Information Evening

Curriculum for Excellence
Student Progress
National Qualifications
Q&A

Baltasound JHS

Aim

- To help parents understand what Curriculum for Excellence (CfE) is.
- To know what the CfE levels/areas are.
- To know more about how the school tracks student progress.
  - And what we will do to help them get there.
- To learn about the new National Qualifications.

Curriculum for Excellence

► Since 2010, this is the curriculum for schools in Scotland. Its aim is to:

  ► "help children and young people gain the knowledge, skills and attributes needed for life in the 21st century, including skills for learning, life and work"

► It encourages flexibility and creativity; removing the restrictions of old.

► From Nursery to S3 is called the Broad General Education.
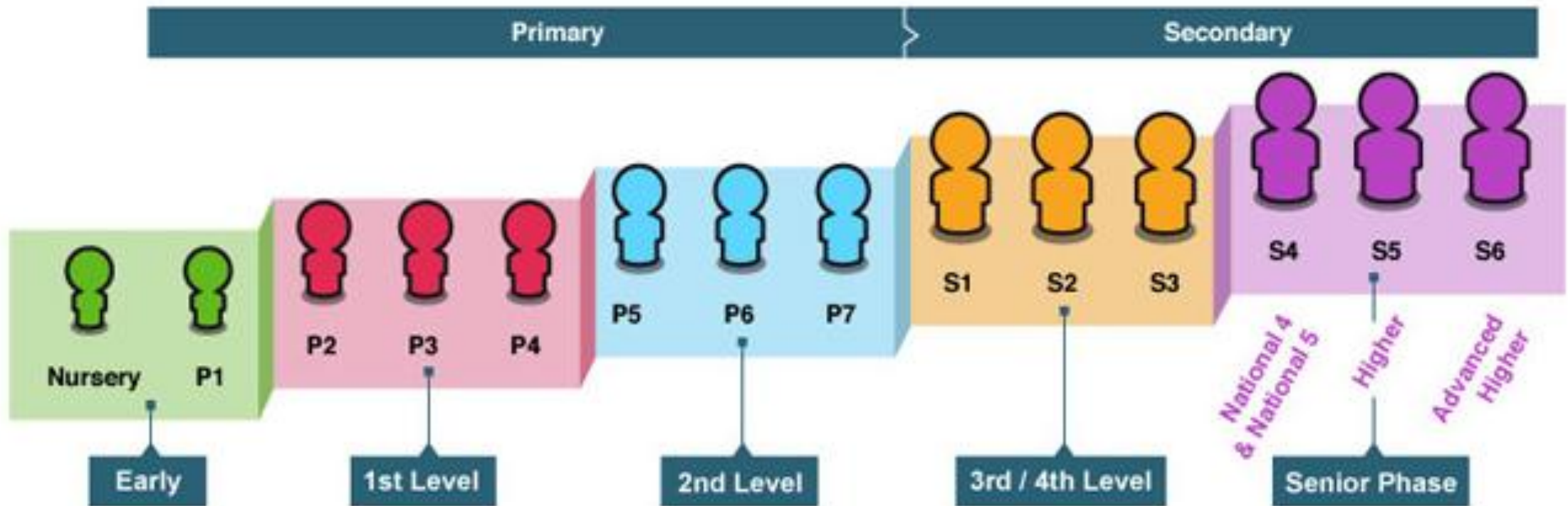
► After S3, it is called the Senior Phase.

Curriculum for Excellence

▶ It divides the school curriculum into different **levels** and **areas**.

▶ CfE Levels:

   ▶ Early, 1st, 2nd, 3rd, 4th and Senior Phase.

