

The Structure and Balance of the Curriculum

5–14 National Guidelines



SCOTTISH EXECUTIVE

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The Structure and Balance of the Curriculum

Preface

In October 1998 Scottish CCC – now Learning and Teaching Scotland – began an extensive consultation exercise following a Ministerial request to review the 5–14 guidelines for environmental studies. Primary, secondary and special schools, teacher education institutions, local authorities, professional associations and relevant interest groups (including employers) were all given the opportunity to participate in consultation on the revision of these guidelines.

The revised guidelines on the structure and balance of the curriculum 5–14 are based on good practice and what has been shown to be successful. They clarify key elements of curriculum and assessment that schools can incorporate into their current programmes and arrangements. They offer practical advice and provide schools with a greater degree of flexibility to respond to their particular circumstances. More specific detail and many practical illustrations of how these principles apply to learning and teaching in each curriculum area are included in other 5–14 curriculum guidelines and guides for teachers and managers.

ICT and health education, formerly components of environmental studies, now have separate guidelines to reflect their importance across the 5–14 curriculum. *The Structure and Balance of the Curriculum: 5–14 National Guidelines* incorporate advice on the curriculum structure for the S1/S2 stages.

These guidelines are commended to all concerned with the education of pupils aged 5–14.



Mike Baughan
Chief Executive, Learning and Teaching Scotland

Introduction

Progress in 5–14

Since the introduction of the 5–14 curriculum in 1991, Scottish schools have been steadily undertaking its implementation. Considerable progress has been made through the effective and committed work of schools and local authorities to ensure that pupils experience a quality curriculum based on the principles of breadth, balance, continuity, coherence and progression. Local authority quality assurance arrangements and national standards and quality reports have identified key features of successful development of the 5–14 curriculum. These include:

- whole-school and departmental programmes of study based on national guidelines that progressively build on pupils' prior learning
- planning that identifies clear learning outcomes as a focus for assessing pupils' progress and attainment
- support for all learners that is based on a clear assessment of their needs, and which motivates and offers challenge
- a wide range of approaches to promote effective learning and teaching, including direct interactive teaching, flexible arrangements for organising teaching groups for different teaching purposes and the use of a range of assessment strategies
- strengthened liaison within school clusters with regard to curriculum planning and the smooth transition of pupils from one stage to another
- improved communication between schools and parents, including better reporting on pupils' progress.

New educational context

As the implementation of 5–14 has continued, so the educational context surrounding it has changed, bringing new opportunity, challenge and potential benefit. Significant aspects of this new educational context include:

- a culture of self-evaluation in schools and local authorities
- the national strategy to raise standards of literacy and numeracy across 5–14 with early intervention as a cornerstone
- development planning, including the setting of targets at school, local authority and national level to raise standards of pupil attainment
- the need to be responsive to the impact of information and communications technology (ICT) on learning and teaching, supported by the National Grid for Learning initiative
- an expansion of pre-school provision and an increased commitment to partnerships with parents to support early learning
- a revised curriculum framework for children aged 3–5 and revised curriculum guidelines for secondary schools, both offering fresh statements of purpose and content
- a strengthened commitment to ensure for pupils aged 3–18 a continuum of learning that prepares them for the world of work and is based on an inclusive ethos of achievement for all.

Review of *The Structure and Balance of the Curriculum*

These guidelines recognise the need for necessary but not major changes in advice in relation to the structure and balance of the 5–14 curriculum. They offer:

- a *rationale* (Section 1) that recognises the distinctive contribution of the 5–14 curriculum within a continuum of learning for pupils aged 3–18
- *guidance on key principles of 5–14* (Section 2) to support effective learning and teaching in all areas of the curriculum
- *information about minimum recommended time allocations* to secure a basic pupil entitlement to a broad and balanced curriculum in primary schools, secondary schools and for pupils with special needs (paragraphs 3.1–3.6)
- *advice about the flexible use of time as a local resource* (paragraphs 3.7–3.15) allowing all schools and authorities to address local needs and implement national priorities
- *advice about developing the principles of continuity, coherence and progression* (paragraphs 3.16–3.28) to help primary, secondary and special schools manage in a systematic manner the development of the curriculum, especially at key transition stages.

