

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	Progress Update January 2013
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	The 3-18 Group has convened on 6 weekly basis. A regular agenda has been established and participants update colleagues on their area of development. We require to refocus primary schools on Broad General Education
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	Policy guidelines and appendices – pre-school to P.1. Draft July 2012. World Café event – early years and P1. This now requires to be brought into one document where all transition stages are clearly detailed. Mary Berrill will finalise.
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	Support material –Resources provided for HTs, CPD co-ordinators, and PTs on Donaldson recommendations, PRD and professional Update. Sub group developing support material for PRD Coaching skills development programme started.
Strategic group	Increase opportunities for staff to work in collaboration with partners across sectors and agencies.	QIS Libraries and culture Working groups across sectors	QIO Early Years in partnership with libraries and culture. CfE support materials and staff development (expressive arts and literacy). ‘Turkey Red’

			<p>‘Little Blue, Little Yellow’</p> <p>“Turkey Red” shared with HOCs at Focus meeting. Bookbug. Story sessions advertised in nursery for parents.</p> <p>All programmes are delivered in partnership with stakeholders</p> <p>An extensive range of parenting programmes now being offered for children 3-18. Both universal and targeted support.</p> <p>Libraries & Culture working with Quality Improvement to establish Homework Clubs (P6/7) and Study Groups (Sec) in public libraries supported by Libraries and Teaching staff. Begin Feb 2013.</p> <p>Libraries & Culture working with Quality Improvement to promote a Creative Learning Conference aimed at teachers and learning support staff. Event will showcase the existing creative learning resources and services across Educational Services including, Heritage/Arts Teacher Learning Packs, YMU, youth choirs, Bookbug and Arty Types.</p>
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Strategic Group	Confirm plans for Broad General Education in 5 secondary schools.	HoS Laura Mason Link schools QIO	Audits undertaken in all schools. QIOs require to report on agreed changes. Feedback ref "Moray Tracker" Draft BGE statement with HTs for comment. Refocus on BGE on primary
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	Scottish Parent Teacher Council training provided. Issues include: Parent Council Essentials, Focus on Communication, Organising Social & Fundraising Events, Office Bearers & Committee meetings, Protection of Vulnerable Groups. Next step .Data base to provide information on individual school's links with parent councils Chair of parent council consulted on communication strategy in relation to profiling, in particular p7 and S3.
Parental Involvement	Provide opportunities for parent councils to be involved in the improvement planning processes	Head teachers	Chair of Parental Improvement Strategy sits on Children and Families Strategic Group. School Newsletters, PCs etc S&Q All parent councils discuss the school improvement plan and HTs give regular updates. All parents are informed of the priorities on the school improvement plans.

			All parents are issued with a Standards and Quality report. Parents receive HMIE reports where appropriate, including the action section which becomes the SIP. An increasing number of schools involve parents in improvement focus groups.
Learning and teaching	Provide targeted support to assist transition and progress in BGE between S1-S3 and into the senior phase.	QIS	SG Work in Progress Secondary school curricular departments and faculties are focusing on moderation of assessment and assessment strategies within the Broad General Education at Local Authority level.
Learning and teaching	Review and implement literacy and numeracy policy 3-18.	QIM (QIS) QIOs ESOs Working groups	Draft Literacy policy – strategy group meeting arranged for 21 January 2013 to finalise. Joint training phonological awareness. Baseline literacy assessment reintroduced. In-Service training provided. The literacy Strategy group has agreed the first draft of the revised Literacy Strategy . Is now out for an initial consultation and a wider consultation is planned. -Numeracy Strategy group set up 3-18 members including Psychological Service Numeracy event – EY/Primary/Secondary. -Strategy at draft form and shared with CFE group, feedback sought -Professional dialogue questions to be added Libraries & Culture inputting into development of Literacy Policy/Strategy and planning.

