

29th January 2009

To: Members of the Curriculum for Excellence Management Board
Members of the Curriculum for Excellence Stakeholder Group
Directors of Education in Scottish local authorities

Dear Colleague,

The development of Curriculum for Excellence (CfE) continues apace. As we move into the implementation phase, there is considerable merit in synchronising national outputs with implementation planning and delivery. On 20 January, local authorities were advised the mechanism by which they can apply for an extra in service day this school year and each of the next two years. This additional in-service capacity reflects the need for the education system to have time to plan effectively for making CfE a reality in the classroom.

To facilitate effective local planning, we thought it would be helpful if we shared the attached provisional programme framework. The left hand column captures the planned release of national outputs (e.g. the finalised experiences and outcomes, guidance material). The final three columns contain CfE-related timelines for the current primary 5, 6 and 7 cohorts. We would expect CfE to continue to be progressively reflected throughout learning and teaching from August 2009 and to be fully adopted from August 2010. However, the current primary 6 cohort will be the first to have the fully integrated CfE experience in secondary school with their CfE learning supported by new qualifications. We therefore thought it would be worth delineating the education journey for this, and the neighbouring cohorts.

The middle column headed 'DRAFT - activities and outcomes in education centres' is effectively an initial high level outline of implementation considerations for schools. Further detailed planning of these activities is ongoing. The ADES led Implementation Partnership chaired by Don Ledingham (which includes representatives from other organisations) is taking a key role in driving implementation. Their work is now starting in earnest and will be central to the production of national advice/guidance in May to local authorities, schools and colleges on what needs to be done to prepare for delivery of curriculum for excellence in educational settings. The middle column will therefore continue to evolve as implementation progresses.

CfE is a multi-faceted programme. In recent months, considerable effort has gone into robust programme planning to ensure that we can have confidence in the timelines for national outputs. The Management Board is closely monitoring progress and delivery against the attached framework to ensure that any deviations from the plan are identified early and their consequences for the programme are fully assessed.

If you have any questions about the attached framework please get in touch to discuss. We are arranging for the letter and framework to be placed in the CfE Management Board section of the LTS website.

Kind regards

Dr Claire Monaghan

Curriculum for Excellence – Provisional Programme Framework – as at 28 January 2009

School Year	National Developments Timetable	Activities and Outcomes in Education Centres – <i>[Further detailed planning required]</i> <u>DRAFT</u>	Cohort of learners		
			P5 in 2008/09	P6 in 2008/09	P7 in 2008/09
2008/09	<p><u>January 2009</u> Glasgow University Report submitted to Scottish Government to inform final revision of Experiences & Outcomes across all curriculum areas</p> <p><u>April – May 2009</u> Publication of full set of Experiences & Outcomes Start of release of exemplification materials for Experiences & Outcomes.¹ Building the Curriculum – Skills for Learning, Skills for Life and Skills for Work guidance published Start of release of exemplification materials for Skills guidance.¹ Announcement on way forward for NQs following consultation (including Literacy & Numeracy). <i>Advice/guidance to local authorities/schools/colleges re what needs to be done to prepare for delivery of CfE in the classroom.</i></p> <p><u>May 2009</u> SSA based on 5-14 curriculum (reading and writing)</p> <p><u>June 2009</u> Guidance on models for organising the</p>	<p><u>General prerequisites:</u> Confirmation that all staff have undertaken discussion of the four capacities (including the ‘with and ‘and able to’ examples) and design principles and made changes in practice both at individual teacher and whole-establishment level in order to support the development of the four capacities.</p> <p>All establishments have considered the role of active learning at all stages, have made changes to practice and have plans for further development</p> <p>All staff are familiar with the advice of BtC3 and its implications for the learners they serve</p> <p>Each establishment with its partners reviews its self-evaluation and improvement plan to confirm/modify and to show the stages and sequence of implementation of CfE within the establishment in line with national timetable (including sequencing of implementation work across all curriculum areas, and proposals for ensuring that literacy, numeracy and</p>	Following current curriculum in P5	Following current curriculum in P6	Following current curriculum in P7

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			P5 in 2008/09	P6 in 2008/09	P7 in 2008/09
	<p>curriculum – outputs from Testing the Framework activity</p> <p><u>July 2009</u> Assessment framework published Start of release of exemplification materials for assessment.¹</p>	<p>health and wellbeing are developed across all aspects of the curriculum).</p> <p><u>October 2008 – March 2009</u> Establishments continue to work with the draft Es and Os in planning high quality learning and teaching</p> <p><u>April 2009 – June 2009</u> All teaching staff engage with Es and Os in literacy, numeracy and health and wellbeing and identify changes needed in their practice.</p> <p>All secondary teachers and staff beyond the school who provide curricular experiences engage in discussion about the Es and Os in their curriculum areas. As a minimum, they begin to amend S1 programmes in all curriculum areas based on published Es and Os</p> <p><u>August 2009 – December 2009</u> All establishments use the guidance on curriculum models to develop a plan for any changes to the organisation and structure of the curriculum and the stages of implementation of that plan year on year.</p>			

