DUNDEE CITY COUNCIL

S1-S6 CURRICULUM GUIDELINES

1   Introduction

1.1 These guidelines are intended to help secondary schools to develop their S1 to S6 curriculum to reflect changes introduced by Curriculum for Excellence. The advice provided in the *Building the Curriculum* suite of documents underpins them, particularly in relation to curriculum design principles and pupil entitlements. The purpose of this paper is not to restate the guidance provided in these documents but rather to provide specific guidance for schools on key issues. The guidelines provide an indication of the broad design parameters within which the Education Department would expect schools to operate. While we would look to ensure a level of consistency across schools, we would also support a degree of autonomy to allow schools to develop courses and experiences that they feel are appropriate to their own local context. It is recognised that more detailed work on timetabling and on staffing and accommodation calculations will be required at a later date. Similarly, the future development of the Dundee Campus concept will require further consideration.

2   Primary / Secondary Transition

2.1 Curriculum planning for S1 should be part of a wider aim to develop cluster approaches across P6-S1. This will require a strengthening of partnership working at cluster level, increased focus on the level 2 / level 3 experiences and outcomes interface and a structure to facilitate joint planning. To this end, each cluster will create a team, along the lines of the recently introduced Cluster Management Teams, which will have a broad strategic remit to oversee the development and implementation of the P6-S1 curriculum. The team will be involved in planning and delivering the curriculum and sharing good practice relating to learning and teaching.

2.2 Each cluster will draw up a curriculum plan for S1 which builds on a pupil's experience in primary. It is important that in S1 pupils experience active learning approaches in the same way as they did in P6 and P7. The S1 curriculum should also offer opportunities for independent learning, group work and interdisciplinary work. The S1 curriculum should comprise a balance of interdisciplinary and discrete studies based on the experiences and outcomes. There needs to be detailed curriculum planning for pupils likely to be operating below level 3 when they enter S1.

2.3 Cross-sectoral units of work may be a feature of primary / secondary transition. This will allow for joint consideration of level 2 and level 3 experiences and outcomes and will lead to effective discussions around inter-disciplinary approaches to best meet the needs of pupils.

2.4 Opportunities for secondary teachers to shadow their primary colleagues in P6 and P7 and the possible exchange of teaching roles across sectors will be built into each cluster curriculum plan.

3 Broad General Education

Figure 1 - S 1 Curriculum Map

	1 2 3 4 5 6 7	8 9 10 11	12 13 14	15 16 17	18 19 20 21	22 23 24 25 26	27 28 29 30
	Languages & Literacy	**Mathematics & Numeracy**	**Health & Wellbeing**	**Integrated Sciences**	**Creative & Expressive Arts**	**Integrated Social Studies & RME**	**Technologies**
S1	English / Modern Foreign Language	Mathematics & Finance	PE / PSE	Integrated Science course	Art & Design, Music and Drama	Integrated Social Subjects course / RME	Home Economics, CDT, ICT and Business Studies
	To include a media or additional literacy project/ investigative study /rich task / To include an international project / investigative study /rich task	To include a financial skills unit	To include a health project / investigative study / rich task	To include an environmental awareness project / investigative study / rich task involving outdoor learning	To include a local issues project/ investigative study/ rich task	To include a local issues project/investigative study/rich task / To include a Philosophy unit	To include a local issues project / investigative study / rich task

3.1 In S1 level 3 experiences and outcomes are delivered through discrete subject teaching and interdisciplinary learning. (See section 5 on interdisciplinary learning.)

3.2 Suggested period allocations to each of the curriculum areas are provided in Figure 1. Time allocations also include time for "rich tasks". Schools may make slight alterations to the period allocations in Figure 1 to reflect local circumstances, but we would not expect significant variations.

3.3 It is not essential to require pupils to choose between subjects at the S1 stage. Personalisation and choice will be delivered through *approaches to learning and appropriate contexts for learning* in each of the 8 curriculum areas. By undertaking rich tasks in each area pupils will exercise a degree of choice in their learning and will be able to make connections across learning. Projects will develop literacy, numeracy and health & wellbeing across the curriculum. They will also develop skills in the use of Information Technology. Appropriate time should be given over to rich

tasks. The cluster learning team will ensure that projects are effectively planned in order to promote interdisciplinary working and enterprise approaches. An indication of the kind of rich tasks that might be undertaken is provided for each curriculum area.

