

# The City of Edinburgh

## CfE – the Senior Phase

### **CCWP**

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4 Dec 2014



# CfE – Senior Phase

## Our vision

Every school leaver  
has a positive  
destination



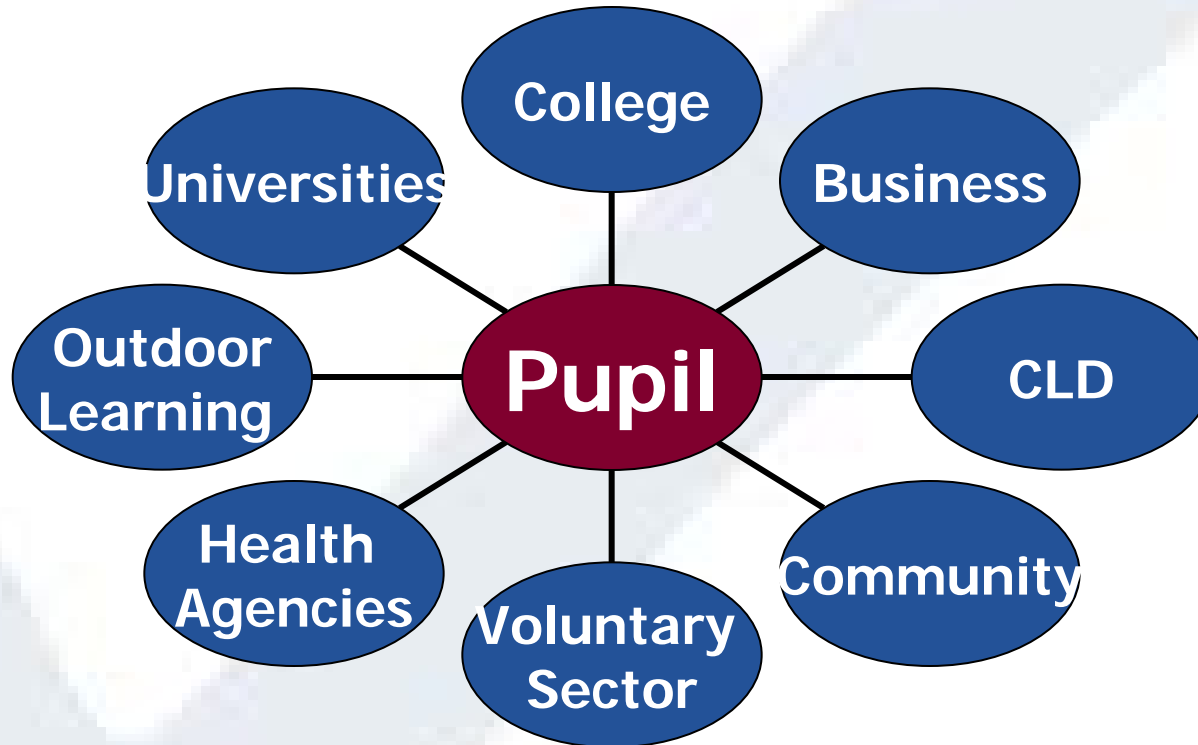
# Curriculum for Excellence – Entitlements in the Senior Phase

- a senior phase of education after S3 which provides opportunity to obtain qualifications as well as to continue to develop the four capacities
- opportunities for developing skills for learning, skills for life and skills for work with a continuous focus on literacy, numeracy, and health and wellbeing
- support in moving into positive and sustained destinations beyond school.

# Key Features of the Senior Phase

- Breadth, depth and progression building on the broad general education designed to bring about higher attainment and achievement
- Flexible delivery of learning
- Partnership working to ensure entitlements "*wherever learning is taking place*"
- Learner- centred rather than cohort approach to curriculum planning
- Enhanced personal support into positive and sustained destinations

# Partnership delivery





# The Senior Phase Partnerships

- The learner journey - sector delivery to joint delivery
- The learner journey - fragmentation to coherence
- The leadership journey - balance between school owned and strategically developed
- Underpinned by the quality of relationships

