



Curriculum for Excellence Implementation plan West Dunbartonshire Council

Action Plan 2013-14

Early years and Broad General Education

Area of work : Early years and Broad General Education		Focus : Curriculum - Generic	
National Expectation of progress : <ul style="list-style-type: none">• Early years centres, primary, secondary and special schools are further developing the curriculum to improve planning for progression through the BGE across all curriculum areas to meet the needs of all learners.• Staff and partners are further developing the curriculum to ensure coherence and progression in learning using the Es and Os to provide well-planned and joined-up learning across curriculum areas and subjects, interdisciplinary learning, personal achievement and the life and ethos of the school.• Staff in secondary schools and colleges further develop flexible achievement pathways from the BGE to the senior phase so that learning planned and delivered using the Es and Os can contribute directly to qualifications.• Staff across early years centres, primary, secondary and special schools collaborate in planning learning and sharing assessment information to ensure smooth transitions for learners across all curriculum areas.• Staff continue to evaluate and further develop the BGE to ensure all young people benefit from this entitlement. In secondary schools, this includes appropriate specialisation and continued breadth of experience from S1 – S3, to ensure that young people can achieve as well as they can and to provide a firm foundation for progression into the senior phase.• All educational establishments and education authorities ensure a sound balance between delivery, planning and reporting, avoiding bureaucratic approaches which could impact negatively on time for teaching and learning.• All educational establishments and authorities should be aware of the outcomes of the reports as it will set the future agenda for improvement across RME and Creativity leading to better outcomes for learners.			
Local Actions	Impact	Lead Staff	Timescale
Provide targeted support to assist transition and progress in BGE between S1-S3 and into the senior phase building on the profiling process Implement literacy, numeracy and health and well being policy 3-18. Develop outdoor learning policy. Review SSLN results and standard assessments to implement appropriate action to raise standards.	A seamless progressive learning experience across stages. Increased staff confidence in planning with ES and Os. . Staff across sectors and subjects will understand the responsibility of all elements of the curriculum. Raised standards in literacy,		Progress checks: Oct 2013 December 2013 February 2014

<p>Reform the Curriculum for Excellence Steering Group to direct the development of a coherent curriculum 3-18 across schools and centres in West Dunbartonshire.</p> <p>Building on Validated Self Evaluation process implement guidance and expectations in relation to Transitions 3-18 with a focus on learning journeys across key strategies.</p> <p>Implement support materials for professional learning opportunities based on the principles of 'Teaching Scotland's Future' and the management board paper on professional development Feb 2011.</p> <p>Staff across sectors have a greater understanding of Teaching Scotland's Future.</p> <p>Extend partnership working opportunities across the service. Continue to develop opportunities for staff to work in collaboration with partners across sectors and agencies.</p> <p>Revisit plans for Broad General Education in 5 secondary schools in line with increased expectations detailed in inspection advice note 13-14.</p>	<p>numeracy and health and well being at each level. Raised Standards in literacy and numeracy at every level.</p> <p>Working parties established. CPD identified. An improved experience for learners. Staff across sectors have a greater understanding of Teaching Scotland's future.</p> <p>Effective plans in place which reflect Curriculum for Excellence principles, Education Scotland, and West Dunbartonshire advice.</p>		
Impact:			
Next steps:			

Area of work :Early years and Broad General Education		Focus : Curriculum - Literacy, numeracy and health and well being	
National Expectation of progress : <ul style="list-style-type: none">• All educational establishments and education authorities will be assessing progress and achievement, ensuring a more consistent experience for all learners in numeracy• All educational establishments have a clear and effective strategy for the development and assessment of literacy, numeracy and health and wellbeing to ensure smooth progression across the curriculum, leading to improved outcomes across all sectors.• Learning and teaching of literacy and numeracy is reviewed and updated in light of the Scottish Survey of Literacy and Numeracy priority findings and new materials.• All educational establishments and education authorities should be aware of the outcomes of the report as it will set the future agenda for Health and Wellbeing for all learners.• Skills for learning, life and work more firmly embedded within young people’s learning within the BGE.•			
Local Actions	Impact	Lead Staff	Timescale
In line with WDC literacy and numeracy policy explore how staff review and develop approaches to learning and teaching in numeracy and literacy across the curriculum.	Equal opportunities which lead to improved achievement.		
Confirm that the health and wellbeing experiences and outcomes include a range of opportunities to develop skills for working effectively with other people.	Improved team working skills for young people. Improved skills for work through team work skills being developed.		
Provide opportunities for all young people to have appropriate Financial Education.			
Continue to develop Co-operative learning opportunities in all schools.	Increased opportunity for young people to develop appropriate skills.		

