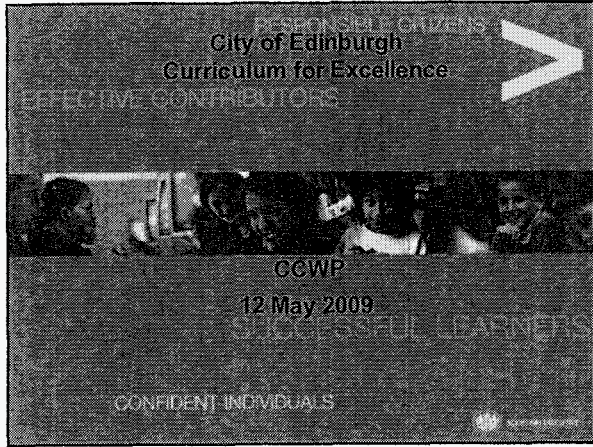
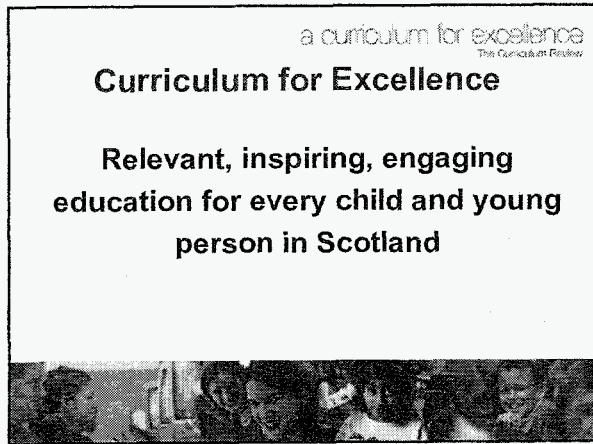
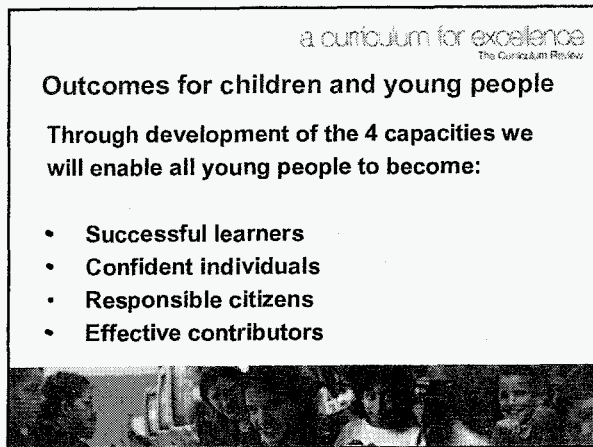


Consultative Committee
with Parents
12 May 2009.

ITEM 4
(TABLED)

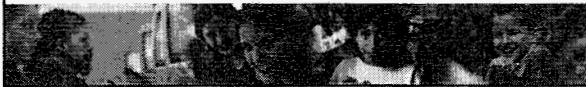






CfE – The Totality of Experiences

- Ethos and life of the school as a community
- Curricular areas and subjects
- Inter-disciplinary learning
- Opportunities for personal achievement



Learner entitlements

- a coherent curriculum from 3 to 18
- a broad general education, including the experiences and outcomes well planned across all the curriculum areas, from early years through to S3
- a senior phase of education after S3 which provides opportunity to obtain qualifications as well as to continue to develop the four capacities



Learner Entitlements

- opportunities for developing skills for learning, skills for life and skills for work with a continuous focus on literacy, numeracy, and health and wellbeing
- personal support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide
- support in moving into positive and sustained destinations beyond school.



Curricular areas

- Expressive Arts
- Languages and literacy
- Health and well-being
- Mathematics and numeracy
- Religious and Moral Education
- Sciences
- Social Subjects
- Technologies



Stages of Learning

Level	Stage
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
Senior phase	S4 to S6, and college or other means of study.



Curriculum design principles

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



CEC Developments so far....

- All schools engaging with delivering the 4 capacities
- Staff working on delivering outcomes and experiences (curriculum areas)
- Learning and teaching approaches
- Inter-disciplinary learning
- Literacy, Numeracy, Health and Well-being across learning



CEC Priorities for 2009-10

- **Delivering high quality learning and teaching** – effectively embedding AiFL strategies and promoting of Active Learning at all stages.
- **Further developing work on literacy, numeracy and health and well being across learning.**
- **Devising curriculum structures which reflect the design principles of Curriculum for Excellence.**
- **Introduction of GLOW**



How are we supporting priorities?

- Active Learning position paper issued to all schools
- Literacy strategy and implementation plan agreed
- Curriculum Planning for all Headteachers
- Cluster developments
- 3-18 Curricular Steering Groups leading curriculum development



Engaging with partners

- **Parents**
- **Community Learning and Development**
- **Other learning partners - CEC**
Outreach teachers, EAL service, Educational Welfare Service, Instrumental Music Service, Educational Psychologists, Speech and Language Service, Active Schools coordinators
- **Other educational partners**
Colleges, Universities, Businesses, Voluntary Sector



Engaging with Parents

- National Parental Involvement Strategy:**
- **at home**
providing information on what is taught in school and how learning can be supported at home
 - **through school**
providing opportunities to contribute to the life of the school
 - **formal structures -**
Parent Forums and Parent Councils



Engaging with Parents

- Curriculum for Excellence**
- Leaflet - Guidance for Parents on CfE
 - Parents' CfE Conference planned for September 2009 for Parent Council chairs
- CfE - Communication Working Group**
- Parental representation sought



a curriculum for excellence
The Curriculum Review

Curriculum for Excellence

Relevant, inspiring, engaging
education for every child and young
person in Scotland