REPORT TO: EDUCATION COMMITTEE - 25 MARCH 2013

REPORT ON: CURRICULUM FOR EXCELLENCE - PROGRESS REPORT

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 151-2013

1.0 PURPOSE OF REPORT

1.1 To update the Education Committee on the implementation of the national Curriculum for Excellence programme in schools.

2.0 RECOMMENDATIONS

2.1 The Education Committee is recommended to:

- note the contents of this report; and
- instruct the Director of Education to continue to provide regular updates on the implementation progress of CfE.

3.0 FINANCIAL IMPLICATIONS

3.1 None.

4.0 CURRICULUM FOR EXCELLENCE: RATIONALE

4.1 The purpose of Curriculum for Excellence is to ensure that the quality of educational provision and experiences throughout Scotland are appropriate for life, learning and work in the 21st century. This aim links to several outcome statements in the current Dundee Single Outcome Agreement, particularly Outcome 2: *Our people will be better educated and skilled within a city renowned for learning, research, innovation and culture;* and Outcome 3: *Our children will be safe, healthy, achieving, nurtured, active, respected, responsible and included.* The expectation is that the full implementation of CfE will raise standards, improve knowledge and develop the relevant skills, to help children and young people to achieve these outcomes.

4.2 To guarantee a shared understanding the implementation process, a local Curriculum for Excellence Timeline has been produced that ensures coherence between national, local authority and school developments. (See Appendix 1 'Curriculum for Excellence Implementation Priorities and Timeline' August 2012-June 2013).

5.0 EARLY LEVEL AND PRIMARY – NURSERY-P7

5.1 A clear curricular structure is well embedded from early years to the end of P7. All schools are developing programmes of learning that are based on the 3-15 outcomes and experiences to reflect the principles and practices of CfE.

5.2   The development of core skills is central to all curricular programmes and includes extensive partnership working which is a strong feature in early years and primary education.

5.3   **Literacy Numeracy and Health and Well Being**

The areas of Literacy, Numeracy and Health and Well Being are given high priority within schools at the planning and assessment stage. Over the last 3 years a number of developments are underway to promote these key areas of the curriculum including:

- All Partner Provider Nurseries have Literacy, Numeracy & HWB Champions to ensure that even our youngest learners have daily Literacy, Numeracy & HWB experiences. Some of our local authority nurseries have adopted Champions in these curricular areas.
- The majority of partner provider nurseries (21 settings) have an identified Science Champion. This designated practitioner ensures that children have rich science opportunities and experiences linking with CfE experiences and outcomes. Science Champions held a show case event to share good practice with our local authority nursery staff.
- The authority Literacy Strategy Group have produced Literacy Guidelines for all schools and are currently piloting the use of 'Read,Write,Inc' in conjunction with the Educational Psychology Service. This forms part of the authority aim to adopt a coherent approach to literacy development from 3-18.
- The authority Numeracy Strategy Group is currently revising Numeracy Guidelines for the city and reviewing programmes of work in the primary sector.
- To support delivery of Health and Wellbeing experiences and outcomes, medical, nursing and dentistry students from the University of Dundee visit primary schools to deliver lessons which explore health issues and to provide positive role models for the children.
- Almost all Nursery and Primary Schools have achieved Health Promoting Schools accreditation.

5.4   **Responsive Planning**

Developing approaches to planning which are responsive to children and are aligned to the principles of CfE provide all staff with the opportunity to review established practice in relation to planning. This emphasises:

- the need to regularly use reflective questions to evaluate the learning and teaching within the centre
- the importance of gathering high quality information from observations and using this to provide a meaningful learning experience that meets the needs of individual children

Developments in relation to Curricular Champions and Responsive Planning have gained favourable comment from Education Scotland (HMIe) and the Care Inspectorate.

5.5   **Developing Leadership for Learning**

Local authority staff and Partner Providers are reviewing the learning and teaching approaches in their centres to ensure that children are seen as partners in learning

process and that they have opportunities for actively participating in the planning, shaping and demonstrating of their own learning.

