

# Notre Dame High School



## Curriculum for Excellence

High Level Plan

2012 – 2015

# A curriculum framework to meet the needs of all learners 3 – 18

## A schematic guide for curriculum planners

### Values

Wisdom, justice, compassion, integrity

The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.

### The curriculum: 'the totality of all that is planned for children and young people throughout their education'

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

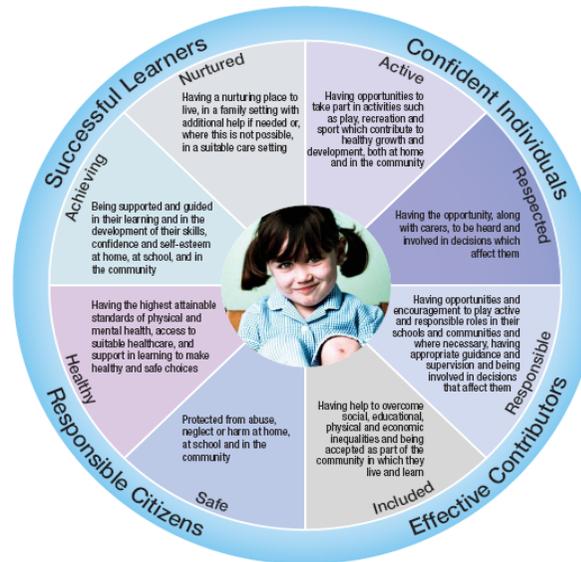
### Learning and teaching

- Engaging and active
- Setting challenging goals
- Shared expectations and standards
- Timely, accurate feedback
- Learning intentions, success criteria, personal learning planning
- Collaborative
- Reflecting the ways different learners progress

### Experiences and outcomes set out expectations for learning and development in:

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

Curriculum levels describe progression and development.



### All children and young people are entitled to experience

- a coherent curriculum from 3 to 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
- a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- Opportunities to move into positive and sustained destinations beyond school

### Personal Support

- review of learning and planning of next steps
- gaining access to learning activities which will meet their needs
- planning for opportunities for personal achievement
- preparing for changes and choices and support through changes and choices
- pre-school centres and schools working with partners

### Principles of curriculum design:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

### Arrangements for

- Assessment
- Qualifications
- Self-evaluation and accountability
- Professional development

**support the purposes of learning**

**Values**

(See Vision, Values and Aims in school handbook)

As an inclusive Catholic faith community, Gospel Values are at the centre of every aspect of school life. We demonstrate this through:

- Compassion and support for the vulnerable and in need and in our charitable works.
- In assemblies through daily school prayer which reflects those values
- Respecting the views of every individual and their right to be treated with dignity at all times.
- Teachers supporting the principles of the Charter for Catholic Teachers.

**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 S3 courses 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 in the Senior Phase. Literacy, Numeracy and Health & Wellbeing outcomes continue to be embedded across the curriculum

**Personal Support**

NDHS's ASN framework aligns Student Support with Inverclyde Council's Staged Intervention model allows the Student Support Team to identify and address the needs of individual students.

On-going developments in universal student support will allow:

- Cross-sectoral working through student support and curriculum links;
- Development in tracking attainment and recognising wider achievement;
- Review of PSE/Tutor sessions to support implementation of S3 Profiles/E-Portfolios.

**Totality of the Curriculum**

Our curriculum allow students access to a breadth of educational experiences, including opportunities for accessing wider achievement, in- and out-of-class learning. These include:

- School show/Pantomime, Music – Orchestra, Concert Band, Inverclyde Music Festival, etc;
- Sport – school, local and national representation;
- Caritas, Citizenship and Community Programme;
- Local Authority initiatives, e.g. The Recruit;
- Extended work experience and/or curriculum flexibility;
- Charitable works: SCIAF, local charities

**Learning & Teaching**

Teachers continue to become more adept in using a range of methodologies, including:

- AifL and active/collaborative learning strategies
- teachers are encouraged to be creative and innovative in their approach to lesson planning;
- out-of-class learning and IDL activities