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			P5 in 2008/09	P6 in 2008/09	P7 in 2008/09
		<p>Develop new timetables and partnership arrangements as needed for August 2010 start (or June as the case may be)</p> <p>Engage with BTC paper on Assessment</p>			
2009/10	<p><u>October 2009</u> Publication of research based on Recognising Achievement collaborative enquiry projects.</p> <p><u>December 2009</u> Publication of guidance from Recognising Achievement collaborative enquiry projects Guidance on recognising achievement in the Early Years</p> <p><u>August 2010</u> Availability of new CfE assessment resource infrastructure Certification of first Scottish Baccalaureates Guidance on S3 Profile</p>	<p><u>August 2009 onwards</u> All establishments continue to move, with their partners, to full implementation of all sets of experiences and outcomes and related assessment at all stages following the priorities in their improvement plan. All schools focus upon progression and developing shared professional understanding of standards using the exemplars and guidance provided. Highest priority to literacy and numeracy at all stages and third and fourth levels in all curriculum areas. Focus on specific needs by educational sector, ensuring that the needs of for example, Primary schools, are addressed in the planning for full adoption 2010/11.</p> <p><u>October 2009 –March 2010</u></p>	<p>Now in P6 - Some learners experiencing Learning and Teaching based on CfE Experiences & Outcomes</p>	<p>Now in P7 -Some learners experiencing Learning and Teaching based on CfE Experiences & Outcomes</p>	<p>Now in S1 -Some learners experiencing Learning and Teaching based on CfE Experiences & Outcomes</p>

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			P5 in 2008/09	P6 in 2008/09	P7 in 2008/09
		Local authorities develop plans for recognising achievement and develop local guidance and timeline for implementation during 2010-11			
2010/11	<u>May 2011</u> CfE Version of SSA ²	Local authorities develop policies and guidance for the use of CfE assessment resource within their overall arrangements for assessment.	Now in P7 – all learners now experiencing Learning & Teaching based on CfE Experiences & Outcome	Now in S1 – all learners now experiencing Learning & Teaching based on CfE Experiences & Outcomes and CfE structure of broad based education	Now in S2 – Making subject choices for courses based on existing qualifications
2011/12	<u>April 2012</u> Publication of unit and course specifications for new/revised qualifications at SCQF 2-6	SSA reporting based on CfE will feed into and inform the gradual development of shared understanding of standards, which will have been underway from April 2009. Active engagement by staff supported by a programme of CPD on assessment approaches, including moderation, and on familiarisation with content of SCQF 2-6	Now in S1 – all learners now experiencing Learning & Teaching based on CfE Experiences & Outcomes and CfE structure of broad based education	Now in S2 – Continue CfE broad based general education	Now in S3 – Commence courses for existing qualifications including Standard Grade

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			P5 in 2008/09	P6 in 2008/09	P7 in 2008/09
		(Associated development work with setters, markers, moderation processes led by SQA in collaboration with partners, starting well in advance of this date)			
2012/13	<p><u>April 2013</u> Publication of unit and course specifications for revised qualifications at SCQF 7</p> <p><u>August 2013</u> Final certification of qualifications at Standard Grade (SCQF 3-5) and current Access 2 & 3 (SCQF 2 & 3)⁴</p>	<p>Active engagement by staff supported by a programme of CPD on assessment approaches, including moderation, and on familiarisation with content of SCQF 7</p> <p>Associated development work with setters, markers, moderation processes led by SQA in collaboration with partners, starting well in advance of this date)</p>	Now in S2 – Continue CfE broad based general education.	Now in S3 – Complete CfE broad based general education Make choices for senior phase <i>First possible S3 profile</i> ³	Now in S4 – External assessments for existing qualifications including Standard Grade <i>Last cohort to sit these exams</i>
2013/14	<p><u>August 2014</u> First certification of new/revised qualifications at SCQF 2-5</p>		Now in S3 – Complete CfE broad based general education Make choices for senior phase	Now in S4 – start senior phase of CfE External assessments, if appropriate, for new qualifications	Now in S5 (or other learning environment) – External assessments for existing Highers and Intermediate 1 & 2
2014/15	<p><u>August 2015</u> Final certification of qualifications at Intermediate 1 & 2 (SCQF 4 & 5) First certification of revised qualifications</p>		Now in S4 – start senior phase of CfE External	Now in S5 (or other learning environment) – External	Now in S6 (or other learning environment) – External

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			P5 in 2008/09	P6 in 2008/09	P7 in 2008/09
	at Higher (SCQF 6) Final certification of current versions of qualifications at Higher (SCQF 6) and Advanced Higher (SCQF 7)		assessments, if appropriate, for new qualifications	assessments for new qualifications, including revised Highers	assessments for existing Intermediates, Highers, Advanced Highers and Baccalaureates
2015/16	<u>August 2016</u> First certification of revised qualifications at Advanced Higher (SCQF 7)		Now in S5 (or other learning environment) – External assessments for new qualifications, including revised Highers	Now in S6 (or other learning environment) External assessments for new qualifications, including revised Advanced Highers and Baccalaureates	
2016/17			Now in S6 (or other learning environment) – External assessments for new qualifications including revised Advanced Highers and Baccalaureates		

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Notes

1. Ongoing release of exemplification materials to support CfE from 2008/09
2. The decision as to which cohorts will be assessed by the SSA has yet to be decided.
3. Decision on structure and timing of the introduction of S3 profile still to be considered and decided.
4. Existing Access will still be available in 2013/14. Lapsing policy will allow session 2012/13 legacy cohorts to complete in 2013/14.

NB: Timing of literacy and numeracy awards to be decided and subject to the results of the consultation