

*Valuing Learners Valuing Learning*

**A Strategy for 5–14  
2002–2004  
Paper 1**

## 1 Introduction

Considerable and commendable progress has been made in Dundee City schools with the implementation of the 5 – 14 curriculum. HMI reports have regularly identified good progress as well as recognising the creativity and commitment of schools and support services in implementing the 5-14 curriculum guidelines. The recent HMI report on the Education Department confirms this. Features of progress and successful development in key areas include:

### Curriculum Development

- advice and support for programme planning and provision of key learning materials

### Staff Development

- sustained staff development programmes eg READ, MLPS, moderation of writing
- a range of curriculum support groups and networks which focus on sharing expertise and good practice and addressing identified needs

### Support for Learners

- study support and out of hours learning clubs
- flexible deployment of support staff and flexible arrangements for organising classrooms

### Improving Pupil Achievement

- development of an IPA Strategy
- innovations in organising learning and teaching

### Assessment of Pupil Achievement

- Raising teacher confidence and experience in assessing and reporting pupil progress
- strengthened arrangements for the collation, analysis and evaluation of attainment data to provide valuable information for planning future developments.

### Learning and Teaching

Developing advice to schools on

- a range of approaches to learning and teaching
- classroom organisation
- gender issues and learning styles

### An ethos for learning and achievement

- positive behaviour schemes that recognise the link between positive self-esteem and successful learning
- awards to recognise both academic attainment and wider personal achievement.
- greater pace and challenge for pupils within an ethos for learning.

### Quality improvement

- focus on audit, monitoring and evaluation in the development of the curriculum, approaches to learning and teaching and initiatives to raise attainment
- Standards and Quality reports, arrangements for school review and headteacher review
- Quality Development Teams to improve monitoring and evaluation of progress towards key objectives and targets across the education department.

## 2 Context for a revised strategy

Since 1990 when the 5 – 14 development programme was first introduced, the curriculum has undergone substantial change and revision. Recently revised National Guidelines have been issued for Environmental Studies 5 – 14, ICT 5 – 14, Health 5 – 14, Structure and Balance of the Curriculum 5 - 14 and Modern Languages 5 – 14. The launch of these guidelines and the expectation that they will be incorporated into current council and school programmes poses significant strategic challenges. Recent Standards and Quality reports on the 5 – 14 curriculum have consistently highlighted the need for improvements. Schools must now address a substantial range of issues emerging from national reports. This makes the need for a revised strategy at a local level a matter of urgency.

### 3 Rationale for a Revised Strategy

Within Dundee City Council a number of successful developments have taken place in areas such as early intervention, literacy, numeracy and in ICT. It is important that the impetus of these successful initiatives is maintained and expanded, in particular the creation of programmes offering progression and coherence. A recent review of the curriculum at S1/2 has highlighted the need for further consideration of issues such as the range of subjects taught, the allocation of curriculum time to subjects, the use of the flexibility factor and agreements on shared responsibilities for teaching health. The current strategy, which has sought to develop the 5 – 14 curriculum around clusters, has been successful but its limitations are now becoming clear. Further work is needed in all schools to strengthen continuity in pupils' learning particularly at transition points. Early work on developing link projects for P7 – S1 has highlighted how common experiences for pupils in primary schools can then be built on in the secondary school. The benefits of common threshold experiences need to be much more fully developed.

Previous guidance to schools on planning, recording and reporting has to some extent been overtaken both by the substantial work of schools in creating curriculum programmes and by developments in ICT. There has emerged, however, a wide variation in practice across Dundee schools. It is now appropriate to review guidance on these matters. There is benefit in adopting an approach based on central provision through EDS in order to provide clear guidance for all schools, more focussed support for developments, greater consistency of practice and also to address workload issues in schools across the City. At the same time, schools are also encouraged to find within the concept of flexibility creative solutions and approaches that best meet the needs of pupils and the priorities of schools and education department.

The range and scope of new developments at both national and local level requires agreement between schools and the education department on a strategic review and plan in order to clarify priority areas for development, and determine their co-ordination and phasing. This will ensure that the vital energies of all staff are directed in the most efficient and effective ways, that appropriate support can be planned and delivered and that there emerge no conflicting priorities either in schools or within the Department.