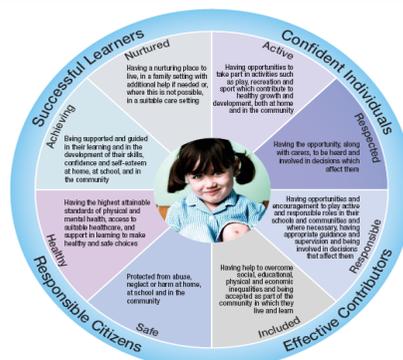
The school's self-evaluation policy allows teachers to witness excellence and share good practice through:

- Learning visits/walks;
- Themed Audits;
- Observed lessons, and questionnaires

**Entitlements**

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

- Universal and individual support that ensures inclusion and access to a curriculum that allows students to develop skills for learning, skills for life and skills for work
- A coherent and progressive curriculum delivering a broad general education leading to planned progression to appropriate qualifications in their Senior Phase.



**Principles**

On-going developments have ensured that students in NDHS have access to a curriculum that provides:

- 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.

**Assessment**

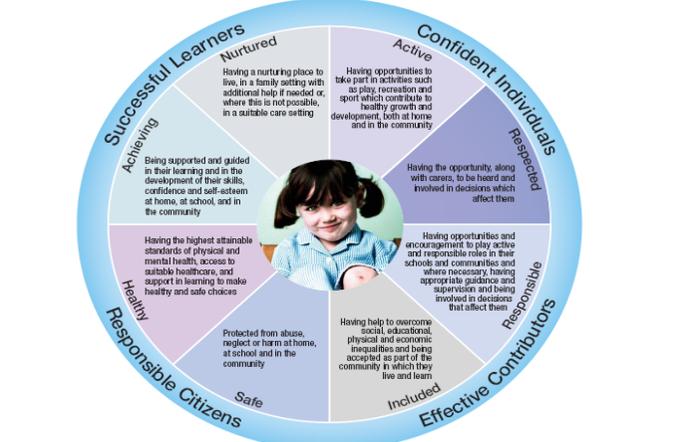
Teachers are becoming progressively more skilled in a range of assessment methodologies and strategies that become increasingly embedded in Learning and Teaching ensuring that students are engaged in their learning. Reporting on progress and achievement has been subject to consultation with students and parents/carers. Moderation of standards at whole school and departmental level continues to be a development priority. Departments continue to take national and local authority guidance as information becomes available.

**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

**Totality of the Curriculum**  
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.  
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.

**Learning & Teaching**  
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

**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.



**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.

**Personal Support**  
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.  
Working in partnership with school colleagues and other support agencies we will prepare students for changes at times of significant transition  
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.

**Principles**  
We 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.

**Assessment**  
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.

**Values**

We will continue to develop:

- Extend S6 Citizenship and Community 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.

**Totality of the Curriculum**

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

- Widening access to cross-cultural experiences through group visits to Germany/Italy/USA, etc.;
- 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.

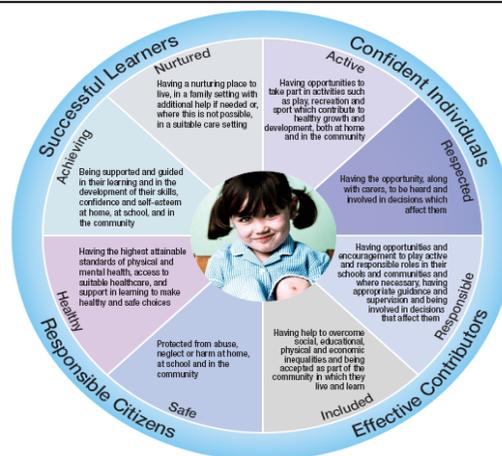
**Learning & Teaching**

Teachers 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.

**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.
- Literacy, Numeracy and Health & Wellbeing continue to be embedded across the curriculum.
- 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.



