

## CURRICULUM FOR EXCELLENCE

### Position for Schools, Pre-School Partners and Other Providers for August 2010

Curriculum for Excellence is designed to raise attainment and support wider achievement. From August 2010 we will find in Moray that:-

#### Culture

1. All schools and other learning providers are implementing key aspects of CfE as identified in their Improvement Plans/Action Plans.
2. All teaching staff and other providers are familiar with Building the Curriculum 3 and are internalising the main messages. They are increasingly familiar with the aspects of Building the Curriculum 4 and Building the Curriculum 5 which are appropriate to their context.
3. All schools, pre-schools and Community Learning and Development (CLD), are developing
  - Vision and values (which will underpin developments in the curriculum, learning & teaching, etc).
  - Leadership at all levels (including children and young people).
4. Pre-school partners are increasingly well informed and well prepared for CfE.
5. Wider partnerships are actively being pursued and developed by teachers, schools and other learning providers to support the delivery of CfE.
6. Headteachers, pre-school leaders, managers and other learning providers are working with their staff to increasingly ensure that the design principles of CfE are reflected in the learning of all children and young people.
7. All schools and other providers are keeping parents updated on, and engaged with, the main aspects of CfE.

#### Methodology

1. Learners from age 3 – 15 are increasingly experiencing learning and teaching based on a range of CfE experiences and outcomes.
2. All teachers and other providers are increasingly clear about their responsibility for the development of literacy, numeracy and aspects of health & well being across learning. This is beginning to impact on learners.
3. Schools and other learning providers are developing active learning which includes, for example, AifL approaches, critical skills, etc.
4. Teachers, pre-school partners and other providers are carefully selecting learning contexts to give a balance for their learners of appropriate learning approaches including discrete subjects, interdisciplinary work and wider aspects of learning.
5. Professional development for teachers and other staff is providing effective opportunities to embed new practice in terms of methodology.

6. Liaison between staff within and across establishments is leading to improved progression, pace and challenge for children and young people.
7. There is evidence that GLOW is being used as part of the learning and teaching process.

**Structure**

1. Primary schools/pre-schools are reviewing their own curriculum and will thereafter implement changes as agreed with their staff.
2. Secondary schools have a draft S1 – 3 structure with the S1 changes underway from August 2010.
3. Secondary schools, in partnership with other learning providers, are working towards a universal offer of continued learning for all who will be in the 16+ age range from December 2010.
4. ASGs are developing plans for aspects of curricular transition from P7 – S1 and plans are emerging for pre-school – P1.
5. Self-evaluation is being used to assess progress in the implementation of CfE.
6. Schools, pre-schools and CLD are increasingly recognising wider achievements in relation to the capacities and aims of CfE. In places in Moray, they are developing the means to monitor and record achievements including by children and young people.
7. Schools and CLD are continuing to track and monitor pupil progress using available data.