6.0   SECONDARY – JUNIOR PHASE S1-3

6.1   Schools have in place clear curriculum guidelines for the broad general education (BGE) S1-3 based on guidance from the Scottish Government and Dundee City Council Guidelines. Timetabling arrangements have been reviewed to ensure that a broad general education is delivered up to and including the third curriculum level, with opportunities to specialise in the fourth level, without narrowing options for the senior phase. There has been increased engagement with parents to ensure that they are fully aware of current developments and the implications of them for their young people. Other key developments include:

- Staff are familiar with the Experiences and Outcomes (Es & Os) and are increasingly using them effectively to plan for learning, teaching and assessment in S1-S3.
- Staff in all schools are aware of their responsibility to contribute to and monitor pupil progress and development in respect of Literacy, Numeracy and Health and Wellbeing. Many are indulging in innovative ways to address this, in most cases led by established staff working groups.
- Secondary staff are engaged with Scottish Survey of Literacy and Numeracy (SSLN) developments, making use of SSLN reports and using national support materials to inform practice.
- The Mentoring Programme adopted in an increasing number of secondary schools involves guidance staff identifying a small group of pupils who lack confidence or have low self-esteem but who with encouragement could do well. They are linked with mentors from the world of work who meet with them regularly to provide coaching.
- Training and exemplification for the S3 Profile is taking place and there is awareness of its value in recognising and recording pupil achievement.
- Guidelines on the Role of the Tutor Teacher, produced by an Education Department Tutor Working Group, are intended to support schools with continuing developments in the area of form tutors and their potential support role in delivering aspects of pupils' CfE entitlement to support.
- The Education Department are also providing CPD for guidance teachers aimed at developing their confidence and competence in leading, managing, training and supporting tutor teams. This will build schools' capacity to extend tutoring and so provide adequate support to every young person.

7.0   SECONDARY – SENIOR PHASE S4-6

7.1   **Context, Entitlements and Structure of the Senior Phase**

7.1.1   The Senior Phase refers to the curriculum and planned learning experiences for young people after S3. This is a critical change from the current model which groups S3 and S4 together and S5 and S6 separately. In accordance with our S1-S6 Curriculum Guidelines, all current S3 pupils will experience a senior phase commencing in May/June 2013. The new National 1 to National 5 qualifications will be introduced in session 2013/14, followed by the new Higher in session 2014/15 and Advanced Higher in session 2015/16.

Following the completion of S3 to S4 course choice procedures in March 2013, pupils will study a maximum of 6 subjects at National 4 and 5 level in S4 and up to 5 Highers/AHs in S5/6. Given the importance of English and Mathematics for vocational and FE / HE purposes, all pupils will continue to study these subjects up to the highest level of which they are capable. At the start of S4 most pupils will follow a two year course of study continuing with 5 of their 6 S4 subjects in S5. Partnership working has resulted in a revised College Senior Phase link programme that will expand vocational opportunities for young people. At present 200+ places are available for pupil choice at S4.

Following consultation with staff, all pupils from S4-S6 within Kingspark School will have the opportunity to complete National 1 and National 2 qualifications across all areas of the curriculum. In continuing to ensure that young people are better prepared for the adult world, young people will have the opportunity to participate in enterprise activities, independent travel experiences and opportunities to take forward their own learning in areas of special interest.

7.2 Schools State of Readiness for New National Qualifications in Session 2013/14

7.2.1 The most recent feedback from secondary/special Head Teachers and local engagement activity between central support staff and subject Principal Teachers, indicates that all schools are prepared and ready to launch the new SQA National Qualifications at the start of school session in mid May 2013. There is a strong recognition that secondary teachers across Dundee have worked extremely diligently in preparation for the introduction and implementation of the new qualifications.