**Entitlements**

We continue to develop all aspects of students' entitlements including universal and individual support through:

- Development of PSE/Tutor time for S3 profile/E-Portfolio which will support progression from the BGE to appropriate qualifications in the Senior Phase;
- Access to O&Es for all students at Level 3 and some (80%) at Level 4;
- 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. e.g. PE. RE. Technology

**Personal Support**

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;

**Principles**

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

- Progression –through development of N4 and N5 courses;
- Depth – through development of interface between BGE (Level4) and Senior Phase (N4 & N5);
- Personalisation and Choice supported by development of S3 profile which will track and recognise wider achievement.

**Assessment**

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 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.

**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

**Totality of the Curriculum**

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

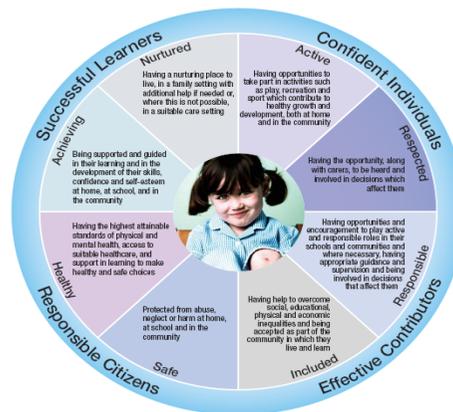
**Learning & Teaching**

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.

**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



**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;

**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;

**Principles**

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.

**Assessment**

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.

**Values**

We will continue to develop

- S6 Citizenship and Community Programme fully embedded;
  - Develop links with SCIAF and other local charities;
  - Extending responsibilities of Student Council; and
  - Further develop Caritas Awards Programme in S6.
  - On-going development of Re programme S1 – S6.
- Shining The Light of Christ embedded as part of school's SE procedures.

**Totality of the Curriculum**

Implementation of revised Senior Phase.

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 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-Profolio.

**Learning & Teaching**

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

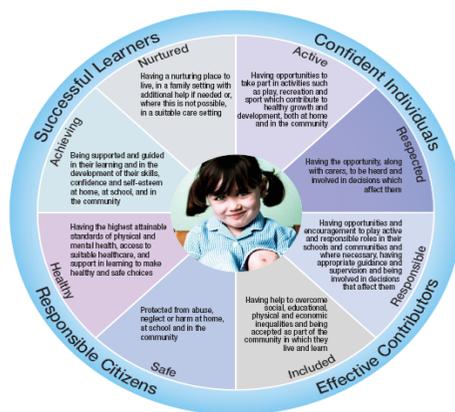
The sharing of excellence through learning trails/visits and themed audits fully integrated into school's programme of Self-Evaluation and sharing of excellence.

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.

**Experiences and Outcomes**

- 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.
- Literacy, Numeracy and Health & Wellbeing continue to be embedded across the curriculum.
- Audit of S3 course provision to identify gaps in provision of Experiences and Outcomes at Level 3 & 4.
- Development of other learning opportunities, including IDL, whole school/year group events, will be planned over the coming session to address identified gaps in



**Entitlements**

We continue to develop all aspects of students' entitlements including universal and individual support through:

- Development of S3 profile/E-Profolio which will support progression from the BGE to appropriate qualifications in the Senior Phase;
- Access to O&Es for all students at Level 3 and some (80%) at Level 4;
- 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;

**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.

**Principles**

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

- Progression - through development of N4 and N5 courses;
- Depth – through development of interface between BGE (Level4) and Senior Phase (N4 & N5);
- Personalisation and Choice supported by development of S3 profile which will track and recognise wider achievement through

**Assessment**

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.

Notre Dame High School

Curriculum for Excellence – 2012 – 2014

**QIs/Outcomes**

<b>QIs/Outcomes</b>	<b>Values</b>	<b>Principles</b>	<b>Curriculum</b>	<b>Entitlement</b>	<b>Assessment</b>	<b>Personal Support</b>	<b>Es &amp; Os</b>	<b>Learning &amp; Teaching</b>
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	√		√	√		√		√