S3 young people should have their progress and achievements recognised by the school or establishment. Before they enter the senior phase, where formal qualifications will be encountered, it is not anticipated that young people will be presented for examinations. It is important that the qualifications framework supports the curriculum rather than leads it and does not narrow learning too soon. The S1 to S3 curriculum should provide a rich and stimulating learning experience which is not burdened by over-assessment and which allows teachers more opportunity to exercise their professional abilities to focus on the individual needs of their learners. Those involved in planning the curriculum will, however, wish to ensure that the foundations are being laid for transition to the senior phase in a way appropriate to the needs of the young person. This may include participation in Skills for Work qualifications.

### *Application of the principles*

**Breadth** within this stage is achieved through learning across all<sup>7</sup> the experiences and outcomes in the eight curriculum areas to the third curriculum level so far as this is consistent with young people's needs and prior achievements. Learning across all these experiences and outcomes will enable young people to develop breadth of knowledge and understanding and apply their skills in a wide range of contexts. Breadth is further ensured through a curriculum

<sup>7</sup> Exceptions to the phrase "all outcomes" will include areas where specific sets of experiences and outcomes are specialised, e.g. in Gàidhlig, Classics or denominational RE.



where ethos, interdisciplinary learning and personal achievement are seen as being important. The fact that the curriculum comprises more than subjects alone, but is also about other types of experiences, enables outdoor learning, work-related activities, out of school hours learning and so forth. This also underlines that experiences in college, in the work place, or through provision by the voluntary sector form an integral part of the curriculum, not something apart from the curriculum.

The entire period from S1 to S3 needs to be planned to maintain **challenge and enjoyment**, with the highest possible expectations of what young people can achieve. The activities should encourage young people to develop and demonstrate creativity and innovation. The experiences and outcomes are designed to provide motivation and challenge and to raise expectations of achievement. At the third level they include opportunities for challenge, success and personal achievements in different contexts.

It is important that young people experience a suitable, challenging gradient of **progression** during this period, maintaining progress from their achievements in primary school. Many young people will progress from their learning in primary school by moving on to third level experiences and outcomes when they enter S1. Most learners will progress to study at fourth level in chosen areas at appropriate points during S1 to S3. Given the focus on literacy and numeracy, most young people should achieve outcomes at fourth level in these aspects.

The curriculum for S1 – S3 provides opportunities for learning in **depth** through opportunities for young people to engage with increasingly demanding concepts, develop more sophisticated cognitive and other skills and further develop their values and beliefs. Young people can explore areas of interest in depth at third level and, as at other stages, interdisciplinary learning can provide opportunities to extend and deepen understanding. Most young people will also achieve outcomes in a range of curriculum areas at fourth level, where the experiences and outcomes will provide opportunities for specialisation and depth.

By introducing breadth, challenge and depth throughout S1 to S3 and focusing on learning through the experiences and outcomes at a higher level than is current practice, this period of education should lead to improvements in attainment and achievement, raising the bar for all young people.

The scope offered by the three years from S1-3 should be used by schools and their partners to plan for **coherent** programmes which minimise fragmentation, for example by using small teams of teachers and other staff working together to cover curriculum areas, each contributing as appropriate from their subject specialism and by a collaborative approach to planning which enables young people to make connections between different areas of their learning. There



should be coherence and consistency in the development of literacy, numeracy and other skills for life and skills for work.

The principle of **relevance** can help staff and others planning the curriculum to connect learning with the young person's experience and interests in and beyond the school environment. During this period they will increasingly develop informed views and apply these to relevant moral and ethical issues. Experiences which relate to the world of work provide relevance which will be motivating for many.

