

WEST DUNBARTONSHIRE COUNCIL

CURRICULUM FOR EXCELLENCE

**IMPLEMENTATION PLAN
(2012 - 2013)**

Entitlements for all Children and Young People (Building the Curriculum 3 - a framework for learning and teaching)

- a coherent curriculum from 3 - 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

		All children and young people are entitled to experience			
		A coherent curriculum from 3 - 18			
3-18 sub group responsibility	Actions	Identified Responsibilities for Implementation	Timescales	Impact	
Strategic group	Continue the Curriculum for Excellence Steering Group to direct the development of a coherent curriculum 3-18 across schools and centres in West Dunbartonshire.	HoS Laura Mason QIO Susan Gray	Progress review September 2012	All staff clear about West Dunbartonshire's direction	
Learning and teaching	Implement guidance and expectations in relation to Transitions 3-18 with a focus on learning journeys across key strategies.	HoS Laura Mason QIO Early Years ESO, Senior Phase Ht – steering group	Progress review Dec 2012 and May 2013	Working parties established. CPD identified. An improved experience for learners.	
Strategic group	Develop 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.	QIO/ESO - CPD	Progress review October 2012	Staff across sectors have a greater understanding of Teaching Scotland's future.	
Strategic group	Increase opportunities for staff to work in collaboration with partners across sectors and agencies.	QIS Libraries and culture Working groups across sectors	Progress review May 2013	Improved experience for learners.	

		All children and young people are entitled to experience			
		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			
3-18 sub group responsibility	Actions	Identified Responsibilities for Implementation	Timescales	Impact	
Strategic Group	Confirm plans for Broad General Education in 5 secondary schools.	HoS Laura Mason Link schools QIO	September 2012 Progress review Jan 2013	Effective plans in place which reflect Curriculum for Excellence principles and West Dunbartonshire advice.	
Parental Involvement	Provide opportunities for parent councils to discuss curriculum structures, transitions and timetabling S1-S3 <i>(Parental engagement on transition the information at S2 – progress achieved to date S3 – progress achieved to date, transition to senior phase and NQ preparations.)</i>	QIO –steering group Susan Gray QIO – parental involvement – Margaret McKay Head teachers	June 2013	Increased parental confidence and understanding in relation to the broad general education.	
Parental Involvement	Provide opportunities for parent councils to be involved in the improvement planning processes	Head teachers	June 2013	Increased staff confidence in planning embracing the principles of curriculum design and the ES and Os.	
Learning and teaching	Provide targeted support to assist transition and progress in BGE	QIS	June 2013	A seamless learning experience across stages. Increased staff confidence in	

	between S1-S3 and into the senior phase.			planning with ES and Os. .
Learning and teaching	Review and implement literacy and numeracy policy 3-18.	QIM (QIS) QIOs ESOs Working groups	Ongoing	Staff across sectors and subjects will understand the responsibility of all elements of the curriculum. Raised standards in literacy and numeracy at each level.
Learning and teaching	Further develop exemplification to support progressive skill developments in literacy and numeracy.	QIM (QIS) QIOs ESOs	Aug 2012 Dec 2012 Feb 2013	Raised Standards in literacy and numeracy at every level.
Learning and teaching	Review SSLN results and standard assessments implement appropriate action to raise standards.	QIM (QIS) QIOs ESOs Performance officer	Aug 2012 Feb 2013	Raised Standards in literacy and numeracy at every level.
Assessment and moderation	Continue to implement NAR across all schools. Implement development opportunities across secondary schools to share standards and moderate. Maintain the roll out across primary schools and early years establishments.	QIM (QIS) QIOs	Ongoing	Learners have well informed reports/profiles. Confident staff with a shared understanding of standards.
Assessment and moderation	Review and revise p7 profiling. Develop S3 profiling.	QIM (QIS) QIOs HTs	Ongoing	Robust profiles and reports which lead to meaningful dialogue with parents, learners, partners.
Assessment and moderation	Develop professional development opportunities for staff to develop good practice in assessment, including the development of practitioners understanding and	QIM (QIS) QIOs ESOs Head teachers	Ongoing	Shared understanding of standards and assessment approaches which lead to meaningful dialogue with colleagues, parents, learners and partners.

