

CHARLESTON



Charleston Academy's Curriculum Rationale and journey:

As a school our Values are clear. One of those is that we "Challenge Ourselves". In terms of our curriculum we are constantly striving to develop and refine what we offer to best meet the needs of learners for now and to develop the skills they will need in the future.

We are committed to the principle of a broad Scottish education – but are flexible in that we allow personalisation and choice to reflect the needs of individuals.

In session 18-19 the school encouraged staff to improve challenge in S3 via incorporating some National 4 and 5 coursework where appropriate.

In session 19-20 we have moved to 7 options in S4. This follows consultation with staff – unanimous at a staff meeting, pupils via the Annual Pupil Survey and Pupil Council, parents via the Annual Parent Survey and the Parent Council.

As we head towards session 2020-21 we are reviewing our curriculum S1-6. This has been with staff via the Extended Management Meetings, staff meetings and the Curriculum Working Group. Skills Development Scotland have been integral to that review. A parent consultation took place in January 2020. The Pupil Council will also be consulted about the curriculum over the coming years.

Key issues / actions arising from this:

S1-3 Broad General Education

- In S1/2 an increase in time for Digital Learning. This is to ensure that vital ICT skills are further developed at an early stage. A pathway in Computing is available and this matches the demand from employment.
- In S1 2020-21 there is an increase in time in both in English and Maths to ensure that these core skills are developed.
- In S1 incoming pupils will choose a Primary second language and get additional time in that in S1/2. They will have some time in the third language.
- In S2 RME will be embedded into the curriculum in line with national guidance.
- In S3 we have given greater personalisation and choice, in particular in Modern Languages. The option is there to continue with two languages or none.

S4-6 Senior Phase

- In S4 pupils can opt to have a more developed experience in Home Economics – increased time with links to industry. This is a route we hope to develop in coming years in different areas of the curriculum.
- In S4 we have examined our options to ensure there are options for all learners.
- In S4 we have increase provision in PE to 2 units to reflect our commitment to Health and Wellbeing for all.
- In S5/6 we have ensured that there are options for all learners across multiple levels.
- In S5/6 we have many new courses offered across all the Faculties to ensure our curricular provision better matches the needs of learners.
- In S6 we retain our commitment to Advanced Higher to ensure there is challenge for all learners.
- In S6 we continue to develop our opportunities for volunteering and leadership development.

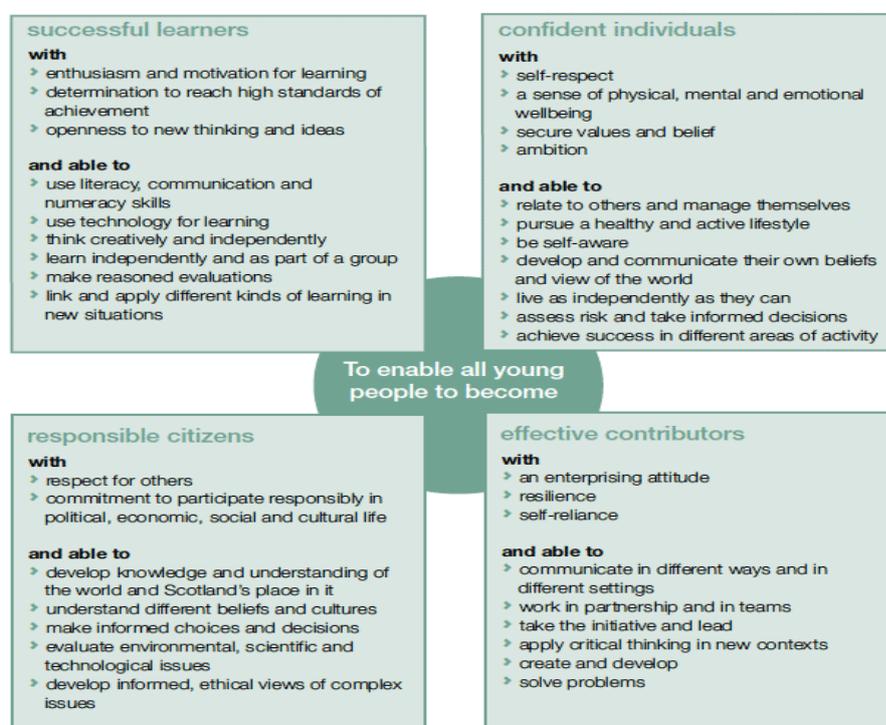
In session 2019-20 departments have made a start in embedding links to the world of work in line with Developing Scotland's Workforce.