Picture from www.bbc.co.uk
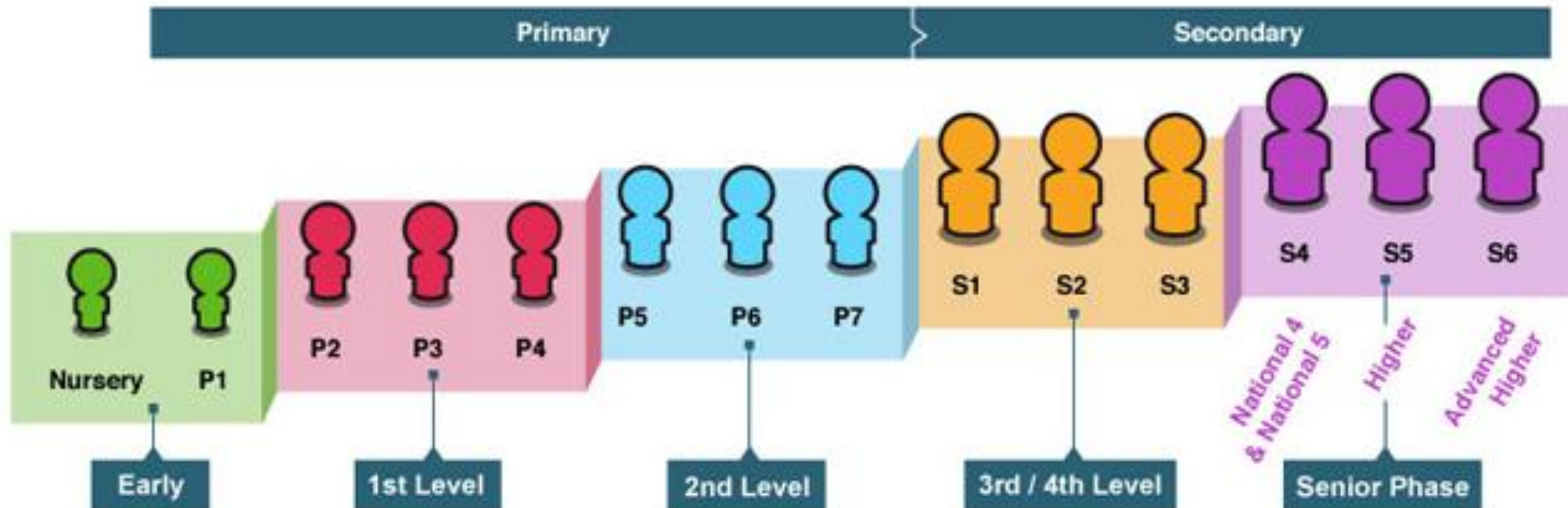
CfE Levels

Picture from www.bbc.co.uk

▶ Students should have achieved Early level by the end of Primary 1. Students should have achieved 1st level by the end of Primary 4 and so on…

▶ Each child may progress at a different rate – so it is not set in stone.

Curriculum for Excellence

▶ CfE Areas:

  ▶ Expressive Arts

  ▶ Health and Wellbeing

  ▶ Languages (including English, Gaidhlig, Gaelic learners and modern languages)

  ▶ Mathematics

  ▶ Religious and Moral education (RME or RMPS)

  ▶ Sciences

  ▶ Social Studies

  ▶ Technologies.

Areas

▶ CfE Areas – how do teachers know what to teach, for these 8 areas?

▶ We have guidance in the form of Experiences & Outcomes (Es & Os).

  ▶ These are statements about learning that teachers use to plan.

SCN 0-05a By investigating how water can change from one form to another, I can relate my findings to everyday experiences.

  ▶ This is a Science one, for Early level (up to Primary 1).

  ▶ We can combine many of them together for different units & topics your child learns.

- •Expressive Arts
- •Health and Wellbeing
- •Languages
- •Mathematics
- •RME
- •Sciences
- •Social studies
- •Technologies

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Curriculum for Excellence

- CfE Areas – how do teachers know what to teach, for these 8 areas?
- We have guidance in the form of Experiences & Outcomes (Es & Os).
  - These are statements about learning that teachers use to plan.

MTH 2-18a I can use my knowledge of the coordinate system to plot and describe the location of a point on a grid.

- This is a Maths one, for 2nd level (up to Primary 7).
- We can combine many of them together for different units & topics your child learns.