### 4 Key outcomes of a revised strategy

- 4.1 The case for a revised strategy emerges clearly at both national and local level. Schools and services have indicated they welcome a review. In particular a strategic review will offer
- priority areas for development
  - phasing and funding agreements
  - co-ordination of work with no conflict of priorities
  - manageability and a sense of progress and achievement for schools
  - central support role for EDS
- 4.2 A strategic Review should promote:
- central support and guidance which take the form of:
  - guidance on programme planning and provision of key learning materials and resources, where appropriate
  - assessment advice and materials
  - training for all key staff
  - strong transition arrangements
  - from nursery into primary via the READ review group
  - from primary into secondary school

### 5 Key Principles of a revised strategy

- 5.1 The strategic review should be based on curriculum planning and delivery which is founded on the key principles of:
- Progression in pupils' learning
  - Continuity of pupils' learning
  - Coherence in the design, delivery and assessment of the curriculum across subjects
  - Staff collaboration and consultation backed up by central guidance and support

- Authority wide curriculum frameworks and guidance with flexibility for individual schools eg use of flexibility factor in time allocations; deployment of staff; organising learning groups
- A variety of approaches to learning and teaching
- Monitoring and evaluating the progress and impact of all developments

## **6 Process for a strategic review**

### **6.1 Groups**

The review will be undertaken by groups established to address specific tasks. These groups will be:

- A 5– 14 Strategy Review Group (SRG)
- A number of 5 – 14 Curriculum Review Groups (CRG)

Membership of groups shall include, as appropriate, ESM and members of EDS, School Managers and Teachers. Advice will also be sought from other providers with appropriate experience and expertise. The SRG will meet monthly. Each CRG shall meet as required by their strategic plan

### **6.2 Remits**

All groups will be given a specific remit and be required to produce a plan for the review of their particular development area. Each CRG will provide an annual evaluation report on progress.

### **6.3 Timescale and Phasing**

The overall timescale for the review and initial implementation of changes and developments in the curriculum will be from November 2001 until July 2004. Timescales have been identified for the review and implementation of the different elements of the revised strategy. These are shown in Appendix 1.

### **6.4 Phase 1** consists of two related and linked processes. These are:

- undertaking a strategic review of the 5-14 curriculum and
- further development of the strategy for Improving Pupil Achievement [IPA]

The strategic review will consist of

- Establishing the SRG
- Preparation and publication of strategy
- Consultation with schools
- Establishing measures for monitoring and evaluating the progress of implementation

The key tasks of the SRG are to devise a strategy for review and provide clear guidance/remits to all curriculum review groups. This will ensure that the outcome of each curriculum review will be a common framework for the production of both curriculum policy and curriculum programmes for all Dundee City schools.

The development of the IPA strategy will consist of

- Review of the current strategy
- Publish and IPA manual
- Organise ways of sharing best practice



6.5 Phase 2 will consist of:

- The continuing implementation of key curriculum initiatives and processes which are currently underway.**

<ul style="list-style-type: none"> <li>• ICT</li> </ul>	To continue as per ICT Strategic Plan and prepare ICT audit tools for S1/2 curriculum
<ul style="list-style-type: none"> <li>• Health</li> </ul>	CRG [Health] to produce a draft consolidated programme by Nov 2001 with appropriate consultation with schools. Implementation from October 2001 and completed at set times from 2003 onwards
<ul style="list-style-type: none"> <li>• S1/2 Review</li> </ul>	Curriculum conference for secondary schools followed by report with recommendations for changes in structure, design and delivery of curriculum in S1/2 published by Dec 2001.. Consultation to follow
<ul style="list-style-type: none"> <li>• Language &amp; Maths</li> </ul>	To continue as per Education Department Plan
<ul style="list-style-type: none"> <li>• Assessment 5 – 14</li> </ul>	CRG to issue fresh guidance on Structure and Balance of 5 – 14 Curriculum for all primary schools; review advice on planning, assessment, recording and reporting taking account of Assessment Manager developments. Pilot PIPS materials;
<ul style="list-style-type: none"> <li>• Improving pupil achievement</li> </ul>	To review the policy, organise primary and secondary conferences; publish an IPA manual

- reviewing, planning and implementing curriculum policy and programmes in the areas of:**

<ul style="list-style-type: none"> <li>• Expressive Arts and RME</li> </ul>	To continue as per Education Department Plan
<ul style="list-style-type: none"> <li>• Environmental Studies</li> </ul>	Devise strategy for ES. Create overall policy for Environmental Studies 5-14. Design programmes for Science, Technology and Social Subjects
<ul style="list-style-type: none"> <li>• Modern Languages</li> </ul>	Consider implications of report of Action Group on Languages and of revised 5-14 National guidelines  Prepare strategy for Modern Languages; devise programme materials for all schools

- Strengthening transition**

<ul style="list-style-type: none"> <li>• nursery - primary;</li> </ul>	Develop arrangements for transfer of information and curriculum progression and continuity
<ul style="list-style-type: none"> <li>• Extend READ</li> </ul>	Extend to other stages successful approaches to learning and teaching in early literacy and numeracy
<ul style="list-style-type: none"> <li>• Primary – secondary</li> </ul>	Develop core threshold curriculum experiences from P6/7 –S1 for all Dundee schools

## 7 A strategy for 5-14

### 7.1 Primary Schools

The key elements below are identified as critical in ensuring the effectiveness of a revised strategy in primary schools.

