



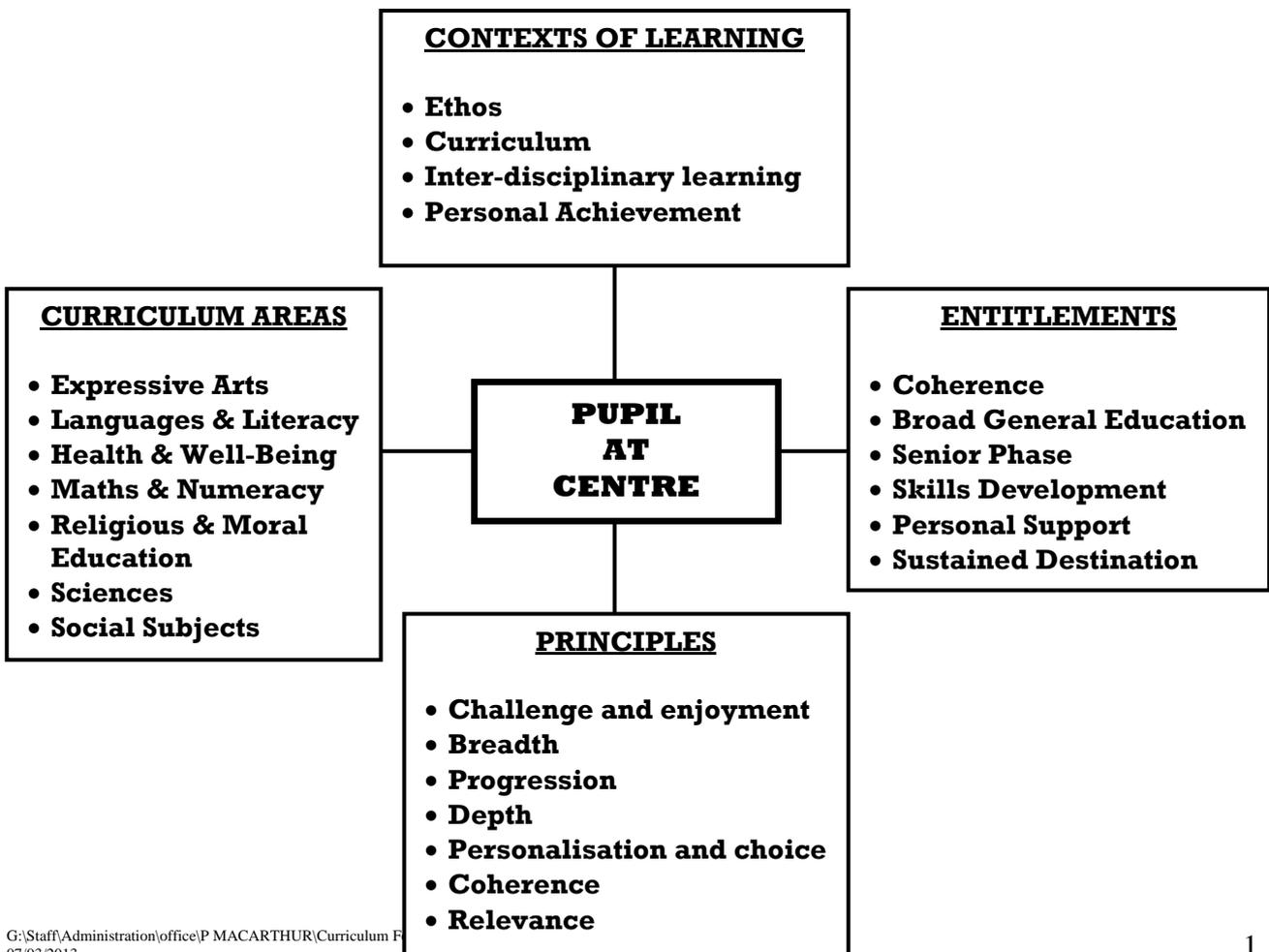
Portobello High School

Curriculum for Excellence Rationale

Vision

Our vision is to provide a curriculum which enables all pupils to achieve their potential; to allow them to fulfil their aspirations within and beyond school. We aim to deliver a curriculum which allows for breadth and depth of learning, offering challenge and enjoyment. Our curriculum will offer choice and specialisation as well as progression through levels, allowing the opportunity for attainment at the highest level. At every level, an ethos of high expectation is encouraged and attainment and achievement is recognised and celebrated.