An area relating to our Curriculum that we are aiming to develop and improve in session 2020-21 is Family Learning. We need to improve the work that we support at home.

The background from the Scottish Government that informs our rationale:

The clear aim is to improve standards of learning and teaching and raise achievement for all learners. The purpose of the curriculum, planned on this basis, is to make sure that learners acquire the four capacities of *Curriculum for Excellence* to be:

- successful learners
- confident individuals
- effective contributors
- responsible citizens.

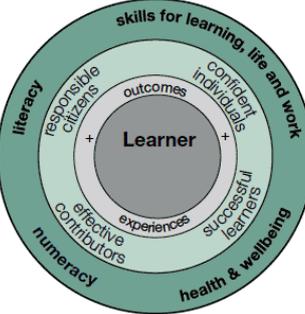


The curriculum is defined as all the experiences that are planned for learners wherever they are being educated. It can take account of all the experiences that learners can have through learning outwith school and in activity that would previously have been thought of as extra-curricular. The document recognises four different contexts for learning through:

- the ethos and life of the school as a community
- curriculum areas and subjects
- interdisciplinary learning
- opportunities for personal achievement.

The curriculum must include the sciences, languages and literacy, mathematics and numeracy, social studies, expressive arts, health and wellbeing, religious and moral education and technologies. All of these elements must be part of every learner's broad general education from early years up to the end of S3, although there will be opportunities for some specialisation within areas to reflect the learner's progress and interest.

A curriculum framework to meet the needs of all learners 3 to 18
A schematic guide for curriculum planners

<p>Values Wisdom, justice, compassion, integrity</p> <p>The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.</p>	<p>The curriculum: 'the totality of all that is planned for children and young people throughout their education'</p> <ul style="list-style-type: none"> Ethos and life of the school as a community Curriculum areas and subjects Interdisciplinary learning Opportunities for personal achievement 	<p>Learning and teaching</p> <ul style="list-style-type: none"> Engaging and active Setting challenging goals Shared expectations and standards Timely, accurate feedback Learning intentions, success criteria, personal learning planning Collaborative Reflecting the ways different learners progress
<p>Experiences and outcomes set out expectations for learning and development in:</p> <ul style="list-style-type: none"> Expressive arts Languages and literacy Health and wellbeing <ul style="list-style-type: none"> Mathematics and numeracy Religious and moral education Sciences Social studies Technologies <p>Curriculum levels describe progression and development.</p>		<p>All children and young people are entitled to experience</p> <ul style="list-style-type: none"> a coherent curriculum from 3 to 18 a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities opportunities for developing skills for learning, skills for life and skills for work opportunities to achieve to the highest levels they can through appropriate personal support and challenge opportunities to move into positive and sustained destinations beyond school
<p>Personal support</p> <ul style="list-style-type: none"> review of learning and planning of next steps gaining access to learning activities which will meet their needs planning for opportunities for personal achievement preparing for changes and choices and support through changes and choices pre-school centres and schools working with partners 	<p>Principles for curriculum design:</p> <ul style="list-style-type: none"> Challenge and enjoyment Breadth Progression Depth Personalisation and choice Coherence Relevance 	<p>Arrangements for</p> <ul style="list-style-type: none"> Assessment Qualifications Self-evaluation and accountability Professional development <p>support the purposes of learning</p>

The curriculum should be designed on the basis of the following principles:

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