- Expressive Arts
- Health and Wellbeing
- Languages
- Mathematics
- RME
- Sciences
- Social studies
- Technologies

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What we've found out so far…

▶ The CfE levels in the Broad General Education are Early, 1st, 2nd, 3rd and 4th. After that is called Senior Phase.

▶ Teachers plan learning (for the whole class) for all of the 8 curricular areas.

  ▶ This ensures coverage of the curriculum and makes sure a range of experiences and opportunities are provided to all students.

▶ So, how does the school track the individual progress of my child?

Tracking Progress

- The class teacher will plan assessments at various points to evaluate the understanding of each student.
  - To gauge what they know, what they have learned and their next steps.
- These assessments will generate evidence to help the teacher with their judgement.
  - An assessment is not necessarily a test.

Assessments

▶ An assessment could be:

- a project
- a presentation / video / recording
- a piece of writing
- a model, an experiment or drawing
- a performance
- an exhibition or an event
- a portfolio of work

- a group activity or group project
- a peer review
- online diaries, learning logs or blogs
- self-assessment
- verbal feedback
- online work
- a formal written report
- a consultation meeting between the teacher, the learner and the parent.
- or a test!

Text from National Parent Forum of Scotland

▶ The assessment type may be selected by the students themselves.

Tracking Progress

- With this assessment information, teachers are able to make judgements on whether a child has achieved a particular level.

  - Teachers will also discuss/compare work with colleagues to help them with their judgement.

- From this, the school can show progression for each student.

  - If not making the progress we would expect, the school can put a plan in place to support them.

Tracking Progress

▶ What does this look like?

NAME:	Enrolment Date:			
COLOUR CODES:	WORKING TOWARDS ->		ACHIEVED ->	
	to view a sample entry, look at the bottom of the first sheet. Use ALT+ENTER to get a new line within a cell.			

NUMERACY & MATHEMATICS

CURRICULUM LEVELS

EARLY (end of Primary 1)	FIRST (end of Primary 4)	SECOND (end of Primary 7)	THIRD (end of Secondary 3)	FOURTH (end of Secondary 3)
Recalls the number sequence backwards from 20.	Uses correct mathematical vocabulary when discussing the four operations including, subtract, add, sum of, total, multiply, product, divide and shared equally.	Reads, writes and orders sets of decimal fractions to three decimal places.	Solves addition and subtraction problems working with whole numbers and decimal fractions to three decimal places.	
Identifies and recognises numbers from 0 to 20.	Identifies the value of each digit in a whole number with three digits, for example, 867 = 800 + 60 + 7.	Explains the link between a digit, its place and its value for numbers to three decimal places.	Solves addition and subtraction problems working with integers.	
Orders all numbers forwards and backwards within the range 0 - 20.	Counts forwards and backwards in 2s, 5s, 10s and 100s.	Partitions a wide range of whole numbers and decimal fractions to three decimal places, for example, 3·6 = 3 ones and 6 tenths = 36 tenths.	Solves multiplication and division problems working with whole numbers and decimal fractions to three decimal places.	
Identifies the number before, the number after and missing numbers in a sequence within 20.	Demonstrates understanding of the commutative law, for example, 6 + 3 = 3 + 6 or 2 × 4 = 4 × 2.	Adds and subtracts multiples of 10, 100 and 1000 to and from whole numbers and decimal fractions to two decimal places.	Solves multiplication and division problems working with integers.	
Uses one-to-one correspondence to count a given number of objects to 20.	Applies strategies to determine multiplication facts, for example, repeated addition, grouping, arrays and	Adds and subtracts whole numbers and decimal fractions to two decimal places, within the number range 0 to 1 000 000.		

Tracking Progress

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NUMERACY & MATHEMATICS

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Tracking Progress

▶ If students are not making the progress we would expect we can:

  ▶ Use different learning strategies in class.

  ▶ Work with students in small groups.

  ▶ Provide more in class support.

  ▶ Use an additional dedicated numeracy or literacy programme – NESSY, TOE BY TOE, BEAT DYSLEXIA...

