

CURRICULUM FOR EXCELLENCE

AN INITIAL MORAY RUBRIC FOR IMPLEMENTATION

AREA	STARTING OUT	DEVELOPING	DEEPENING	SUSTAINING
Shared Vision and Values	<p>The staff have diverse values related to educational issues. Some smaller groups within the staff may share a vision and values about education and leadership.</p>	<p>An increasing number of us share educational values and participate actively in discussions about vision and values.</p> <p>Shared educational vision and values are often stronger and more apparent in particular sections or departments.</p>	<p>Educational values and vision are fairly widely shared and generally demonstrated through practice.</p> <p>The vision is revisited regularly and commitment to whole school professional values is increasing.</p>	<p>Educational vision and values are widely shared, regularly revisited and revised as appropriate by the whole staff and demonstrated through practice.</p> <p>There is a high degree of commitment to whole school professional values and a strong sense of cohesion and consistency of approach.</p>
Distributive Leadership	<p>The headteacher is seen as the main leader and important decisions lie with her/him. Other staff, have limited opportunities to exercise leadership or the culture is such that staff do not choose to exercise leadership.</p> <p>The involvement of the children in leadership is low key and not related to important decisions or activities.</p>	<p>Groups of staff exercise leadership within the school although the headteacher still controls most developments.</p> <p>Children sometimes have a voice in the running of the school.</p>	<p>The headteacher encourages and facilitates wider leadership and many staff are responding to this.</p> <p>There are clear examples of staff leadership impacting on the school.</p> <p>The children are increasingly seen as leaders and have an increasing role in the running of the school.</p>	<p>All staff and children are seen as leaders and are developing their leadership skills and strategies through agreed and focused activities designed to move the school forward. The headteacher is seen as the lead learner and ensures direction and decisions are in line with agreed school vision and values.</p>
Collegiality	<p>The school has consultative mechanisms but has yet to develop a spirit of collegiality with regular, open and honest professional discussion.</p>	<p>Teaching staff are increasingly involved in aspects of school life and decision making. There are clear, consultative mechanisms in place.</p>	<p>There is a high degree of collegiality within the school impacting on teaching staff and support staff.</p>	<p>A spirit of collegiality pervades our work. The headteacher ensures appropriate staff, parent, pupil and wider partner involvement in all aspects of school life.</p>

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Staff Development	<p>Development is often seen as a course.</p> <p>Courses may not link to other development work or be subject of critical reflection to aid growth.</p> <p>Appropriate joint training involving support staff and teaching staff is rare.</p> <p>Coaching strategies are rarely used in the school. Mentoring is more common.</p> <p>Teachers mainly work in isolation with a focus on their own goals. They value self-reliance and rarely share practices and strategies.</p> <p>Some smaller groups or departments collaborate and share learning and teaching and support strategies.</p> <p>Staff are beginning to reflect on the requirements of CfE but often do so in isolation.</p> <p>CfE training specific to support staff is rare.</p>	<p>We generally have a wider awareness of the range of CPD possibilities.</p> <p>Development is sometimes linked and may be the subject of critical reflection to aid growth.</p> <p>At times, teachers and support staff receive appropriate joint training.</p> <p>A number of staff are aware of the power of coaching and mentoring and these are sometimes used to aid development.</p> <p>Some teachers work together with joint planning, sharing strategies and engaging in whole school projects.</p> <p>Some staff collaborate closely but this is not a common feature.</p> <p>Staff reflect on the requirements of CfE but dialogue on the topic is infrequent.</p> <p>CfE training specific to support staff sometimes takes place.</p>	<p>We have a good grasp of the range of CPD possibilities.</p> <p>Staff CPD is often systematic and linked to critical reflection and growth.</p> <p>Teachers and support staff often learn together when appropriate.</p> <p>Coaching and mentoring are more often used to aid development.</p> <p>Teachers increasingly plan together, collaborate and share ideas through meetings, website resources, team teaching, etc</p> <p>There are examples of productive teamwork.</p> <p>Staff often reflect on the requirements of CfE and dialogue is reasonably common.</p> <p>CfE training specific to support staff is common.</p>	<p>Our development is wide ranging, planned, systematic and linked to CfE.</p> <p>Critical reflection is a key feature of self development.</p> <p>“Teachers observe each other teach.</p> <p>Teachers talk about teaching. Teachers teach each other.</p> <p>Teachers plan, organise, monitor and evaluate their teaching together”. (J Little)</p> <p>Teachers and support staff regularly and successfully coach and mentor each other.</p> <p>Collaborative planning of learning and teaching activities is taken for granted.</p> <p>Sharing of ideas and strategies and joint problem-solving are widespread.</p> <p>Teamwork is widespread.</p> <p>Teachers have regular opportunities to reflect on CfE and support each other / network to make meaning of the requirements.</p> <p>Support staff training in CfE is regular and appropriate.</p>
AifL	The school is working on the tools of AifL.	The school and all staff are committed to working on the principles in the Moray “Assessment is for Learning Report” (2007).	Aspects of the principles in the Moray “Assessment is for Learning Report” (2007) are embedded and the others are being actively worked on.	The six principles identified in the Moray “Assessment is for Learning Report” (2007) are fully embedded and being used innovatively and creatively.