□ **Key elements of strategy for primary schools are:**

- Strong transition from nursery into primary one
- consolidate early intervention at P1/3
- sustain and enhance progress into P4/5
- common threshold experiences in P6/7 based on levels C and D to strengthen transition into S1
- build continuity, challenge and pace into learning in S1/2

□ **Core Programmes for all schools to include**

- central support for planning, recording and reporting.
- advice on Structure and Balance of the Curriculum

□ **Support for Assessment**

- advice and illustration of appropriate strategies
- illustrations of pupil performance at all levels
- establish DAB (Dundee Assessment Bank) –allowing network of assessment items
- establish base line measures for key stages in schools to help evaluate the impact of future support/provision

□ **Major focus on learning and teaching to include developing emphasis on**

- direct interactive teaching
- investigate approaches and collaborative working
- contexts to develop skills of problem solving and critical thinking
- writing across the curriculum
- stronger support/provision for able pupils
- flexible groupings for learning including setting

### 7.2 A Strategy for S1/2

Recommendations from the review of the S1/2 curriculum and the secondary curriculum conference of October 2001 will be incorporated into the overall strategic review as well as in specific plans for particular curriculum areas.

Recent national Standards and Quality reports have identified in S1/2 a number of persistent difficulties in taking forward the 5-14 programme. Difficulties and problems are more acute in some curriculum areas than in others. Listed below are some key development needs and some possible steps for improvement.

**Key issues in S1/2 – Some ways forward.**

- |  |  |
|--|--|
| Continuity of pupil experience from P7 into S1               | <ul style="list-style-type: none"> <li>• Agree, plan and create threshold programmes from P6 – S2 [from levels C-F]</li> <li>• Subject specialists work with primary colleagues in planning and where possible advising and assisting with the delivery of agreed aspects of the curriculum</li> </ul>   |
| Building on prior learning                                   | <ul style="list-style-type: none"> <li>• Develop arrangements for sharing with appropriate staff information on pupil attainment based on Assessment Manager statements.</li> <li>• Identify and design into curriculum programmes clear units of learning with agreed milestones/learning outcomes</li> <li>• Incorporate above units/outcomes into pupil profiles</li> <li>• From topic to topic, ensure [i] reliable and comprehensive unit assessments [ii] opportunities for pupil self assessment of learning</li> <li>• From lesson to lesson, develop helpful techniques for refreshing previous learning, opening lessons and summarising learning</li> </ul> |
| Maintaining pace and challenge                               | <ul style="list-style-type: none"> <li>• Introduce setting as appropriate</li> <li>• Consider implications of relaxation of age and stage restrictions</li> <li>• All schools to review use of support for learning staff to help able pupils and slower learners</li> <li>• Take account of gender-related issues in learning and assessment of activities and in classroom organisation</li> <li>• Review all courses to ensure better lines of progression</li> </ul>   |
| Consistency in assessment                                    | <ul style="list-style-type: none"> <li>• Continue moderation activities at cluster/city level via inset/PAT/curriculum Network / Staff development calendar/CPD activities</li> <li>• Central production [via LSGs and task groups] of assessment materials to include exemplars of pupil performance at particular levels; banks of helpful assessment items</li> <li>• Develop Assessment Manager to make use of banks of statements for assessment / recording/ reporting progress</li> </ul>   |
| Use a greater variety of approaches to teaching and learning | <ul style="list-style-type: none"> <li>• Extend use of DIT</li> <li>• Produce L and T good practice guide for Secondary – to include advice about gender, learning styles,</li> <li>• Core inset for every secondary teacher on good practice guide</li> <li>• Extend use of ICT in all classes across all curriculum areas</li> </ul>   |
| Effective deployment of staff                                | <ul style="list-style-type: none"> <li>• Implement recommendations of S1/2 review</li> </ul>   |
| Build greater coherence in pupils' learning                  | <ul style="list-style-type: none"> <li>• continue ICT training and incorporate use across curriculum areas</li> <li>• departmental collaboration on projects eg Computing and Technical on use of control</li> <li>• develop collaboration on gathering assessment evidence eg Social subjects on skills strands</li> <li>• build into curriculum[re]design - eg for Environmental Studies – explicit points/features / examples of cross reference to other subjects</li> </ul>   |



**Appendix 1 : Process and timescale for implementation of the 5-14 curriculum**