Curriculum for Excellence documentation offers advice and establishes principles for the design of the curriculum. This guidance identifies four **contexts** in which learning takes place, six **entitlements** for learners, seven **principles** for curriculum design and eight **curriculum areas** in which learning is organised. These contexts, entitlements, principles and curriculum areas are at the heart of decision making regarding our Curriculum for Excellence rationale.



Broad General Education

In Scotland the period of education from pre-school to the end of S3 at secondary has been developed to ensure that each young person is provided with a broad, general education. All learners are entitled to experience this Broad General Education (BGE) which will include delivery of the experiences and outcomes across all curriculum areas up to, and including, the third level, as far as this is consistent with their learning needs and prior achievements. Almost all learners will progress into the fourth level in many aspects of their learning before the end of S3, laying strong foundations for more specialised learning on route to qualifications and lifelong learning.

BGE Curricular Areas

- * Languages (English and Modern Languages) and Literacy
- * Mathematics and Numeracy
- * Social Subjects
- * Sciences
- * Expressive Arts
- * Health and Well-being
- * Religious and Moral Education
- * Technologies

<u>Levels</u>	Early	Pre School to P1
	First	to the end of P4
	Second	to the end of P7
	Third & Fourth	S1 to S3
	National Qualifications at SCQF levels 3, 4, 5, 6 and 7	

Transition from Primary School

Portobello High enjoys close links with our associated Primary Schools of Brunstane, Duddingston, Parson's Green, Royal High and Towerbank Primary Schools. There is a well-planned and well-supported Transition process. There are established events to support P7 pupils and their families including an Open Evening in September of P7, a Parents' Information Evening in June and a two and a half day visit in June which includes a Sports afternoon. This is supplemented by Sports Taster classes for P7 pupils and Headstart visits for those who may find Transition difficult. High School staff liaise closely with primary colleagues to gather information which will allow pupils to make the best start possible at the High School. Senior Staff, Pupil Support Staff, Learning Support Staff and subject teachers link with our associated primaries to visit the pupils, to liaise with staff to gain more insight. For youngsters with additional support needs, secondary staff attend P7 Transition Meetings, along with a range of professionals, to ensure as smooth a transfer as possible.

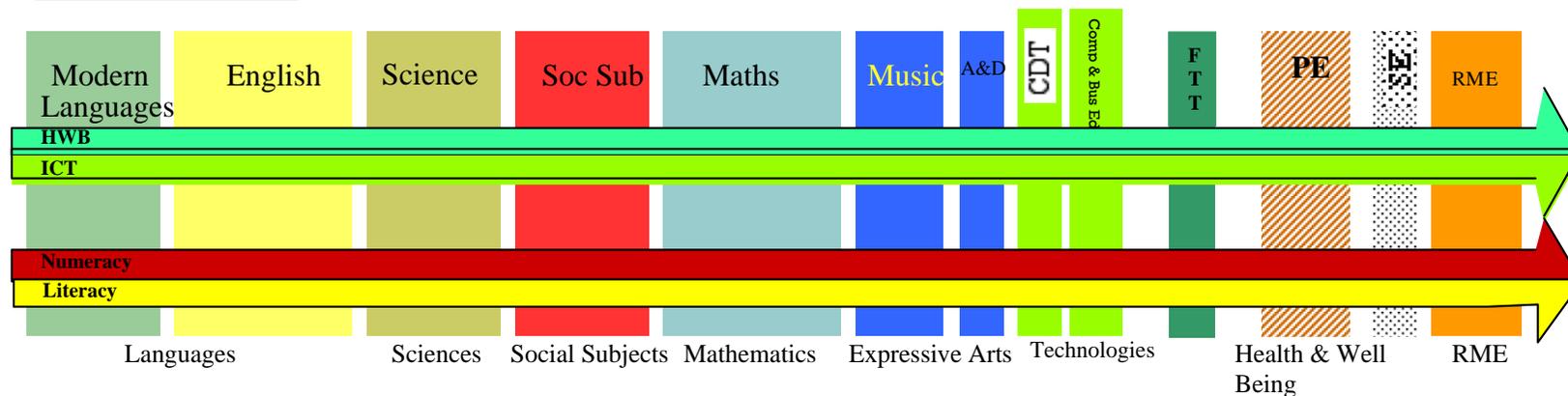
Over the last few years, to support the implementation of Curriculum for Excellence there have been Transition Learning Groups established which have brought together staff from Primary and Secondary to focus on curriculum delivery in P6 / P7 and S1, on assessment approaches and on moderation practice to share the standard. This close collaboration will ensure progression, pace and challenge for each youngster. Development work, by the end of session 2013 /2014, will have taken place across all curricular areas.

