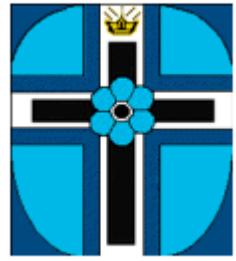


# Notre Dame High School



## Curriculum for Excellence

Planning for Implementation

2012 – 2015

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## **Introduction**

One of the main priorities for improvement planning in Notre Dame High School over the past few years has been the development and implementation of a Curriculum for Excellence. Working in parallel with national implementation timescales, departments have developed courses and assessment methodologies for implementation for the 2009 – ‘10 S1 cohort and subsequently for the 2010 – ‘11 as they progressed into S2.

Notre Dame High School’s improvement plan 2011 – ‘12 prioritised development of materials for S3 courses which would give all students the opportunity to study Experiences and Outcomes to Level 3 and for some to Level 4. The expectation was that approximately 80% of students would be able to access Level 4 courses. Further, one of the agreed outcomes for these development priorities was that the courses, when complete, should articulate with the course and assessment specifications for the National 4 and National 5 courses to be delivered in the Senior Phase for the current S2 cohort as they progress into S4 (session 2013 – ‘14).

The decision by Inverclyde Council to move to an interim position of an 8:8 curriculum model (8 subjects in S3 continuing to 8 subjects in S4) required that departments/faculties were required to amend course content to include some aspects of National 4/5 courses as “prior learning” in S3 to allow provision of 160 hours for delivery of the subsequent National course(s).

Within this context, this document outlines a three-year plan toward full implementation of a Curriculum for excellence (refer also to the schematic version – attached). For more detail on Year One refer to the school’s Improvement Plan 2012 – ‘13.

### **NDHS SIP Priorities 2012 – ‘13**

Over the course of session 2012 – ‘13 the priorities in a Curriculum for Excellence to be included in the school’s improvement plan are:

- Implementation of CfEx Level 4 courses in all curriculum areas;
- Continuing development of Literacy, Numeracy and Health & Wellbeing across learning;
- Implementation and further development of Assessment and Moderation in all curriculum areas across Levels 2 – 4 at National, Local Authority, school and departmental levels;
- Development of National 4 and National 5 courses for implementation in session 2013 – ‘14;
- Extension of existing tracking programme to include recognition and celebration of “wider achievement”;
- Development of S3 profile, E-portfolios and achievement summary document initially through pilot programme;

Notre Dame High School: Curriculum for Excellence Implementation Plan 2012 – ‘15

- Consult and commence development of framework for Universal Support for students to support self-evaluation/reflection and progression;
- Mapping of access to Level 3/Level 4 Experiences and Outcomes across curriculum for individual students to identify gaps in provision and pathways for specialisation and depth of learning.

## Current Position

### Principles

In planning and designing our curriculum, the following principles are taken into account:

- Challenge and Enjoyment;
- Breadth;
- Progression;
- Depth;
- Personalisation and Choice;
- Coherence;
- Relevance.

In Notre Dame High School teachers continue to develop courses that are challenging, engaging and motivating as well as being not only relevant but also taking account of local circumstances. In most subject areas students experience an appropriate level of challenge through being active in their learning and have opportunities to develop and demonstrate their creativity.

Through a process of rigorous self-evaluation and improvement planning, we continue to develop a curriculum that allows students to experience a broad general education within a framework that allows for progression and depth of learning through opportunities for personalisation and choice within subject areas and specialization within all curriculum areas.

There are opportunities for wider achievement, learning in a variety of contexts within both the classroom and other aspects of school life.

Continuing to develop our extensive programme of tracking will allow us to support and advise students and parents/carers on appropriate routes for progression into the senior phase and look to develop further opportunities to involve students in the next steps in their education. Through a collegiate, well planned and progressive approach to planning and course development Notre Dame High School will work towards ensuring that students have access to a coherent, progressive curriculum while developing the capacity to make appropriate, informed choices that will allow them to reach their full potential.