			Libraries & Culture presenting at Children in Scotland Turning the Page Conference Jan 2013. 'Reading the Small Print' focuses on the how public libraries can support early years literacy.
Learning and teaching	Further develop exemplification to support progressive skill developments in literacy and numeracy.	QIM (QIS) QIOs ESOs	<p>Conferences being delivered by NLC personnel to enable WDC staff to evaluate and improve practice. English PTs working together to ensure consistency in the development of N4 and N5 and to share practice in literacy across the curriculum.</p> <ul style="list-style-type: none"> - Numeracy conference held October 2012 - HMI input Marion Burns - WDC presentation on the current position in Numeracy - Coop learning workshops on Learning and Teaching using the Principles and Practice papers <p>Good practice workshops including - Outdoor Education, Numeracy across Learning, IDL Projects and Financial Education etc</p>
Learning and teaching	Review SSLN results and standard assessments implement appropriate action to raise standards.	QIM (QIS) QIOs ESOs Performance officer	<p>Discussed with all schools in cluster.</p> <p>Awareness raising session for all HT and PT maths. Learning materials given to all schools to ensure consistency of approach across the schools. All schools informed of the requirement to have numeracy on the SIP. Principles and practice papers used to highlight best practice and the differences in mathematics and numeracy. This was done with staff working with children and young people aged 3 -18</p> <p>-PowerPoint to all Head Teachers</p>

			<p>-HTs to present findings and PowerPoint to all staff</p> <p>-QIOs to discuss individual school results at first meeting – term 1</p> <p>All QIS visit 1 to schools had a focus on ‘how well do children learn and achieve?’ the SSLN was key to these discussions.</p>
Assessment and moderation	<p>Continue to implement NAR across all schools.</p> <p>Implement development opportunities across secondary schools to share standards and moderate. Maintain the roll out across primary schools and early years establishments.</p>	<p>QIM (QIS)</p> <p>QIOs</p>	<p>New report and guidelines for early years staff (pre-school). Learners involved – pupil voice section. Staff confident in use.</p> <p>WDC Sharing the Standard – early years posted on GLOW. Early years staff increasingly confident in sharing standards.</p> <p>Sharing the Standard – Curriculum for Excellence group, staff revolve each year. Expected to share standard through GLOW.</p> <p>ICT mentoring has increased confidence in using GLOW. Group is visiting identified Centre within group and feeding back.</p> <p>Working group beginning to focus on children’s profiles.</p> <p>Local sharing the standard resource is now integral to schools and centres improvement planning.</p> <p>We have been successful in gaining funding from Education Scotland to enable assessment across larger groups.</p> <p>Local authority moderation and innovation funding to support innovative practice in schools and centres.</p>
Assessment and moderation	<p>Review and revise p7 profiling.</p> <p>Develop S3 profiling.</p>	<p>QIM (QIS)</p> <p>QIOs</p> <p>HTs</p>	<p>P7 profile revised and support materials and sessions delivered to all P7 practitioners.</p> <p>S3 working group set up and has prepared supporting materials, guidance and a local authority template.</p>

			All secondary schools have been involved in professional learning around profiling, in particular the S3 profile.
Assessment and moderation	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.	QIM (QIS) QIOs ESOs Head teachers	<p>Opportunities built in to share standards in gathering assessment information at early years.</p> <p>Sharing the Standard opportunities. Guidelines for Reporting to Parents issued; all using same method. Sharing standard for tracking learning, working on guidelines. Information evenings held for parents near start of term; meetings with parents towards end of term. Guidelines for reporting to parents. Most Centres tracking children's learning.</p> <p>Dylan Wiliam's master class raised the issue of AiFL again. Lead practitioners have shared their practice with colleagues and with head teachers. The teacher Learning communities in Secondary schools are giving a large number of staff the opportunity to develop and share assessment skills.</p> <p>All probationers have had a full day workshop on assessment and moderation. Secondaries are engaged in facilitated professional dialogue through their curriculum support networks.</p>
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	QIM (QIS) QIOs ESOs	<p>Information meetings are well-established in early years centres and in the primary cluster. As well as information meetings staff are becoming increasingly confident in reporting to parents on children's progress and in achieving a level.</p>