S1 – S3

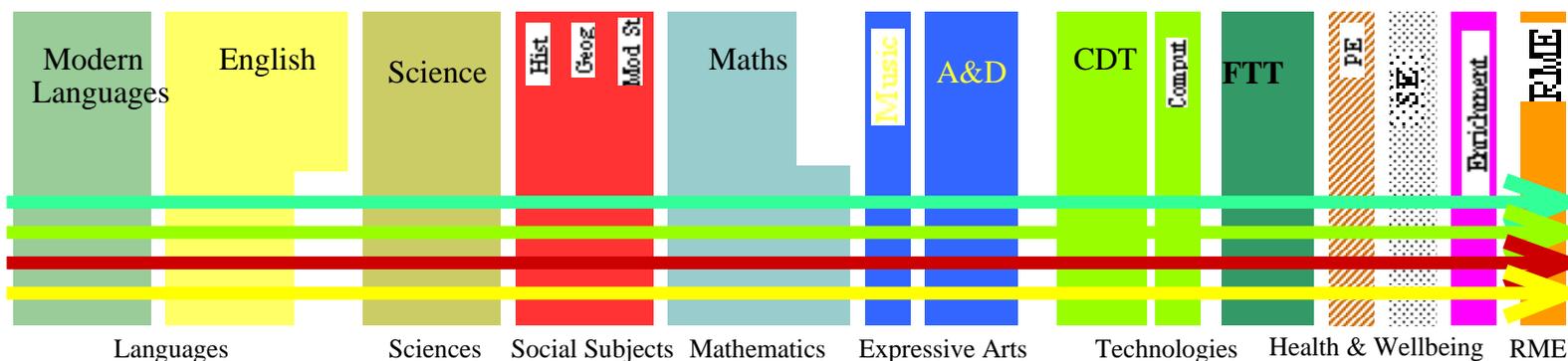
The S1 and S2 curriculum offers a broad range of subjects covering all curricular areas and offering diversity and a rich variety of learning experiences. The following diagrams, outline the subjects delivered and the allocation of time to each subject. Within Social Subjects a rotation is established, with youngsters spending blocks of time in History, Geography and Modern Studies.

Please see following page:

S1 Curriculum



S2 Curriculum



Across both years, the cross-cutting themes of Literacy, Numeracy, Health and Well-being and Information Technology to support learning are highlighted as being the responsibility of all subject areas and embedded in the delivery of learning.

Key: Social Subjects – History, Geography and Modern Studies
 RME – Religious and Moral Education
 Bus Ed – Business Education

A & D – Art & Design
 SE – Social Education
 FTT – Food Technology & Textiles
 PE – Physical Education
 Comp - Computing

Time allocations vary across Curricular Areas as can be seen from the diagrams. In Expressive Arts, Technologies, Health and Well-being and Religious and Moral Education S1 and S2 weightings vary in the respective years.

All courses are planned around the Experiences and Outcomes. The Experiences describe the learning activities and the Outcomes state what the learner can explain, apply or demonstrate.

It is expected that all learners will have covered the significant aspects of learning within each subject area through the subject specific Experiences and Outcomes at level 3 by the end of S2.