7.3 Support to Schools in Preparation for New SQA Qualifications

7.3.1 In preparation for the introduction of new National Qualifications and associated assessment procedures, throughout session 2012-2013:

- In-house training/CPD events pertaining to the new National Qualifications have continued to take place within all schools. Curriculum for Excellence monies devolved to schools and related funding devolved to subject networks have further supported related training and resource preparation for teaching staff.
- Bi-annual meetings of Subject Networks have remained central to school preparations and state of readiness for the new qualifications.
- Significant numbers of teaching staff have attended national SQA curriculum area training events.
- Subject implementation events targeted at Principal Teachers and led by SQA Qualifications Development staff, have provided useful updates and guidance on course delivery and assessment for the new national qualifications.
- Schools are in the process of submitting final estimates of pupil candidates at each level (National 3, 4 or 5) for all subjects.
- Around 50 staff have been put forward as subject experts and will shortly receive training in this area. They will play a key role in developing staff knowledge, understanding and awareness of new national assessment standards associated with the new qualifications.

7.4 Support for Pupils and Parents

7.4.1 S3 parents and pupils have been well supported by schools in S4 course choice procedures. A number of parent/pupil engagement events in relation to the new National Qualifications have taken place.

7.4.2   An information leaflet entitled 'SQA National Qualifications – Questions from Parents' has been published on the Education Department internet quick links section.

8.0   LEARNING AND TEACHING, ASSESSMENT AND MODERATION DEVELOPMENTS

8.1   Staff across all sectors have been involved in Professional Development training relating to all aspects of CfE. This has included looking at pedagogy, planning, use of the National assessment Resource and other aspects of assessment, profiling and e-portfolios.

8.2   **Learning and Teaching**

8.2.1   All our primary and secondary schools have participated in Co-operative Learning academies. The total number of staff involved, thus far, is 411 with further academies to follow. This training has been extremely well received by staff and the evaluations are among the most positive of any CPD that has been provided in the Department.

We are anticipating that all staff will have been trained within the next 18 months.

To support the continued development of Cooperative Learning a number of mentor/supporter teachers will be given additional training to provide future peer support in this important area.

8.3   **Planning for Learning, Teaching and Assessment**

8.3.1   As part of the on-going Continuous Professional Development on planning for learning, teaching and assessment, staff have been using the National Assessment Resource flowchart as a planning tool. Practitioners have also been asked to plan for interdisciplinary learning.

8.4   **Assessment**

8.4.1   An Assessment, Recording and Reporting Group (ARR), and sub groups for Profiling, Reporting and Standardised Assessment, meet regularly. Progress has been made on all tasks outlined in the CfE Timeline (attached).

8.5   Assessment and moderation being a priority in School Improvement Plans. As such approaches to assessment, moderation, tracking and reporting are being developed in all schools. The Assessment Wheel on the local GLOW site is well used by all schools to access information, resources and guidance. National GLOW events, links with Education Scotland, support events, focus groups and links with other authorities have all led to a better shared understanding of standards across schools.

8.6   **Moderation**

Schools and Clusters are engaged in quality moderation work as part of our work on assessment. This has resulted in an increased level of understanding regarding assessment within CfE. Subject Quality Assurance Groups have been set up and operate as follows:

- More than 80 practitioners from across early years, primary and secondary schools, as well as representatives from private partners, have participated in Subject Quality Assurance Groups. Planned learning was delivered to learners and assessment evidence gathered. 60 colleagues attended to moderate the planning and pupil evidence.
- Over 40 exemplars across a range of curriculum areas were submitted for further quality assurance by a local steering group.

8.7 **Local Contribution to the National Assessment Resource (NAR)**

Six schools/clusters have, so far, contributed to the National Assessment Resource and some have received a Quality Mark through the National Quality Assurance process. This session, there is continued engagement at national level with projects in a variety of contexts such as:-

- The Baldragon Academy Cluster is currently involved in an Education Scotland funded innovation project focussing on the development of approaches to moderation within Level 2 and Level 3 Science.
- The Grove Academy cluster is currently involved in a project building on prior cluster initiatives around assessment and moderation. Around 18 staff from the cluster are involved in the project, which focuses on developing a consistent approach to assessment and moderation of Interdisciplinary Learning.
- Positive comment on a prior moderation example from Kingspark has resulted in Education Scotland considering an application for further development of the project.