<p>Continue to develop opportunities for all young people to experience enterprising activities and promote an enterprising culture.</p> <p>Develop partnership with employers Re-affirm the principles of skills for learning, life and work (BtC4) with particular reference to nursery/primary stages.</p> <p>Introduction of a numeracy baseline at early years.</p>	<p>Increased opportunity for young people to develop appropriate skills.</p> <p>Improved leavers' destinations and employability experiences.</p> <p>Skills for learning, life and work will be embedded in curriculum plans from 3 to</p> <p>Pre-five establishments use the baseline assessment as a formative tool to provide a profile of numeracy for children entering school. Children are retested at the end of P.1 to ensure progression in learning.</p>		<p>January 2014</p>
Impact:			
Next Steps:			

Area of work :Early years and Broad General Education		Focus : Curriculum - STEM	
National Expectation of progress :			
<ul style="list-style-type: none">Schools have planned approaches to primary science, which draw on support from partners and secondary colleagues as appropriate.Education authorities, early years centres, primary, secondary and special schools have a strong understanding of the place of computing science in CfE, and teachers deliver learning in the subject which is up-to-date and relevant.			
Local Actions	Impact	Lead Staff	Timescale
Implement the ICT strategy for modernisation Work with WDC modernisation project team to realise the benefit of future investment. Continue the ICT in education steering group to inform WDC project. Re-invigorate use of Glow as we prepare for Glow Future. Design a thorough CPD programme to support new Glow. Share the I-pad/pod pilot report to inform future developments. Explore science and technology policy and curricular development. Pilot reduced cost visits to science centre and Titan Crane.	Staff across sectors and subjects will understand their responsibility to develop the use of ICT/GLOW for all learners. Corporate colleagues and Educational Services have an agreed approach to improving ICT through the WDC modernisation project. Staff will be familiar with and use GLOW to enhance teaching and learning. Future developments are informed by evaluation from current pilot. Future developments are aligned with identified need/priorities.		Progress checks: October 2013 December 2013 February 2014
Impact:			
Next Steps:			

Area of work :.Early years and Broad General Education		Focus : Curriculum - Gaelic and Gaelic medium education	
National Expectation of progress :			
<ul style="list-style-type: none">Education authorities, schools and early years centres have a strong understanding of the place of Gaelic Medium Education within the Scottish context and use nationally available materials and resources to deliver learning which is high quality, up-to-date and relevant.			
Actions	Impact	Lead Staff	Timescale
Recruit a Gaelic teacher to support delivery Develop the Gaelic curriculum through resource development and the use of nationally available materials. Build the capacity of staff within Edinbarnet Primary School to support the delivery of Gaelic culture and language. Develop teaching and learning of Gaelic to embrace the use of ICT Develop the teaching and learning of Gaelic to embrace the use of co-operative learning and assessment is for learning. Explore the possibility of traditional music to all pupils in Edinbarnet. As part of the Gaelic language plan – Gaelic signage at Edinbarnet.	Increased staff confidence in planning with ES and Os. Raised standards in the teaching and learning of Gaelic. Working parties established. CPD identified. An improved experience for learners.		
Impact:			
Next Steps:			

Area of work :.Early years and Broad General Education		Focus : Curriculum - Learning about Scotland	
National Expectation of progress :			
<ul style="list-style-type: none">• Education authorities support all educational establishments to promote the place of learning about Scotland including Scots language within the contexts of the 1+2 Approach within CfE.• Schools, early years centres and education authorities have planned approaches to learning about Scotland as a context for learning across the BGE, which draws on support from partners as appropriate.			
Local Actions	Impact	Lead Staff	Timescale
Provide opportunities to support staff to develop knowledge and understanding of society, the world and Scotland’s place in it through interdisciplinary learning.	Collaborative planning and improved learners’ experiences. Identified best practice rolled out across schools. Learners involved in their own learning and assessment.	HT/DHT group PT’s Modern Studies	Progress checks: October 2013 December 2013 February 2014
Impact:			
Next Steps:			