### **Entitlements**

We continue to develop all aspects of students’ entitlements including:

- Universal and individual support;
- A coherent and progressive curriculum delivering a broad general education through S1 – S3 with access to O&Es for all students at Level 3 and some (80%) at Level 4;
- Planned progression to appropriate qualifications in their Senior Phase;
- Access and inclusion to a curriculum that allows students to develop skills for learning, skills for life and skills for work with a continuous focus on literacy, numeracy and health and wellbeing.

GIRFEC: Achieving, Nurtured, Active, Responsible, Included

### **Values**

As a Catholic faith community, our Gospel Values are at the centre of every aspect of school life, particularly in our daily interaction with others, our support for the vulnerable and in need and in our charitable works.

These values, based on The Beatitudes, are expressed daily in our school prayer and reflection and are stated as our Vision, Values and Aims in school communication and across the school. Our daily interactions with everyone in our faith community are an opportunity to demonstrate that we live our lives true to the values and virtues demonstrated by Our Lord Jesus Christ. We respect the views and of every individual and their right to be treated with dignity at all times and act with compassion to those in our community who are vulnerable and in need of our support.

We will continue to develop opportunities for students across the school to actively demonstrate those values in action, including:

- The S6 Citizenship and Community Programme;
- Links with SCIAF and local charities ( inc. Ardgowan Hospice);
- Extending responsibilities of Student Council; and
- The Caritas Awards Programme.

We also continue to develop our RE programmes through the introduction of This is Our Faith into S1, S2 and S3 and the further development of the use of the self-evaluation toolkit, Shining The Light of Christ, will enable staff to see the process of self-evaluation in the context of those Gospel Values.

GIRFEC: Achieving, Nurtured, Active, Responsible, Included

**Experiences and Outcomes**

Through consultation and collaborative working departments continue to develop courses that allow all students to engage in all curriculum areas and access the Outcomes and Experiences to Level 3. Current development work will allow progression to Level 4 for most students (80%) by the end of session 2012 – ‘13 while preparing students for entry to National Qualifications as they move to the Senior Phase.

Health and Wellbeing and Literacy and Numeracy continue to be embedded across the curriculum work and this plan outlines the proposed development timeline for implementation, moderation and evaluation of a Curriculum for Excellence in line with national recommendations and development board timelines.

The requirement for prior learning of National 4 and National 5 content into S3 courses to meet the 160 hours delivery requirement for each course by the end of S4, will necessitate a degree of adjustment to course structure. Consequently, it is planned to complete an audit of S3 course provision to identify gaps in provision of Experiences and Outcomes at Level 3 & 4. Further development of other learning opportunities, including IDL, whole school/year group events, will be planned over the coming session to address identified gaps in provision.

GIRFEC: Achieving, Active, Responsible.

**Totality of the Curriculum**

**Curriculum Areas**

The experiences and outcomes are set out in lines of development that describe progress in learning. They are organised into the eight curriculum areas:

- Expressive arts
- Health and wellbeing
- Languages
- Mathematics
- Religious and moral education
- Sciences
- Social studies

➤ Technologies

There continues to be a very positive ethos of high achievement and expectations across the school supported by parents/carers and the wider community. Success and achievement is widely celebrated and students have access to an extensive range of extra-curricular activities and experience opportunities for out of class and inter-disciplinary learning.

There are on-going developments in environmental and Bio-Diversity projects involving a range of subject areas with developing links with our enterprise and Fair Trade programmes.

Development will continue on both providing opportunities for accessing and recording wider achievement, in and out of class, for students in Notre Dame High School, including:

- Duke of Edinburgh Award;
- School show/Pantomime;
- Music – Orchestra, etc;
- Sport – school, local and national representation;
- S6 Citizenship and Community Programme;
- Local Authority initiatives, e.g. The Recruit;
- Extended work experience and/or curriculum flexibility;
- Charitable works

It is important to recognise each student’s involvement in projects and initiatives both across the curriculum and the wider life of the school as well as their life out of school, including:

- Youth work
- Volunteering
- Part-time employment
- Hobbies and interests
- Helping care for a relative at home.