**Personalisation and choice** during S1 – S3 will continue to include choices in approaches to learning within the classroom. In addition, opportunities for personal achievement and interdisciplinary groupings of experiences and outcomes provide choices which can lead to broadening and consolidation of learning. By providing motivating contexts, interdisciplinary studies can provide access to particular curriculum areas for young people who might not otherwise be motivated by an aspect of learning (for example an interdisciplinary study which includes outcomes in modern languages and technologies). The ethos and life of the school as a community offers additional choices for demonstrating responsibility and contributions to the community.

Partnerships with colleges, youth work services, the voluntary sector and employers will open up a wide range of motivating choices, based upon the experiences and outcomes, to meet the needs of all young people.

Young people will progress at different rates and need different levels of support and some will continue to experience learning at curriculum levels below the third level, as appropriate to their needs and achievements. Schools and their partners should plan to make choices available to all, whether or not they have achieved the outcomes at the third level and offer motivating opportunities for personalisation and choice for young people who need additional support for their learning.

It will be important to ensure a smooth transition into the senior phase and qualifications for all young people at levels within the SCQF framework which are appropriate for them.

### *Designing a framework for the secondary curriculum S1 – S3*

In order to design a curriculum for S1 to S3 which meets the purposes and principles outlined above, secondary schools will plan a blend of activities and courses, making full use of the expertise and resources which partners can contribute, based upon curriculum areas and subjects, interdisciplinary learning, opportunities for personal achievement and learning related to the ethos and life of the school. Schools will be able to organise the experiences and





outcomes in ways that meet the needs of their own young people and the national expectation of an entitlement to a broad general education.

There is a great deal of scope for innovative approaches to the design of the curriculum as a whole during this phase. A key step is to use the school's improvement planning process to develop or design high quality learning programmes, based upon the experiences and outcomes. Existing successful programmes should be built upon, including joint programmes between primary and secondary.

Schools will need to develop a framework which enables progression for all and provides for the different kinds of choice. To provide access for all young people to the learning described in the experiences and outcomes, schools will be working in partnership alongside, for example, colleges, employers, youth work services and the voluntary sector. Specialist teachers and facilities in the secondary school provide a rich and stimulating environment in which young people can progress their learning. At the same time, the opportunities presented for planning of learning and teaching across the S1 – S3 phase will include pathways which go beyond traditional subject groupings or year groupings. Most learners will progress towards the fourth level experiences and outcomes in many aspects of their learning, laying strong foundations for further learning. Given the focus on literacy and numeracy, most young people should achieve outcomes at level 4 in these aspects. Most young people should also achieve outcomes at level 4 in a range of curriculum areas. This may involve following “subject lines” within curriculum areas. It will also permit interdisciplinary groupings of experiences and outcomes from two or more curriculum areas.

Decisions about patterns of organisation need to take account of the purpose and nature of the learning and make best use of the expertise and resources available. Different patterns of organisation can contribute to pace, progression and coherence. For example, some aspects of the curriculum may lend themselves to being taught continuously (for example English, maths and PE). Others may be organised across short or longer time periods, continuously or as discrete courses and the school's approach to the place and purposes of interdisciplinary studies will need to be established.

### *Reflective Questions*

- › *How well do your transition procedures at P7 to S1 ensure a smooth, seamless transfer with continuity of learning and teaching approaches and appropriate progression? How could you best develop these procedures?*
- › *How do you ensure a smooth transition from P7 to S1 for your most vulnerable young people, including your looked after children? How could you best develop this?*

- › *What possibilities do you see for developing curriculum structures for S1 to S3 to ensure breadth and depth of study?*
- › *How would you develop your curriculum framework to ensure opportunities for collaborative working across curriculum areas?*
- › *How would you develop a balance between subject-based learning and interdisciplinary learning?*
- › *What strategies need to be adopted to embed literacy, numeracy and health and wellbeing across the curriculum?*
- › *How do you ensure good partnership working to deliver skills for life and skills for work?*
- › *How would you develop arrangements to ensure a smooth transition to the senior phase in school and other settings to ensure continuity and progression in learning?*

### *Purposes of the curriculum in the senior phase*

The senior phase of the curriculum relates to the period S4 to S6 in schools or the equivalent in terms of college or other means of study. It is the stage of learning at which the relationship between the curriculum and qualifications becomes of key significance. At this stage of the curriculum we expect that most young people will engage with the qualifications framework and that more formal assessment and certification will take place.