The Curriculum can only be successful if it is delivered through high-quality learning and teaching. This is the cornerstone of our work. There has been much focus over the years on professional development of staff in the field of learning and teaching. An Assessment for Learning approach is expected of all staff. Approaches to learning and assessment are varied and learner-centred.

Learning Rounds which involve colleagues sharing practice, has led to further reflection of practice and development of staff. The schools programme of Sharing Classroom Experience further promotes high professional standards.

Skills Development

Skills will be developed across all years through the Experiences and Outcomes and Qualification delivery. The development of skills is essential to learning and supports young people to become successful learners, confident individuals, responsible citizens and effective contributors. The skills and attributes which young people develop will provide them with a sound basis for their development as lifelong learners in their adult, social and working lives, enabling them to reach their full potential.

Personalisation and Choice

As pupils progress through their studies there will be opportunities for personalisation and choice. Allowing pupils to make informed choices about their learning will encourage and motivate pupils to become successful learners.

Personalisation and choice can take many forms including what pupils will learn from subject choices, to choices within subjects and within lessons as well as to approaches to learning and assessment opportunities. It also relates to how pupils will learn through active learning, through different activities offered within lessons and to the challenge relating to a learning product or outcome.

There will also be opportunities for choice as to how pupils will demonstrate learning through making, saying, doing or writing, offering a range of assessment approaches.

Cross-Cutting Themes

As directed in Curriculum for Excellence all teaching staff, across all subject areas have responsibility for the cross-cutting themes of Literacy, Numeracy and Health and Well-Being. At Portobello High we have added Information Technology to support learning as a fourth cross-cutting theme, given the importance of digital technology in education and the wider world. Whilst it is anticipated that aspects of these themes will be delivered by key subjects, all departments will provide meaningful opportunities to deliver experiences and outcomes across these themes within their courses.

Professional development for staff relating to these themes has focussed on consistency of approach, on the sharing of good practice and on the creation of curricular opportunities to promote pupil confidence and competence in these areas. There is growing evidence that these cross-cutting themes permeate all subjects.

Inter-disciplinary Learning

Inter-disciplinary Learning (IDL) is a key feature of Curriculum for Excellence and is a feature which has enhanced the secondary curriculum. It has brought rich rewards, allowing for increased and improved collaboration across subject areas and has led to exciting and challenging opportunities for our pupils to make connections across learning within the phase of Broad General Education and the Senior Phase. IDL opportunities exist across two or more subject areas to enhance learning e.g. the teaching of Slavery in History and slave songs in Music. Links are increasingly being incorporated into courses. Developments have led to more involved experiences such as the S1 “Scotland and its People” project which involves almost every subject area across the curriculum. Further examples of IDL in S1 / S2 include the Tortilla Challenge and the Haiti Project in Modern Languages and Geography. IDL embraces the principles of challenge, enjoyment, relevance and sustainability. At times, the suspension of normal timetable supports collaborative projects such as Rapid Response (An S3 Disaster Management project), Health Promotion, Anti-bullying and Eco Schools’ work.

S2 Enrichment Course

In S2 the Enrichment Course programme allows S2 pupils to select an opportunity to enhance learning or specialise in a particular area. Two such electives are followed for a 20 hour block and the selection offers Master classes, interest classes and specialist opportunities.

Current provision includes opportunities such as Creative Writing, Debating, The John Muir Award, Junior Community Sports Leadership Award and Events Management.

S3 Experience

As stated earlier, level 3 significant aspects of learning will have been covered by the end of S2 and learners will be offered the opportunity to introduce a degree of specialisation to their learning to pursue interests and personal preferences within the phase of Broad General Education. This will allow for depth of learning and the opportunity to further increase pace and challenge.

At the end of S2, pupils will make 8 choices of courses of study from each of the 8 curricular areas. In exceptional cases, in order to cater for individual needs, pupils may specialise further, if the pupil, parents / carers and staff agree that this would be in the best interests of the individual.

English and Mathematics are compulsory in S3, as are core entitlements of Physical Education, Religious Education and Personal and Social Education. At Portobello High School, a Modern Language is also compulsory given the national impetus of support for the young people of Scotland to study Modern Languages. In addition to this provision, learners select 5 other subjects.