Planning and implementation of an S3 profiling pilot will look to integrate our existing tracking programme with a database of students’ wider achievement. Consultation on this development will involve students, staff and parents/carers while taking account of national and

local authority advice.

**Health and Wellbeing**

A holistic approach to be taken to promote Health & Wellbeing within the school and the school community. All staff and partner agencies share the responsibility for creating a positive ethos and climate of respect and trust. Supportive relationships are established within the classroom, the school and the wider community.

Staff becoming more familiar with implementation of the Health & Wellbeing across learning and their wider responsibilities. Subject areas are using experiences and outcomes in the delivery of the curriculum giving pupils the opportunity to be involved in interdisciplinary learning.

It is proposed to develop the work of the Health & Wellbeing group to ensure that developments are up-to-date with evolving practice and to develop and improve links and communication with key partners to develop and implement HWB programmes. The group will include teaching and non-teaching staff, pupils, parents and community partners and devise evaluation procedures/processes to ensure coverage of experiences and outcomes.

In line with the planned review of existing PSE programmes to take account of developments in S3 profiles, a review of planned progression in Health and Wellbeing will also take place. Wider learning opportunities, including a proposed Health Day/Week and interdisciplinary work, will be developed in line with local and national policies, documents and targets.

GIRFEC: Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included

**Learning and Teaching/Assessment**

AifL and active/collaborative learning strategies continue to be embedded across all curriculum areas and teachers are encouraged to be creative and innovative in their approach to lesson planning, including out-of-class learning and IDL activities. Teachers are becoming progressively more skilled in a range of assessment methodologies and strategies and thereby provide appropriate support for all students as they progress through the experiences and outcomes within curriculum areas and subjects. Assessment strategies ensure that students are engaged in their learning is on-going and

### **Reporting on progress and achievement**

Parents are provided with one interim and one full report in a format that takes account of national and local authority advice. The final format and content of the S1 and S2 reports were developed through consultation with parents/carers. We will continue this process of engaging both students and parents/carers as we progress towards the senior phase in S4. The format of the S3 report will take account of on-going developments in S3 Profiles and the recognition of wider achievements.

### **Profiling & Wider Achievement**

Having completed review of departmental use of learning logs we will continue development of these in context of S3 Profiles. This development, linked to the expansion of tracking procedures to take account of wider achievement, including out-of-school involvement, will be significant part of improvement planning priorities for session 2012 – ‘13.

### **Moderation**

We continue to develop procedures at whole school and departmental level that allows teachers to develop sound judgements in assessment through sharing standards supported through exemplification and CPD. We will also look to continue to develop opportunities to co-ordinate moderation across the cluster and at both local authority and national level.

### **Self-Evaluation**

Comprehensive analysis of SQA results (STACs) and tracking of students’ performance from S1 through to S6, as described above, ensures that departments and individual teachers are able to evaluate and review course programmes, teaching methodologies, homework provision and the support needs of individual students.

GIRFEC: Achieving, Nurtured, Responsible, Included

### **Personal Support**

The development of an ASN framework that aligns student support with Inverclyde Council’s Staged Intervention model allows the Student Support Team to identify and address the needs of individual students.

Developments in universal student support over the next 3 years will ensure a coherent, progressive structure that will allow students and their parents/carers to be fully engaged in their educational, personal, spiritual and social development. This includes:

- Cross-sectoral working through student support and curriculum links;

- Development in tracking and recognising wider achievement;
- Tracking of attainment and wider achievement, reporting and Assessment;
- Student profiling and developments towards E-portfolios using existing learning logs practice;
- Developments in PSE/Tutor structure to take account of changes in curriculum model, option choices, technological support (period x period registration)

GIRFEC: Safe, Nurtured, Responsible, Included

## Aspiration

### Principles

In Notre Dame High School we aspire to offer a curriculum that provides students with:

- Challenge, Coherence and Enjoyment – through a range of well-planned lessons and courses that are relevant and use a range of active/collaborative methodologies;
- Breadth and Progression with access to all curriculum areas at Level 3 for all students, Level 4 for some (80%+) and through transition points with the development of the Senior Phase being the main priority for session 2012 – ‘13;
- Personalisation and Choice – provided through appropriate course structure and identified pathways for progression.