  ▶ Work with parents on particular targets.

  ▶ Create an IEP (Individualised Education Programme) in conjunction with student and parents.

  ▶ Consult other agencies with regard further strategies that could be used – ASN Outreach / Educational Psychology.

The Senior Phase

▶ In S4, S5 and S6 students will study towards National Qualifications.

   ▶ The different types are shown below:

Assessed In School {
   ▶ National 1
   ▶ National 2
   ▶ National 3 – (equivalent to Foundation Level @ Standard Grade)
   ▶ National 4 – (equivalent to General Level @ Standard Grade)

Exams Set By SQA {
   ▶ National 5 – (equivalent to Credit Level @ Standard Grade)
   ▶ Higher
   ▶ Advanced Higher
} Graded A – D

The Senior Phase

▶ Students will progress through each of the levels. Each individual student will follow their own path: For example:

▶ **Student A:**

  ▶ In S4 (BJHS) sits all subjects at National 5.

  ▶ In S5 (AHS) sits some of these subjects at Higher.

  ▶ In S6 (AHS) sits more subjects at Higher and some at Advanced Higher.

The Senior Phase

▶ Students will progress up through each of the levels. Each individual student will follow their own path: For example:

▶ **Student B:**

  ▶ In S4 (BJHS) sits all subjects at National 4.

  ▶ In S5 (AHS) sits some of these subjects at National 5.

  ▶ In S6 (AHS) sits some of these subjects at Higher.

The Senior Phase

▶ Students will progress up through each of the levels. Each individual student will follow their own path: For example:

▶ **Student C:**

▶ In S4 (BJHS) sits some at National 4 and some at National 5.

▶ In S5 (AHS) sits some at National 5 and some at Higher.

▶ In S6 (AHS) sits more National 5 or Higher or Advanced level.

The Senior Phase

▶ Students will progress up through each of the levels. Each individual student will follow their own path: For example:

▶ **Student D:**

  ▶ In S4 (BJHS) sits a combination of National 4 and National 5 subjects.

  ▶ Leaves school into an apprenticeship / into employment / Shetland College.

The Senior Phase

▶ Students will progress up through each of the levels. Each individual student will follow their own path: For example:

▶ **Student E:**

  ▶ In S4 (BJHS) sits a combination of National 2, 3 and 4.