If a youngster, or a group of youngsters, has specific needs which are best addressed by following an alternative learning pathway, opportunities will be provided. Current provision in S3 includes “Moving On” which is a course focusing on personal development and the “Supported Timetable Group” which consolidates learning and develops skills for life and work. The Support Base also offers opportunities for enhanced support for learning.

Although there is a move away from B.G.E. through this specialisation, in S3 programmes of work are planned primarily around the Experiences and Outcomes at Level 4, although some pupils may still be consolidating work at Level 3. It is possible too that some pupils may stretch beyond Level 4 work into National 4 and National 5 work. Subject areas will focus in S3 on richer, deeper learning within their subject, offering opportunities for personalisation, project work, independent learning and research and collaborative tasks.

S3 work, through delivery of Level 4 Experiences and Outcomes will allow for the delivery of knowledge, the development of skills and varied assessment opportunities. This will provide a good foundation for qualification success in the Senior Phase. It is unlikely that unit assessments for national qualifications will be undertaken before Easter of S3.

In situations where a subject has been discarded at the end of S2, work related to skills-based significant aspects of learning may be undertaken in order to address any Level 3 Experiences and Outcomes which still require to be covered. For example, aspects of Citizenship may be covered across Social Subjects and Religious and Moral Education departments, irrespective of the choice a young person has made.

Another focus may be a skills development delivery of Biology, Physics and Chemistry skill-sets delivered to all youngsters in S3, irrespective of their chosen Science(s). In addition some Experiences and Outcomes will be addressed in IDL projects such as the S3 Health Day, the S3 Environment Week and the Rapid Response Challenge.

S3 Learning Pathways



PORTOBELLO HIGH SCHOOL - S3 / S4 LEARNING PATHWAYS CHOICE 2013 / 2014

English and Literacy	Mathematics and Numeracy	Language	Sciences	Social Subjects	Elective including Expressive Arts	Elective including Technology	Personal Choice Elective
English	Mathematics	<ul style="list-style-type: none"> French Spanish 	<ul style="list-style-type: none"> Biology Chemistry Physics 	<ul style="list-style-type: none"> Geography History Modern Studies Religious, Moral and Philosophical Studies 	<ul style="list-style-type: none"> Art & Design Design and Manufacture Drama Graphic Communication Fashion and Textiles Music Physical Education Practical Woodworking 	<ul style="list-style-type: none"> Administration and Information Technology Computing Science Design and Manufacture Hospitality Engineering Science Art and Design Business Management Graphic Communication Physics Practical Woodworking 	<ul style="list-style-type: none"> Administration and Information Technology Art and Design Business Management Biology Chemistry Computing Science Design and Manufacture Drama French Spanish Geography History Modern Studies Music Physical Education Physics Engineering Science Health and Food Technology Moving On
<p>All of the courses are explained in your course booklet. All the courses can provide progression beyond S4. You should make a choice based on your future career requirements, your current school recommendations and your personal subject interest. Your Pupil Support Leader will be able to offer support and advice with this.</p> <p>S3 is the culmination of the 'broad, general education' phase of Curriculum for Excellence therefore every pupil will take English /Literacy, Maths / Numeracy, Modern Language, Science, Social Subjects, Technology and Expressive Arts.</p> <p>Health and Wellbeing will be embedded into programmes of work across the curriculum areas and also taught in Physical Education and Religious Education and Personal and Social Education.</p>							
<p>NOTES</p> <p>1. Pupils should select ONE subject from each of Columns 1 to 8 to give a broad curricular choice.</p> <p>2. In addition to the above all pupils will have: in S3 :P.E.(1 period), R.E. (1 period) and S.E. (1 period) in S4 :P.E.(1 period), R.E. (1 period) and S.E. (1 period)</p> <p>Cross curricular work will also take place across different subject areas during S3 and S4</p>							

Learner Review and Preparation for the Senior Phase

In April of S3, a review of learning will take place to allow pupils, with the support of their parents / carers and school staff, to consider pathways into the Senior Phase. Pupils will carry out an evaluation of their learning which will link to their S3 Profile and S3 Report. Discussion will follow on subject choice for S4 which will lead to national qualifications. For most pupils it is anticipated that they will continue with all 8 subjects followed in S3; in a few cases the review may lead to a young person swapping one subject for another should this be deemed to be in the best interests of the pupil and if resources allow. For those continuing with subjects in S4 it is anticipated they will be presented at National 3, 4 or 5. Some young people in consultation with staff and parents / carers, may choose to bypass National 5, working toward a Higher qualification in S5.