It is hoped that teachers and managers will find the advice contained in these guidelines clear, useful and manageable. Some illustrations of good practice are included in the *Guide for Teachers and Managers* and appear on the Learning and Teaching Scotland and SVTC websites. These guidelines endorse the need for schools and local authorities to continue the successful implementation of 5–14 by responding creatively and flexibly to national and local priorities within a framework of national guidelines on the curriculum.

Section 1

Rationale for the 5–14 Curriculum

1.1 Nature and purpose of the curriculum 5–14

Schools, parents and society care that young people succeed in terms of attaining the knowledge, skills and, in time, the qualifications required for a personally rewarding life, productive employment and active citizenship. Equally, they care that young people develop into healthy, fair-minded, considerate and responsible human beings. The school experience should play a major role in this development. If schools are to succeed in this, they must pay close attention to the nature and structure of the curriculum and how it is put into practice.

Children entering primary school at around five years of age have already become successful learners with a remarkable potential for learning. Their experiences of family, friendships, pre-school groups and the local community have begun to shape and guide to a considerable extent their intellectual and social development. The pre-school curriculum has already offered them a wide range of learning experiences. Entry into primary school, with its variety of more formal curriculum structures and arrangements, presents new and rich opportunities for learning, which should acknowledge and build on what children have already learned about themselves and their world.

A curriculum that offers a breadth of experience and a balance of opportunity for learning is the entitlement of every pupil. From the outset, the 5–14 curriculum should provide clear pathways across the range of areas of learning. These provide a basis for personal growth and for further learning in the different structures of primary, secondary and special schools. The curriculum should build on pupils' experience and learning and be responsive to their needs. It should relate to events and facets of their everyday lives. It should help them develop intellectually, aesthetically, socially, emotionally, spiritually, imaginatively and physically. It should prepare them to face the challenges of life in a rapidly changing society. It should help guide them through the transition from childhood to adulthood.

Pupils thrive on activities that stimulate them, experiences that engage them and in relationships that affirm and nurture them. Through this they become well-rounded people and effective learners. They develop personally and socially. Their individual and collective sense of who they are and of their role in the world around them grows and takes shape.

The curriculum should be inclusive and promote equality of opportunity for all. It should help develop in children the knowledge, skills, capabilities and dispositions that they will require in order to gain the best from school and from life. It needs therefore to build progressively on what they learn, offering challenge, rewarding success and celebrating achievement. It recognises the need for specific responses to individual needs. It affirms and supports children through the challenge of learning. At its best, the curriculum offers as many invitations to learn as it holds expectations of attainment.

This curriculum will best serve pupils within a positive school ethos that values the contribution of parents to their children's learning and recognises and encourages the creativity and commitment of teachers. Such an ethos is fed by strong and positive relationships, promotes collaboration and benefits from a range of partnerships. Good communication and high standards of teaching, planning and assessment can ensure that children develop a positive sense of themselves as learners. This helps to raise levels of attainment and supports pupils in their further learning and their role as active, concerned citizens, in time preparing them for the world of work.

Where the education system is effective and serves children and young people well, it will help them to be:

- confident, motivated and well-rounded
- literate and numerate
- fully understanding and able to play their part as citizens of a modern democratic society
- able to seize opportunities open to them, regardless of their background
- equipped with the skills and aptitudes to work flexibly and to embrace change throughout their lives.

The 5–14 curriculum plays a vital part in ensuring all young people can develop these capabilities and qualities to enable them to develop personally and treat others and the world around them with care and respect.

1.2 Aims of the 5–14 curriculum

The 5–14 curriculum provides a structured continuum of learning for all pupils in which they progressively learn about the world and learn from their experience of it. This will involve pupils in a systematic study of language, mathematics, environmental studies, expressive arts, religious and moral education, ICT, health, and personal and social development (PSD).

