

| Objective   | National Support to be developed and provided April 2012-June 2013   | Implementation Activities at Local Level<br>(Driven by Local Authorities and colleges )   |
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| <b>Assessment</b><br><br><b>Develop practitioners' skills and confidence in embedding assessment approaches for Curriculum for Excellence in particular quality assurance and moderation; reporting and profiling</b> |  |   |
| <b>Robust assessment approaches have developed within schools and between schools and centres; between authorities and colleges and at a national level.</b>  | <ul style="list-style-type: none"> <li>• Feedback from inspections are used to inform and review activities to support assessment and moderation: <b>June 2012</b></li> <li>• Updated plan based on feedback developed and implemented. <b>September 2012</b></li> <li>• CfE Annual Progress Report published <b>December 2012</b></li> <li>• Support provided to schools and clusters in QA and Moderation as nominated by Education Authorities through the Innovation Fund <b>August – March 2013</b> and Innovation Summit in <b>April 2012</b></li> <li>• Exemplars of inter-authority approaches to QA and Moderation published on NAR <b>June 2013</b></li> </ul> | <p>Local Authorities and colleges have a plan and priorities for 2012-13 for developing and embedding assessment approaches in line with building the curriculum 5. These priorities are reflected in each school and centre's improvement plan and their in-service days and planned CPD activities.</p> |
| <b>The development of assessment should focus on identifying progress in breadth, challenge and application in each curriculum area</b>   | <ul style="list-style-type: none"> <li>• Exemplars published which illustrate approaches to assessment with a whole class, school or Associated Schools' Group <b>June 2012</b></li> <li>• Guidance published on how to assess progress and achievement in breadth challenge and application in each curriculum area. <b>December 2012</b></li> <li>• SQA and Education Scotland will provide exemplars on links between QA and moderation 3-15 and the</li> </ul>   | <p>Schools and colleges will be using and sharing a range of good practice in assessment, including through NAR, in developing practitioners' understanding and skills in assessment in their identified priority areas.</p>  |

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|   | approach to Quality Assurance of the new NQs.<br><b>From May 2012</b>  |  |
| <b>All schools have in place an appropriate approach to on-going reporting of progress</b>  | <ul style="list-style-type: none"> <li>• Further P7 profiles published on NAR <b>June 2012</b></li> <li>• Early exemplars of schools' approaches to S3 profiles published <b>June 2012</b></li> <li>• S3 profiles developed further and published on NAR <b>December 2012</b></li> <li>• Exemplars of Education Authority approaches to performance reporting at local level published <b>September 2012</b></li> <li>• Effective practice in monitoring and tracking learners' progress and achievement identified and published in partnership with Education Authorities <b>March 2013</b></li> </ul> | <p>Reporting to parents reflects the principles set out in Building the Curriculum 5. Parents are increasingly reporting confidence in understanding their child's progress.</p> <p>Primary Schools are developing profiling activity within their schools and the P7 profile is introduced for all P7 pupils in June 2012</p> <p>Profiling is underway in secondary schools with the S3 profile is introduced by all secondary schools for every pupil by June 2013. Additional in-service days and resources announced on 22 March as part of the additional support package for secondary schools have been used in part for this purpose.</p> <p>Parents understand and have been engaged with the development of profiling in their secondary school.</p> |
| <b>SSLN: Schools are using the numeracy learning materials to improve learning and attainment in numeracy. Preparations are underway for learning from the findings of the 2013 SSLN (Literacy)</b> | <ul style="list-style-type: none"> <li>• Learning and teaching materials based on priority areas from SSLN (numeracy) published <b>from March 2012</b></li> <li>• All materials for SSLN literacy survey despatched <b>April 2012</b></li> <li>• Publication of literacy report <b>March 2013</b></li> </ul>   | <p>Local authorities and secondary schools introduce numeracy provision for pupils in S3 and above from May/June, based on findings of the 2012 Numeracy survey.</p> <p>All school improvement plans for 2012-13 reflect the lessons from the 2012 SSLN survey.</p>  |

| Broad General Education   |   |   |
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| Support provided to schools and authorities will help to ensure that all learners will have a broad general education, including the experiences and outcomes which are well planned across all the curriculum areas, from early years through to the end of S3 |   |   |
| Schools and authorities are working to improve curriculum and transition planning for progression through the Broad General Education to ensure greater coherence, better progression and continuity in learning  | <ul style="list-style-type: none"> <li>Targeted support to primary schools to support planning for progression through the Broad General Education including transition from P7 to S1 developed and delivered <b>April 2012-March 2013</b></li> <li>Targeted support to S1-S3 in secondary schools to support planning for progression through the Broad General Education developed and delivered <b>April 2012 – March 2013</b></li> <li>A range of learner journeys published to illustrate progress through the Broad General Education <b>August 2012</b></li> <li>Self-evaluation tools that assess the quality of curriculum planning for the Broad General Education developed and published <b>March 2013</b></li> </ul> | <p>Schools and centres have a shared understanding across staff, learners, parents and the community of the purposes and features of the BGE and are planning children and young people's learning on the experiences and outcomes across all curriculum areas</p> <p>Local Authorities and colleges have reviewed the CfE entitlement to a coherent curriculum from 3-18. The majority of primary and secondary schools have plans in place to deliver a coherent curriculum across their schools in most if not all curriculum areas.</p> <p>Timetabling in S1-S3 reflect the requirement to deliver a broad general education and to experience the experiences and outcomes up to and including the third curriculum level.</p> |