3.4 In each curriculum area the focus will therefore be on independent learning, depth of study, quality feedback on progress and learning and on formative assessment. These in effect are the principles behind Learning Together in Dundee which continues to be relevant and important in terms of developing effective teaching and learning practices.

3.5 To reduce fragmentation of the curriculum in S1 there will be integrated approaches to the delivery of Science and Social Studies. Similarly, rotas, for example, in the Creative & Expressive Arts and Technologies areas, may result in more coherent learning. The rotas featured in Table 2 are for illustrative purposes only – schools will reach their own decisions about where rotas can be delivered.

3.6 For further information on Form Tutor Periods see Section 8.

Figure 2 - S2 Curriculum Map

	1 2 3 4 5 6 7		8 9 10 11	12 13 14		15 16 17	18 19 20 21	22 23 24 25 26		27 28 29 30
	Languages & Literacy		**Mathematics & Numeracy**	**Health & Wellbeing**		**Integrated Sciences**	**Creative & Expressive Arts**	**Integrated Social Studies & RME**		**Technologies**
	English	Modern Foreign Language	Mathematics & Finance	PE	PSE	Integrated Science course	Art & Design, Music and Drama	Integrated Social Subjects course	RME	Home Economics, CDT, ICT and Business Studies
S2	To include a media or additional literacy project/ investigative study /rich task	To include an international project / investigative study /rich task	To include a financial skills unit	To include a health project/ investigative study/rich task		To include an environmental awareness project / investigative study / rich task involving outdoor learning	To include a local issues project/ investigative study/ rich task	To include a local issues project/investigative study/rich task	To include a Philosophy unit	To include a local issues project / investigative study / rich task

3.6 The time allocations in Figure 2 are intended to ensure that by the end of S2 most pupils will have experienced level 3 outcomes and experiences across all curriculum areas. Teachers will continue to ensure that the learning programme for S2 pupils in their curriculum area is relevant, coherent and challenging.

3.7 Opportunities for personalisation and choice, depth of study and enrichment continue to be offered within teaching programmes via the rich task approach. Rich tasks will again contribute to the learning experiences and skills acquisition of pupils.

3.8 Schools will continue to plan more individualised curriculum pathways for those pupils whose progress is slower or faster than that of the majority. S2 pupils who are ready to engage with the level 4 experiences and outcomes should be given opportunities to do so. Pupils with additional support needs should be offered motivating opportunities for personalisation and choice in addition to appropriate support, commensurate with staged intervention procedures, in order that all pupils fully realise their potential.

Figure 3 - S3 Curriculum Map

	1 2 3 4 5 6 7	8 9 10 11	12 13 14	15 16 17 18	19 20 21	22 23 24 25 26	27 28 29 30
	Languages & Literacy		**Mathematics & Numeracy**	**Health & Wellbeing**	**Sciences**	**Creative & Expressive Arts**	**Social Studies & RME**	**Technologies**
	English	Modern Foreign Language	Mathematics & Finance	PE	PSE	Science	Creative & Expressive	Social Subjects	RME	Technologies
S3	Opportunities for personalisation and choice and depth of study continue to be offered within teaching programmes	Choice - continue language studies in S1-S2 **or** new language or Personal Development course	Opportunities for personalisation and choice and depth of study continue to be offered within teaching programmes	To include a health project		Choice - pupils choose **two** from Biology, Chemistry, Physics (2 ppw for each) **or** Personal Development Course / school based Skills for Work course	Choice - pupils continue to study **two** from Art & Design, Music, PE and Drama **or** Personal Development Course / school based Skills for Work course	Choice - pupils choose **two** from Geography, History, Modern Studies, RMP Studies (2 ppw for each) **or** Personal Development Course / school based Skills for Work course	To include a Philosophy unit	Choice - pupils choose two from Home Economics, Graphic Communication, Practice Draft Skills, Computing, Administration, Business Studies

3.9 In S3 pupils will continue to cover all curriculum areas and have opportunities for interdisciplinary work to develop skills in literacy, numeracy and health and wellbeing. The focus will continue to be on promoting breadth and depth of learning, including a greater focus on the secure development of skills and knowledge. Programmes of study in S3 will allow coverage of level 3 and level 4 outcomes and experiences as set out in CfE documentation and in National 4 and National 5 course descriptors.