	skills in assessment and how they will explain progress to parents.			
Assessment and moderation/parental involvement	Develop opportunities for engagement with parents in early years and primary schools with relation to assessment approaches for progress in achieving early, first and second curriculum levels and towards third level, p7 profiling and transition into S1.	QIM (QIS) QIOs ESOs	June 2013	Shared understanding of standards which lead to meaningful dialogue with parents.
Technologies and GLOW	Liaise with colleges on the support they can provide to ensure that learners maintain and develop their e – portfolio.	QIM (QIS)HoS QIO - Curriculum and Assessment QIO - Technologies)	September 2012	Learners have well informed reports/profiles.
Learning and teaching	Provide opportunities to support staff to develop knowledge and understanding of society, the world and Scotland's place in it through interdisciplinary learning.	QIO - Curriculum QIOs ESOs PT modern studies	Aug 2011 Dec 2011 Feb 2012	Collaborative planning and improved learners' experiences. Identified best practice rolled out across schools. Learners involved in their own learning and assessment.
Learning and teaching	Develop common systems to record achievement for all learners, 3-18. Monitor and advise on the developing E-profiles - particularly P7, S3.	QIM (QIS)HoS QIO - Curriculum and Assessment QIO - Technologies)	June 2013	Learners have well informed reports/profiles.
Learning and teaching	Implement opportunities to bring closer working between Arts and Music teams and BGE.	QIM/HoS ESO Libraries and culture	June 2013	Enhanced curriculum experience for learners.
Technologies and GLOW	Develop the strategy for ICT which has been issued as draft.	HoS Laura Mason QIO - Technologies)	Oct 2012 May 2013	Staff across sectors and subjects will understand their responsibility to develop the use of ICT/GLOW for all learners.

	<p>Work with WDC project team to realise the benefit of future investment.</p> <p>Establish a steering group to inform WDC project.</p> <p>Re-invigorate use of Glow as we prepare for Glow Future.</p> <p>Design a thorough CPD programme to support new Glow.</p> <p>Evaluate I-pad/pod pilots to inform future developments.</p>			<p>Corporate colleagues and Educational Services have an agreed approach to improving ICT through the WDC project.</p> <p>Staff will be familiar with and use GLOW to enhance teaching and learning.</p> <p>Future developments are informed by evaluation from current pilot.</p> <p>Future developments are aligned with identified need/priorities,</p>
--	---	--	--	--

		All children and young people are entitled to experience		
		A senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities		
3-18 sub group responsibility	Actions	Identified Responsibilities for Implementation	Timescales	Impact
Strategic group	Continue the authority wide strategy to raise attainment in secondary schools. Focus on primary schools strategies through family groups.	HoS QIM QIOs HTs	Aug 2012 - ongoing	Improved attainment for learners.
Senior phase	Agree and develop 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.	HoS/QIM (QIS) (Support) QIO/ESO - Senior Phase 16+ co-ordinator QIOs Head teachers	Ongoing	Clear sense of direction across all schools of West Dunbartonshire's approaches. Refine and agree models with a particular focus on diversity of provision and the way in which qualifications are attained.
Senior phase	Continue the Senior Phase planning group to produce the cross - school approaches to providing a balanced curriculum - (vocational, enterprise and employability)	QIO/ESO - Senior Phase 16+ co-ordinator Support Services Colleagues DHTs/HTs	Ongoing	Refined models with a particular focus on diversity of provision and the way in which qualifications are attained.
Senior phase	Implement revised arrangements for subject support and development of new qualifications.	QIM/HoS QIOs/ESO's PT's	Ongoing	A revised system of PT support in place. More confident approach to implementation of Curriculum for Excellence.

Senior phase	<p>Develop opportunities for joint CPD/professional learning opportunities with partners to develop a shared understanding of senior phase models and approaches.</p> <p>Develop support for parents to develop their understanding of the senior phase.</p>	QIO/ESO - Senior Phase Support Services Colleagues DHTs/HTs	Ongoing	Parents and staff in partner agencies have a greater understanding of the senior phase and their role in delivery. Improved outcomes for learners.
Senior phase	Provide opportunities for schools to work in partnership with Colleges and universities on their approach as receiving institutions.	QIO/ESO - Senior Phase Support Services Colleagues DHTs/HTs	June 2013	Improved transition for learners.