Area of work :.Early years and Broad General Education		Focus: Curriculum – learning about Scotland	
National Expectation of progress : Education authorities have conducted an audit of language provision and have used this to prepare a strategy for implementation by 2020 of the report’s recommendations. <ul style="list-style-type: none">• Schools and education authorities have examples of successful approaches to implementation in the broad general education and in the senior phase to inform practice• Education authorities have clear guidelines for the introduction of early language learning and are able to demonstrate initial progress towards continuous language learning from P1 - S3, with plans for the introduction of an additional language from P5 at the latest and during S1 - S3. Increased uptake of learner opportunities in Gaelic learner education.			
Actions	Impact	Lead Staff	Timescale
Audit skills/qualifications of primary practitioners to determine a foundation for Spanish. Secondee to co-ordinate training opportunities Introduce Spanish to primary 1 pupils	Development of early language learning		Progress checks: Oct 2013 Dec 2013 Feb 2014
Impact:			
Next Steps:			

Area of work :Early years and Broad General Education		Focus : Curriculum - Assessment	
National Expectation of progress : <ul style="list-style-type: none">• Early years centres, primary, secondary and special schools years centres continue to develop and embed their approaches to profiling including using e-portfolios.• Schools improving the quality and impact of the profiling process particularly at P7 and S3. This involves a clear focus on skills development, recognising wider achievement and using profiling to inform and improve future learning.• Schools and early years centres further develop manageable and realistic approaches to assessing progress and achievement across all relevant curriculum areas at early to fourth curriculum levels, particularly through dialogue and moderation. Appropriate ways of reporting to parents also continue to be developed and refined.• Education authorities and all educational establishments will utilise the <i>Numeracy Professional Learning Resource</i> to inform development plans to improve standards in numeracy.• Education authorities support schools to further develop manageable and realistic approaches to QA and moderation in and across schools/early years centres/colleges and within and across education authorities to build staff confidence in using, sharing and developing good practice in assessment. Support staff to be involved in professional discussions to develop their confidence in assessment.• Schools and authorities are consistently applying national standards and expectations. They are participating in national quality assurance and moderation activities as well as local arrangements, where appropriate.• Schools and education authorities have developed and articulated a model for quality assurance appropriate to their circumstances.			
Actions	Impact	Lead Staff	Timescale
Continue to implement NAR across all schools. Implement development opportunities across secondary schools to share standards and moderate. Update the roll out across primary schools and early years establishments. Schools to evaluate and review and p7 and S3 profiling. Continue to develop the profiling process in line with WDC guidelines. Reporting to be brought in line with updated guidance from	Learners have well informed reports/profiles. Confident staff with a shared understanding of standards. Robust profiles and reports which lead to meaningful dialogue with parents, learners, partners.		Progress checks: Oct 2013 Dec 2013 Feb 2014

<p>Education Scotland.</p> <p>Schools to develop professional development opportunities for staff to develop good practice in assessment, including the development of practitioners understanding and skills in assessment and how they will explain progress to parents in line with updated expectations inspection note 13-14.</p> <p>Further development of AIFL through year 2 Tapestry programme for secondary and year 1 Tapestry programme for primary practitioners.</p> <p>Develop opportunities for engagement with parents in early years and primary schools in relation to assessment approaches for progress in achieving early, first and second curriculum levels and towards third level, p7 profiling and transition into S1.</p> <p>Liaise with colleagues on the support they can provide to ensure that learners maintain and develop their e – portfolio.</p> <p>All primary 7 pupils to complete their profile through GLOW.</p> <p>Develop common systems to record achievement for all learners, 3-18.</p> <p>Monitor and advise on the developing E-profiles - particularly P7, S3.</p> <p>To develop more effective partnerships with the voluntary sector to enhance opportunities for wider achievement.</p>	<p>Shared understanding of standards and assessment approaches which lead to meaningful dialogue with colleagues, parents, learners and partners.</p> <p>Improved learning and teaching.</p> <p>Learners have well informed reports/profiles.</p> <p>Improved levels of attainment and achievement.</p> <p>Improved level of engagement with the voluntary sectors.</p>		
Impact:			
Next Steps:			