The experience of the 5–14 curriculum should help each pupil to acquire and develop:

- knowledge, skills and understanding in literacy and communication, numeracy and mathematical thinking
- knowledge, understanding and appreciation of themselves and other people and of the world around them
- the capacity to make creative and practical use of a variety of media to express feelings and ideas
- knowledge and understanding of religion and its role in shaping society and the development of personal and social values
- the capacity to take responsibility for their health and safe living
- capability in ICT and an awareness of the uses of ICT in the world at large
- the capacity to treat others and the world around them with care and respect
- the capacity for independent thought through enquiry, problem solving, information handling and reasoning
- positive attitudes to learning and personal fulfilment through the achievement of personal objectives.

More generally, the 5–14 curriculum should help pupils acquire and develop:

- *dispositions*
- *core skills and capabilities*
- *knowledge and understanding.*

Opportunities to develop these are already embedded in programmes and learning experiences across the whole curriculum.

1.3 Dispositions

Dispositions are ways pupils think and feel about themselves and the world. They help guide pupils in making decisions and taking action. The following dispositions are generally regarded as a fundamental basis for a personally rewarding life and an effective contribution to society. They are of equal importance and clearly interrelate. The 5–14 curriculum should look to foster young people who are positively disposed to:

- *a commitment to learning*
Throughout schooling and to equip them for adult life, children need both to acquire new information and skills and to make new connections and meanings in what they have learned. Learning becomes an exciting and rewarding lifelong process.
- *a respect and care for self*
A sense of self-worth brings a capacity for autonomy and motivation. It is the basis from which care for others grows. It is strongly linked to achievement and attainment.
- *respect and care for others*
Recognising that we are interdependent helps pupils develop qualities of cooperation, mutual support and respect for the diversity of people, cultures and beliefs.
- *a sense of social responsibility*
An awareness of positive social attitudes, principles and skills will help pupils become competent and positively disposed to participate in society. A commitment to the environment will be engendered.
- *a sense of belonging*
Being part of and committed to the life of the school is achieved when pupils feel valued, knowing that their opinions count and their concerns are addressed.

These dispositions will find expression in the curriculum that pupils study, in the contexts in which their learning is structured and in the relationships that encompass both their learning environment and the wider life of the school.

1.4 Core skills and capabilities

The curriculum must offer young people opportunities to acquire core skills and to develop the capability to use them in the various contexts they meet in their learning and in their lives. Core skills foster personal and social development and are widely recognised as essential for a healthy lifestyle, responsible citizenship and, in time, employment and successful lifelong learning. The core skills include:

- personal and interpersonal skills including working with others
- language and communication skills
- numeracy skills
- ICT skills
- problem-solving skills
- learning and thinking skills.

These skills lay the foundation for those specific core skills that are developed and validated in the later stages of secondary school.

1.5 The acquisition of knowledge and the development of understanding

The curriculum and the way in which it is taught should help pupils acquire important knowledge in each of its main areas. It must also ensure that pupils make connections between what they learn and what they see in the wider world around them. Such knowledge and understanding are acquired and developed within and, just as importantly, across curriculum areas.

Well-designed programmes of study highlight learning links for pupils. Pupils need help and opportunities to connect, integrate and apply what they have learned in ways that are creative, thoughtful, sensitive and which promote emotional maturity.

1.6 The essential experiences of the curriculum 5–14

In order to ensure that the goals of the 5–14 curriculum are fully achieved, it is important for all children to enjoy equal access to a full range of learning experiences. Teachers should ensure that pupils have opportunities to gain the essential experiences of:

- working cooperatively and independently
- encountering challenge, support and a sense of achievement
- receiving regular feedback about their progress as well as opportunities for self- and peer-assessment
- taking and sharing responsibility for what they learn
- making connections in their learning.

All who are responsible for planning and teaching the curriculum should ensure that these experiences are regularly built into the pattern of lessons as well as the design of topics and courses. This calls for collaboration on the part of teachers, support staff, managers, parents and pupils.

1.7 Learning styles

Pupils do not all learn in the same way. They have their own preferred learning styles and ways of learning that best suit them. Teachers therefore need to use a wide range of teaching styles that are appropriate both to the task in hand and to the context in which learning can best be achieved. This brings teachers opportunities for flexible and creative arrangements for grouping and for organising pupils' learning based on different teaching purposes. Pupils learn effectively through teaching that is interactive and dynamic.