The role of college at this stage becomes of particular significance for young people for whom learning at college is the best means of meeting their needs and also for those for whom a combination of school and college (or other means of study) meets their needs best. In addition to college, there will be a variety of other options open to young people to pursue their learning such as Glow, self-supported study, video-conferencing and studying at neighbourhood schools. Young people with additional support needs should enter the senior phase in order to undertake learning at a level of qualification suitable to their needs.

However, it will not be possible – or even desirable - to deliver all aspects of the senior phase curriculum through qualifications alone. Whilst the opportunity to study for qualifications will be a central feature of the senior phase, there will be other planned opportunities for developing the four capacities. These will include an ongoing entitlement to learning and experiences which continue to develop a young person's literacy and numeracy skills, skills for life and skills for work. The promotion of an active and healthy lifestyle and an appreciation of the world and Scotland's place in it should be part of this.



The purposes of the senior phase are to provide all learners, whatever their individual needs, with:

- › an experience which builds on their learning in S1 to S3 with scope to develop their individual potential
- › a broad preparation for adult life, whether their own next stage is further/higher education or employment or volunteering and for participation in wider society
- › opportunities to extend their own abilities and interests
- › opportunities to study at as advanced levels as possible, to a high degree of rigour
- › opportunities for a range of personal achievements, in or out of school
- › recognition of achievement, both attainment of qualifications and wider achievements
- › continued emphasis on literacy, numeracy, health and wellbeing and the development of a wide range of skills for life and skills for work

A key principle for the senior phase must be that qualifications and assessment should support the new approach to learning and teaching and meet the desired outcomes of *Curriculum for Excellence*. In this stage of learning, assessment continues to be an integral part of learning and teaching and should be used to support the learning process, inform next steps and provide a good basis for reporting on progress.

### *Application of the principles*

The senior phase of the curriculum offers extensive opportunity for **personalisation and choice** for young people. It is the period of learning where young people are expected to make informed choices, based on appropriate information and advice from a wide range of sources, about programmes of study leading to qualifications at a level appropriate to the individual's needs and achievements. For some young people, this will be about gaining the necessary qualifications to enter further or higher education. For other young people it will involve building on the experiences and outcomes to develop opportunities that will allow them to move on to sustained and positive destinations and lifelong learning. Young people should be encouraged to choose a well balanced and **coherent** programme of study throughout the senior phase which is **relevant** to their future pathways.

Although the curriculum in the senior phase is expected to be delivered in the main through schools, there will for many young people be opportunities for learning in colleges and wider learning partnerships, all of which will provide a range of opportunities to meet the needs of young people. There should also be planned opportunities for personal achievement and increasing contributions to the school and community.

The more specialised experiences and outcomes at fourth curriculum level provide a good basis for qualifications in S4 onwards. This should ensure a smooth **progression** through the learning experience from curriculum areas into qualifications.

Those involved in planning the curriculum will need to ensure that young people have the opportunity to engage with the qualifications framework at an SCQF level appropriate to their prior achievements and needs. Most young people should by the end of S3 be undertaking, or be ready to move on from, learning at the fourth curriculum level. The experiences and outcomes at fourth curriculum level have been carefully considered to relate to a level of demand commensurate with that of qualifications in SCQF level 4. They have also been written to provide a basis for **choice** for courses of study in the senior phase. Some young people, however, will enter the senior phase having undertaken learning through the experiences and outcomes at a level below the fourth curriculum level.

As young people make a series of choices during the senior phase, the specialised programmes of study should provide opportunities to **deepen** learning. Curriculum planners and those supporting young people making their choices should also ensure that the young people continue to experience a **broad** curriculum.

