

# S1 Parents' Information Evening

Wednesday 1<sup>st</sup> February

# Aims

- To outline the aims of Curriculum for Excellence (CfE)
- The subject areas
- Subjects which are the responsibility of all teachers
- The principles for planning the curriculum
- Personal Support
- Assessment
- Achievement
- New qualifications
- What this means for your child

# Curriculum for Excellence

Curriculum for Excellence is the new name for the education system in Scotland, covering nurseries, schools, colleges and community learning. It covers the whole 'learning journey' from 3 to 18, and in some cases, beyond.

# About Curriculum for Excellence

- Curriculum for Excellence is about raising standards, improving knowledge and developing skills. It has been developed over time with the input of:
- Teachers
- Employers
- Academics
- The [Scottish Government](#)
- [Education Scotland](#)
- [Scottish Qualifications Authority](#) (SQA).
- It has already being implemented in schools and nurseries across Scotland. Curriculum for Excellence is about the best learning and teaching, how progress is assessed, and new qualifications. An extensive [programme of guidance and policies](#) has been produced for those who are responsible for implementing Curriculum for Excellence: teachers, nursery staff, colleges and others.
- You'll find more information on the background to the changes in [Understanding the Curriculum](#) on the Education Scotland website.

# Subjects and Knowledge

Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it. Learning and teaching will still focus on subjects and knowledge.

Subjects are split into 8 areas:

# Subject Areas

- Expressive Arts – includes Art and Music
- Health and Wellbeing – PE, PSE and HE
- Technologies – HE, ICT, Technical
- Languages – English and MFL
- Mathematics
- Religious and Moral Education
- Social Studies – Geography, History, Modern Studies and Business
- Sciences – Chemistry, Biology and Physics

# And in addition...

All teachers are required to teach pupils, in their own subject areas:

- Literacy
- Numeracy
- Health and Wellbeing

And to link up learning in different curricular areas by providing opportunities for interdisciplinary learning.

# We also have to make sure that...

we include the 7 Principles for planning:

Challenge

Enjoyment

Breadth

Progression

Depth

Personalisation and choice

Coherence

Relevance



# Personal Support

All pupils also have the entitlement to Personal Support.

This means: **“Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities that Curriculum for Excellence can provide”**

# Assessment

Assessment covers:

- The ways teachers monitor progress and identify next steps in learning.
- Reporting to parents/carers
- Formal recognition of a child or young person's achievements through profiles and qualifications.

# Assessment in Curriculum for Excellence

Curriculum for Excellence has improved Assessment in the following ways:

- A better connected assessment system with smoother links through pre-school, primary, secondary school and college.
- More ways of assessing progress eg. What pupils can write, say, make or do.
- By introducing a profile of our childrens' achievements. To give a clear statement of the achievements they have made and the skills they have developed at these crucial times in their lives.

# What will be assessed?

- Each curriculum area is broken down into a set of experiences and outcomes (often referred to as Es and Os.)
- The **Experience** describes the learning
- The **Outcome** represents what the learning will achieve. This is often explained, from the pupil's perspective as an 'I can....', 'I am able to....'

Teachers will assess each learner's progress and achievements in:

- Knowledge and understanding
- Skills
- Attributes and capabilities

# When will we assess?

- As part of ongoing learning
- Time to time, as appropriate
- At transition points