### Entitlements

Notre Dame High School students will experience a curriculum that provides a framework for universal and individual support with a coherent and progressive curriculum delivering a broad general education through S1 – S3. All students will have access to outcomes at Level 3 and some (80%+) at Level 4 with planned and supported progression to appropriate qualifications in the Senior Phase.

We aspire to provide all students with access to a curriculum that is inclusive and allows them to develop skills for learning, skills for life and skills for work while ensuring that they move into positive and sustained destinations on leaving school.

### Values

See Vision, Values and Aims in school handbook.

As a Catholic faith community, Gospel Values remain at the centre of every aspect of life in Notre Dame High School. It is our aspiration that all students are able to access a curriculum that is inclusive and provides opportunities for achievement as well as personal and spiritual growth

### Experiences and Outcomes

Through consultation and collaborative working departments will provide a curriculum and courses that allow all students to engage in all curriculum areas and access the Outcomes and Experiences to Level 3. Appropriate progression routes exist for all students progression to Level 4 for most students (80%) by the end of a BGE that meets the Principles of a Curriculum for Excellence while preparing students for entry to National Qualifications in the Senior Phase.

<p><b>Totality of the Curriculum</b></p> <p>Our curriculum will allow students access to a breadth of experiences, including opportunities for personal achievement, with active and collaborative learning strategies across all subjects and curriculum areas.</p> <p>We aspire to ensure that the ethos in NDHS sets the highest personal standards as a school community, is inclusive, safe and looks to address their individual needs.</p>
<p><b>Learning and Teaching/Assessment</b></p> <p>Through a well-planned, structured curriculum, teachers will take account of the individual needs, aspirations and learning styles of students. While setting high expectations and standards they will plan and deliver lessons through active and collaborative strategies that will ensure that students are fully engaged in their learning</p> <p>In NDHS teachers will continue through access to appropriate training and continued professional development to become more skilled in assessment methodologies and strategies. Through an agreed, progressive and coherent framework of Self-Evaluation and planning for improvement teachers will ensure that the arrangements for assessment and reporting support the purposes of learning and thereby provide appropriate support for all students as they progress through the experiences and outcomes within curriculum areas to appropriate qualification in the senior phase of their education.</p>
<p><b>Personal Support</b></p> <p>Notre Dame High School’s Student Support structure and ASN framework allows staff to identify and address the individual educational and personal needs of all students allowing them to plan for opportunities for personal achievement.</p> <p>Working in partnership with school colleagues and other support agencies we will prepare students for changes at times of significant transition</p> <p>The framework for universal student support through the BGE and into the Senior Phase will ensure a coherent, progressive curriculum pathway in which students and parents/carers are fully engaged.</p>

**Year 1: 2012 – ‘13**

**Principles**

We continue to develop a curriculum that meets the principles of CfEx through Inverclyde Council’s curriculum model, particularly:

- Articulation between Level 4 E&Os and requirements of published National 4 and National 5 course and assessment specifications;
- Personalisation & Choice – departments continue to develop opportunities for personalisation within course(s) based on informed choice and progress. This will be supported through pilot implementation of S3 profiles.
- Challenge and enjoyment – through continuing to develop staff expertise in co-operative and active learning strategies. Development in opportunities for cultural exchange and wider achievement, including:
  - Rome, Berlin, Morocco, Youth to Lourdes;
  - Theatre Group and other trips;
  - Sports activities
  - Widening access to Duke of Edinburgh Award
- Depth – through review and continuing development revised S1 – S3 courses and interface between BGE (Level 4) and Senior Phase (N4 & N5);

**Entitlements**

Departments will:

- Plan and take forward development of S3 courses taking account of requirement for prior learning at National 4 and National 5;
- Continue development of National 4 and National 5 course for delivery from May/June 2013 (Senior Phase);

We will continue development of:

- Develop existing Learning Logs format in S3 courses to facilitate production of S3 Student Profiles;
- Develop processes/procedures to incorporate Learning Logs into S3 Profile;
- Procedures for compiling S3 E-Portfolio – Pilot using identified curriculum areas in line with national and local authority guidance;

In wider student support we will:

- Plan development of units/inserts into PSE courses to allow students to develop capacity to use language of curriculum to make informed decisions about appropriate choices in Senior Phase;
- Develop tracking database to include wider achievement with recognition of that achievement through:
  - Junior/Senior awards ceremonies;
  - Continue development of rewards scheme.
- Continue to develop all aspects of students’ entitlements including universal and individual support, including:
  - Consultation on possible structures and format of PSE/Tutor time;
  - Format of S3 profile/E-Profolio to support progression from the BGE to appropriate qualifications and level of presentation in the Senior Phase;
  - Access to O&Es for all students at Level 3 and some (80%) at Level 4;
- Develop access and inclusion to a curriculum that allows students to develop skills for learning, skills for life and skills for work through implementation of Inverclyde’s flexible Work Experience programme;
- Curriculum area progression routes identified from L3/4 BGE to N4/N5 Senior Phase, including opportunities for all students to achieve appropriate level of qualification in PE and RE
- Widen access to qualifications with options for choice of revised course structures in Technology (Design & Manufacture and Practical Craft Skills) and Home Economics (Health & Food Technology/Hospitality)

**Values**

We will continue to develop:

- S6 Citizenship and Community Programme linked to developments in revised flexible work experience programme;
- Develop links with SCIAF and other local charities;
- Extending responsibilities of Student Council; and
- Further develop Caritas Awards Programme in S6.
- New S1 – S3 RE programme - This is Our Faith.
- Develop further opportunities for involvement in Eco-School and Global Citizenship

In parallel with on-going developments in the school’s Self-evaluation, we will incorporate the use of the SCES self-evaluation toolkit, Shining The Light of Christ.

Review and consolidation of Inclusion Policy, including:

- Developments in universal and individual support will include:
- Student Support Team to identify and address the needs of individual students with further development of NDHS’s Student Support and Inclusion framework, including:
  - Wider access to Inclusion Base;
  - Alternatives to Exclusion
- Wider review of the school discipline policy through consultation with staff, students and parents, taking account of revised ASN policies and procedures, will widen awareness of the principles and longer-term strategies for wider inclusion.

Continue development of Student Council, including:

- Review of structure of Student Council;
- Consultation on improvement planning priorities;
- Consultation on curriculum developments, including:
  - Implementation of This is Our Faith RE programme;
  - Curriculum for Excellence:
    - Curriculum Structure (Senior Phase)
    - Subject Choice/Options (New Awards)
    - S3 Profiles & E-Portfolios
    - Recognition of wider achievement/Rewards Programme
  - Review and consultation on school’s Discipline Policy

Senior students will have opportunities to develop their involvement in the wider school community through continuing development of Citizenship and Community Programme, including recognition of achievement through new SQA Awards. Students elected as senior school representatives will meet regularly with local with Residents Association at their monthly meetings.

Implement annual S6 Faith Leadership conference centred on development of national Caritas Awards with process launched with conference at Conforti Institute, Coatbridge (TBC). Students will also use Caritas Awards programme to develop and enhance prayer life of school and other aspects of Faith Development, including:

- Pro-Life;
- Justice and Peace;
- Fairtrade, etc

### **Experiences and Outcomes**

- Departments will continue to develop courses that will allow most students (80%+) to progress to Level 4 by the end of session 2012 – ‘13 while preparing students for appropriate National Qualifications and articulation of Level 4 Es&Os with N4/N5 courses;
- Literacy, Numeracy and Health & Wellbeing continue to be embedded across the curriculum.
- Evaluation of Literacy and Numeracy across learning in BGE through support by subject specialists. This will be co-ordinated by identified staff through development group (see L&T/Assessment below);
- Audit of S3 course provision to identify gaps in provision of Experiences and Outcomes at Level 3 & 4 for each student.
- Development of other learning opportunities, including IDL, whole school/year group events, will be planned over the coming session to address identified gaps in provision;
- Implementation of a whole school audit of S3 curriculum to identify gaps in Es&Os in light of S3 option choices. Further consultation will be undertaken to address gaps.