Young people will continue to experience **challenge** and **enjoyment** through learning which is appropriate to their stage of development as well as having relevance for their future pathways.

### *Designing a framework for the senior phase*

In order to design a curriculum which meets the purposes and principles of *Curriculum for Excellence* schools and their partners should plan a blend of programmes and courses leading to qualifications. There should also be planned opportunities for interdisciplinary studies, opportunities for personal achievement and learning related to the ethos and life of the school. A young person's curriculum at this stage may include some, or in some cases all, of their learning being provided at college or elsewhere. The partners responsible for planning the curriculum should work together to ensure the best possible transition for these young people, particularly in the light of the different environments for learning and the potentially different range of available qualifications.

The four aspects of the curriculum (*the ethos and life of the school as a community, curriculum areas and subjects, interdisciplinary projects and studies, opportunities for personal achievement*) will continue throughout the senior phase. In the main, it will be structured through subjects.

Outwith the qualifications framework, interdisciplinary activities could also provide an opportunity to deepen learning, develop research and presentation skills and prepare for the next stage of lifelong learning. Interdisciplinary activities offer the opportunity to contextualise learning, make better connections between areas of study and increase the relevance of learning. It is however recognised that the balance of these will be different for different circumstances.



The introduction of integrative projects in the Science and Language Baccalaureates is one way of encouraging interdisciplinary working. Others opportunities could be available in the senior phase through learning in and across subjects and in areas such as Health and Wellbeing. For some young people opportunities will arise through programmes such as ASDAN, the Duke of Edinburgh's Award, Youth Achievement Award and John Muir Trust initiatives.

It is expected that literacy and numeracy skills in the senior phase will continue to be developed across the range of subjects studied and through the wider contexts for learning.

A degree of flexibility in curriculum design will be essential for those involved in curriculum planning. To best meet the needs of young people, curriculum planners will have to consider and manage the implications of this greater flexibility. This could come through a number of routes, some of which are considered in the following paragraphs:

### **1. Structuring the senior phase**

Schools can structure the senior phase in different ways ranging from offering option choices largely targeted at specific year groups to models that view the senior phase as a single cohort. The latter would have implications for the ways in which choices are made in the senior phase making it possible for a school to timetable classes which include young people from S4 to S6.

### **2. Taking qualifications over a variable timeframe**

Curriculum managers could consider how best to structure the system to ensure that the “two term dash” is not the only route to Highers and Advanced Highers for young people. It is possible to allow young people the opportunity to study qualifications over an extended timeframe, for example over 18 months or even 2 years as alternatives to the current model.

### **3. Developing strategies for high attaining young people**

Those involved in curriculum planning should consider how best to meet the needs of their higher attaining young people. The senior phase will enable progression at a suitable rate through the qualifications framework, not necessarily through presentation in successive years for each level within the framework. One such approach could be to bypass lower level qualifications. Currently most young people ‘sit’ qualifications at every level in the senior phase. It should be possible to encourage those young people who are likely to attain higher levels of qualifications not to take the lower levels and hence avoid the interruption to their learning.

### **4. Developing strategies to meet the needs of those planning to leave in S4**

This framework, in conjunction with the flexibilities proposed under the consultation on the next generation of qualifications, provides opportunities for flexibility in meeting the needs of young people planning to leave school in S4. Those involved in planning the curriculum should

consider how best to make opportunities available for young people to supplement their achievements in literacy and numeracy with qualifications at the appropriate SCQF levels, including SCQF level 6.

### **5. Developing planned opportunities for achievement in the senior phase**

The curriculum in the senior phase should comprise learning leading to qualifications along with a wide range of other experiences for young people. Schools could plan in a coherent way with partner agencies how best to provide opportunities to meet the needs of all young people in preparation for life after school, including opportunities to extend their abilities and interests, opportunities for a range of personal achievements and personal development and a continued emphasis on literacy, numeracy, health and wellbeing and the development of a wide range of skills for life and skills for work.