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Critical Skills	Teaching staff are keen to develop collaborative learning techniques.	A number of teachers are trained in Critical Skills and this is impacting in classrooms.	The majority of teachers are trained and the SMT/Headteacher is trained. The benefits are not yet available to all children and young people.	All teaching staff are trained and using Critical Skills to develop learning. School managers are trained and use the techniques in staff meetings. Staff continue to reflect on, and develop, Critical Skills methodology.
Other Learning and Teaching Developments	Teachers rely on a limited range of methodologies and do not always ensure progression and pace within or across stages.	Teachers are actively developing their methodologies and often consider progression in learning within classes and across stages.	Teachers have available a range of methodologies but these are not always planned to ensure progression and pace in learning.	Teachers have available a range of methodologies which are selected with care to enhance learning and which are discussed and shared with colleagues to ensure pace and progression.
Collective Responsibilities	Staff do not feel a sense of whole school shared responsibility for all pupils. There are a few whole school discussions about learning, progress development and success of pupils.	A number of staff feel a sense of collective responsibility for all pupils in the school. There are some whole school discussions about pupils' learning, progress, development and successes.	There is a growing sense of collective responsibility throughout the school for the learning progress, development and success of all pupils. There are discussions on learning, progress development and the success of all pupils.	A desire to do the best for all pupils pervades the school. There is regular and deep whole school dialogue about learning, progress development and successes of individual pupils.
Literacy and Numeracy	These are developed in an ad-hoc way across the school. In secondaries they are seen as only being the responsibility of the English and mathematics departments.	Most teaching staff are aware of their responsibility in these areas. As yet a coherent, strategic school approach to ensuring literacy and numeracy development is not in place.	All teaching staff are aware of their responsibility in these areas. A coherent, strategic school approach is in place and is beginning to support improvements in the literacy and numeracy of children and young people.	All teachers carry out their responsibilities in these areas. All teachers and departments contribute to the development and tracking of literacy and numeracy skills. Programmes are in place to develop progressively the literacy and numeracy skills of all learners.
Health and Well-being	There is some very good work undertaken but it is often ad-hoc. Not all teaching staff see this area	Most teaching staff are aware of their responsibility in this area. As yet a coherent, strategic school	All teaching staff are aware of their responsibility in this area. A coherent, strategic school	All teachers carry out their responsibilities in these areas. All teachers and departments

APPENDIX 3

	as their responsibility.	approach to supporting development in health and well-being is not in place.	approach is in place and is beginning to support developments in the health and well-being of children and young people.	contribute to appropriate aspects of the development and tracking of health and well-being. Programmes are in place to develop progressively the health and well-being of all learners.
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Enterprise in Education (Determined to Succeed)	<p>A number of teachers provide enterprise activities for their pupils. Some aspects for the four strands of Enterprise in Education (enterprising learning and teaching, entrepreneurial learning, work-based learning, career education) are implemented but in an ad-hoc manner.</p> <p>A number of teachers successfully use real-life contexts for learning. Selected pupils are given opportunities to participate in vocational programmes.</p> <p>Some teachers encourage pupils to take responsibility for learning.</p>	<p>Most teachers have an understanding of the four strands of enterprise and the school's enterprise coordinator is working with staff to extend enterprising approaches to learning and teaching.</p> <p>Teachers are seeking opportunities to engage with local employers and others in the community in order to contextualise learning.</p> <p>Pupils increasingly take responsibility for their learning and are able to take on a variety of roles within group tasks.</p> <p>Teachers and pupils are increasingly aware of the importance of developing enterprising skills and attitudes.</p>	<p>All teachers have an understanding of the four strands of enterprise and there is effective leadership to drive forward the enterprise agenda.</p> <p>The school has a number of meaningful employer partnerships which provide relevance to areas of the curriculum.</p> <p>Pupils are frequently set real-life challenges related to all four strands and across most curricular areas which encourage ownership of learning and the ability to take on any role.</p> <p>Pupils fully understand the importance of developing enterprising skills and attitudes and how these relate to their future lives and work.</p>	<p>The school has a coherent approach to the delivery of enterprise in education, fully encompassing all four strands of Determined to Succeed.</p> <p>All teachers seek opportunities, including engaging with employer partners and others, to contextualise learning, enabling children and young people to make the links between school and the world beyond.</p> <p>Pupils are empowered to take ownership of their learning and are fully equipped to tackle the challenges they encounter.</p>
Those in Need of More Choices, More Chances	<p>Links with external partners are limited and so the school is often isolated in dealing with issues requiring intervention.</p> <p>Intervention is often ad hoc.</p> <p>There is limited flexibility in the S1-4 curriculum and limited options in S5 which restrict the chances of positive destinations for some young people.</p> <p>Transition to post school is often</p>	<p>Links with external partners are developing but often</p> <ul style="list-style-type: none"> - limited in scope - limited in number - limited in effectiveness by professional demarcations. <p>Interventions are sometimes effective.</p> <p>Moves are often made to increase flexibility in the S1-4 curriculum and there are clear pathways for</p>	<p>Links with a wide range of partners are improving and young people are increasingly appropriately supported.</p> <p>Good examples of flexibility are common but the needs of young people are not always met.</p> <p>Well planned transitions are the norm but for a small number this is not the case.</p>	<p>Links with partners are of a very high order resulting in appropriate and sustainable interventions to support young people and their families.</p> <p>The needs of the young person are the focus and are central to the curriculum.</p> <p>Transition to post school is very well planned so that young people are appropriately supported.</p>

