



Curriculum Rationale and Design

As a community we grow

RAISE THE BARR



Curriculum Rationale and Design

Barrhead High

The school's values of RESPECT permeate the life and work of the school community. All stakeholders are involved in the ongoing review of our vision, values and aims to work together and ensure we are ambitious for all learners. A culture of high expectations and collaboration is at the heart of Barrhead High to 'raise the Barr'.

The rationale for the curriculum is based on the Barrhead Capacities

We want our young people to be successful learners who are enthusiastic about learning and set aspirational goals.

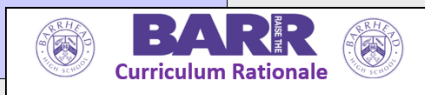
And be able to:

- use literacy and numeracy skills
- use technology for learning to develop digital skills
- be able to understand and use data
- learn independently and respond positively to feedback
- understand how you learn best

We want our young people to live our school values equipping them with the confidence to thrive.

And be able to:

- pursue a healthy and active lifestyle
- be self-aware, recognising personal skills, knowledge and values
- have the knowledge and skills to live independently
- assess risk and make informed decisions
- achieve success in school and in wider society
- be adaptable and respond to new challenges



We want our young people to be active citizens, aware of global issues, and use their voices to advocate for change.

And be able to:

- develop knowledge and understanding of the world and Scotland's place in it
- respect the rights of others
- understand and include different cultures
- make informed choices and decisions and contribute to a sustainable future
- understand and manage emotions and the impact of actions

We want our young people to embrace opportunities to develop their resilience and contribute effectively to society.

And be able to:

- communicate in different ways in different settings
- work in partnership and in teams
- take initiative and lead and support others to lead
- create products and develop ideas
- solve problems independently and with others
- have a growth mind set and be curious

Article 28: All children have the right to an education.





VISION AND VALUES

- Our vision statement is to raise the Barr.
- Our core values are:
Resilience, Excellence, Supportive, Participation, Equity, Confidence, Teamwork.
- All our stakeholders have a voice within the school.
- Our young people are encouraged to develop attributes, skills and knowledge to become lifelong learners and responsible citizens.
- Staff are committed to change which results in improvements for learners.

Totality of the Curriculum

- Our young people engage in responsible decision-making, contributing as leaders within the school and the broader community.
- Our young people experience a range of achievements in the classroom and beyond and actively embody the school values.
- Interdisciplinary project learning provides opportunities to extend and deepen conceptual understanding.
- Our young people experience a curriculum that is meaningful, purposeful, relevant, and up-to-date to make sense of the world now and in the future.

Learning and Teaching

- We work in partnership to provide engaging and active learning experiences in an inclusive and nurturing environment.
- Learning intentions are shared and success criteria are discussed and agreed to ensure purpose.
- Differentiation and adaptive approaches takes into account individual needs.
- Staff have high expectations of all learners.
- Collaborative approaches and CLPL opportunities are planned to identify and share effective practice.

Curriculum Areas

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

Active Citizen

Confident Individual

Successful Learner

Learner

Effective Contributor

Entitlements

Our young people have the opportunity to:

- Experience a broad education to reflect their stage and development.
- Develop skills for learning, life and work throughout the curriculum and wider school activities.
- Receive excellent learning and teaching to achieve the highest possible outcomes to raisethebarr.

Personal Support

- Experience transitions that are well planned to ensure positive and sustained destinations.
- We provide leadership opportunities and celebrate achievements.
- We plan diverse learning experiences to support and challenge all learners.
- We collaborate with stakeholders to overcome learning barriers.
- We prioritise the social, mental, and physical wellbeing of all learners.

Principles

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

See below

Assessment

- Formative strategies, including self and peer assessments support the learner journey.
- We use the national frameworks to plan purposeful and relevant assessments.
- We ensure consistent standards through robust moderation.
- Rigorous self-evaluation drives improvements in attainment.



Curriculum Design

Broad General Education (S1-S3)

All young people have an entitlement to experience a Broad General Education. **Breadth** is achieved in S1 and S2 by designing learning activities across all curriculum areas that reflect the national frameworks. Learners have an entitlement to experience up to and including third level with almost all extending their learning into the fourth level by S3. As learners progress through the broad general phase they will engage with a broadening range of experiences growing in confidence and competence in skills for learning, life and work in different contexts.

Our young people experience **progression**. We have a shared understanding of teaching methodologies and assessment approaches to build on prior learning. All our young people experience a challenging gradient of learning and are tracked and monitored at all stages to ensure progression. Formative and summative assessment evidence is used to support teachers to make professional judgements about learners' progress and inform staff when learners are ready for the challenge of new learning concepts. The Skills Profile is designed to capture their skills development and achievements.

Depth in S1 to S3 is enhanced through interdisciplinary project learning opportunities to connect learning across curricular areas; through planned activities and whole school opportunities. Our young people work at a pace to ensure a secure understanding and the ability to apply their learning in different contexts. Learners also have opportunities to discuss their learning, explain it to others and apply their knowledge and skills and various showcase events.