# qualifications

Qualifications can have a significant role to play in enabling young people to develop the four capacities and the range of skills for life and skills for work they require. The qualifications system must therefore provide a range of opportunities to meet the needs of all young people, whether aspiring to achievements at SCQF level 1 or at SCQF level 7. Qualifications should both reflect the learning that has taken place and develop pathways to the next stage of learning and life. Their credibility – to learners, parents, employers, Further and Higher education providers alike – must be assured. It is for these reasons that the portfolio of qualifications is being reviewed to reflect the values, purposes and principles of *Curriculum for Excellence* and the aspirations of Scotland in the 21st Century.

A young person's progress should be assessed in ways and at points appropriate to meet their learning needs. There should be no need for young people to take qualifications prior to S4. The main exceptions to this are the Skills for Work qualifications, which were designed mainly for young people in the age range 14 to 16 and at Higher. In the senior phase, there should be a continued focus on enabling young people to develop their capacities as successful learners, confident individuals, effective contributors and responsible citizens. To help promote the benefits of young people's wider achievements to employers, higher education, further education and others, we are developing proposals with local authorities and schools to ensure that young people's wider achievements beyond National Qualifications are recognised more effectively.

## Baccalaureates

Curriculum planners should take account of the Government commitment to introduce Scottish Science and Language Baccalaureates before the end of this parliamentary term. The awards will comprise Higher and Advanced Higher courses together with an interdisciplinary project. The aims of these awards are to encourage more pupils to study science and language subjects in upper secondary school, raise the status of S6; and help schools to develop greater links with higher education, colleges and employers. This is intended to give young people the chance to work across subject boundaries, study a topic in greater depth and link their learning to areas of future interest in higher education or employment.

### Reflective Questions

- › ***How will you seek to ensure the appropriate balance between providing a framework to study for qualifications whilst providing other planned opportunities?***
- › ***How might you structure the senior phase to provide greater flexibility for young people?***
- › ***What developments will be required to build more effective arrangements with other partners who contribute to the young person's learning at the senior phase to ensure it is coherent and inclusive?***

# recognising personal achievement

Gaining recognition for their achievements and the skills for life and skills for work that are developed through them, can benefit all young people. It can increase their confidence, raise their aspirations, improve their motivation for learning and keep them engaged in education. In addition the process of planning, recording and recognising achievements can help young people to reflect on their learning and development and can be valuable starting points when it comes to articulating themselves in applications to and interviews with employers, colleges or universities.

Many young people in Scotland are already involved in a range of activities, both in and out of school and college and have developed skills and capacities for which they are not currently gaining recognition. As well as planning how they can provide young people with greater opportunities for personal achievement, schools, colleges and other education providers should be looking at how greater recognition can then be given to young people's achievements beyond formal qualifications.

A number of education authorities, schools, colleges and other education providers across Scotland have already developed ways of recognising their pupils' achievements, through the use of certificates and awards, school notice boards, on-line portfolios and awards ceremonies. Many, however, do not have such arrangements in place or are looking to develop their approach to this. As part of the *Curriculum for Excellence* programme, the Scottish Government is actively considering how to support local authorities, schools and other education providers in doing this. In addition, links are being established with universities, colleges and employers to ensure they are fully involved in this area of work.

## Reflective Questions

- › *How can you build on your practice in personal learning planning to support young people in evaluating their development in terms of skills for learning, skills for life and skills for work?*
- › *A summary of personal achievement should be supported and informed by a variety of partners. How could you develop partnership working to build a shared picture of achievement particularly in literacy and numeracy?*
- › *How could you ensure that frameworks for recognising personal achievements motivate and support all young people?*





# conclusion

*Curriculum for Excellence* is the most ambitious reform of Scottish education for many years. It offers the opportunity to provide a fresh approach to enable our young people to become responsible citizens, confident individuals, effective contributors and successful learners. For the first time there is a clear focus on a coherent curriculum for all children and young people from 3 to 18.

