

Members' Library Service Request Form

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Document Title	East Lothian Curriculum Frameworks

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REPORT TO: Members' Library Service

MEETING DATE:

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: East Lothian Curriculum Frameworks

1 PURPOSE

- 1.1 The purpose of this report is to inform Members of the development and introduction of curriculum frameworks for all curriculum areas in the Broad General Education across all East Lothian Schools.

2 RECOMMENDATIONS

- 2.1 Members are asked to consider and note the content of the report.

3 BACKGROUND

- 3.1 Curriculum for Excellence (CfE) spans the 3 to 18 age group, with the period from 3 to 15 years known as the Broad General Education and the period covering 16 to 18 years known as the Senior Phase.
- 3.2 The purpose of the curriculum is to ensure that all children and young people become Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.
- 3.3 The National Improvement Framework published by the Scottish Government in 2016 states that "*Scottish education needs to deliver both excellence in terms of ensuring children and young people acquire a broad range of skills and capacities at the highest levels, whilst also delivering equity so that every child and young person should thrive and have the best opportunity to succeed regardless of their social circumstances or additional needs.*"
- 3.4 The Statement for Practitioners on Curriculum for Excellence by the Chief Inspector published in 2016 highlighted the importance of CfE in driving forward the key priorities through "*ensuring the best possible*

progression in literacy, numeracy and health and wellbeing for every child and young person; and closing the attainment gap.”

3.5 Education Scotland inspection reports often highlight the need to improve the development and delivery of the curriculum in the following areas:

- Curriculum transitions
- Planning for progression
- The S3 experience
- CfE principles depth, breadth, challenge, personalisation and choice.

3.6 In 2017, Education Scotland published benchmarks for each of the Curriculum for Excellence curriculum areas. These were developed to provide clarity on the national standards expected within each curriculum area at each level. They set out clear lines of progression for children from Early to Fourth Level across the Broad General Education.

3.7 In June 2016, the Deputy First Minister asked Education Scotland to undertake a focused review of the demands placed on schools by local authorities in relation to CfE. In September 2016 Education Scotland published a report on its review of local authorities' actions to tackle unnecessary bureaucracy and undue workload in schools. The creation of frameworks was identified as supporting streamlined planning for curriculum areas.

3.8 It is within this context, that the Education Service has taken forward its plans to develop East Lothian Council curriculum frameworks to support learner progression, develop knowledge and skills, and skills for learning life and work with a continuous focus on literacy, numeracy and health and wellbeing. These frameworks aim to provide a consistent and shared understanding of standards and expectations to support our ambition to improve children and young people's achievement and support the realisation of the outcomes identified within the Education Local Improvement Plan to:

- Increase the percentage of children and young people achieving expected CfE levels in literacy and numeracy
- Increase the percentage of children and young people achieving expected CfE levels across the 8 curriculum areas

3.9 In session 2016/17, development work was undertaken to establish curriculum frameworks for English language and literacy, Mathematics and numeracy, Science, Social Subjects and Health and Wellbeing. Promoted staff in schools were identified as key leads for each of the curriculum areas. They worked with practitioners with expertise from early to fourth level to lead and support the development of the frameworks. This experience provided leadership opportunities for practitioners across the authority and supported teacher professionalism.

- 3.10 All teachers had opportunities to engage with the development work through three identified afternoons set aside to scrutinise the frameworks and provide feedback. This was invaluable and led to the format of the frameworks being redeveloped to reflect teacher feedback.
- 3.11 The East Lothian Planning for Improvement guidance 2017/18 set out expectations for all schools to implement the curriculum frameworks developed for the five curriculum areas from August 2017. Advice was provided for schools to support the use of the frameworks (Appendix 1).
- 3.12 During the current session 2017/18, a similar model has been adopted to support the development of the curriculum frameworks for the remaining curriculum areas Expressive arts, Technologies, Religious and Moral Education and Modern Languages. Schools will be expected to continue to implement and embed the use of all frameworks from August 2018.
- 3.13 It is the intention of the Education Service to continue to work with schools to review the effectiveness and the impact of the curriculum frameworks within authority schools. Recent inspection activity in raising attainment has recognised positively the development of the frameworks, in order to support progression across all curriculum areas and develop staff confidence with regard to moderation and assessment. Recent authority led school reviews have identified that schools are still at the early stages of implementation and that there are inconsistencies with how schools are using the frameworks.
- 3.14 In order to continue to support schools to implement the frameworks, further engagement sessions are planned for Head Teachers in order to share effective practice. A curriculum working group will provide guidance and support to ensure greater consistency in the use of the frameworks following these engagement sessions. The Quality Improvement Service will continue to support and challenge schools to use the curriculum frameworks to improve the quality of the curriculum.

4 POLICY IMPLICATIONS

- 4.1 None

5 INTEGRATED IMPACT ASSESSMENT

- 5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6 RESOURCE IMPLICATIONS

- 6.1 Financial – Revenue costs of developing the curriculum frameworks was required to pay teachers additional hours to undertake the work.
- 6.2 Personnel - None

6.3 Other - None

7 BACKGROUND PAPERS

- 7.1 The National Improvement Framework
<http://www.gov.scot/Resource/0051/00511513.pdf>
- 7.2 The Statement for practitioners on Curriculum for Excellence
<https://education.gov.scot/improvement/Documents/cfestatement.pdf>
- 7.3 Review of local authorities' actions to tackle unnecessary bureaucracy and undue workload in schools.
<https://education.gov.scot/improvement/Documents/Review-of-Local-Authorities.pdf>

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East Lothian Curriculum Frameworks - Rationale and guidance

“Aspect for improvement

- Continue to take forward plans for improved consistency of practice in curriculum planning, assessment and moderation to bring greater equity in the workload experienced by staff in schools across the local authority.”