1.8 Ethos of achievement

An ethos of achievement, built on strong relationships between staff, pupils and parents, nurtures personal and social growth within a whole-school learning community. Good relationships:

- draw the best out of pupils and lead to high standards of attainment
- support the curriculum
- inspire teachers and enhance their work
- encourage challenge and celebrate achievement
- foster high motivation and support pupils to be enterprising and caring, confident and articulate
- invite pupils to hold high aspirations for themselves and for others.

In such an ethos, where teachers hold high and consistent expectations, pupils thrive, making good progress in their learning and achieving high standards of attainment. Such supportive and affirming conditions lay the foundations for pupils to develop the knowledge, understanding, skills and attitudes that they require for their further learning and living. In this way schools become learning communities comprising both pupils and adults, each recognising their own unique nature and role as well as the unique nature of the communities they serve.

Section 2

The Principles of 5–14

2.1 Principles of the 5–14 curriculum

The 5–14 curriculum is based on a set of principles applicable to all pupils: *breadth*, *balance*, *coherence*, *continuity* and *progression*.

Breadth ensures the coverage of a sufficiently comprehensive range of areas of learning.

Balance ensures that appropriate time is allocated to each area of curricular activity and that provision is made for a variety of learning experiences.

Coherence emphasises links across the curriculum so that pupils make connections between one area of knowledge and skills and another.

Continuity ensures that learning builds on pupils' previous experience and attainment and prepares them for further learning.

Progression provides pupils with a series of challenging but attainable goals.

2.2 Application of principles

These principles underpin the curriculum areas and provide a framework for planning, teaching and evaluating the curriculum in pre-school, primary, secondary and special schools. The principles apply to the implementation of the curriculum in different ways and in different contexts. These are:

- at an *individual level* where individual needs are identified and met through individual programmes, and where teachers collaborate in providing appropriate support
- at *class level* where the teacher ensures that well-differentiated activities and programmes meet the learning needs of groups supported by an appropriate range of approaches to learning, teaching and assessment
- at *department level* where teachers ensure that programmes and courses are in line with appropriate levels of national guidelines and that learning links are clearly identified
- at *whole-school level* where teachers and school managers ensure that pupils experience a broad and balanced continuum of learning across all stages and that pupils' progress and learning needs are shared with them, their parents and appropriate staff
- at *school-cluster level* where schools and support services ensure consistent approaches to effective curricular and pastoral liaison to support pupils, especially at the point of transition
- at *local authority level* where schools and support services agree specific arrangements to address local needs and priorities.

2.3 Principles and quality assurance

The process of ongoing quality assurance, making use of the performance indicators in *How Good is Our School?* (SOEID, 1996), allows all staff to contribute to a review of how well curriculum programmes and approaches to learning and teaching match advice in national guidelines and the aims of the school. Development planning is an important process through which staff can ensure that the best school experience is provided for all pupils. Central to the process of review and planning should be an ongoing consideration of how the principles of breadth, balance, continuity, coherence and progression relate to an inclusive curriculum and children's learning.

Section 3

Developing the Principles of 5–14

Breadth

The principle of breadth provides appropriate experiences to ensure the coverage of a sufficiently comprehensive range of areas of learning.

3.1 Areas of the 5–14 curriculum

As a means of ensuring sufficient breadth, five main curriculum areas have been identified as the framework for planning the 5–14 curriculum in primary, secondary and special schools. These areas are:

- language (including a modern language)
- mathematics
- environmental studies: society, science and technology
- expressive arts and physical education
- religious and moral education with personal and social development and health education.

It is in and through each of these curriculum areas that pupils can gain the essential experiences that help them acquire different types of knowledge, skills, attitudes and dispositions.

While it is recognised that within some areas, such as environmental studies and expressive arts, a number of more discrete subjects are grouped under one heading, it is nevertheless important that the 5–14 curriculum retains the broad basis of the five main areas.

3.2 Cross-curricular aspects

Cross-curricular aspects address important and developing contemporary issues and prepare pupils for life in a society that is rapidly changing. They include:

- personal and social development
- education for work
- education for citizenship
- the culture of Scotland
- information and communications technology.