The S4 Curriculum will open up further opportunities for young people beyond subjects studied in Years 1 – 3 of the BGE. In S4 the following opportunities exist:

- * Vocational Course – Hairdressing
- * College – Skills for Work – Construction Trades
- * Personal Finance Course
- * Job, Education and Training (JET)
- * Supported Timetable Group
- * Move On
- * Skillsforce – a programme for youngsters at risk of not attaining a positive, sustained destination
- * More Choices, More Chances Group

For young people for whom 8 subjects is proving too challenging, options outlined above, plus placement in Support Base for mentor support and skills / learning consolidation will be considered.

In summation a Learner Review will confirm a chosen learning pathway for S4 which will involve up to 8 courses at SCQF Level 3, 4 or 5 with options outlined above. As a principle we will endeavour to provide a learning experience suited to the needs of the individual learner, where appropriate and within resource restrictions.

At end of S3 progress and achievement is recognised in the S3 Profile which will accompany the S3 Report. Profiling will offer youngsters the opportunity to reflect on their learning and skills development. This profiling will be supported by personal learning planning.

Moving to the Senior Phase offers opportunity to extend and deepen pupils' education as they build qualifications in recognition of their learning, enabling skills development and offering pathways to next steps, Employment, Training, Further and Higher Education.

Senior Phase - S4 – S6

All young people in Scotland have an entitlement to a Senior Phase of education which:

- * Provides specialisation, depth and rigour
- * Prepares them well for achieving the highest level of qualifications of which they are capable
- * Continues to develop skills for learning, skills for life and skills for work
- * Provides a range of activities within the four areas of learning within the curriculum, inter-disciplinary learning and the ethos and wider life of the school which develop the four capacities
- * Supports pupils to achieve a positive and sustained destination

It is important in planning for our Senior Phase that we provide a range of learning pathways to suit the diverse range, needs and aspirations of our pupils. The local context of the school influences the planning of opportunities in the Senior Phase. In Portobello High attainment levels sit at, or above, city and national averages at every stage and the staying - on rate post16 is very high, even more so in the light of the current, challenging economic context.

At present approximately 38% of our pupils progress to Higher Education, applying for places in competitive courses at prestigious Universities. A further 26% of our intake progress to Further Education. It is important that we continue to support these aspirations, enabling high attainment and high achievement. For our pupils who wish to enter employment on leaving school, it is important to offer vocational training and opportunities through vocational courses, work experience and volunteering opportunities. It is also important that for all of our pupils the Senior Phase allows for the development of qualities and skills for work such as creativity, team-working, adaptability and resilience amongst others.

S5 / S6 Learning Pathways

At the end of S4 pupils will select 5 options for S5. At this stage there will be courses at National 4 / 5 and Higher (Level 6). Beyond traditional school courses there will be vocational opportunities, courses such as Communications and Personal Finance, a Community Sports Leaders Award opportunity and an option for an extended Work Experience Placement for two afternoons per week to enhance employability skills. In S5 all learners are expected to have a full timetable.

In the Senior Phase, pupils may experience an increasing range of delivery methods including, In-school provision, Partnership arrangements with other schools and Colleges, Community and Youth Work delivery, Work Experience, Volunteering and Community Service and Student-centred learning.

Timetabling in afternoon blocks on two days per week allows for the flexibility to access wide ranging opportunities beyond the school base.