| <p><b>Transition from Broad General Education to Senior Phase</b></p> <p>Support will help to ensure the Broad General Education is embedded and learners experience breadth and depth in learning and appropriate progression routes</p> |   |   |
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| <p><b>Schools and Education Authorities are working to ensure that all learners experience a Broad General Education which provides a firm platform for progression to the Senior Phase</b></p>   | <ul style="list-style-type: none"> <li>• Series of local area seminars to promote shared understanding of good practice in curriculum planning from BGE to the Senior Phase <b>June 2012</b></li> <li>• A range of learner journeys which illustrate how learners progress within and through 3<sup>rd</sup> and 4<sup>th</sup> curriculum levels published <b>August 2012</b></li> <li>• Exemplars on planning and delivering the BGE S1-S3 to illustrate specialisation and choice published <b>January 2013</b></li> <li>• Exemplars on planning and delivering the BGE S1-S3 to support young people in making informed choices published <b>January 2013</b></li> <li>• Self-evaluation tools to assess the quality of curriculum planning for the BGE in S1-S3 and transition into the senior phase developed and published <b>August 2012</b></li> </ul> | <p>Through choices, opportunities should be provided to enable learners to specialise and to experience greater challenge and depth through selected fourth level experiences and outcomes where they are ready to do so.</p> <p>The design of S3 curriculum allows learners to retain a range of options for the choice of qualifications when they enter the senior phase at the start of S4.</p> |

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| <b>Senior Phase</b><br><br><b>Further support at national and local levels provided to schools, Education Authorities and their partners in planning and delivering the senior phase including the new National Qualifications</b> |   |  |
| <b>Support provided results in practitioners who are equipped to teach the new NQs</b>   | <ul style="list-style-type: none"> <li>• Deep audit regarding state of readiness for new NQs of each secondary school/department in each Education Authority carried out <b>April 2012</b></li> <li>• Secondary schools/departments requiring support identified and support agreed with EA <b>April 2012</b></li> <li>• Support agreed with schools and Education Authorities developed and delivered <b>May 2012 onwards</b></li> <li>• Over 40 pieces of focused, practical advice and guidance to support practitioners with the delivery of some courses at National 4 and 5 published. <b>30<sup>th</sup> April 2012</b></li> <li>• Review of impact of support provided undertaken and additional support planned and implemented</li> </ul> | <p>Schools' curriculum plans for the senior phase provide a range of flexible progression routes from the BGE and into and through the qualifications framework to meet the needs of all learners.</p> <p>Local authorities and schools continue to develop a wide range of 16+ learning choices.</p> <p>Local authorities and schools ensure plans for the senior phase are explained to parents and that Parent Councils are involved in and agree options</p> <p>Practitioners have a clear understanding of learners' progression from curriculum levels into new qualifications and are planning appropriate pathways for learners</p> <p>Schools have effective transition plans in place for managing the move from current to new qualifications</p> |

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|  | <p>if required <b>August 2012</b></p> <ul style="list-style-type: none"> <li>• Review of further advice and guidance required to support the new NQs undertaken and new scope of work planned <b>May 2012</b></li> <li>• Further advice and guidance to support the new NQs developed and published <b>From December 2012</b></li> </ul>  |  |
| <b>New National 2, 3, 4 and 5 Qualifications Developed and Published</b>     | <ul style="list-style-type: none"> <li>• Formal publication of final documents for new National 2, 3, 4 and 5 Courses on SQA website <b>30<sup>th</sup> April 2012</b></li> <li>• Initial phase of assessment support material to support the implementation of new National 4 and 5 qualifications published <b>February 2013</b> Complete publication of assessment support materials to support the implementation of new National 2, 3, 4 and 5 qualifications <b>April 2013</b> This will consist of assessment material, such as specimen question papers, specimen coursework and ready to use unit assessments</li> </ul> |  |
| <b>New Higher and Advanced Higher Qualifications developed and published</b> | <ul style="list-style-type: none"> <li>• Formal publication of final documents for New Higher Courses (Course Specifications, Unit Specifications, Course Assessment Specifications and Course/Unit Support Notes) on SQA website <b>30<sup>th</sup> April 2012</b></li> </ul>  |  |

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|  | <ul style="list-style-type: none"> <li>Draft Rationale and Course Summary for New Advanced Higher qualifications published on SQA website - <b>Mar 2012</b>; Draft Course Specification - <b>May 2012</b>; Draft Unit Specification - <b>Oct 2012</b>; Draft Course Assessment Specifications - <b>Dec 2012</b>; Draft Unit and Course Support Notes - <b>Mar 2013</b></li> <li>Formal publication of final documents for New Advanced Highers on SQA website <b>April 2013</b></li> </ul> |  |
| <b>New Awards developed and published</b>                              | <ul style="list-style-type: none"> <li>Final documents for new Awards qualifications (Award and Unit Specifications) available for centres <b>April 2012</b></li> <li>Unit Assessment Support material (as appropriate) available for centres <b>April 2013</b></li> </ul>   |  |
| <b>Events to support implementation of new National Qualifications</b> | <ul style="list-style-type: none"> <li>A series of national Curriculum area events will take place in May and September to support the implementation of the new National 2 to Higher Courses (including Awards) <b>May and September 2012</b></li> <li>A series of national, regional and local subject specific events covering National 2 to National 5 will take place between <b>November 2012 and March 2013</b></li> <li>Subsequent years will see further events to</li> </ul>     |  |

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|   | support the implementation of new qualifications.   |  |
| <b>Support for Planning Senior Phase structures</b> | <ul style="list-style-type: none"><li>• ES to work with LAs and partners to identify ways to provide joint CPD involving a wide range of partners involved in planning and delivering the senior phase particularly in skills development, including literacy and numeracy <b>March 2013</b></li><li>• Practical advice on curriculum planning and delivery of the senior phase developed and published <b>March 2013</b></li></ul> |  |