3.10 In recognition of the need for more subject specialist input into learning as pupils engage with level 4 experiences and outcomes and to ease the transition into the qualifications phase of their education in the Senior Phase, pupils will be able to make subject choices as indicated in Figure 3. In S3, pupils will begin to consider whether, and to what extent, they will carry forward their interest in particular subjects into qualifications, and at what levels. This will be informed by the areas of the curriculum they enjoy, their ambitions for future study and employment and by where they are in their learning. The extent of the subject choice available will, therefore, be decided by each school and may be tailored to individual pupil requirements. Pupils will be ready for study at National 4 & 5 at varying stages in their school career. Many will become ready in the course of S3 and some by the end of S2. It is for schools to determine how the progression from the curriculum built on Levels 3 and 4 and the National Courses is organised. It is assumed that the majority of pupils will be starting National 4/5 before the end of S3 to allow adequate time for course completion by the prerequisite SQA dates in S4.

3.11 Pupils can choose to study a different foreign language in S3 provided they are secure in their learning with regard to level 3 outcomes in the language studied in S1 and S2. An alternative for a minority of pupils will be a personal development course such as ASDAN or the John Muir Award.

3.12 School based Skills for Work courses/Personal Development courses will be available as an alternative to two Science courses or two Social Studies courses or two creative and expressive courses. Normally, a pupil will select only one of these in the course of S3. There may be some pupils, however, for whom greater experience of these courses is appropriate. As indicated in 3.10, the aim is to make the curriculum as flexible as possible to meet individual needs. College based Skills for work courses will be available from S4.

3.14 Pupils will not normally be presented for SQA examinations before S4.

4 - The Senior Phase

Figure 4 - Suggested minimum time allocations in senior phase

	Options					PE	PSE / RME	Flexibility
	A	**B**	**C**	**D**	**E**			
S4	**2x3 ppw** (318 mins)	**5 ppw** (265 mins)	**5 ppw** (265 mins)	**5 ppw** (265 mins)	**5 ppw** (265 mins)	**2 ppw** (106 mins)	**2 ppw** (106 mins)	N/A
	Maths English	Choice	Choice	Choice	Choice			
S5/6	**5 ppw** (265 mins)	**5 ppw** (265 mins)	**5 ppw** (265 mins)	**5 ppw** (265 mins)	**5 ppw** (265 mins)	**2 ppw** (106 mins)	**2 ppw** (106 mins)	**1 ppw** (53 mins)

Notes:
- *Based on a notional week of 30 x 53 minute periods*
- *In S4 only, Maths and English commence in S3 to allow a total time allocation greater than 160 hours*
- *In all other circumstances, total annual time allocation for new and revised national qualifications is 162.5 hours (excluding impact of public holidays and in-service events)*

4.1 In the Senior Phase all young people can expect the whole range of Curriculum for Excellence entitlements:
- a curriculum which is coherent
- the opportunity to obtain qualifications as well as to continue to develop the attributes and capabilities of the four capacities
- opportunities to continue to develop skills for learning, skills for life and skills for work with a continuous focus on literacy, numeracy and health and wellbeing
- personal support to help them to gain as much as possible from the opportunities that Curriculum for Excellence can provide
- support in moving into positive and sustained destinations beyond school.

4.2 In the Senior Phase young people are able to study a range of subjects at levels appropriate to their needs and abilities. When thinking about courses and qualifications for Further and Higher Education, pupils should plan over the full 3 years of the Senior Phase - if they cannot do a subject one year, they may be able to do it the next.

4.3 The senior phase model that we have adopted as a city allows for vertical and lateral progression and for a degree of flexibility as to the number of subjects. Pupils can study a maximum of 6 subjects at National 4 and 5 in S4 and up to 5 Highers/AHs in S5/6. It will be possible in S4 through "half column" option management for pupils to study 7 or 8 subjects at Access 3 level. The number of subjects undertaken by a pupil will be a matter for negotiation and will be linked to needs and abilities. There will be the opportunity for course choice consultation during S3. At that point most pupils will have a clearer focus for their future plans

4.5 Given the importance of English and Mathematics for vocational and FE / HE purposes, the Department would expect all pupils to continue to study these subjects up to the highest level of which they are capable. In most cases this would be up to and including National 5. It is recognised, however, that some pupils may not be able to progress beyond Access 3 or National 4. As English and Maths will be compulsory in S4 within the senior phase, schools will determine when in S3 pupils will move from a curriculum based around the 3-15 outcomes and experiences to the formal Access 3 and National 4/5 courses.