S5					
Higher Level	Biology Human Biology Computing English Physics	Art & Design Communications Drama English Graphic Communications Home Economics Human Biology Music PE	Art & Design Business Management Chemistry Computing French Maths Physics Product Design Technological Studies	Administration Geography History Italian Maths Modern Studies Religious, Moral & Philosophical Studies	Art & Design Biology Business Management Chemistry Computing Geography History Media Studies Modern Studies Music PE Physics Product Design Spanish
Intermediate Level	Biology English Science (Int 1 level) Physics Sports Leaders	Art & Design Chemistry Communications Drama English Food Technology Graphic Communications Music PE	Administration Art & Design Creative Industries (Creative Media) Fashion & Textile French Maths Practical Craft Skills – Woodworking	Administration Child Studies Digital Media Geography History Maths Modern Studies Personal Finance Religious, Moral & Philosophical Studies	Art & Design Business Management Computing Media Studies Modern Studies Music PE Practical Craft Skills Retail Spanish
Other options	Work experience Volunteering College option				

S6					
Advanced Higher Level	English Physics	Biology Graphic Communications Music	Art (A level) Computing Chemistry French	History Modern Studies Maths	Geography Spanish
Higher Level	Biology Human Biology Computing English Physics	Art & Design Communications Drama English Graphic Communications Home Economics Human Biology Music PE	Art & Design Business Management Chemistry Computing French Maths Physics Product Design Technological Studies	Administration Geography History Italian Maths Modern Studies Religious, Moral & Philosophical Studies	Art & Design Biology Business Management Chemistry Geography History Media Studies Modern Studies Music PE Physics Product Design Spanish
Intermediate Level	Biology Computing English Science(Int 1 level) Physics Sports Leaders	Art & Design Chemistry Communications Drama English Food Technology Graphic Communications Music PE	Administration Art & Design Creative Industries (Creative Media) Computing Fashion & Textile French Maths Practical Craft Skills – Woodworking	Administration Child Studies Digital Media Geography History Maths Modern Studies Personal Finance Religious, Moral & Philosophical Studies	Art & Design Business Management Media Studies Modern Studies Music PE Practical Craft Skills Retail Spanish
Other options	School service Internship/work exp Volunteering College option	School service YASS	School service YASS	School service YASS	School service YASS

As pupils move into S6, a further review of learning takes place to consider learning pathways to support pupils into a positive destination post school. In S6 the widening of options include;

- * Full range of Advanced Higher Courses (Level 7)
- * Volunteering through the support of the Volunteer Centre
- * Work experience placements, including Internships
- * Community Service
- * School Service
- * YASS (Young Applicants Schools Scheme – Open University delivery)

Pupils may choose to have up to 5 hours of study time. There are also opportunities for personal development and leadership development through the Pupil Council, Senior Leadership roles and the Prefect system, the Young Enterprise Challenge, Sports Ambassadors positions and other options.

Our annual S5 and S6 Induction provides ice-breaking and bonding opportunities, the opportunity to confirm high expectations, team building challenges and a focus on developing leadership. A senior IDL opportunity has been developed which focuses on Independent Living – “Life Beyond School”.

General Points:

Tutor Time and the Role of the Key Adult

Each pupil will be a member of a Tutor Group supported by a Key Adult as they move through school. The role of a Key Adult will meet the pupil entitlement for increased personal support and Tutor Time will allow for pastoral and academic mentoring. The programme of Tutor Time will provide opportunities for pupils to reflect on their learning and progress and to consider the values, ethos and broader life of the school and record their own contribution to it.

Tracking and Monitoring

In the Senior School a Tracking and Monitoring scheme allows pupils to discuss their learning with their teachers and agree strategies to ensure progress to optimise success. The Key Adult will be involved in academic mentoring to support a young person to discuss progress and set goals. Discussion will help the young person to pull together all of the feedback received in the routine of learning and the Key Adult will help to synthesise issues which arise.

The Tracking and Monitoring process also allows parents / carers opportunities to discuss progress with their youngster, further supporting the learning process.

