

Broad General Education

Report

Officers from the Schools and Curriculum Development section visited secondary schools across Moray in April/May 2013 in order to gauge progress in implementing the Broad General Education (BGE) phase of Curriculum for Excellence across S1 to S3. Seven of Moray's secondary schools were visited as part of the exercise. No visit was made to Lossiemouth High School during the exercise as this coincided with the Education Scotland inspection of the school. However, we were able to gather valuable data from that inspection process to include when evaluating provision across our secondary schools.

What are the strengths of our schools across the Broad General Education?

Almost all schools have a clear curriculum rationale in place which has been developed in full consultation with key partners, including young people and parents/carers. Schools should now continue to regularly revisit their rationale to ensure it is fully compliant with the seven principles of curriculum design, that it meets learners' needs and that all four contexts of learning are included and planned for.

Almost all young people are willing and eager participants in their own learning across all secondary schools. Schools are well placed to capitalise on this and ensure learners are actively leading their own learning.

The environment for learning in all secondary schools is good, with very good teacher and pupil relationships and a high standard of behaviour in evidence.

Most learners are able to identify the positive changes which they have seen in their learning throughout the Broad General Education and can speak articulately about the learning process and how their learning has progressed.

What are the key areas for continued focus?

A number of schools have introduced electives, with variations across the schools in terms of their impact. These should be kept under review to ensure teachers and learners are aware of the planned learning and also to ensure they are meeting learner needs and developing the progression of skills.

All schools need to revisit differentiation to ensure the needs of all learners are being met. This is particularly relevant in terms of challenging the most able learners to ensure they are making appropriate progress.

All schools need to revisit the use of the principles of formative assessment to ensure they are fully understood among staff and are being embedded in day-to-day practice.

Schools should continue to develop learning conversations to ensure the profiling process is understood by all and is meaningful.

Schools should continue to develop approaches to planning learning and assessment based on learners' prior learning, individual needs and the principles of curriculum design.

What happens next?

This report will inform the work of the Schools and Curriculum Development team in session 2013/14 and each of the areas for continued focus can be clearly linked to our five year plan.

The areas for focus will be discussed by secondary Head Teachers, who will also have received individual feedback relating to their own school, and central officers. These will inform individual school improvement plans as appropriate. Over the year, we will seek out opportunities to address the areas for focus. Next year, we aim to revisit a sample of secondary schools to consider progress being made in addressing the areas for focus.

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