Senior Phase

Area of work :.Senior Phase	Focus : Curriculum - Generic		
National Expectation of progress : <ul style="list-style-type: none">• Secondary schools, colleges and partners are further developing the senior phase to build on achievements in the BGE; take advantage of local flexibilities in delivering the senior phase entitlements;• provide a range of flexible achievement pathways within and beyond the senior phase to meet the needs of all learners;• promote the highest level of attainment in literacy and numeracy for all;• meet the needs of young people who leave school at the end of S4;• build on college partnerships;• promote and support employability skills, skills for learning, life and work;• support young people in articulating their strengths and achievements;• take account of the transition and interim arrangements for the period of dual running of existing and new qualifications.• Secondary schools have a clear and well-articulated rationale for the number of subjects/qualifications individuals and groups of learners study throughout the senior phase, which takes account of partnerships with the education authority and other providers and views of parents and carers.• achievement pathways are increasingly informed by tracking and profiling of learners' progress through the BGE and senior phase so that the senior phase curriculum is adapting and evolving to better meet learners' needs.• Staff have planned opportunities to collaborate across schools and with partners (including college and CLD) to share resources and evolving practice in the senior phase and to broaden pathways and achievement.• Staff across secondary schools, colleges and CLD will work with young people and adult learners in the senior phase on recognising achievement.• Secondary schools have a clear understanding of university entrance requirements and have signposted these to parents and carers.• Education authorities and secondary schools are working with local employers to ensure that they have an understanding of the new qualifications and the personal achievements and skills that learners emerging from school will have at the end of 2013/14.• Secondary schools, colleges, and education authorities are working in partnership with onward learning destinations (colleges and universities) to achieve a better understanding of the new qualifications and personal achievements and skills that learners will bring with them.• Education authorities and schools continue to review their curriculum, providing support and challenge.• Education authorities and schools have a strong understanding of the place of Gaelic Medium Education within the Scottish context and use nationally available materials and resources to deliver learning which is high quality, up-to-date and relevant.			
Local Actions	Impact	Lead Staff	Timescale

<p>Continue to expand successful skills for work programme to include other West Dunbartonshire departments.</p> <p>Expand vocational programme in order that all secondary schools can deliver aspects of the programme in house and across the 5 secondaries.</p> <p>Continue exit year employability experience opportunities.</p> <p>Building on Validated Self Evaluation process Implement guidance and expectations in relation to Transitions 3-18 with a focus on learning journeys across key strategies.</p> <p>Extend partnership working opportunities across the service. Continue to develop opportunities for staff to work in collaboration with partners across sectors and agencies.</p> <p>Further develop the authority wide strategy to raise attainment in secondary schools.</p> <p>Focus on primary schools strategies through family groups.</p> <p>To embed the principles of GIRFEC into support for learners and review existing practice. To provide learners with personalised learning targets</p>	<p>Improved leavers' destination.</p> <p>Increased opportunities for all young people to access an appropriate curriculum.</p> <p>Positive experience for all students. Working parties established.</p> <p>CPD identified. An improved experience for learners. Staff across sectors have a greater understanding of Teaching Scotland's future.</p> <p>Improved experiences' for learners.</p> <p>Improved outcomes for all learners within the GIRFEC wellbeing indicators.</p> <p>Improved achievement and attainment. Increase the range of awards gained by young people.</p> <p>Young people have responsibility for their learning and can direct their learning paths. Curriculum developments provide</p>	<p>Progress checks:</p> <p>Oct 2013 Dec 2013 Feb 2014</p>
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which are regularly reviewed by a lead professional who helps them plan next steps.	increased opportunities for P&C Reduced rates for exclusions and improved attendance.		
To deliver high quality training to all staff in new or revised educational legislation.	Improved attainment and achievement.		
	Legal requirement understood and duties met across the council.		
To support the needs of all learners through increased opportunities for personalisation and choice within their individualised curriculum.	Partnership enhanced to meet the needs of learners.		
	Improved outcomes for learners; reduced rates for exclusions and improved attendance rates.		
To deliver effective integrated partnerships with key agencies to develop an inclusive relevant curriculum for vulnerable children and young people.			
To monitor and evaluate the performance of learners requiring additional support needs.	Improved achievement and attainment. Increase the number and range of awards gained by young people.		
To review the opportunities for young people and the routes on offer to education, employment and training.			
To provide resources for the authority to deliver its role in leading and coordinating sustainable delivery of 16+learning with a focus on MCMC group.	Sustained or improved rates of positive destinations for all learners. Sustained or improved rates of positive destinations for all learners.		
Impact :			
Next Steps :			