All stakeholders have high expectations of what learners can achieve. Activities are suitably **challenging**, engaging and motivating, encouraging high aspirations and ambitions for all young people. As learners progress through the Experiences and Outcomes they develop higher order thinking skills; including analysing, evaluating and creating. The design of our curriculum provides a number of **enjoyable** ways in which learners can engage with their learning. Strategies such as active learning and the use of technology provide learners with stimulating lessons to scaffold all learners to meet the learning outcomes.

Learning activities form a **coherent** experience with clear links between different aspects of learning. Staff from a variety of curriculum areas work closely together in order to ensure a coherent experience for learners within the curriculum area and across the experiences and outcomes. Partners are also involved in planning learning experiences to ensure a coherent curriculum. There is coherence and consistency in the development of literacy, numeracy, health and wellbeing, and skills for learning, life and work.



Learners have opportunities for **personalisation and choice** across many aspects of their learning throughout S1 to S3. The introduction of choice at the end of S2 within the broad general education phase ensures that there are appropriate progression routes at the end of S3 as pupils move into the senior phase. Learners have further opportunities at the end of S3 to make changes to their curriculum.

The broad general education is closely connected to the senior phase with the learning undertaken up until the end of S3 providing a strong foundation to extend learners knowledge and skills and to ensure a successful transition to National Qualifications at the appropriate level for each young person. The curriculum content is **relevant** and connects with the young person's experience, learning and interests in and beyond the school environment. Learners know why, what and how their learning relates to everyday life in their family, local community and the world of work.

S1 AND S2 PLAN

Language	Mathematics	Science	Social Studies	Technologies	Expressive Arts	Health & Wellbeing	Religious & Moral Education
English (5 periods in S1 and 4 periods in S2) French (3)	Maths (4 periods in S1 and 5 periods in S2)	Chemistry, Biology and Physics delivered as a common course (3)	Modern Studies, Geography and History	Computing, Business Enterprise, Administration delivered as a common course Technical (1.5) Home Economics (1.5) <i>Delivered via rotations</i>	Art & Design (1.5) Music (1.5) <i>Delivered via rotations</i> Drama (1.5)	PE (3) PHSE (1) Pastoral (1)	RME (1)



S3/4 plan

1 (5)	2 (4)	3	4 (3)	5 (3)	6 (3)	7 (3)	8 (3)	9 (3)
English	Maths	PE (3)	French Spanish	Geography History Travel and Tourism	Biology Chemistry Physics Science Health Sector	Administration & IT Business Computing Design & Manufacture Graphic Com. Music Technology	Music Drama Art & Design Hospitality Practical Craft Skills	Chemistry Physics Sports Recreation Dance Modern Studies Drama

The Senior Phase

During the Senior Phase **depth** of learning will continue with increasingly demanding concepts introduced. Learners will develop more complex cognitive abilities and learn new skills. This will be provided through working towards National Qualifications at the appropriate level for each individual learner.

Breadth will be further enhanced as learners build on their qualifications. We will continue to have the highest possible expectations for our young people and provide **enjoyable** learning experiences. Through offering choices in personal development, leadership opportunities and extra-curricular activities our learners will continue to be **challenged** to develop as well rounded, responsible and confident young people.

As with the Broad General Education, learning activities in the Senior Phase combine to form a **coherent** experience with clear links between different aspects of learning. **Personalisation and choice** will continue in the Senior Phase and will be further enhanced through continuing to work with the local authority to offer extended choices especially at Advanced Higher level and vocational courses.

Relevance is enhanced in the Senior Phase through links with business partners, work experience opportunities, community involvement and further and higher education partners. The main **progression** routes that will be available to learners will be based on their prior achievements and interests.



Learner Journeys

Learner	A	B	C
S2 Outcomes	By the end of S2 has demonstrated achievement of 3 rd level CfE Outcomes in all curricular areas	By the end of S2 has achieved most/some 3 rd level CfE Outcomes across a range of curricular areas	By the end of S2 is working towards 3 rd level CfE Outcomes across a range of curricular areas
S2 Curricular Pathway Choices	Embarking upon a range of subjects - leading to specialisation based around 4 th level Outcomes providing more challenge depth and understanding- moving to a programme of National Qualifications (NQs) during S3	Embarking upon a range of subjects giving specialisation in curricular areas where 3 rd level CfE Outcomes have been achieved. Moving to a range of National Qualifications across choices at some point during the S3/S4 experience.	Embarking upon a range of subjects across the 8 curricular areas - providing the opportunity to achieve 3 rd level CfE outcomes, leading to a range of National Qualifications by the end of S4
S3 Experience	Using level 4 th level Experience and Outcomes to progress towards National Qualifications during S3, providing opportunities for study at greater depth and specialisation	A blended approach to learning with curricular areas delivered around CfE Outcomes together with NQ standards	An experience predominately based around 3 rd level CfE Outcomes
S4 Outcomes	9 National 5 Qualifications (A-C). Available Vocational Qualifications also an option	8/9 National 4/5 Qualifications. Available Vocational Qualifications also an option	A number of subjects across a range of National/NPAs/SfW and Vocational Qualification levels.
Potential progression routes	Further specialisation in S5 leading to presentation for 5 Highers, potentially including vocational learning experiences	Further specialisation in S5 leading to presentation for 5 subjects at Higher/National 5, potentially including vocational learning experiences	Further study of literacy and numeracy plus additional subjects and vocational learning experiences