This curriculum is more than curriculum areas and subjects: it is the totality of experiences which are planned for children and young people through their education. Curriculum planners at all levels will need to ensure that they view the curriculum in this wider sense and that the curriculum works to deliver the values, purposes and principles of *Curriculum for Excellence*.

The OECD report *Quality and Equity of Schooling in Scotland* raises challenges for Scottish education – the need to address underachievement and to provide more choices and more chances for all our children and young people, particularly those from disadvantaged socio-economic backgrounds. This framework challenges all those involved in planning the curriculum to work as partners to provide more opportunities for vocational education and the need to promote greater flexibility and creativity. In addition there is a continuing need to ‘raise the bar’ to ensure that young people are challenged to achieve to their maximum potential.

These are the challenges and opportunities that those planning the curriculum will have to meet. This document provides a *framework* for this – a definition and purpose for the curriculum, principles for curriculum design, the central place of the experiences and outcomes and a range of entitlements for all children and young people. It does not provide a set of templates which can be applied across the system – there will be the need for models to be developed at local level to address local needs and circumstances. There will be implications for leadership at all levels and for continuing professional development.

It is now for establishments and partners at all levels in the system to consider and reflect on the framework set out here and to consider how, individually and in partnership, they can begin to adopt more fully the values, purposes and principles of *Curriculum for Excellence*.

# annex a: key contextual legislation and national guidance

## Getting it right for every child

*Getting it right for every child* is a national programme. The key concept of *Getting it right for every child* is a common, coordinated approach across all agencies that supports the delivery of appropriate, proportionate and timely help to all children as they need it.

## Personal Support

*Happy, Safe and Achieving Their Potential* (Scottish Executive, 2004) is the report of the national review of guidance and sets out a standard for personal support for all pupils.

## Positive Behaviour

*Better Behaviour, Better Learning* (Scottish Executive, 2001) set out a vision and actions to promote positive behaviour.

## Additional Support Needs

**The Education (Additional Support for Learning) (Scotland) Act 2004** replaced the system for assessment and recording of children and young people with special educational needs and introduced a system for identifying and addressing the additional support needs of children and young people who face a barrier to learning. The Act covers any need that requires additional support in order for the child or young person to learn.

[http://www.opsi.gov.uk/legislation/scotland/acts2004/asp\\_20040004\\_en\\_1](http://www.opsi.gov.uk/legislation/scotland/acts2004/asp_20040004_en_1)

**The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002** forms part of the framework of Scottish and UK disability related legislation and requires responsible bodies to prepare and implement accessibility strategies to improve over time access to education for pupils and prospective pupils with disabilities.

[http://www.opsi.gov.uk/legislation/scotland/acts2002/asp\\_20020012\\_en\\_1](http://www.opsi.gov.uk/legislation/scotland/acts2002/asp_20020012_en_1)

**Disability Discrimination Act 1995 (DDA) (as amended by the Special Educational Needs and Disability Act 2001)** The Act makes it unlawful for education providers to discriminate against disabled pupils and prospective pupils in the provision of education and associated services in schools in respect of admissions and exclusions.

[http://www.opsi.gov.uk/acts/acts1995/ukpga\\_19950050\\_en\\_1](http://www.opsi.gov.uk/acts/acts1995/ukpga_19950050_en_1)

## Reasonable Adjustment Duty

The reasonable adjustment duty requires responsible bodies to think ahead and anticipate the barriers that disabled pupils may face and remove or minimise them before a disabled pupil is placed at a substantial disadvantage.



### **The Schools (Health Promotion and Nutrition) (Scotland) Act 2007**

The act includes provision to ensure that all schools are health promoting.