Area of work :.Senior phase		Focus : Curriculum - Literacy, numeracy and health and well being	
National Expectation of progress :			
<ul style="list-style-type: none">All educational establishments have a clear and effective strategy for the development and assessment of literacy, numeracy and health and wellbeing to ensure smooth progression across the curriculum, leading to improved outcomes across all sectors.improved literacy and numeracy outcomes for young people evidenced through, inter alia, improved SSLN results.			
Local Actions	Impact	Lead Staff	Timescale
In line with WDC literacy and numeracy policy explore how staff review and develop approaches to learning and teaching in numeracy and literacy across the curriculum.	Equal opportunities which lead to improved achievement.		Progress checks: Oct 2013 Dec 2013 Feb 2014
Confirm that the health and wellbeing experiences and outcomes include a range of opportunities to develop skills for working effectively with other people.	Improved team working skills for young people. Improved skills for work through team work skills being developed.		
Provide opportunities for all young people to have appropriate Financial Education.			
Continue to develop Co-operative learning opportunities in all schools.	Increased opportunity for young people to develop appropriate skills.		
Continue to develop opportunities for all young people to experience enterprising activities and promote an enterprising culture.	Increased opportunity for young people to develop appropriate skills.		
Review SSLN results and standard assessments implement appropriate action to raise standards.	Improved leavers' destinations and		

	employability experiences. Skills for learning, life and work will be embedded in curriculum plans from 3 to 18.		
Impact:			
Next Steps:			

Area of work :.Senior Phase		Focus : Curriculum - STEM	
National Expectation of progress : <ul style="list-style-type: none">Education authorities and schools have a strong understanding of the place of computing science in CfE, and teachers deliver learning in the subject which is up-to-date and relevant.			
Local Actions	Impact	Lead Staff	Timescale
Implement the ICT strategy for modernisation. Work with WDC project team to realise the benefit of future investment. Continue the ICT in Education steering group to inform WDC project. Re-invigorate use of Glow as we prepare for Glow Future. Design a thorough CPD programme to support new Glow. Share the I-pad/pod pilot report to inform future developments. Explore science and technology policy and curricular development.	Staff across sectors and subjects will understand their responsibility to develop the use of ICT/GLOW for all learners. Corporate colleagues and Educational Services have an agreed approach to improving ICT through the WDC modernisation project. Staff will be familiar with and use GLOW to enhance teaching and learning. Future developments are informed by evaluation from current pilot. Future developments are aligned with identified need/priorities,		
Impact:			
Next Steps:			

Area of work : Senior Phase		Focus : Curriculum - Learning about Scotland	
National Expectation of progress :			
<ul style="list-style-type: none">• Education authorities support all educational establishments to promote the place of learning about Scotland including Scots language within the contexts of the 1+2 Approach within CfE.• Schools, early years centres and education authorities have planned approaches to learning about Scotland as a context for learning into the senior phase, which draws on support from partners as appropriate.			
Actions	Impact	Lead Staff	Timescale
Provide opportunities to support staff to develop knowledge and understanding of society, the world and Scotland’s place in it through interdisciplinary learning.	Collaborative planning and improved learners’ experiences. Identified best practice rolled out across schools. Learners involved in their own learning and assessment.		
Impact:			
Next Steps:			

Area of work :.Senior Phase		Focus : Curriculum - Languages 1 +2 (modern languages)	
National Expectation of progress : <ul style="list-style-type: none">Education authorities have conducted an audit of language provision and have used this to prepare a strategy for implementation by 2020 of the report’s recommendations, including those for the senior phase.Schools and education authorities have examples of successful approaches to implementation in the broad general education and in the senior phase to inform practice.Ensure that the grounding provided in Primary through earlier learning of additional languages translates into a smooth transition in languages options in the senior phase			
Local Actions	Impact	Lead Staff	Timescale
Establish a working group through the Modern Languages PTs to map put future direction of Modern Languages across WDC’s secondaries.	Continuity and progression in language learning.		
Impact:			
Next Steps:			