The Whole Curriculum

In addition to the formal curriculum outlined in this paper, the value of other educational experiences is recognised. Portobello High supports the directive with Curriculum for Excellence to address the four contexts of learning:

- * **The Ethos and life of the school as a community**

Pupils are encouraged to contribute to the school community at every stage. Shared values are communicated and promoted through Assemblies, through Tutor Time and

through Personal and Social Education. House opportunities develop school and House identity, the Pupil Council, Pupil Learning and Teaching Group, Buddy Systems, Peer Mentoring Schemes and many, many more opportunities allow pupils to grow, develop and support the work of the school.

* **Curriculum areas and subjects**

Our Learning Pathway Booklets describe the formal curriculum as outlined in this booklet. We recognise the importance of re-visiting, improving and extending options to deliver the best possible curriculum for our pupils.

* **Interdisciplinary Learning**

Opportunities exist to develop connections across learning as referred to in this paper

* **Opportunities for personal achievement**

Our Charity Work involves the whole school and develops the concept of giving. Our Eco Schools' Work, our link with our Kenyan School and groups such as Amnesty International promote social responsibility. The wide and varied programme of extra curricular activities and clubs offer tremendous opportunities for our young people, as do the many competitions and challenges offered through subject areas.

Whole school events such as the Talent Show, the Fashion Show and our Musical Concerts and School Shows attract huge support and offer rich rewards. These events allow for personal achievement as do the many trips and residential excursions at home and abroad. In June of each year the Suspended Timetable allows pupils to choose from a range of activities and experiences which provide further opportunities for achievement, as well as providing linkage to many of Curriculum for Excellence Experiences and Outcomes. There are many opportunities to perform, to compete and to represent the school in a variety of contexts at every stage.

Learning and Teaching

Effective learning and high-quality learning and high-quality teaching are essential for our young people to enjoy success. For many years we have engaged in professional development to enhance the quality of our teaching delivery at Portobello High. There is an active Learning and Teaching Working Group which promotes the sharing of good practice. A significant number of staff have been trained in Co-operative Learning and Active Learning strategies. These approaches have been shared with the wider staff. We engage in regular self-evaluation, Learning Rounds and Sharing Classroom Experience to share good practice and to incorporate new ways of engaging and supporting learners. A wide range of teaching strategies is displayed in lessons : assessment is for learning techniques, direct teaching, self and peer assessment, individual and group work, text-based work and practical work, the use of IT to Support learning, outdoor learning, educational visits and visiting speakers to name but a few. All approaches and methodologies are designed to actively engage young people in their learning. There has been substantial investment in technology and staff training to lay the foundations for a future 1:1 scheme.

Formal and informal observation, survey results, attainment analysis and feedback are considered to promote improvement. Resources are revised and enhanced as funding allows.

Partner Work

As a school, we enjoy close working relationships with partner agencies who work with our young people. This support assists pupils to develop knowledge and skills outwith the core school curriculum. Some agencies, such as RUTS, Fairbridge, the Health Opportunities Team and Gorgie Farm, help pupils to cope better with their studies. Our Youth Work and our School Link Officer offer further support to ensure youngsters achieve their potential through Group Work such as;

- * Social Education + Group Work – for youngsters at risk of making poor choices
- * More Choices, More Chances – to support youngsters to achieve a positive destination
- * Ready to Grow – confidence building for individuals

Partner work also offers us opportunities to link with our community through work experience, placements and internships. Further involvement with mentoring schemes, Routes to the Professions and Career Academies enhance chances of success for our young people. Many subject departments have developed excellent links with business, outside agencies and College and Universities, which add a rich dimension to our work.

For the future

Our curriculum is under constant review as we work to implement Curriculum for Excellence fully. We actively source good practice and have colleagues involved in strategic development at city and national level who bring news of developments back to the school timeously. Teaching staff are involved as setters, markers and verifiers as well as being members of Curriculum Development Teams and Quality Assurance Teams at National and City level.

As we evaluate curriculum innovation and learn from evolving best practice we will continue our focus on curriculum review. It is a priority for us to ensure that there is parental confidence in our plans and we are committed to involving parents / carers as we make strategic decisions.

As the national picture becomes clear and the impact of current changes becomes evident, there will also be a greater understanding of national qualifications and an anticipated increased confidence in the new curriculum. This will allow for good reflection and the opportunity to refine and further develop our practice.