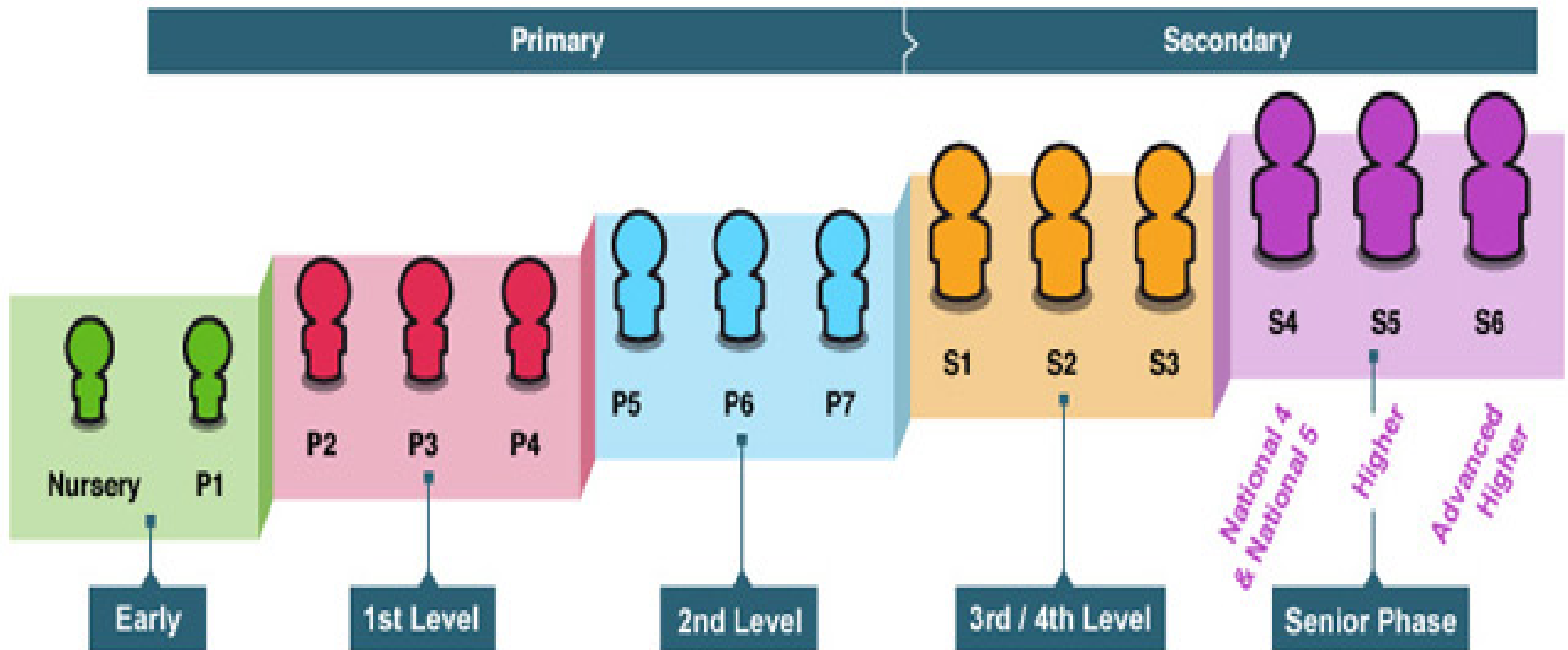
# Achievement as well as attainment

- Many young people get formal qualifications at school. However learning also takes place outside the classroom, at home and in the wider community. Achievement covers learning in other areas of the life of the school and in the variety of activities children and young people are involved in, for example:
- hobbies and interests (e.g. participation in a sport)
- youth work
- volunteering
- caring for a relative
- activities they undertake in the life of the school e.g. Eco Schools, Buddying
- Recognised awards or programmes e.g. Duke of Edinburgh's Award, John Muir Award

# How is achievement being recognised?

Children's achievements are being recognised in a number of ways - for example through the use of certificates, school notice boards, online portfolios, award ceremonies

# Curriculum Levels





# Are there new qualifications?

## Which qualifications will be available?

This table shows when the new National Qualifications will be available to pupils currently in S1 and S2. Pupils in S3 and above will continue to work towards the current National Qualifications.

Academic Year / Session	Pupil is in S1 now:	Pupil is in S2 now:
	2011/12	S1 Pupil working at secondary level
2012/13	S2 Pupil working at secondary level	S3 Pupil working at secondary level Pupil may choose subjects for S4*
2013/14	S3 Pupil working at secondary level Pupil may choose subjects for S4* New Access 1-3, National 4 and National 5 available*	S4 New Access 1-3, National 4 and National 5 available*
2014/15	S4 New Access 1-3, National 4, National 5 and Higher available*	S5 New Access 1-3, National 4, National 5, and Higher available*
2015/16	S5 New Access 1-3, National 4, National 5, Higher and Advanced Higher available*	S6 New Access 1-3, National 4, National 5, Higher and Advanced Higher available*
2016/17	S6 New Access 1-3, National 4, National 5, Higher and Advanced Higher available*	

\*Speak to your school or college about how the new qualifications will be introduced.

So, what does all of this mean for  
me?

S1 pupils will choose from the following  
option form:

(See hand out)

# S1 Options form

- All pupils will do 5 periods of English, 4 periods of Maths and 2 of French in S2, and then 4 periods of English and 5 periods of Maths in S3 allowing for 9 periods of each over the two years.
- Pupils will then pick two subjects from the sciences in column D, unless they are advised to continue with a general science course (the S1 report will explain this)

# S1 options form

- Pupils will choose 2 social subjects from geography, history, modern studies or business (2 periods of each)
- Pupils will choose 2 technologies from Technical, Home Economics, PE, Sports Leadership, Administration or ASDAN (2 periods of each)
- Pupils will choose two expressive arts from Art, Music, French, Spanish, Drama or RME (2 periods of each)

# S1 options form

- Pupils will all have one period of core RE, 2 periods of core PE and 1 period of PSE.
- Personal support will be delivered through a 20 minute period each day.

# S1 Options form

- All subject areas will deliver literacy, numeracy and health and well being outcomes, as well as contributing to an interdisciplinary programme.
- Challenge will be addressed by pupils being set into appropriate sections so work is pitched at the correct level.
- Enjoyment will be hopefully be achieved by the pupils having choice over which subjects they pick.

# S1 options form

- Breadth – all pupils will be doing subjects from the 8 curricular areas and there will be time for these to be explored fully
- Progression – pupils will progress on to certificated courses when it is appropriate for them to do so. There will be no treading water.
- Depth – pupils will be studying the subjects that they choose over two years allowing them to explore each subject in detail.

# S1 options form

- Personalisation and choice – each pupil's pathway will be personalised for them by their class teachers and their key person who will take them for personal support. Choice is addressed through the introduction of choice at the end of S1.
- Coherence – the new curriculum is planned to improve the learners' journey from 3 – 18.
- Relevance – the experiences and outcomes have been written to improve relevance to the world in which our pupils will live, learn and work.



# What exams will my child sit?

- S4 – national 3, 4 and 5 exams will be available.
- Only National 5 exams are externally assessed.
- S5 – pupils will be able to sit the exams above plus highers
- S6 – pupils will be able to sit all of the exams above plus advanced higher.
- The highers and advanced highers are currently being re-written to articulate with the new curriculum.

# Some useful Websites

- [www.sqa.org.uk](http://www.sqa.org.uk)
- <http://www.ltscotland.org.uk/parentzone/index.asp>
- [www.springburnacademy.glasgow.sch.uk](http://www.springburnacademy.glasgow.sch.uk)
- [http://www.bbc.co.uk/scotland/learning/curriculum\\_for\\_excellence.shtml](http://www.bbc.co.uk/scotland/learning/curriculum_for_excellence.shtml)