Area of work :.Senior Phase		Focus : Assessment and qualifications – development and support	
National Expectation of progress :			
Awards <ul style="list-style-type: none">Centres and education authorities to use and adapt national resources to support local arrangements to implement new Awards.			
National 1-5 <ul style="list-style-type: none">Centres and education authorities to use and adapt national resources to support local arrangements for implementation of National 1 to 5.ensure high quality learning and teaching to deliver the new qualifications for all learners;carry out robust and appropriate assessment to national standards; andbe confident in ensuring appropriate level of presentation for all learners.			
Higher <ul style="list-style-type: none">Centres and education authorities to use and adapt national resources to prepare local implementation arrangements for the new Highers in 2014/15.Registrations submitted on SQA’s Events Booking System (EBS) by end of October 2013.Improved understanding and partnership working on transitions to HE for CfE learners.			
Actions	Impact	Lead Staff	Timescale
Develop the programme of Curriculum Support Networks as part of the working day.	A revised system of PT support in place. More confident approach to implementation of Curriculum for Excellence.		Progress checks: Oct 2013 Dec 2013 Feb 2014
Use of GLOW to disseminate prepared materials.	Consistency of implementation and development of new		

Raise awareness of the virtual school for Advanced Highers	qualifications. Forum for good practice developed.		
Impact:			
Next Steps:			

Area of work :Senior Phase		Focus : Qualifications implementation 2013-14	
National Expectation of progress : <ul style="list-style-type: none">Centres to ensure they are approved to offer all National Qualifications for which they intend to enter candidates in 2013/14.Centres to ensure they have materials collated and packaged ready for uplift on 24th October 2013.Schools to ensure they have submitted initial entries for National Qualifications (Courses and Units) by 8 November 2013 and take action on subsequent Entries Eligibility Report; sign off Entry Profile Summary Report.Centres to ensure they have materials collated and packaged ready for uplift on 15 January 2014.Colleges to ensure they have submitted initial entries for National Qualifications (Courses and Units) - 31 January 2014.Centres to ensure they have materials collated and packaged ready for uplift on 28 April 2014.Centres to ensure they have coursework packaged and ready for uplift on 25 March 2014. Art and Design to be uplifted on 30 April 2014.Centres to take appropriate action to ensure entries are accurate as at 31 March 2014.Centres to ensure they have coursework packaged and ready for uplift on 24 April 2014.Centres to submit estimates to SQA by 28 April 2014.Centres to submit forms by 24 April 2014.Centres to ensure that all Unit results have been submitted to SQA by 23 May 2014.Centres to check reports on outstanding entries and results and take any appropriate action.Staff in secondary schools, colleges, CLD and other partner providers are aware of and take account of the implications and changes to qualifications including recognising achievement and evidence for exceptional circumstances consideration service and verification.Education authorities and secondary schools should work with local employers to ensure that they have an understanding of the new qualifications and the wider achievements and skills that learners emerging from school will have following 2013/14.			
Actions	Impact	Lead Staff	Timescale
Implement models for the Senior Phase where all establishments offer a diverse range of provision and flexible pathways SCQF 1-7 and which reflect recent inspection guidance and national advice.	Clear sense of direction across all schools to West Dunbartonshire's approaches.		Progress checks: Oct 2013 Dec 2013 Feb 2014
Continue the Senior Phase planning group to produce the cross -			

<p>school approaches to providing a balanced curriculum - (vocational, enterprise and employability)</p> <p>Implement revised arrangements for subject support and development of new qualifications.</p> <p>Develop opportunities for joint CPD/professional learning opportunities with partners to develop a shared understanding of senior phase models and approaches.</p> <p>Provide opportunities for schools to work in partnership with Colleges and universities on their approach as receiving institutions.</p>	<p>Refine and agree models with a particular focus on diversity of provision and the way in which qualifications are attained.</p> <p>Refined models with a particular focus on diversity of provision and the way in which qualifications are attained.</p> <p>A revised system of PT support in place. More confident approach to implementation of Curriculum for Excellence.</p> <p>Parents and staff in partner agencies have a greater understanding of the senior phase and their role in delivery.</p> <p>Improved outcomes for learners.</p> <p>Improved transition for learners</p>		
Impact:			
Next Steps:			