# The Academies Programme

- ✓ Builds on the East Lothian Hospitality Academy
  
- ✓ **HNC courses introduced in 2013/14 in**
  - ✓ Hospitality and Tourism
  - ✓ Health and Social Care
  - ✓ Food Science
  - ✓ Creative Industries
  
- ✓ **NC course introduced in 2013/14 in**
  - ✓ Health and Social Care – caring professionals and technicians
  
- **HNC course introduced in 2014/15 in**
  - ✓ Engineering

# The Academies Programme

- ✓ 2 year courses leading to HNC qualifications, with access to 2<sup>nd</sup> year university in specific discipline
  - ✓ 1 year NC course leading directly to employment or Modern Apprenticeships
  - ✓ **Refining**
    - ✓ Operational issues – eg. transport, logistics, school delivery
    - ✓ Embedding within the timetable but retaining flexibility
  - ✓ **Opportunities**
    - ✓ Oversubscribed in 2014/15
    - ✓ Expand to other areas leading to employment
    - ✓ Maximise employer links within the Academies, Edinburgh College, Universities and the Edinburgh Guarantee
    - ✓ Redefine work experience in schools - coherent and linked to learning
- Develop STEM Academies building on HNC Engineering



# The Wood Commission..... Future developments

- A focus on STEM – STEM strategy, STEM Academy with Edinburgh College, SSERC Science in primary schools, Crest awards, ICT Skills Investment Plan, Computer Science coding, Renewables, STEM ambassadors, Young Engineers and Science clubs.
- Consistent approaches to developing employability skills and employer engagement
- Increase delivery by Schools/College of MA Foundation courses
- Increase delivery in the Senior Phase by Universities particularly in STEM areas.

**The classroom of the future should not be limited to a classroom at all – an ‘excellent’ curriculum would go beyond the traditional boundaries and offer real-world learning experiences...**



# Senior Phase Consortia Arrangements

- Accessing course provision through consortia arrangements allows schools to create more flexible learning pathways because pupils have access to courses within their own school whilst at the same time are able to enrol on courses within consortia schools which helps address individual aspirations/learning needs.
- This session, 21 out of 23 schools are using consortia arrangements as part of their senior phase of learning.
- This session, 131 pupils are accessing the consortia arrangements. More pupils are now attending consortia schools to access Higher and Advanced Higher courses (50 pupils at Higher and 45 at Advanced Higher). There are fewer pupils using consortia arrangements to access National 5 courses (36 pupils).

- Consortia arrangements are developed between schools because they aid learner journeys but they are more easily managed and maintained when other factors contribute too, for example:
- Provision of specialist courses, Proximity, making it easier for pupils to travel between schools Ease of access, i.e. along bus routes which allow quick access

### **Provision of specialist courses, for example**

- Castlebrae receives 28 pupils from Holy Rood RC High School, Portobello High School and Pilrig Park Special School for their National 5 Hairdressing course .
- St Thomas of Aquins sends 1 pupil to Boroughmuir High School to take a Higher Engineering course.

## **Proximity:**

**Schools which are close together have reciprocal arrangements, for example:**

- Currie and Balerno (2 pupils)
- James Gillespie's, St Thomas of Aquin's and Boroughmuir (16 pupils)
- Forrester and St Augustine's (5 pupils)
- Liberton and Gracemount (10 pupils)

## **Ease of access, for example:**

- 12 St Augustine's RC High School pupils attend Advanced Higher courses at Craigmount High School.
- Leith Academy receives pupils from Drummond, Broughton, Trinity and Craigroyston.

A panoramic view of the Edinburgh skyline at dusk or dawn. The city's architecture, including the clock tower and various spires, is silhouetted against a soft, orange-hued sky. In the foreground on the right, the dark silhouette of the Dugald Stewart Monument is prominent. A large, semi-transparent red banner is overlaid on the left side of the image.