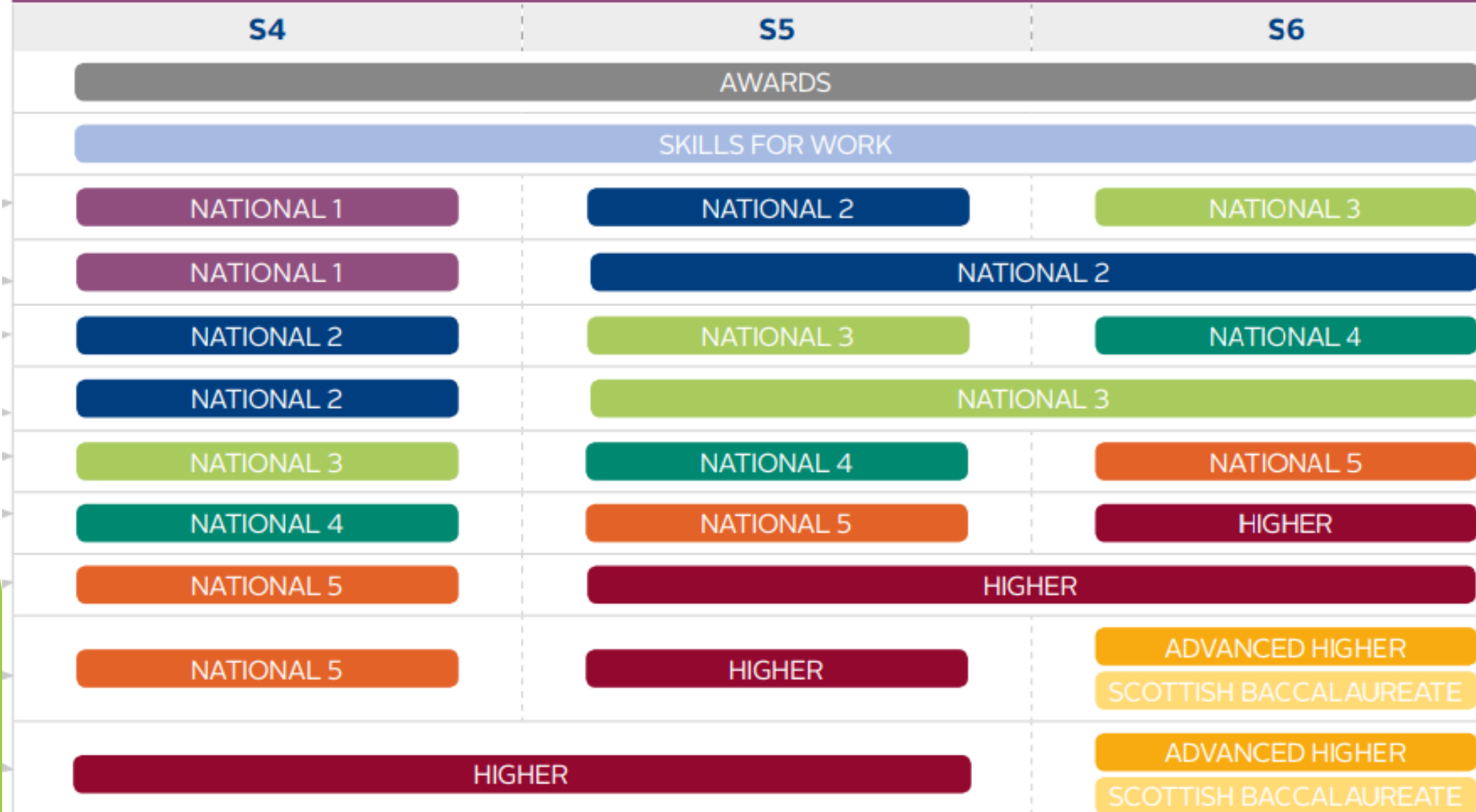 ▶ In S5/6 (AHS) sits a combination of National 3, 4 and 5.

The Senior Phase

► So there are many different paths a student can take.

► If they have not taken a subject in BJHS, then they may choose to do it at the AHS.

► For many, the AHS is the next step from BJHS although for some this is not the case.

  ► We have to make sure students and parents know their options and choose the best path for them.

    ► It might not necessarily be the same path as their friends.

PROGRESSION ROUTES IN THE SENIOR PHASE - S4 to S6
Learners may undertake different levels of qualifications for different subjects eg an S4 learner might study two subjects at National 4, four subjects at National 5, and Awards in Volunteering and Leadership. Qualifications may be delivered by schools, colleges, universities and online.

S4	S5	S6
AWARDS		
SKILLS FOR WORK		
NATIONAL 1	NATIONAL 2	NATIONAL 3
NATIONAL 1	NATIONAL 2	
NATIONAL 2	NATIONAL 3	NATIONAL 4
NATIONAL 2	NATIONAL 3	
NATIONAL 3	NATIONAL 4	NATIONAL 5
NATIONAL 4	NATIONAL 5	HIGHER
NATIONAL 5	HIGHER	
NATIONAL 5	HIGHER	ADVANCED HIGHER / SCOTTISH BACCALAUREATE
HIGHER		ADVANCED HIGHER / SCOTTISH BACCALAUREATE

Taken from National Parent Forum of Scotland website

Now it's your chance!

- Question & Answer
  - Is there anything about this, or anything else you would like answered?
  - Are there any resources or handouts you would like us to provide?

Useful Resources

► Our School Website:

► www.unst.org/web/bjhs

► National Parent Forum of Scotland

► https://www.npfs.org.uk/

► 'In a Nutshell' series is a great resource.

► Education Scotland

► https://education.gov.scot/

► All the Experiences & Outcomes and national guidance for schools.