Area of work :.Senior Phase		Focus : Senior phase benchmarking tool	
National Expectation of progress : <ul style="list-style-type: none">• Staff in education authorities, secondary schools and national education agencies become familiar with the purpose of the Senior Phase Benchmarking Tool, including the four national measures and other features that it provides. (NB. four national measures are : <ol style="list-style-type: none">1. Improving attainment in literacy and numeracy.2. increasing post school participation3. tackling disadvantage by improving attainment of lower attainers relative to higher attainers4. Improving attainment for all			
Actions	Impact	Lead Staff	Timescale
<p>Senior Phase Benchmarking Tool (SPBT) team to visit West Dunbartonshire for a day, the visit to focus on measures taken in secondary schools to achieve school improvement;</p> <p>Executive director and and Head of service to develop a programme for the day, which would finish with a session with senior staff from all 5 WDC secondary schools demonstrating the potential of the SPBT.</p> <p>Half a day with a mixed group sometime in October on: how to develop a guided analysis on data in SPBT; how data might be used productively; and how data on positive destinations might be developed.</p> <p>Work with 2 schools on Learner Journey tariffs.</p> <p>WDC to be provided with 6 log-ins for the Early Adopters version of the toolkit</p>	<p>improve understanding of strengths and areas for improvement in secondary schools in the senior phase of Curriculum for Excellence</p> <p>Staff across subjects will understand their responsibility in the use of SPBT.</p> <p>Corporate colleagues and Educational Services have an agreed approach to the implementation of the SPBT.</p> <p>Future developments are informed by evaluation from current pilot.</p>		<p>Progress checks:</p> <p>Oct 2013</p> <p>Dec 2013</p> <p>Feb 2014</p>

<p>SPBT team to check on accuracy of data on positive destinations in current version of SPBT.</p>	<p>Future developments are aligned with identified need/priorities.</p> <p>provide more information on educational outcomes including post school destinations and attainment of literacy and numeracy qualifications</p> <p>include a wider range of Scottish Credit and Qualifications Framework (SCQF) credit-rated qualifications than the current STACs</p> <p>Improved method of performance evaluation and improvement. (These include Scottish Survey of Literacy and Numeracy (SSLN), Education Scotland inspection processes, local authority analyses and self-evaluation.)</p>		
Impact:			
Next Steps:			

Area of work :3-18		Focus : Support for engaging parents and carers	
National Expectation of progress :			
<ul style="list-style-type: none">• Education authority and school engagement with parents focuses on developments in profiling and assessment, supporting informed choices to provide the entitlement to a BGE to the end of S3, and changes in the senior phase.• Parent Councils are involved in curriculum improvement and planning.• Schools and early years centres continue to develop approaches to involving parents and carers in supporting all children in their learning.• Parents and carers know where to go to access the information they need on CfE, including on the new Qualifications, at school, local and national level.• More parents are informed about and engaged with children's learning with their views being represented at school, local and national level.			
Actions	Impact	Lead Staff	Timescale
<p>Schools to provide opportunities for parent councils to be involved in the improvement planning processes</p> <p>Working in partnership with the Scottish parent council forum schools and clusters to provide opportunities for parent councils to discuss curriculum structures, transitions and timetabling S1-S3 and S4-S6</p> <p>Develop support for parents to develop their understanding of the senior phase.</p>	<p>Increased parental confidence and understanding in relation to the broad general education.</p> <p>Improved transition for learners.</p>		<p>Progress checks:</p> <p>Oct 2013</p> <p>Dec 2013</p> <p>Feb 2014</p>
Impact:			
Next Steps:			

Key to acronyms

HoS Head of Service
QIM Quality Improvement Manager
QIS Quality Improvement Service
QIO Quality Improvement Officer
ESO Education Support Officer
HT Head Teacher
DHT Depute Head Teacher
PT Principal Teacher
GIRFEC Getting It Right For Every Child
CPP Community Planning Partnership
SDS Skills Development Scotland
MCMC More Choices More Chances
BtC4 Building the Curriculum 4
PRD Professional Review and Development
CPD Continuing Professional Development
SSLN Scottish Survey of Literacy and Numeracy
NAR National Assessment Resource
BGE Broad General Education
SCQF Scottish Credit and Qualifications Framework