<http://www.scotland.gov.uk/Topics/Education/Schools/HLivi/foodnutrition>

### **Equalities**

Equal opportunities can be seen in terms of legislative duties, but legislation has come about because in effect a support need has been identified. It has been acknowledged that a person's race, national or ethnic origin, gender, sexual orientation, religion or disability has the potential to put them at a disadvantage. All of these need to be given consideration from a support perspective, to ensure that there is a level playing field when accessing the curriculum.

### **The Early Years Framework**

The Early Years Framework sets out a focus on early years and an approach to early intervention to achieve transformational change, based on the following principles:

- › Our ambitions are universal – we want to reduce inequalities in a variety of policy areas, to have the same outcomes for all; and for all to have the same opportunities
- › We take action to identify those at risk of not achieving these outcomes or having these opportunities and take action to prevent that risk materialising (action is not limited to those most at risk but applies to risk at whatever level identified).
- › We make sustained and effective interventions in cases where these risks have materialised.
- › We shift the focus from service provision as the vehicle for delivery of outcomes to building the capacity of individuals, families and communities to secure outcomes and addressing the external barriers which they may face in seeking to maximise their life chances, making use of high quality, accessible public services as required.

<http://www.scotland.gov.uk/Resource/Doc/215889/0057733.pdf>

### **Skills for Scotland**

Skills for Scotland provides a new agenda for skills and learning in Scotland – developing both Scotland's skills policies and its skills landscape in tandem, crafting them into a more coherent structure designed to address Scottish requirements. The skills strategy sets out our ambitions for skills, in a lifelong learning context, from cradle to the grave. Covering early years provision, schools, further and higher education, work related learning and informal learning opportunities – it outlines our aims, ambitions and plans for making Scotland's skills base truly world class, ensuring we develop the skills required for the 21st Century.

<http://www.scotland.gov.uk/Resource/Doc/197204/0052752.pdf>

### **Determined to Succeed**

Determined to Succeed is the Scottish Government's strategy for enterprise in education, through which young people will become successful learners, confident individuals, responsible citizens and effective contributors. It is improving the attitudes and skills of our young people, better preparing them for their contribution to a *wealthier* and *smarter* Scotland and helping tomorrow's workforce tackle the issues of the 21st century. Determined to Succeed complements *Curriculum for Excellence* by creating environments where enterprise can flourish and involves business and education working together. The shared ambition is to give children and young people positive attitudes to work and life.

#### *Enterprise in Education*

<http://www.ltscotland.org.uk/enterpriseineducation/>

#### *Determined to Succeed*

<http://www.determinedtosucceed.co.uk>

### **Looked After Children & Young People: We Can and Must Do Better**

Published in 2007, this action plan sets out the strategic way forward to improve the educational and life outcomes of Scotland's looked after children, young people and care leavers.

[www.scotland.gov.uk/laceducationaloutcomes](http://www.scotland.gov.uk/laceducationaloutcomes)



# annex b: references, publications and websites

A Curriculum for Excellence

Scottish Executive, 2004.

<http://www.scotland.gov.uk/Resource/Doc/26800/0023690.pdf>

A Curriculum for Excellence: Progress and Proposals

The Scottish Executive, 2006.

<http://www.scotland.gov.uk/Resource/Doc/98764/0023924.pdf>

A Curriculum Framework for children 3 to 5

Scottish Consultative Council on the Curriculum, 1999.

[http://www.ltscotland.org.uk/earlyyears/images/CF3to5\\_tcm4-115469.pdf](http://www.ltscotland.org.uk/earlyyears/images/CF3to5_tcm4-115469.pdf)

A Teaching Profession for the 21st Century

The Scottish Executive, 2001.

<http://www.scotland.gov.uk/Resource/Doc/158413/0042924.pdf>

Assessment is for Learning - Self-Assessment Toolkit

Learning and Teaching Scotland, 2006.