8.11 **Profiling**

The production of pupil profiles across sectors continues to develop as a means of recording pupil achievements and recognising learning that takes place across each context for learning within CfE. Key developments include:

- Early Level Portfolios of learning have been developed and are available on the Assessment Wheel on GLOW. This has enhanced transition across Early Level.
- In June 2012 every P7 pupil developed a profile which was shared with parents.
- Significant work has been undertaken to develop a common approach to S3 profiles which will result in each S3 pupil completing a profile in June 2013.
- 2 schools have been selected to participate in a national case study based on their excellent work in profiling.

8.12 **Reporting**

A working group which includes parents has revised the approach to reporting and the format to be used so that these reflect CfE. Guidelines and a new reporting format to support staff in providing helpful reports are in draft form and will be finalised by May 2013.

9.0 CONCLUDING COMMENTS

9.1 Education staff at all levels are working hard to ensure that all young people have an educational experience appropriate to their needs and more relevant and coherent learning opportunities. Implementing Curriculum for Excellence has led to increased collaboration amongst teaching staff and greater partnership working.

9.2   Teaching staff, particularly at secondary level, are anxious to maintain and build on the positive trends of recent years in relation to attainment as they move to the New Qualifications framework.

9.3   A key issue for staff is the time frame for implementation and the schedule for the release of key documents to guide their preparations and developments. It is anticipated nationally that the development will take place over a number of sessions.

9.4   Dundee City Schools have made some excellent progress towards this over the last 3 years however the Education Department and schools are aware of the continuing challenges that the programme poses.

10   POLICY IMPLICATIONS

This report has been screened for any policy implications in respect of sustainability, strategic environmental assessment, anti-poverty, equality impact assessment and risk management. There are no major issues. An Equality Impact Assessment has been carried out and will be available on the Council Web Site at http://www.dundeecity.gov.uk/equanddiv/equimpact/

11   CONSULTATION

11.1   The Chief Executive, Director of Corporate Services, Head of Democratic and Legal Services, Head Teachers, Senior Management Team, Education Managers and Quality Improvement Officers have been consulted in the preparation of this report.

12   BACKGROUND PAPERS

12.1   Equality Impact Assessment.

Michael Wood
Director of Education
12 March 2013

Dundee City Council - Education Department

Curriculum for Excellence Implementation Priorities and Timeline

August 2012 - June 2013

The timeline identifies key elements in our strategy for delivering CfE from 3 -18. These are based on the national Curriculum for Excellence Programme Framework outlined by Education Scotland on behalf of Scottish Government and the national CfE Programme Board. This framework is based around 3 themes and articulates with the 7 CfE entitlement statements that have been introduced nationally both to track the implementation progress of CfE and use as a basis for reporting progress to local stakeholders through local Improvement Objective/Standards and Quality Reports.

Column 1 - lists the development themes with key milestones and timescales

Column 2- outlines national developments that are anticipated and will form the basis of national support that will be provided during the session

Column 3 - indicates the kind of support and guidance the Department will provide during this period with lists of the specific tasks to be undertaken and, where relevant, completion dates.

Column 4 - outlines, in general terms, a range of actions which schools will be expected to undertake in the course of this session