		All children and young people are entitled to experience			
		Opportunities for developing skills for learning, skills for life and skills for work			
3-18 sub group responsibility	Actions	Identified Responsibilities for Implementation	Timescales	Impact	
Senior phase	Expand successful skills for work programme to include other West Dunbartonshire departments.	Skills for work group(vocational consortia business links) DHT's 16+ co-ordinator	June 2013	Improved leavers' destination.	
Senior phase	Expand vocational programme in order that all secondary schools can deliver aspects of the programme in house and across the 5 secondaries.	QIO ESO School Co-ordinators HTs	April 2011-13	Increased opportunities for all young people to access an appropriate curriculum.	
Senior phase	Continue 'exit year employability experience opportunities.	QIO/ESO Senior phase 16+ co-ordinator	ongoing	Positive experience for all students.	
Learning and teaching	Explore how staff review and develop approaches to learning and teaching in numeracy and literacy across the curriculum.	QIS	August 2011-12	Equal opportunities which lead to improved achievement.	
Learning and teaching	Confirm that the health and wellbeing experiences and outcomes include a range of opportunities to develop skills for working effectively with other people. Establish career planning.	QIS HoS PTs HTs	2012-13	Improved team working skills for young people.	
Learning and teaching	Provide opportunities for all young	QIO school staff	Ongoing	Improved skills for work through team	

	people to have appropriate Financial Education.			work skills being developed.
Learning and teaching	Continue to develop Co-operative learning opportunities in all schools.	QIS	Ongoing	Increased opportunity for young people to develop appropriate skills.
Learning and teaching	Continue to develop opportunities for all young people to experience enterprising activities and promote an enterprising culture.	QIS school staff	Ongoing	Increased opportunity for young people to develop appropriate skills.
Learning and teaching	Develop partnership with employers	QIO/ESO Senior phase 16+ co-ordinator	2012 - 2013	Improved leavers' destinations and employability experiences.
Learning and teaching	Re-affirm the principles of skills for learning, life and work (BtC4) with particular reference to nursery/primary stages.	QIM ESOs QIOs Early years Head of Centres	Ongoing	Skills for learning, life and work will be embedded in curriculum plans from 3 to BGE (S3).

		All children and young people are entitled to experience			
		Opportunities to achieve to the highest levels they can through appropriate personal support and challenge			
3-18 sub group responsibility	Actions	Identified Responsibilities for Implementation	Timescales	Impact	
Personal Support	To embed the principles of GIRFEC into support for learners and review existing practice.	Community Health and Care Partnership	Sept 12 – June 2013	Reduced number of referrals to the Panel Improved outcomes for all learners within the GIRFEC wellbeing indicators.	
Personal Support	To provide learners with personalised learning targets which are regularly reviewed by a lead professional who helps them plan next steps.	Quality Team Support Services All staff	Aug 2012	Improved achievement and attainment. Increase the number and range of awards gained by young people. Young people have responsibility for their learning and can direct their learning paths.	
Personal Support	To deliver high quality training to all staff in new or revised educational legislation.	QIM (QIS) QIM (Support)	As legislation is passed	Legal requirement understood and duties met across the council.	
Personal Support	To support the needs of all learners through increased opportunities for personalisation and choice within their individualised curriculum.	HTs QIS/Support Services	Sept 2012 Onwards	Curriculum developments provide increased opportunities for P&C Reduced rates for exclusions and improved attendance. Improved attainment and achievement.	
Personal Support	To deliver effective integrated partnerships with key agencies to develop an inclusive relevant curriculum for vulnerable children and young people.	HoS QIO ESO	Ongoing	Partnership enhanced to meet the needs of learners. Improved outcomes for learners; reduced rates for exclusions and improved attendance rates.	

Personal Support	To monitor and evaluate the performance of learners requiring additional support needs.	QIS/Support Services	Ongoing	Improved achievement and attainment. Increase the number and range of awards gained by young people.

		All children and young people are entitled to experience			
		Opportunities to move into positive and sustained destinations beyond school			
3-18 sub group responsibility	Actions	Identified Responsibilities for Implementation	Timescales	Impact	
Senior Phase	To review the opportunities for young people and the routes on offer to education, employment and training.	HoS/Support Services QIS 16+ Learning Choices Implementation Officer	Oct 2012	Sustained or improved rates of positive destinations for all learners.	
Senior Phase	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.	Inclusion Officer HoS 16+ Learning Choices Implementation Officer	Ongoing	Sustained or improved rates of positive destinations for all learners.	
Learning and teaching	To develop more effective partnerships with the voluntary sector to enhance opportunities for a wider achievement.	QIM HoS QIM	Ongoing	Improved levels of attainment and achievement. Improved level of engagement with the voluntary sectors.	
Senior Phase	To review the SDS partnership and the contribution of the partnership towards skills development.	HoS Area Manager SDS 16+ Learning Choices Implementation Officer	Ongoing	Sustained or improved rates of positive destinations and evidence of improving skill development.	