Cross-curricular aspects can often be effectively addressed in contexts and topics already identified in programmes for the five curriculum areas. At other times short, well-focused topics and activities may be the most appropriate way for pupils to acquire important skills and ideas, for example certain ICT skills or aspects of health relating to drugs. In order to ensure good progression in pupils' learning, each aspect should be described in a programme that identifies appropriate learning contexts for the development of key ideas and skills.

Each cross-curricular aspect will require careful planning and teaching so that its distinctive contribution can be made both within and across the curriculum areas. It is important that these aspects are taught in ways that allow pupils to make connections to other parts of the curriculum. This strengthens coherence in pupils' learning and avoids unhelpful fragmentation of the curriculum. It also provides an important basis for the personal and social development of all pupils.

3.3 Personal and social development

Personal and social development (PSD) is fundamental to the education of the whole child. Schools make an important contribution to children's all-round development through:

- a specific PSD programme with special focus topics
- cross-curricular approaches
- a positive ethos of achievement, fairness and equality in all aspects of school life.

PSD requires a well-planned and well-managed programme. This will help pupils to develop their self-awareness and self-esteem, build positive relationships and acquire the confidence to deal with issues they will encounter in the course of their lives. Support for pupils at times of personal challenge and at times of transition is an essential element of an effective PSD programme.

Where PSD is effective, pupils will enjoy their learning and succeed in school. It is recognised that there are close links between progress in personal and social development, an ethos of achievement and high standards of attainment.

All staff in partnership with parents, community groups and professional agencies make important contributions to the school's effectiveness in supporting the personal and social development of all pupils.

3.4 The 5–14 curriculum

More detailed statements of the content of each curriculum area are contained in Appendix 1(a). Details of cross-curricular aspects are included in Appendix 1(b).

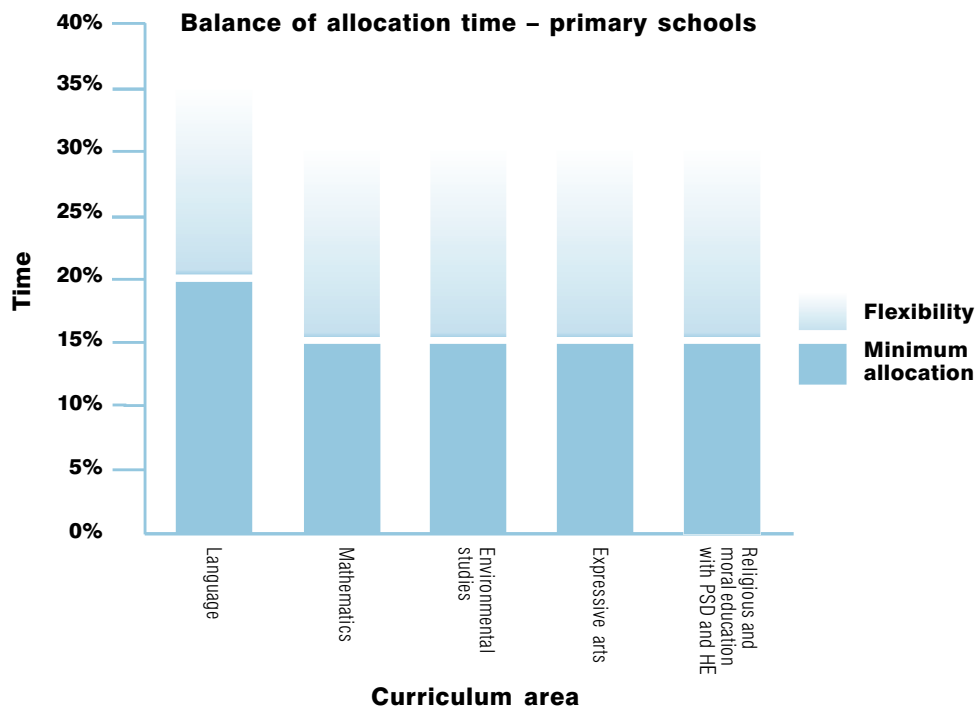
Balance

The principle of balance ensures that appropriate time is allocated to each area of curricular activity and that provision is made for a variety of learning experiences.