Theme - Assessment, Moderation and Reporting			
Key Milestones	**National Support to be Provided**	**Actions by Education Department**	**Action by Schools**
Assessment - Assessment approaches are in place within schools, between schools and other centres; between authorities and colleges and at national level. These approaches are providing robust evidence of whether standards are improving and where further effort is required.	• Education Scotland inspection advice note to schools and establishments on how national expectations will be addressed in inspections will be updated to reflect the milestones for 2012-2013 and issued June 2012.	• Continuation of ARR theme group and appropriate sub groups. • Continue to develop strong and productive links with Angus and Perth and Kinross Councils and further extend opportunities for cross authority working. • Draft guidance on Assessment to be evaluated and amended, as appropriate by June 2013.	• Development groups in schools continue with clear remits and identified outcomes/success criteria defined from national and local expectations. • Build on experiences of assessment practice to date to further embed and develop consistent and rigorous approaches to assessment in line with national and local guidance. • SIP 3 year overview to demonstrate a clear focus on developing assessment, including professional dialogue and moderation. • Action plans for 2012-13 demonstrate the strategic intent with focussed and clear outcomes identified. • Support the review and evaluation of Assessment Interim Guidance document. • Schools have in place their own Assessment Guidelines

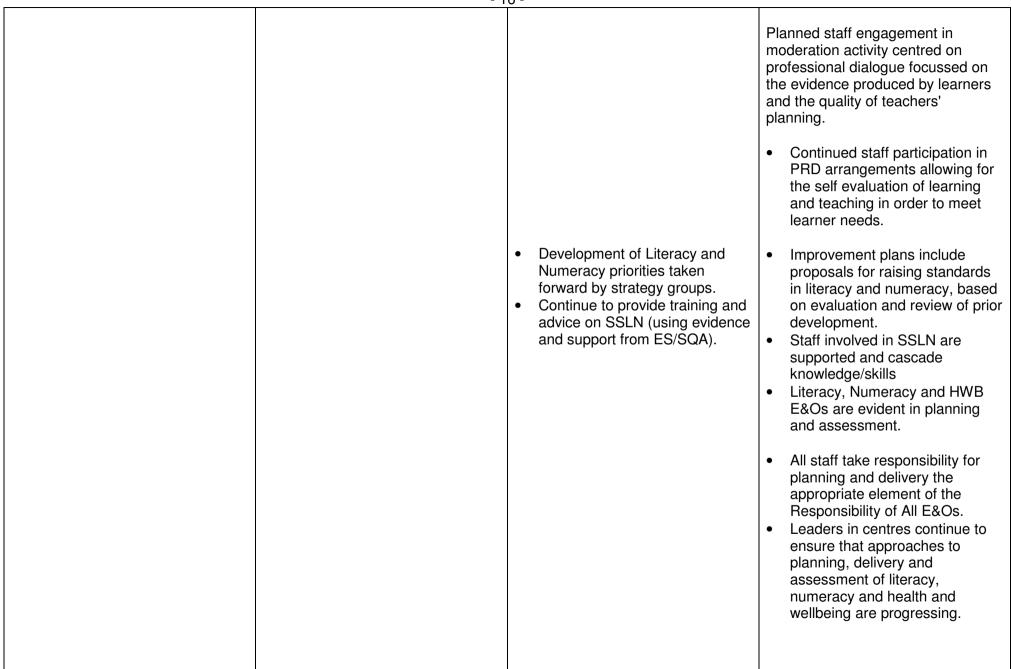|			
Every P7 pupil has a profile by June 2012 Second year of P7 profiles in June 2013 reflects embedding of good practice, with an increased number available electronically. Every S3 pupil has a profile by June 2013. Where possible, pupil profiles are available as part of a learner's e-portfolio.	• Additional exemplars of P7 profiles available on NAR June 2012. • S3 profile exemplars published June - December 2012. • Education Scotland to identify and share current practices in e-portfolios April - June 2013.	Review of national P7 profile if appropriate. Define the Dundee P7 profile (ongoing). • Review of national S3 profile exemplification along with developments in SEEMIS. • Define the S3 Profile and ensure full training for staff. • Development of GLOW e-portfolios as the main profiling tool for upper primary and secondary pupils. CPD twilights developed and delivered for school staff.	• Provide staff with time and training for the further development and completion of P7 profiles. • Training and exemplification of S3 Profile - plan for completion of first S3 profile by June 2013. Schools plan for development of profiles. • Involve and inform parents as developments progress - parental profile leaflet produced and distributed (June 2012). • Review system for recognising and recording achievement and ensure sufficient learning discussions/target setting time is provided for pupils to use achievement information along with additional learning to best effect. • Provide opportunities for staff training relating to e-portfolios
Reporting arrangements to parents are discussed with each school's Parent Council in May - June 2012.	• Exemplars of EA approaches to performance reporting published September 2012.	• Further development of parental reports and guidance re expectations for common approach to level and progress descriptions at defined stages (by April 2013).	• Fully engage parents in all developments around reporting at all levels. • Feedback on Early Level prompt questions and guide further work in this area.