	unplanned for vulnerable young people.	progression to post 16 learning in school and out of school. There are many examples of well planned transitions to post school positive destinations but for a number of young people this is not the case.		
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Transition	There are transition processes in place which deal with the structural aspects of transfer.	Pastoral aspects of transition are being developed which support the needs of many vulnerable children and young people.	Pastoral aspects of transition are of high quality. Curricular transition is less well developed.	Pastoral and curricular transition processes are embedded, regularly reviewed and ensure continuity of support and learning for children and young people.
ASG Working	Links and some joint planning exist within our ASG. These are often at Headteacher level and information is rarely shared with staff in general. Activities are not always planned to provide progression and schools sometimes opt out. Meetings at ASG level are sometimes productive.	Links and liaison across our ASG are developing with good examples of joint planning and sharing of developments. A range of staff are involved from schools. Schools see the benefits and there is wide participation. Meetings at ASG level are well planned and generally positive.	Joint planning and development are an increasing feature of our ASG work. There is a strong commitment from a range of staff across the ASG. Staff are increasingly aware of where their work fits in a whole school/ASG context. Meetings have had a positive impact on learners in the ASG.	Appropriate and frequent joint work are features of our ASG. This is well planned, well coordinated, supportive of staff and enhances the experience of children in the schools. Meetings are positive, professional and productive. They have clearly influenced outcomes for learners.
Wider Partnerships	There are some very good links with wider partners but these are often based on individual staff and are not always progressively planned across the school to better meet learning needs.	Links with wider partners are increasingly seen in a whole school context in order to meet the needs of learners and support progression in learning.	Links with wider partners are well planned and seen as supporting the needs of learners.	Links are frequent, appropriate, planned, supportive of school staff in meeting needs and enhances the experience of learners.
Parents	The Parent Council has been informed about CfE. Information on CfE is in school newsletters.	Parent meetings have focused on CfE. Teacher/parent discussions refer to CfE in the context of children's learning. There is a growing awareness on the part of parents of the changes	There is on-going dialogue between home and school on CfE including on curricular changes. Most parents are aware of the changes and an increasing number are conversant with the nature of the impact on their children.	Parents are conversant with CfE and its meaning for their child. Through this awareness and high quality school partnership they are able to provide support for their child's learning, support the wider life of the school and are active in Parent Council related events.

		being undertaken through CfE. A number of parents use their awareness to support their child and the school.	Parents are increasingly confident in supporting their children's learning and supporting the school.	
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Curriculum Structure	The school is beginning to plan for a CfE curriculum based on the seven principles and the entitlements given in Building the Curriculum 3.	The school is producing a high level plan for a curriculum structure which clearly aims to add value to learning and ensure progression.	The school is working towards implementation of its plan which has been shared and agreed in school and with parents and partners. The school has a clear process for the structural, staffing and timetabling changes required.	The school's plan is in place and is delivering on the seven principles of CfE and the entitlements outlined in Building the Curriculum 3. Ongoing refinement and updating is taking place.
Cross Curricular Work	Some good examples of cross curricular work take place. These are isolated and involve a limited range of curricular areas and/or staff. Teaching staff confidence in contributing to cross curricular work is at an early stage of development. Contributions by children and young people are informally acknowledged and/or are not systematically built on. The work is almost exclusively teacher led.	Teaching staff have gained confidence in cross curricular work. Such work is an increasing feature and involves a greater range of staff. Contributions are sometimes tracked. Learners have a limited role in how their work is undertaken.	Cross curricular work is a common feature. Teachers have a confidence and expertise in the approach. Increasing attempts are made to ensure progression in learning across different cross curricular work. Contributions are increasingly recorded. Feedback on the work is canvassed. Learners have an increasing role in the nature of the work undertaken.	Cross curricular work is a regular feature and is planned to ensure development in learning for all children and young people. Contributions are appropriately recorded, tracked and built on. Cross curricular work is evaluated for impact and improvements result. Learners have a key input to the nature of the work undertaken.