3.5 Balance of time allocation in primary schools

Each curriculum area requires a clear allocation of time in order to ensure that pupils encounter a variety of learning experiences of high quality and that high standards are achieved. The diagram below illustrates the time allocations for the 5–14 curriculum areas. These consist of:

- a minimum recommended time for each area
- time for schools to use flexibly in order to enhance learning in any of the main curriculum areas.



3.6 Minimum time allocation and pupil entitlement in primary schools

A minimum recommended time allocation is given for each curriculum area. The learning experiences contained within these minimum recommended time allocations (80 per cent in total) represent a basic entitlement for every pupil in every Scottish primary school. This ensures that a broad and balanced curriculum is retained for all pupils at all stages and that sufficient time is allocated to help pupils acquire, from the earliest stages, the essential skills that they need to access the next stages of learning. It is not likely that at any stage the allocation for any area will fall below the minimum recommended time.

3.7 Flexibility – a local resource

The flexible use of the remaining time (20 per cent) should be based on the needs of pupils and the development priorities of the school and the local authority. Flexibility is a local

resource. Decisions about its use should inform and derive from the school development planning process and, in particular, initiatives to raise standards of attainment and strategies for strengthening learning and teaching. Managers should be able to account for any allocation of time above the recommended minimum in terms of its overall contribution to the curriculum and pupils' learning.

Flexibility allows schools to enhance the time for a curriculum area where they consider the minimum time is not sufficient. The extent of any enhancement is very much a school decision based on current needs and priorities. It is likely that the full flexibility factor – shown above as a potential enhancement for each curriculum area – will be used to enhance learning in more than one single area.

The diagram should therefore be seen as a base model from which primary schools, in discussion with their local authority, can derive their own specific model, or models, in order to meet identified needs and priorities.

3.8 Minimum time allocations in primary schools

Curriculum area	Minimum time allocation
<ul style="list-style-type: none"> • Language (including modern language from no later than P6) • Mathematics • Environmental studies (ES): society, science and technology • Expressive arts • Religious and moral education (RME) with personal and social development (PSD) and health education (HE) 	<p>20%</p> <p>15%</p> <p>15%</p> <p>15%</p> <p>15%</p>

3.9 Different time allocations at different stages

As learning progresses and needs change, schools should review and agree the appropriate allocation of time for each curriculum area. At different stages and for different purposes, different allocations of time will be appropriate. There is no single time allocation that covers the wide variety of school contexts.

In order to strengthen the continuity of pupils' experience and of curriculum programmes across the transition into secondary, primary schools may choose to enhance from the flexibility factor the minimum time allocation for a curriculum area. For example, in environmental studies in primary schools where a significant gap exists in minimum time allocation compared to secondary school, time may be increased at the later stages to ensure that pupils enjoy a breadth of experience in the different subjects to prepare them for studies in S1/S2.

Decisions about time allocations should form an integral part of each school's self-evaluation procedures. This will call for discussion among staff and agreement with the local authority as to how the full benefits of time allocations and the flexible use of time are secured for pupils and staff. Such collaboration will strengthen local quality-assurance arrangements. The diagram above can be a helpful planning tool in this regard. Examples of different time allocations at different stages are included in Section 3 of the *Guide for Teachers and Managers: The Structure and Balance of the Curriculum 5–14*.

3.10 Different time allocations to meet specific priorities

The balance of time allocated to particular curriculum areas can vary over a school year. Within a class, the specific learning needs of pupils – the whole class, a group or an individual – may call for additional support, resulting in an adjustment to the agreed allocation of time. Alternatively, a whole-school emphasis on, for example, raising standards in writing may require some additional time over one or more terms. It is a matter of professional judgement to ensure that a necessary emphasis in one curriculum area does not detract from pupils' experience in other areas.