• EDINBURGH •

YOUR COUNCIL - YOUR FUTURE

1 + 2 Languages



# City of Edinburgh Modern Languages

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Mandarin Resources   Erasmus Plus   Contact Us

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**Fàilte**   **Bienvenue**   **Willkommen**   **Bienvenido**   **Benvenuto**   **Huan Ying**   **Khush Aamdeed**



## Our Vision

Language learning is life enhancing. It opens the doors to possibilities and experiences which are not available to those who are restricted to the knowledge of one language. Curriculum for Excellence aims to equip our young people for life and to prepare them for a future Scotland that is open to the world. Within the framework of Curriculum for Excellence there is recognition of the importance of language learning as a communicative skill which will enable our young people to participate fully in a global society and economy.

# Timeline for implementation

**2013/14 - Pilot year**

**2014/2015 - 7 CEC clusters**

**2015/2016 - 12 clusters**

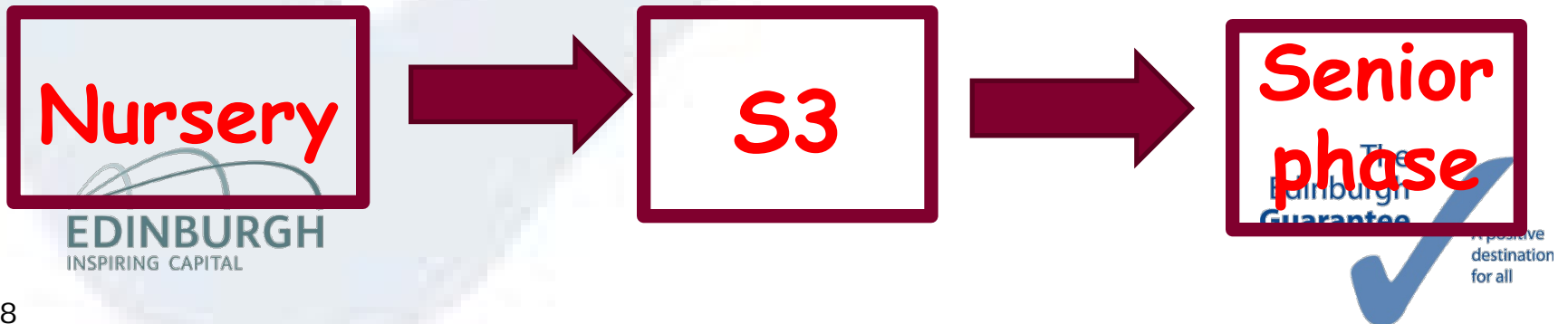
**2016/2017 - 1 cluster**

# Where are we now?

- 1+2 Strategic group convened 2013
- Successful pilot of model across 3 clusters in 2014/2015
- All clusters signed up to take 1+2 forward during 1 of the next 3 sessions
- Lead teachers were appointed from each of the schools involved
- The City of Edinburgh 1+2 strategy paper is now complete
- There is good uptake and attainment in secondary schools

Language 1 = The Child's home language +  
Language 2 = The first additional language

A progressive experience for all of  
learning an additional language from  
P1 (nursery) onwards.



+ Language 3

A revisited and progressive experience of another language in addition to this from P5 onwards.



2013/2014	2014/2015	2015/2016	2017/2018
<p>St Augustine's Drummond Balerno</p>	<p>Castlebrae Currie Firrhill Forrester Liberton Tynecastle Trinity</p>	<p>Holy Rood RC The Royal High St Thomas of Aquin's JGHS Craigmount Broughton Boroughmuir Portobello Leith Craigroyston Queensferry Wester Hailes Education Centre</p>	<p>Gracemount</p>



# Resource development in:

Consistent format

French  
German  
Spanish  
Italian  
Mandarin  
Gaelic

Training staff in using the resources and not in the language.

Supportive

# Training models

- All staff will be trained in using the new resource over 3 year roll out
- Changing expectations
- New staff can then attend training sessions for other clusters
- Empower staff
- Portfolio of language learning for all staff
- Changing mindsets
- New suite of staff language development courses.

**I am very excited to start using Spanish in the classroom. I have a P2 class and I am planning to use the resources straight away.**

**Although I am not too good with French, I feel I have the resources necessary to get started and to motivate my learners.**

**I feel more confident in French, with no experience, I now feel more comfortable taking it into my classroom and can't wait to get started.**

**As someone who doesn't speak French, I think that the powerpoints and websites will greatly support me.**