	towards third level, p7 profiling and transition into S1.		<p>Progress in Profiling at the transition stage is at an early stage.</p> <p>Early years profiling steering group set up. P7 profile revised and support materials and sessions delivered to all P7 practitioners. Profiling guidance outlines meaningful use of P7 profile at transition.</p>
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)	Visit has taken place to discuss this with Clydebank College.
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	<p>Professional learning sessions available for all schools in relation to Interdisciplinary Learning. Secondary schools have developed programmes of IDL which include the tracking of experiences and outcomes.</p> <p>Libraries & Culture developing/developed Heritage packs linked to CfE and supporting workshops focusing on develop increased knowledge and understanding of society, the world and Scotland’s place in it</p>
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)	<p>Early years profiles and documentation of evidence of learning being reviewed. Professional development to support is underway. Guidelines will be produced to support staff at early years.</p> <p>Profiles being developed. C for E group visiting other Centres, looking for evidence of learning and feeding back within group. Guidelines for profiles will be produced.</p> <p>Early years profiling group set up P7 and S3 profile in place</p>

			Talking thinking floorbook training planned Feb 2013 – profiling at early level. Profiling template being transferred to GLOW page
Learning and teaching	Implement opportunities to bring closer working between Arts and Music teams and BGE.	QIM/HoS ESO Libraries and culture	Libraries & Culture working with Instrumental Music Service to produce a joint concert promoting young musical and performing arts talent. Concert to include YMI, IMS, Dimensions Dance Groups, Rock Choir and Stamp Dance Group.
Technologies and GLOW	Develop the strategy for ICT which has been issued as draft.	HoS Laura Mason QIO - Technologies)	An Education ICT Strategy has been established. This group is ensuring that the strategy is ‘operationalised’ and advises on the Council’s investment for Education. Libraries & Culture Learning and Digital Access teams working to upload teaching support packs onto GLOW including: The Victorians, WWII, Turkey Red and Grannies Attic.
	Work with WDC project team to realise the benefit of future investment. Establish a steering group to inform WDC project.	HoS	Steering Group established. To date we have <ul style="list-style-type: none"> • advised on pupil: device ratios • prepared draft guidance on purchasing • involved all sections of Educational Services • confirmed draft strategy ICT mentor programme. Delivering training to staff within each Centre. ICT Academy – lead ICT practitioner in each Centre.
	Re-invigorate use of Glow as we prepare for Glow Future.		Early Years ICT Mentoring Programme - ICT Academy in the summer and now have a lead practitioner in each.

	Design a thorough CPD programme to support new Glow. Evaluate I-pad/pod pilots to inform future developments.		This requires further work.
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		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	Progress Update January 2013
Strategic group	<p>Continue the authority wide strategy to raise attainment in secondary schools.</p> <p>Focus on primary schools strategies through family groups.</p>	<p>HoS QIM QIOs HTs</p>	<p>This work has continued with a determined focus. All activity in relation to the strategy is detailed in regular Committee Reports where they are subject to Member scrutiny.</p> <p>Regular meetings with raising attainment teachers to share practice and support developments.</p>
Senior phase	<p>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.</p>	<p>HoS/QIM (QIS) (Support) QIO/ESO - Senior Phase 16+ co-ordinator QIOs Head teachers</p>	<p>The 32 period week was agreed by Committee in November 2012.</p> <p>HTs and Directorate continue regular meetings</p> <p>Senior Phase timetables/consortia being taken forward by working groups.</p>
Senior phase	<p>Continue the Senior Phase planning group to produce the cross - school approaches to providing a balanced curriculum - (vocational, enterprise and employability)</p>	<p>QIO/ESO - Senior Phase 16+ co-ordinator Support Services Colleagues DHTs/HTs</p>	<p>Audit completed and shared regarding current structures for management of vocational/enterprise/employability within the curriculum</p> <p>An audit has been carried out of awards currently being offered, gaps/needs were identified, interested staff identified. Working groups will be set up to develop authority wide materials.</p>