4.6 The senior phase model for S5/6 has built in flexibility time to allow schools some divergence in curricular approaches. This flexible time may be used for additional RE in the denominational sector or may be used to create additional time in English and Maths or for the purposes of interdisciplinary learning. This will be a local school decision.

4.7 Figure 4 also tries to reflect the need for flexibility in the Senior Phase when it comes to work experience, college links pre-vocational and Baccalaureate courses. We will continue to develop partnerships with Dundee College, the two universities in the city, training providers and employers to ensure their support in delivering the Senior Phase curriculum.

4.8 The development of the Dundee Campus concept will provide opportunities to widen the choice of subjects available to young people.

4.9 The Department supports the introduction of the Scottish Baccalaureates which allow learners to combine courses at Higher and Advanced Higher with an interdisciplinary project which develops the independent learning skills needed for progression to higher education and employment. We work in partnership with Abertay University, Dundee University and Dundee College to support the interdisciplinary project. We will continue to develop these partnerships.

5 - Interdisciplinary Learning

5.1 Interdisciplinary learning allows pupils to make and understand links between discrete subject areas or disciplines. Effective interdisciplinary learning can be defined as a collaborative piece of work, project, investigation or course which is planned and co-ordinated between disciplines and which delivers one cohesive piece of learning or area of study.

5.2 Effective interdisciplinary learning:
- can take the form of individual one-off projects or longer courses of study
- is planned around clear purposes

- is based upon experiences and outcomes drawn from different curriculum areas or subjects within them
- ensures progression in skills and in knowledge and understanding
- provides opportunities for learning which is interest-based.

5.3 For interdisciplinary learning to be effective teachers should plan for the delivery of the piece of work within an agreed timeframe. There should be agreement as to which subjects will lead on which aspects of the study. Interdisciplinary teaching teams need to ensure that ideas, skills, knowledge, approaches and subject content are cross-referenced.

5.4 While themed weeks can provide opportunities for effective interdisciplinary learning, a themed week in which each subject department studies something from their own discipline linked to a common theme is not interdisciplinary learning, as this model lacks the required collaboration and cohesion.

6 Skills Development

6.1 Curriculum plans should take into consideration the need to provide pupils with opportunities for progression in skills development. All pupils will have opportunities to engage in enterprise activities throughout S1 to S3. These opportunities will be provided both within subject/curriculum areas and through choice of discrete activities.

6.2 The provision of skills for work courses, particularly those aimed at the development of pre-vocational and employability skills should be a feature of the curriculum from S3 to S6. They can be delivered in school or in partnership with Dundee College or other training providers. Schools will choose from the range of accredited courses available from SQA or may develop, subject to verification by education officers, in-house courses tailored to meet the needs of their own pupils. Courses selected should match the ability levels of the pupils wishing to undertake them - this includes pupils operating at National 5 and Higher levels. These might include National Qualification Group Awards such as the National Certificate in Applied Science at SCQF level 5 or 6 or the National Certificate in Pharmaceutical Science at SCQF level 6. They might also include National Qualification units, such as the wide variety available in languages. In their planning for the senior phase of the curriculum, schools may look to provide opportunities for pupils to undertake some of the new awards made available by SQA, for example, National Progression Awards in Enterprise and Employability. National Award in Health & Well Being.

6.3 Skills for Work courses focus on generic employability skills needed for success in the workplace. They offer opportunities for learners to acquire these critical generic employability skills through a variety of practical experiences that are linked to a particular vocational area such as construction, hairdressing, hospitality, sports leadership, etc. They help provide young people with good opportunities to develop their self-confidence. They also aim to provide a very positive learning experience.

7 16+ Learning Choices

7.1 The 16+ Learning Choices initiative is an important part of the Senior Phase curriculum, as one of the key aims of Curriculum for Excellence is to ensure that young people are adequately supported in moving into positive and sustained destinations.

7.2 In each Dundee secondary school there is a member of the senior management team who acts as 16+ Learning Choices co-ordinator for the school. The co-ordinator leads an in-school team dedicated to ensuring that leaver destinations are tracked. They will work with the 16+ Project Manager and Skills Development Scotland to provide appropriate support and interventions for individual pupils. 16+ Learning Choices is a universal model which aims to support all young people, whether they choose to stay at school, go to college, enter work-based learning or engage in learning in a non-formal setting. It has, however, a particular focus on those young people who leave school early and who require enhanced support at the post-16 transition stage.