3.11 Maintaining balance over a period of time

Within the time allocations agreed for a school, headteachers should monitor the overall balance of attention to each curriculum area. While teachers will make daily and shorter-term plans for activities and experiences for pupils, balance is not necessarily achieved on a week-by-week basis. In primary schools, teachers and promoted staff should review periodically the balance that has been achieved. Teachers should maintain an overall balance over a whole session.

3.12 Time allocation and pupil entitlement in S1–S2

Guidance on time allocation for S1–S2 is already contained in the *Curriculum Design for the Secondary Stages, Guidelines for Schools* (Scottish CCC, 1999). Each curriculum area has a specified minimum percentage of time to be assigned to courses and activities that meet the essential requirements of each area.

Curriculum area	Minimum time over two years
• Language	20%
• Mathematics	10%
• Environmental studies: society, science and technology	30%
• Expressive arts and physical education	15%
• Religious and moral education	5%
Core	80%

Over the two-year period this minimum allocation accounts for 80 per cent of the available time and represents a basic entitlement for every secondary school pupil. The flexible use of the remaining 20 per cent should be based on the needs of pupils and the development priorities of the school.

The effectiveness of timetabling arrangements should be reviewed regularly to ensure that due attention is given to each area of the curriculum, a balance of courses and activities is maintained and appropriate standards are being achieved. More details of the time allocations for the curriculum framework in S1–S2 are contained in Appendix 3. Examples of different time allocations and subject distributions for S1–S2 are included in Section 2.3 of *Designing for Progression: A Practical Guide to Curriculum Planning* (Scottish CCC, 1999).

3.13 Time allocation for pupils with special educational needs

All pupils are entitled to a curriculum that recognises their individual circumstances and offers appropriate learning experiences. Guidance on the balance of the curriculum for primary and secondary schools is a helpful basis for planning and adapting individual programmes and support for pupils with special educational needs. Individualised Educational Programmes (IEP) and Records of Needs will address matters relating to an appropriate balance of learning activities for them.

3.14 Balance of learning approaches

Effective teaching provides pupils with opportunities to learn in a variety of ways, incorporates the essential experiences described in the Rationale and is matched to the learning styles that best suit pupils. This is achieved through:

- the appropriate use of individual, whole-class and group work
- direct interactive teaching
- an atmosphere for learning that offers pupils challenge, support and positive feedback about their learning.

Where the principle of balance is carefully applied, the important benefits are that:

- pupils are assured opportunities to progress in all areas of the curriculum
- teachers and managers have a clear understanding about the allocation of time
- sufficient time is allocated to support priorities identified within the school development plan
- pupils and teachers have a clear sense of achievement and success.

3.15 Specific issues

Modern languages

The national guidelines for modern languages 5–14 recommend that from no later than P6 pupils will study a modern language. In primary schools the minimum allocation of 20 per cent of time for language allows a proportion of this time to be given to the modern language.

Arrangements for teaching a modern language in primary schools can vary considerably. Factors such as the availability of trained staff, the organisation of classes across the school and teaching by someone other than the class teacher can significantly determine the options open to a school. This can have a significant effect on the pattern of teaching and on how time is allocated.

Schools should therefore adopt an overall approach best suited to their own context, and should base this on the framework of the national guidelines. Details of specimen programmes and advice on managing learning and teaching in modern languages is contained in the *Guide for Teachers and Managers: Modern Languages 5–14*.

ICT

The national guidelines for ICT provide a framework for the progression of ICT skills and recommend that pupils have opportunities to use these in a range of curriculum contexts. For all pupils, learning in and learning through ICT are essential experiences. ICT is a core skill of growing significance that should be embedded across the whole curriculum.

It is important that sufficient time is allocated to allow pupils opportunities both to acquire ICT skills in a planned and systematic manner and also to use them in contexts that are

meaningful and encourage independent learning. Since circumstances can vary significantly across schools, no fixed minimum time allocation can be given specifically for ICT. Nevertheless, each school should ensure that in the overall time allocations for the curriculum areas sufficient time is included for ICT. This means that the school will need to plan and audit how skills are best taught and make appropriate arrangements in order to ensure the development of pupils' ICT capability.