Senior phase	Implement revised arrangements for subject support and development of new qualifications.	QIM/HoS QIOs/ESO's PT's	English, Modern Languages, Home Economics and Social Subjects all have lead PTs who are facilitating and leading curricular subject meetings. All the teachers of these subjects are meeting on the 6 th of February to further review and develop N4 and N5 materials. Science writing teams set up for the development of National 5 Qualifications in Biology, Chemistry and Physics.
Senior phase	Develop opportunities for joint CPD/professional learning opportunities with partners to develop a shared understanding of senior phase models and approaches. Develop support for parents to develop their understanding of the senior phase.	QIO/ESO - Senior Phase Support Services Colleagues DHTs/HTs	Partners invited to take part in our 3 senior phase days Colleges are part of senior phase working/planning groups as appropriate Officers are working closely with CLD A business breakfast meeting for partners is being planned for the summer term by Senior Phase working group
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	QIO has attended meetings with the West Forum

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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	Business/ employer database has continued to grow. There are an increased number of West Dunbartonshire Council departments becoming involved. All educational establishments are now associate members of Chamber of Commerce. Libraries & Culture working with Quality Improvement to promote a 'Youth Question Time' including young politicians / MSPs – encouraging positive engagement of young people in political debate and a greater understanding of impact of policies on their lives and future.
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	Schools are exploring and developing vocational options within departments Resources and facilities are being developed within schools College and Leisure Trust continue to support the vocational programme
Senior phase	Continue 'exit year employability experience opportunities.	QIO/ESO Senior phase 16+ co-ordinator	Management of the programme streamlined and brought in-house Bases set up for the transition coordinators within two secondary schools.

			Review completed and action points set
Learning and teaching	Explore how staff review and develop approaches to learning and teaching in numeracy and literacy across the curriculum.	QIS	<p>Twilight training materials have been prepared and piloted to support primary and secondary schools develop higher order literacy skills and authority wide training is planned.</p> <ul style="list-style-type: none"> -Numeracy to be included in all improvement plans - on going authority commitment to Coop and Active Learning approaches which will impact on Numeracy and Literacy
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.	QIS HoS PTs HTs	<p>A group of Primary schools and EECCs are implementing the PATHs Curriculum to support the development of emotional awareness and relationship skills. A further group of schools are running the Roots of Empathy programme which promotes an understanding of feelings and respectful relationships.</p> <p>Pre 5 establishments are included in health accreditation visits. All primary schools have a planned visit for stage 2 health accreditation. All school have been informed of HMIEs increased expectations around Health and Well being</p>
Learning and teaching	Provide opportunities for all young people to have appropriate Financial Education.	QIO school staff	<ul style="list-style-type: none"> -Financial Education steering group in place. -Workshop on Financial Education at the recent conference led by a WDC practitioner. -Audit to be completed 2013- - All schools issued with resource packs for financial education -Strong uptake of schools who are members of Credit Unions.
Learning and teaching	Continue to develop Co-operative	QIS	All secondary schools have a co-op learning steering group.

	learning opportunities in all schools.		<p>The individual day courses are now being delivered by WDC staff.</p> <p>The number of teachers who have undertaken the 3 day academy is now at tipping point and we are in the position to reduce the academies into 1 per year. Co-operative learning is evident in school and class visits</p>
Learning and teaching	Continue to develop opportunities for all young people to experience enterprising activities and promote an enterprising culture.	QIS school staff	<p>Working with Young Enterprise Scotland/ ESO sits on Dunbartonshire Young Enterprise Board</p> <p>Support to develop enterprise where appropriate</p> <p>Schools and centres are planning learning and teaching in line with CfE, taking into account the cross cutting theme of enterprise.</p>
Learning and teaching	Develop partnership with employers	QIO/ESO Senior phase 16+ co-ordinator	<p>Employability Transition Officers seek out new partnerships and provide support for employers</p> <p>Recognition for employers' support of pupils' achievement at the 'Amazing Things Awards'</p>
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	<p>EY Heads of Centre focus meeting 9 May 2013 Delivery by Beverley Clarkson ESO</p> <p>Training arranged for Focus meeting, May 2013.</p> <p>CPD delivered to Primary Head Teachers and probationers.</p> <p>Expansion of Early Years programme within Libraries and Culture including Storytime Sessions for 3-5 yrs, Arty Types 0-3 yrs, Homework Groups (Pr) starting Jan 2013. Establishing Seamless 0-5 programme.</p>