7.3 16+ Learning Choices will ensure that learning, support and tracking work together seamlessly so that every young person is offered a suitable place in learning well before they reach their school leaving age.

7.4 It is recognised that wide ranging action is needed across schools and Children's Services to improve the educational experience of all children, especially those most at risk of disaffection and underachievement. The Senior Phase curriculum should provide opportunities for vulnerable young people to support them in their learning and to support them into positive and sustained destinations.

7.5 The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) requires us to take specific action to help young people with additional support needs to make the transition from school to post-school life successfully. There requires to be evidence of planning for transition at least 12 months prior to the young person's first possible leaving date.

8 Support for Learners

8.1 Access to support and challenge is an entitlement for all learners and the responsibility of all staff. Such support is, therefore, rooted in the classroom environment and dependent, amongst other things, upon class teachers' planned approaches to personal learning planning, the promotion of positive/restorative relationships and the development of learners' wellbeing in an effort to 'get it right for every child'.

8.2 Form Tutors fulfil particular roles in facilitating learning conversations with and between pupils, monitoring pupils' progress and in ensuring they receive the support and challenge appropriate to their needs and circumstances,

8.3 Young people should have regular and frequent contact with their Form Tutor. Extending this contact time could bring a range of benefits for learners which include:

- enhanced monitoring and tracking of progress and support in planning next steps in learning

- delivering aspects of PSE
- complementing learning in and across subjects by providing supported study – including through peer support
- structured opportunities for collating and organising evidence to profile achievement
- planning and carrying out citizenship activities across the school and its wider community
- creating further 'space' in the curriculum for learning across the four contexts

8.4 Schools should consider these and the balance of other potential benefits or drawbacks in extending Form Tutor contact time when reviewing current and planning future arrangements. The curriculum model described in these guidelines does not allow for form time within the 30 periods. Schools will make local decisions about the best way of providing this important time. A number of models currently exist including a rotational weekly period, class extraction or extension of registration time.

8.5 Changes to current Form Tutor contact arrangements should be accompanied by appropriate and well planned CPD to develop the necessary skills and confidence.

8.6 A comprehensive Form Tutor training pack is being developed to ensure all teachers have a sound understanding of their current role which includes:

Taking pastoral responsibility for a group of pupils and providing general support and advice, for example, by:
- monitoring attendance, late-coming, dress-code and behaviour in line with school procedures
- issuing correspondence
- providing information and advice
- completing documents, for example career interview request forms, leaving forms

Liaising and co-operating with the Principal Teacher Guidance, for example, by:
- gathering and passing on useful pupil information, for example, about medical conditions, pupil achievements
- referring concerns, for example, about serious misbehaviour, relationship difficulties with other pupils, and child protection issues

Contributing to arrangements to support pupils during key transition stages, for example, by:
- assisting with aspects of primary/secondary transition
- assisting with the completion of course choice forms
- inducting new pupils who join the form class/school

Supporting and monitoring the progress of pupils in their Form Tutor groups, for example, by:
- facilitating conversations with pupils about their learning
- offering regular encouragement
- reviewing and checking planners
- tracking progress through the use of SEEMIS

- assisting pupils in reviewing progress and in determining targets/next steps
- contributing to the preparation of pupil progress reports
- meeting with parents, as appropriate

8.7 Principal Teachers of Guidance remain central to leading and managing the provision of universal support outlined above, maintaining overall responsibility of a specified case-load of pupils and supporting a designated team of form tutors.

8.8 Principal Teachers of Support for Learning have the lead responsibility for co-ordinating the provision of targeted support for learners who for whatever reason require, for short or longer periods, additional support to that which is normally provided in order that they may overcome barriers to their learning.

8.9 In accordance with staged intervention procedures and key principles of minimum/least intrusive form of intervention, much of this support will be provided for the majority of learners with additional support needs through supportive consultations with class teachers, planned co-operative teaching and the provision of related staff CPD opportunities e.g. ABLe (Addressing Barriers To Learning).

9.0 In accordance with identified need, support for a smaller number of learners, at the school and local authority levels of staged intervention, will be provided by school staff including SfL staff, where required, with support from other education services and partner services/agencies.