Increased understanding by parents of standards is reported. Further improvements introduced during 2012-2013.	• Support and information for Parent Council Chairs and parents provided by National Parent Forum of Scotland (NPFS), through newsletters/ mailings and their Annual Conference in October 2012. • Q & A on understanding of assessment for parents developed in partnership with NPFS published on Parentzone April 2012.	• Support for schools as required.	• Further engagement with parents as required to ensure understanding of standards.
Exemplars on the links between QA and moderation 3-18 and the approach to QA of the new qualifications from August 2012.	• Allocation of £3.7m in 2012-2013 to local authorities for assessment and moderation. • Exemplars on whole class, school or associated schools group assessment published June 2012. • Support to schools and clusters in place through the Innovation Fund - August 2012 - March 2013. (Innovation summit September 2012 on QA and moderation approaches).	• Formation of Local Quality Assurance Overview Group to oversee development of approaches to moderation and quality assurance within BGE. • Formation of Subject Quality Assurance Groups to: • develop exemplification of planning for learning, teaching and assessment • moderate evidence to support the development of a shared understanding of standards • enhance cross sectoral working and approaches to assessment • Develop Local Assessment Resource.	• Senior staff from all sectors participate in LQAOG formation and development. • Staff work with colleagues across sectors and stages to share thinking on assessment practice and ensure progression. • Schools facilitate involvement of staff in SQAG exemplification development. • Schools familiarise with LAR and begin using materials to benchmark work within levels and develop approaches to assessment and moderation.

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		• Continue to contribute to national NAR development work and arrange cascade training and sharing of good practice by June 2013.	• Schools familiarise with NAR resource and begin using materials to benchmark work within levels and develop approaches to assessment and moderation. • PT Secondary Curriculum Network meetings will carry out a moderation activity in May 2012. • Staff from all sectors engage in meaningful moderation processes to develop robust assessment exemplars. • Facilitation of CPD led by staff involved in SQAG developments.
		• Local Authority nominate staff for central verification and facilitate opportunities for developing local moderation (see separate timeline). • Facilitate CPD on new moderation process for National Qualifications. o Initial presentation to PT Networks May/June 2012	• Schools nominate staff for involvement in SQA moderation and verification procedures and training. • Familiarisation of new moderation process. • Facilitation of CPD led by staff involved in SQA processes
	• Guidance on assessing progress and achievement in each curriculum area published	• On Track With Learning implementation supported through	

	December 2012 and monitoring and tracking learners' achievements published in March 2013.	• Training of trainers for phase 1 pilot schools (Sept-2012) • Phase 1 trainers commence school/cluster training of staff (Oct - Dec 2012) • Familiarisation training for non-pilot school staff made available (Oct 2012) • Expand training through phase 2 (Jan-Jun 2013) • Full implementation supported from Aug 2013	• Pilot schools engage in phase 1 process. • All schools engage with training prior to full implementation • All staff begin to develop planning for learning, teaching and assessment in line with BtC5 and using On Track With Learning.
The revised requirements of the school handbook are in place for 2012 publication. Guidance issued to local authorities in September 2012.		• National guidance reviewed and shared with schools.	• Schools consider national guidance in review of handbook.
SSLN (Literacy) Results spring 2013.	• Learning and teaching materials based on SSLN (Numeracy) priority areas produced from March - September 2012. • Learning and teaching materials based on SSLN (Literacy) priority areas produced following the publication of the SSLN report - September 2013.	• Staff engaged in national work to support SSLN and SQA developments - define opportunities for utilising and cascading the experience and expertise of those trained.	• Schools support nominated staff in SQA/SSLN developments and look at opportunities to cascade and share professional experiences and knowledge. • Staff consider SSLN reports and engage with national support materials.
		• Review approaches to baseline, standardised and diagnostic assessment • Monitor the use and impact of	• CPD and staff development on use of these assessments. • Analysis of data - Head Teachers with staff and across