[http://www.ltscotland.org.uk/assess/images/AifLToolkitforschools\\_tcm4-396095.pdf](http://www.ltscotland.org.uk/assess/images/AifLToolkitforschools_tcm4-396095.pdf)

Award Scheme Development and Accreditation Network (ASDAN).

<http://www.asdan.co.uk/>

Better Behaviour - Better Learning: Report of the Discipline Task Group

The Scottish Executive, 2001.

<http://www.scotland.gov.uk/Resource/Doc/158381/0042908.pdf>

Building the Curriculum 1 – the Contribution of Curriculum Areas

The Scottish Executive, 2006.

[http://www.curriculumforexcellencescotland.gov.uk/images/building\\_curriculum1\\_tcm4-383389.pdf](http://www.curriculumforexcellencescotland.gov.uk/images/building_curriculum1_tcm4-383389.pdf)

Building the Curriculum 2 – Active Learning in the Early Years

The Scottish Executive, 2007.

[http://www.curriculumforexcellencescotland.gov.uk/images/Building%20the%20Curriculum%202\\_tcm4-408069.pdf](http://www.curriculumforexcellencescotland.gov.uk/images/Building%20the%20Curriculum%202_tcm4-408069.pdf)

Curriculum Design for the Secondary Stages, Guidelines for Schools

Scottish Consultative Council on the Curriculum, 1999

Early Years and Early Intervention: A joint Scottish Government and COSLA policy statement

The Scottish Government, 2008

<http://www.scotland.gov.uk/Resource/Doc/215889/0057733.pdf>

Educating for Excellence: Choice and Opportunity

The Scottish Executive, 2003

<http://www.scotland.gov.uk/Resource/Doc/47021/0023968.pdf>

Happy, Safe and Achieving their Potential

The Scottish Executive, 2005.

<http://www.scotland.gov.uk/Resource/Doc/36496/0023588.pdf>

Health and Wellbeing for All

[http://www.curriculumforexcellencescotland.gov.uk/images/health\\_and\\_wellbeing\\_for\\_all\\_term4-481614.pdf](http://www.curriculumforexcellencescotland.gov.uk/images/health_and_wellbeing_for_all_term4-481614.pdf)

Improving Scottish Education

HM Inspectorate of Education, 2006.

<http://www.hmie.gov.uk/documents/publication/hmieise.pdf>

Literacy across the Curriculum

The Scottish Government and Learning and Teaching Scotland, 2008.

[http://www.curriculumforexcellencescotland.gov.uk/Images/numeracy\\_across\\_the\\_curriculumv3\\_tcm4-443573.pdf](http://www.curriculumforexcellencescotland.gov.uk/Images/numeracy_across_the_curriculumv3_tcm4-443573.pdf)

Looked after Children

<http://www.LTScotland.org.uk/lookedafterchildren>

More Choices, More Chances

The Scottish Executive, 2006.

<http://www.scotland.gov.uk/Resource/Doc/129456/0030812.pdf>

Numeracy across the Curriculum

The Scottish Government and Learning and Teaching Scotland, 2007.

[http://www.curriculumforexcellencescotland.gov.uk/Images/literacy\\_across\\_the\\_curriculum\\_tcm4-470951.pdf](http://www.curriculumforexcellencescotland.gov.uk/Images/literacy_across_the_curriculum_tcm4-470951.pdf)

Quality and Equity of Schooling in Scotland

Organisation for Economic Co-operation and Development, 2008.

[http://www.oecd.org/document/18/0,3343,en\\_21571361\\_39572393\\_39744402\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/18/0,3343,en_21571361_39572393_39744402_1_1_1_1,00.html)

Schools (Health Promotion and Nutrition) (Scotland) Act 2007

<http://www.scotland.gov.uk/Topics/Education/Schools/HLivi/foodnutrition>

Skills for Scotland

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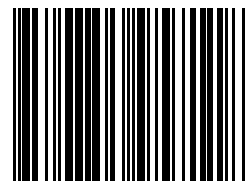
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