Opportunities for wider achievement will be enhanced through increase in our-of-class learning – see **Principles** above

### **Totality of the Curriculum**

See Values: This is Our Faith – consultation with parents/carer

Continue developments in curriculum flexibility and wider options for students, including:

- Access to Open University programme;
- Use of Flexible Learning Packages supported by Inverclyde Council MCMC team with extended work experience; and
- Links with employers and college.

Development of N4/N5 courses (see Outcomes and Experiences above)

Review and evaluate S2/S3 Options programme, including developments in range of courses available:

- Higher RE (June 2013)
- Philosophy (TBC)
- Access to qualification for all students in RE and PE

Review of PSE/H&W'being (see Entitlements)

Developments will allow opportunities for accessing and wider achievement, in- and out-of-class learning. These will include:

- Widening access to cross-cultural experiences through group visits to Germany/Italy/USA/North Africa, etc.;
- Inaugural DCF Public Speaking competition (September 2012)
- Development NQ Personal Achievement and Personal Development Awards through the Caritas Programme (S6), Duke of Edinburgh, etc.
- Development of S3 profile/E-Portfolio including out-of-school activities, e.g. scouts/sports/community involvement.

### **Learning and Teaching/Assessment**

Moderation:

Across transition points including Cluster – Level 2/Level 3;

Of Literacy and Numeracy and H'W'being across learning

At National Authority, whole school and departmental levels;

Review and consult with staff, students and parents/carers on requirements for National 4 and National 5 assessment in early Senior Phase, including Unit assessment, recording and reporting; Prelim Exams and levels of presentation.

Teachers will continue to become more adept in using a range of methodologies by:

- Sharing and witnessing excellence through development led by L&T group;
- Using co-operative learning strategies teachers will continue to be encouraged to be creative and innovative in their approach to lesson planning;
- Further development of out-of-class learning experiences and IDL activities.
- Continued development of school's programme of Self-Evaluation and sharing of excellence.

Reporting on progress and wider achievement will take account of national and Local Authority advice, including:

- Developments in S3 Profiling & E-Portfolios;
- Recognition of Wider Achievement;
- Consultation across NDHS community on progression to appropriate presentation at Senior Phase.
- Developments in Moderation will focus on:
  - National and Local Authority priorities;
  - Transition points; and

Across learning on literacy, numeracy and health and wellbeing.

These developments will include opportunities to inform and consult with parents/carers.

### **Personal Support**

Continue development of recognition of wider achievement through introduction of Rewards Programme including consultation with staff, students and parents/carers.

Continue improvements to primary/Secondary Transitions programme including links with cluster associates in:

- Moderation and Assessment at Level 2 – Level 3;
- On-going curriculum links in Literacy, Numeracy and Science
- Implementation of cluster Science Fair (March 2012);

Developments in universal and individual support will include:

- Student Support Team to identify and address the needs of individual students with further development of NDHS's Student Support and Inclusion framework
- Development in tracking and recognising wider achievement through S3 Profiles/E-Portfolios and review of PSE/Tutor sessions (see **Entitlements** above).

**Year 2: 2013 –‘14**

**Principles**

Continue to develop curriculum to meet principles of CfEx. Particular focus on:

- Articulation and progression between National 4 and National 5 courses and development of National 6 (Higher) courses;
- Personalisation & Choice – further development of S3 profiles from pilot programme
- Continued consolidation at Level 3 and Level 4 (S1 – S3) courses.

We continue to develop a curriculum that meets the principles of CfEx through Inverclyde Council’s curriculum model, particularly:

- Progression –through development of N4/N5 courses to N6 (Revised Higher);
- Preparation for changes to curriculum structure which will allow full separation of BGE from Senior Phase to be implemented 2014 will address:
  - Depth, Personalisation & Choice and Coherence.
  - Range of curriculum choices.