			Promotion of Assertive Outreach programme for families of 0-3 yrs engaging parent and child on home learning.
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Personal Support	To embed the principles of GIRFEC into support for learners and review existing practice.	QIM Support Educational Services/Community Health and Care Partnership	<ul style="list-style-type: none"> An educational Services Working Group developed and helped prepare the first publication of the Implementation of GIRFEC strategy: <i>Entitlement to Personal Support</i> which outlines the expectation on educational establishments of GIRFEC. Extensive training programme in place for all staff on the principles of GIRFEC.
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	<ul style="list-style-type: none"> To trial the revised single agency assessment in a number of schools and early year centres
Personal Support	To deliver high quality training to all staff in new or revised educational legislation.	QIM (QIS) QIM (Support)	<ul style="list-style-type: none"> Matrix of training sessions including those for raising awareness in place covering newly revised or implemented legislation relating to vulnerable pupils
Personal Support	To support the needs of all learners through increased opportunities for personalisation and choice within their individualised curriculum.	HTs QIS/Support Services	<ul style="list-style-type: none"> The <i>More Choices More Chances</i> model of supporting young people at risk of entering a negative destination has been extended to offer more support to young people with complex additional support needs.

Personal Support	To deliver effective integrated partnerships with key agencies to develop an inclusive relevant curriculum for vulnerable children and young people.	QIM Support Services QIO ESO	<ul style="list-style-type: none"> • There has been an increased level of engagement with various third sector organisations to provide more targeted support for vulnerable learners and to offer more opportunities for wider achievement.
Personal Support	To monitor and evaluate the performance of learners requiring additional support needs.	QIS/Support Services/	<ul style="list-style-type: none"> • Improved scrutiny of attainment results of Looked After Children and those requiring additional support. The tracking of results used the standardised testing and SQA figures. The two reports were shared with schools and a series of actions identified to improve outcomes.

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Senior Phase	To review the opportunities for young people and the routes on offer to education, employment and training.	QMI/Support Services QIS 16+ Learning Choices Implementation Officer	Senior phase being developed to support flexibility and opportunity for all pupils into education, employment and training Extensive mapping of post school opportunities has been carried out and this information is available through the SDS website: My world of work
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 16+ Learning Choices Implementation Officer	Schools informed of their responsibilities as per policy & practice framework. Practice based evidence suggests effective impact this includes excellent partnership work between school staff and SDS staff. Continuous improvement reviews required to be built in to process. Schools supported centrally to administer and update 16+ learning choices database through Seemis. School staff trained by central staff to input information. Excellent partnership work between school staff and SDS staff
Learning and teaching	To develop more effective partnerships with the voluntary sector to enhance opportunities for a wider achievement.	QIM QIM	Tullochan Trust, Action for children and Enable all offer our young people support and enhanced curriculum activity. This provision is targeted at our MCMC cohort. A more productive relationship with Community Volunteer services (CVS) to be established

Senior Phase	To review the SDS partnership and the contribution of the partnership towards skills development.	Area Manager SDS 16+ Learning Choices Implementation Officer	In partnership with other Community planning partners SDS agreed a Service Delivery agreement for WD 2012/13. This is due to be reviewed in Feb 2013 . Each WD school create their own service level agreement with SDS with a focus on local needs. SDS have introduced a “modernised service” in 2012/13 and have created their own “RAG” Matrix to target support to those who need it most. The remaining pupils will be signed up by SDS to access electronic CIAG through http://www.myworldofwork.co.uk/ .
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