

West Dunbartonshire Council

Report by the Executive Director of Educational Services

Educational Services Committee: 5 March 2014

Subject: Curriculum for Excellence Implementation Plan – 2013/14

1. Purpose

- 1.1** To provide members with an up-date as to progress with the Curriculum for Excellence (CfE) implementation plan for session 2013/14 within the context of national issues.

2. Recommendations

- 2.1** The Educational Services Committee is invited to
- (a) note the progress to date and the indications that implementation remains on track.

3. Background

- 3.1** Educational Services have supported all aspects of Curriculum for Excellence and it has been given the highest priority in improvement plans across all our schools.
- 3.2** The re-structuring of the management team within Educational Services is enabling a sharp focus on development issues emanating from on-going implementation of CfE.
- 3.3** The Validated Self-Evaluation (VSE) activity has highlighted areas where we are doing very well and areas where further support should be focussed. Further detail is conveyed in the VSE Report, March 2014.

4. Main Issues

Senior Phase Benchmarking Toolkit

- 4.1** This tool will replace the current Standard Tables and Charts (STACs) and support the implementation of CfE. It will be available to a wider group of users in secondary schools including classroom teachers and users within special schools and school college partnerships. It will provide more information on educational outcomes including post school destinations and attainment of literacy and numeracy qualifications. West Dunbartonshire was involved as an “early adopter” to test the tool.
- CfE and Bureaucracy

- 4.2** There has been concern nationally about an over-rigorous use of planning and monitoring tools relating to the implementation of CfE. A national short-life working group explored the issues and the report has been shared with teachers across Scotland. West Dunbartonshire LNCT sub-group will meet to discuss the implications of this report.

<http://www.scotland.gov.uk/Topics/Education/Schools/CfE/tacklingbureaucracygroup/Report>

Language Learning 1+2 Approach

- 4.3** Language Learning in Scotland, a 1+2 Approach is a national policy whereby primary school pupils will start learning a first foreign language in Primary 1 and a second foreign language from Primary 5. All pupils will have the opportunity to continue with these two additional languages through the Broad General Education (BGE) until the end of S3.

<http://www.scotland.gov.uk/Resource/0039/00393435.pdf> Funding has been made available to support the development and implementation of the Languages 1+2 strategy. West Dunbartonshire has received £73,222 and indications are that this will continue in years 2014/15 and 2015/16. A part time seconded CfE Development officer has been appointed to develop the strategy in West Dunbartonshire. An audit has been carried out to ascertain foreign language provision across the authority. This is currently being analysed and development needs identified. Full details of implementation of Language and Learning 1+2 in West Dunbartonshire will be presented to the June meeting of the Educational Services Committee.

Generic Curriculum Progress (Early Years, Broad General Education and Senior Phase)

- 4.4** Developments include:

- Intelligence gathering exercise about profiling and targeted support relating to transition from BGE to Senior Phase is presently underway.
- A policy review of literacy, numeracy and health and wellbeing across establishments is underway.
- Working party established to develop Outdoor Learning Policy
- CfE 3-18 Steering group reformed, with review of membership, remit and associated sub groups.
- Literature review of learner journey approaches undertaken following on from findings of VSE Transitions group
- Intelligence gathering exercise relating to partnership working opportunities underway
- Review of increased expectations for Broad General Education in secondary from Education Scotland inspection note 13-14

Curriculum – Literacy, Numeracy and Health and Wellbeing (Early Years, Broad General Education and Senior Phase)

4.5 Developments include:

- Literature review of national, local authority and school policies relating to literacy, numeracy and health and wellbeing underway.
- Development of numeracy baseline for introduction into early years

Curriculum – Science, Technology, Engineering and Maths (STEM) (Early Years, Broad General Education and Senior Phase)

4.6 Developments include:

- Liaising with corporate IT in relation to modernisation project to ensure education objectives are met.
- Redefinition of ICT Strategy group with review of membership, remit and associated sub groups.
- Development work underway to repurpose Glow to meet the needs of WDC
- Literature review of science and technology policies at national, local authority and school level
- Healthy uptake of reduced cost visits to Science Centre with 88% of schools having visited already
- Action Research projects proposed with both Scottish Schools Education Research Centre (SSERC) and Education Scotland to investigate the impact of staff confidence on pupil engagement

Curriculum – Assessment (Early Years, Broad General Education and Senior Phase)

4.7 Developments include:

- Intelligence gathering of existing use of National Assessment Resource (NAR) underway, including analysis of Education Scotland usage data
- Review of existing processes for sharing standards and moderation.
- Evaluation and review of existing practices relating to P7 & S3 profiling and reporting
- Evaluation of potential systems to record pupil progress and wider achievement underway

Senior Phase – Assessment and Qualifications Development and Support

4.8 Developments include:

- Establishment of Subject Development Networks to support staff in development of new qualifications
- Audit of readiness for Nationals completed across all schools, with data being presently examined

5. People Implications

- 5.1** The roles and responsibilities of all learners, school staff and partners are detailed within the 'Building Our Curriculum' series of national publications.
- 5.2** The LNCT sub group and LNCT have on-going discussion about Curriculum for Excellence related matters.

6. Financial Implications

- 6.1** The Implementation of CfE, is funded from existing education budgets, except for those elements which are funded from recent additional funding allocated to the Council from the Scottish Government to support the ongoing development of Curriculum for Excellence.

This covers funding for Assessment and Moderation of £69,000 and £73,222 to support the 1+2 Languages initiative.

7. Risk Analysis

- 7.1** West Dunbartonshire's Implementation Plan has been aligned to the national implementation plan. Development activities across Educational Services will be expected to work to this timeline to ensure that the curriculum for children and young people meets the national outcomes. Her Majesty's Inspectorate of Education (HMIE) inspect establishments against the national outcomes.

8. Equalities, Health & Human Rights Impact Assessment

- 8.1** No issues were identified in a screening for potential equality impact of this report.

9. Consultation

- 9.1** Legal Services and the Section 95 Officer have been consulted in relation to the content of this report.

10. Strategic Assessment

- 10.1** This report reflects the Council's aspiration to improve life chances for children and young people which is one of the strategic priorities for 2012-2017.

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Appendices: None

Background Papers: CfE and Bureaucracy
Language Learning 1+2 Approach
EIA Screening

Wards Affected: All wards