**Entitlements**

- We continue to develop PSE/Tutor time for S3 profile/E-Portfolio;
- Access and inclusion to a curriculum that allows students to develop skills for learning, skills for life and skills for work through implementation of Inverclyde’s flexible Work Experience programme;
- Further development of curriculum area progression routes identified from L3/4 BGE to N4/N5 Senior Phase;

**Values**

- S6 Citizenship and Community Programme embedded and linked to flexible work experience programme;
- Continue to look for opportunities for involvement in Global citizenship;
- Student Council fully embedded and fully linked to improvement planning; and
- Caritas Awards Programme structure to allow aspects of Servant Leadership with students leading Pro-Life, Justice and Peace Groups, etc
- Further development This is Our Faith and development of revised S4 – S6 RE programme

**Experiences and Outcomes**

- Departments will continue of review and deliver courses that will allow most students (80%+) to progress to Level 4 by the end of session BGE while preparing students for appropriate NQ presentation in Senior Phase
- Literacy, Numeracy and Health & Wellbeing now embedded across the curriculum (see Assessment: Moderation).
- Audit of S3 course provision to identify gaps in provision of Experiences and Outcomes at Level 3 & 4.
- Continuing development of IDL opportunities

### **Totality of the Curriculum**

Start consultation with stakeholders, particularly parents/carers of S2 students, on restructured Senior Phase (5 subjects) in session 2015 – '16.

Development of N6 Courses

and embedding of opportunities for accessing and wider achievement, including

National 4 and National 5 Courses implemented for 1<sup>st</sup> presentation in May/June 2014 and development of N6 Courses for implementation 2014.

Also:

- Implementation of NQ Personal Achievement and Personal Development Awards, S3 profile/E-Portfolio including work from S1 and S2.
- Widening of opportunities through links with MCMC, Skills Development Scotland and Careers Scotland.
- Planning for implementation of BGE to revised Senior Phase

### **Learning and Teaching/Assessment**

Tracking facility S3 – S6 completed

Pilot S1 rewards scheme

Develop facility to incorporate tracking and recognition of achievement into reporting facility.

Teachers continue to become more experienced in use of co-operative and active learning methodologies by:

- Sharing and witnessing excellence through on-going developments in Self-Evaluation;
- Continuing to be creative and innovative in their approach to lesson planning;
- Further development of out-of-class learning experiences and IDL activities.
- Continued development of school's programme of Self-Evaluation and sharing of excellence.

Reporting on progress and wider achievement will take account of national and LA advice, including:

- Development to continue in S3 Profiling & E-Portfolios including recognition of wider achievement;
- Presentation at N4/N5 – procedures and process to be agreed (guidance at National and LA level).
- Moderation will continue to focus on:
  - National and Local Authority priorities;
  - Transition points; and
  - Across learning on literacy, numeracy and health
  - and wellbeing.

### **Personal Support**

Developments in universal and individual support will continue through:

- Student Support Team to identify and address the needs of individual students with further development of NDHS’s Student Support and Inclusion framework;
- Development in tracking and recognising wider achievement through S3 Profiles/E-Portfolios and review of PSE/Tutor sessions;