		standardised tests. • LA engagement at attainment meetings throughout 2012/13.	cluster.
	• Build on CPDFind work with partners to improve online support for continuing professional learning and leadership. • The school inspection framework includes a number of themes from *Teaching Scotland's Future* eg the quality of career-long professional learning, leadership for learning, mentoring and support for students and newly qualified teachers. Inspectors support and challenge improvement in these areas through professional dialogue on inspections.	• CPD developed and delivered for school staff. • School staff supported to develop and lead CPD. • Staff are supported to develop their professional learning and capacity for leadership. • Private partner early years centres to be given opportunities to join developments and attend relevant CPD.	• CPD opportunities facilitated for all staff. • CPD developed within schools, clusters, networks to support peers. • Staff are supported to develop their professional learning and capacity for leadership.

Theme - Broad General Education			
Key milestones	**National Support to be Provided**	**Actions by Education Department**	**Action by Schools**
Broad general education - embed broad general education entitlement including establishing a firm platform for subsequent progression into the Senior Phase. Strong focus on ensuring depth and breadth in learning and embedding the assessment approaches described above.	As above (assessment). In addition:	• Cooperative learning training provided.	• Active learning is taken forward through engagement with, and development of, cooperative learning techniques. • Schools to facilitate staff participation on Cooperative Learning Academies.

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		• Development of Learning and Teaching policy and toolkit.	
Schools' transition arrangements and the provision of the entitlement to supporting learners into P1 and between P7 and S1 are clear to pupils, parents and the respective establishments.	• Targeted support to primary schools to support planning for progression through the broad general education is ongoing April 2012-2013. • Targeted support to assist transition to S1 and progress in broad general education between S1-S3 and into senior phase provided April 2012 - March 2013. • Online materials to illustrate progress through broad general education published in August 2012.	• Continued focus on transition arrangements to ensure smooth progression, particularly for learners moving into P1 and S1, including a focus on how secondary schools make use of pupil data including P7 profiles. • Review of School Improvement Plans and curriculum maps from centres to ensure coherence of curriculum and entitlement to broad general education 3-15. • Continued support and CPD provided on planning for learning, teaching, assessment and moderation.	• Continued focus on ensuring effective transition arrangements are in place in all aspects • Improvement plans set out delivery proposals for a coherent curriculum and the broad general education entitlement 3-15. • Schools have in place clear curriculum guidelines for the BGE based on guidance from Scottish Government and DCC Guidelines • School quality assurance arrangements ensure: that curriculum planning embraces all curriculum design principles including breadth, depth and progression; the existence of: effective approaches to planning for learning, teaching and assessment; planned ; the developing use by staff of the E&Os, learning intentions and success criteria, a variety of assessment approaches and learner engagement in assessment, with effective feedback.

			Planned staff engagement in moderation activity centred on professional dialogue focussed on the evidence produced by learners and the quality of teachers' planning.
			• Continued staff participation in PRD arrangements allowing for the self evaluation of learning and teaching in order to meet learner needs.
		• Development of Literacy and Numeracy priorities taken forward by strategy groups. • Continue to provide training and advice on SSLN (using evidence and support from ES/SQA).	• Improvement plans include proposals for raising standards in literacy and numeracy, based on evaluation and review of prior development. • Staff involved in SSLN are supported and cascade knowledge/skills • Literacy, Numeracy and HWB E&Os are evident in planning and assessment.
			• All staff take responsibility for planning and delivery the appropriate element of the Responsibility of All E&Os. • Leaders in centres continue to ensure that approaches to planning, delivery and assessment of literacy, numeracy and health and wellbeing are progressing.