Education Scotland East Lothian Council CfE Workload Report 2016

The East Lothian Curriculum Frameworks have been developed to support teachers to deliver a consistent curriculum to all learners from Early to Fourth level and to ensure there is a consistent and shared understanding of standards and expectations across all our schools.

The aim of these frameworks is to improve pace, challenge and **progression** in learning. By engaging with these frameworks we are ensuring that pupils are experiencing a fair and consistent learning experience. They will develop consistent standards and delivery across the authority and allow pupils to move between schools effectively. Using these curriculum frameworks, will allow a **coherent** approach and support us to track progress through stages and at key points of transition for all learners. This will be a tool which will contribute to our drive to improve outcomes for learners and close the attainment gap.

Each school will use the framework to design and create **relevant** learning experiences, taking account of their local context, allowing for **personalisation and choice**, whilst providing consistency of experience and equality of opportunity for learners. The frameworks are designed to provide **breadth, depth** and **challenge** in order to ‘raise the bar’ for all learners.

All learning within these frameworks should take into account the **Seven Principles of Curriculum Design**. The frameworks have been written and designed in line with these principles.

Implementing the frameworks - expectations

East Lothian Guidance for School Improvement Planning 2017/18 highlights the implementation of the curriculum frameworks as one of the local priorities to be included in school improvement plans from August 2017:

‘Implement the following curriculum frameworks of learning across all schools within the broad general education: Numeracy and Mathematics, English and Literacy, Science, Social Subjects and Health and Wellbeing. Develop and implement the curriculum frameworks for Expressive Arts, Modern Languages and Technologies’

Time for staff to work collegiately to implement the curriculum frameworks has been built into the Working Time Agreement for 2017/18.

Using the Curriculum Frameworks

Use the frameworks to---	Avoid using the frameworks as ---
<ul style="list-style-type: none">• Plan and organise learning in a way which provides space and time for depth of learning.• Support planning for progression (look forward and backwards to help gauge progress and build towards the next stage), particularly at key points of transition.• Make connections across levels and subjects to aid planning for interdisciplinary learning.• Meet the needs of individuals and groups of children and young people.• Ensure a consistent understanding of the learning expected of the majority of pupils (at least 85%) at each stage from ante-preschool to S3.• Ensure a consistent approach of what it is to achieve each level for teachers, pupils and parents.• Support effective moderation within and between levels, subjects, departments and schools.	<ul style="list-style-type: none">• Planning for individual Experiences and Outcomes or spending excessive time writing detailed descriptions of learning activities, 'ticking off' all of the Experiences and Outcomes separately.• A linear check list to be worked through in order.• Planned learning experiences thus taking away teacher ownership and personalisation and choice.• A ceiling on achievement. Whilst some pupils will not achieve the learning statements at the stage, others will exceed expectation.

A snapshot

East Lothian 'CFE Numeracy and Mathematic' Framework

Experiences and outcomes	Time I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods. MNU 0-10a
On track in the nursery	<ul style="list-style-type: none"> I can identify when different events happen in a day, for example, morning, afternoon etc. I can name the days of the week. I can say what happens in different seasons. I can recognise devices used to measure time. I can engage with and talk about devices used to measure time. I can be introduced to ordinal numbers through the daily calendar.
On track in P1	<ul style="list-style-type: none"> I can participate in daily discussions about the day, date, month and year and how these are displayed. I can use the language of time: day, night, morning, afternoon, before, after, yesterday and tomorrow. I can order the events of my day in a logical sequence. I can sequence the days of the week in the correct order and say which day comes before, after and in-between. I can name the seasons and describe the features of these. I can name some months of the year. I can explain the relationship between the minutes hand and hours hand on a clock. I can read analogue and digital o'clock times. I can use language such as before, after, o'clock, hour hand and minute hand. I can draw o'clock times on digital clocks and analogue clocks. I can match analogue and digital times.
National Benchmarks	<ul style="list-style-type: none"> Links daily routines and personal events to time sequences. Names the days of the week in sequence, knows the months of the year and talks about features of the four seasons in relevant contexts. Recognises, talks about, and, where appropriate, engages with everyday devices used to measure or display time, including clocks, calendars, sand timers and visual timetables. Reads analogue and digital o'clock times (12 hour only) and represents this on a digital display or clock face. Uses appropriate language when discussing time, for example, before, after, o'clock, half past, hour hand and minute hand.

Plan learning using the experiences and outcomes.

Use 'on track' statements to support planning learning, teaching and assessment, to track progress and to provide shared expectations of learning for moderation. This will ensure pupils are making appropriate progress and that they are on track to achieve Curriculum for Excellence levels.

National benchmarks provide clarity on the national standards expected at the end of each level. They should support professional dialogue as part of the moderation process to assess where pupils are in their learning and to support professional judgement about achievement of a level.