**Year 3: 2014 – ‘15**

<p><b>Principles</b></p> <p>We continue to develop a curriculum that meets the principles of CfEx through Inverclyde Council’s curriculum model, particularly:</p> <ul style="list-style-type: none"> <li>➤ Progression –through development of N4 and N5 courses;</li> <li>➤ Depth – through development of interface between BGE (Level4) and Senior Phase (N4 &amp; N5);</li> </ul> <p>Personalisation and Choice supported by development of S3 profile which will track and recognise wider achievement through</p>
<p><b>Entitlements</b></p> <p>We continue to develop all aspects of students’ entitlements including universal and individual support through:</p> <ul style="list-style-type: none"> <li>➤ Development of S3 profile/E-Profolio which will support progression from the BGE to appropriate qualifications in the Senior Phase;</li> <li>➤ Access to O&amp;Es for all students at Level 3 and some (80%) at Level 4;</li> <li>➤ Access and inclusion to a curriculum that allows students to develop skills for learning, skills for life and skills for work through implementation of Inverclyde’s flexible Work Experience programme;</li> </ul>
<p><b>Values</b></p> <p>We will continue to develop</p> <ul style="list-style-type: none"> <li>➤ S6 Citizenship and Community Programme fully embedded;</li> <li>➤ Develop links with SCIAF and other local charities;</li> <li>➤ Extending responsibilities of Student Council; and</li> <li>➤ Further develop Caritas Awards Programme in S6.</li> <li>➤ On-going development of Re programme S1 – S6.</li> </ul> <p>Shining The Light of Christ embedded as part of school’s SE procedures.</p>
<p><b>Experiences and Outcomes</b></p> <ul style="list-style-type: none"> <li>➤ Departments will continue of courses that will allow most students (80%+) to progress to Level 4 by the end of session 2012 – ’13 while preparing students for appropriate National Qualifications.</li> <li>➤ Literacy, Numeracy and Health &amp; Wellbeing continue to be embedded across the curriculum.</li> <li>➤ Audit of S3 course provision to identify gaps in provision of Experiences and Outcomes at Level 3 &amp; 4.</li> </ul> <p>Development of other learning opportunities, including IDL, whole school/year group events, will be planned over the coming session to address identified gaps in</p>

### **Totality of the Curriculum**

Prepare and support students for choices into restructured Senior Phase (5 subjects) in session 2015 – ‘16.

National 6 Courses implemented for 1<sup>st</sup> presentation in May/June 2015 and development of N7 Courses for implementation, as appropriate, in 2015.

- Further development and embedding of opportunities for accessing and wider achievement, in- and out-of-class learning through NQ Personal Achievement and Personal Development Awards and other awards as developed.
- Widening of opportunities through links with MCMC, Skills Development Scotland and Careers Scotland.
- Review and further development of S3 profile/E-Portfolio.

### **Learning and Teaching/Assessment**

Complete development of S1 – S6 tracking procedures.

Develop further Rewards programme taking account of pilot scheme 2013 – ‘14

The use of co-operative and active learning strategies now fully embedded as daily practice in NDHS.

The sharing of excellence through learning trails/visits and themed audits fully integrated into school’s programme of Self-Evaluation and sharing of excellence.

Teachers will continue to be encouraged to be creative and innovative in their approach to lesson planning.

Departments continue to develop of out-of-class learning experiences and IDL activities.

Reporting on progress and wider achievement will take account of national and LA advice, including:

- Developments in S3 Profiling & E-Portfolios;
  - Recognition of Wider Achievement;
  - Consultation cross NDHS community on progression to appropriate presentation at Senior Phase.
- Developments in Moderation will focus on:
- National and Local Authority priorities;
  - Transition points; and
  - Across learning on literacy, numeracy and health and wellbeing.

### **Personal Support**

Developments in universal and individual support will include:

- Student Support Team to identify and address the needs of individual students.
- Further development of NDHS’s Student Support framework
- Development in tracking and recognising wider achievement through S3 Profiles/E-Portfolios and review of PSE/Tutor sessions.

**QIs/Outcomes**

QIs/Outcomes	Values	Principles	Curriculum	Entitlement	Assessment	Personal Support	Es & Os	Learning & Teaching
Safe & Healthy 2.2, 5.1, 5.3, 5.7, 5.8, 5.9, 9.4	√		√			√	√	
Achieving 1.1, 5.1, 5.2, 5.3, 5.4, 5.9, 9.4	√	√	√	√	√		√	√
Nurtured 2.1, 5.1, 5.2, 5.3, 5.9, 9.4	√					√		
Active 1.1, 2.1, 5.1, 5.2, 5.9, 9.4	√		√				√	√
Respected/Responsible 2.1, 3.1, 4.1, 5.3, 5.6, 5.7	√	√	√	√	√	√	√	√
Included 1.1, 2.1, 5.1, 5.2, 5.3, 5.9, 9.4	√		√	√		√		√