Pupils in S3 have moved towards greater specialisation as they prepare for National Qualifications in S4.	• Self-evaluation tools to assess the quality of curriculum planning published in March 2013.	• Continue to support training in and development of Health and Wellbeing. • Support for progressive Outdoor learning through Ancrum pilot project	• Health and Wellbeing included in improvement plans, demonstrating priorities and delivery across the curriculum. • School staff engage in training with Ancrum as appropriate. • Results on Ancrum pilot project considered in regard to potential future engagement.
Parents have greater understanding of purpose and benefits of BGE, including how and why changes to curriculum structures are being introduced.	• Information for parents on broad general education produced by Education Scotland by June 2012.	• Secondary curriculum maps reviewed to ensure broad general education is delivered up to and including the third curriculum level, with opportunities to specialise in the fourth level, and no narrowing of options for senior phase. • Breadth, depth and progression across the curriculum are considered within review. • Continuing partnership and engagement with parents to ensure developing understanding of structure and benefits of BGE and of new NQs.	• Secondary schools and OES Learning Centres review timetabling arrangements to ensure broad general education is delivered up to and including the third curriculum level, with opportunities to specialise in the fourth level, and no narrowing of options for senior phase. • Timetabling and options discussed with parent councils. • Secondary schools/OES Learning Centres ensure focus of parental engagement in S2 relates to entitlement and benefit of BGE, with specialisation. Focus in S3 on progress and transition to senior phase. • Ongoing planned partnership events with parents to ensure understanding of structures and benefits of curriculum.

Theme - Senior Phase			
Key milestones	**National Support to be Provided**	**Actions by Education Department**	**Action by Schools**
Senior Phase - further support for schools, local authorities and their partners in planning the senior phase with a particular focus on diversity of provision, attainment of qualifications and wider achievement.	As above where relevant (assessment and broad general education) In addition:		
Report on June CfE Management Board on findings of Education Scotland audit.	• Education Scotland reports to local authorities on its audit of readiness and proposals for acting on its findings. • Support provided where identified by the audit. • Allocation of £3.5m in 2012-2013 to local authorities to help secondary schools prepare for the move from the broad general education in S1-3 through to introduction of the new courses for the National Qualifications in S4.	• Education Scotland audit considered and relevant information shared with schools. • Devolved budgets made available to subject networks to support implementation of new NQ courses.	• Relevant information from Education Scotland audit is considered.
Publication of Final NQ specifications at National 2, 3, 4 and 5 and Higher in April 2012. Course materials to support practitioners published from April 2012. Professional learning events to	• Support events and online exemplars continue for planning for the senior phase April - June 2012. • Assessment materials to support the new qualifications at National 2, 3, 4 and 5 to be made available in phased	• Ongoing communication and support surrounding new National Qualifications . • Selections made of staff to attend SQA events and opportunities provided to cascade information.	• Schools to facilitate staff attendance at professional learning events including SQA Subject Implementation Events on National Qualifications

enable every principal subject teachers to discuss the NQ requirements.	approach over the period April 2013. • Support events and materials for the new National Qualifications May 2012 - April 2013. • Scotland's Colleges develop and deliver a range of support events to colleges based on individual context and need.	• Procedure defined and information shared with schools regarding nomination by DCC of staff for SQA internal verification procedures. • Outcome of DCC nominations to SQA shared with schools/centres.	• Staff nominated as appropriate for consideration to be part of SQA internal verification procedures (by 28th September 2012) and opportunities provided for cascading of information and CPD for colleagues.
Universities Scotland report and recommendation on articulating Curriculum for Excellence principles with admission requirements published in May 2012 and HE institutions publish their response as a matter of urgency during 2012-2013.		• Continue to monitor publications and share relevant information with schools.	• Ongoing partnerships between school and college to ensure smooth transition for young people moving into full or in part from school to college. • Ongoing communication with parents to ensure information is shared on new NQs and post-16 options.