In order to achieve continuity in pupils' learning in ICT, schools should be clear about how they can most effectively plan and manage overall provision. Further advice and recommendations on specific issues in managing ICT in primary schools, in clusters and in S1/S2 are contained in the *Guide for Teachers and Managers: Information and Communications Technology 5–14* and in *Using Information and Communications Technology in Learning and Teaching* report (SEED, 2000)

An example of an approach adopted by a primary school to the development of ICT skills is included in the *Guide for Teachers and Managers: The Structure and Balance of the Curriculum 5–14*.

RME with PSD and HE

The grouping of PSD and HE with RME recognises two important facts. First, they each make their own strong and explicit contribution to the common goal of the personal and social growth of pupils. RME, PSD and health education ask pupils to consider, through different contexts, matters to do with values, rights and responsibilities, relationships and making personal decisions. Each is concerned with helping pupils to learn important knowledge and understanding in an experiential way so they can develop a positive self-esteem. In addition, each helps pupils to relate positively to others in caring and respectful ways. They also encourage skills of critical thinking, reflection and response on the part of the learner.

Secondly, each has its own distinctive body of knowledge, understanding and experience about which pupils should learn. This will require schools to have clear provision for RME, PSD and HE that shows what is to be taught. It should also show where these components are to be taught separately in a discrete programme and where two or more components can be planned and taught as part of a linked programme. Whatever approach is adopted, teachers should ensure there is a clear focus on progression within each of the components and that sensible links are made between connected aspects of learning.

An overall minimum allocation of 15 per cent of time provides a good basis for primary schools to develop and teach programmes for RME, PSD and HE that address their distinctive and common elements. It is not anticipated that the overall time allocation of 15 per cent will affect the advice in Circular 6/91.

The revised *Health Education: 5–14 National Guidelines* provides a helpful basis for schools to make connections with RME and PSD as appropriate. Aspects of PSD and health education should also be developed across other areas of the curriculum. Further guidance on these connections is contained in the *Guide for Teachers and Managers: Health Education 5–14*.

Continuity

The principle of continuity ensures that learning builds on pupils' experience and attainment and prepares them for further learning.

3.16 Continuity in learning at all stages of 5–14

Continuity in pupils' learning at all stages of their education is based on:

- *an active and ongoing partnership between home and school*
Partnership is strengthened when the distinctive contributions of home and school to pupils' learning are recognised and valued. This includes ensuring that information about the curriculum and pupils' learning is regularly shared so that pupils are helped to link what they learn in school with their experience at home and in the community.
- *a positive ethos*
Praise, encouragement, challenge and the celebration of achievement increase motivation and create the best learning environment in which pupils become confident and enthusiastic learners ready to make the most of school.
- *teachers' planning that recognises prior learning*
Whole-school programmes matched tightly to national guidelines provide learning pathways in which the progress and attainment of pupils can be clearly identified. Planning that highlights clear learning and assessment outcomes helps teachers build their teaching on pupils' prior learning.
- *consolidating learning*
Understanding is reinforced when teachers make time for pupils to review and consolidate their prior learning at the beginning and end of lessons and topics. Sharing what is to be learned helps pupils become receptive to what they will go on to study. Homework and other forms of study support help pupils consolidate new learning. Pupils benefit from being involved in planning their own learning.
- *sustaining appropriate intervention strategies*
Early Intervention programmes provide a strong foundation in literacy and numeracy for pupils' future learning and attainment. Intervention to support learning at all stages is equally important and is based on teachers knowing their learners well. Where teaching in the classroom is highly interactive, teachers are able to support learners by giving, as appropriate, more direction, opportunities to talk about problems and solutions, and time for reflection, further experience or more practice.
- *evaluation of lessons, topics and teaching strategies*
Assessment information, feedback from pupils through self-assessment activities or learning diaries and discussions with colleagues involved in collaborative teaching provide important sources of evidence for evaluating the effectiveness of teaching and learning.
- *professional partnerships*
Staff require opportunities to share information about pupils' achievements and needs. Cluster schools working together on agreed curriculum priorities and assessment processes build consistent expectations of pupils. Opportunities for joint in-service and collaborative teaching reinforce professional understandings and confidence. These all require to be managed in an open and committed manner.

3.17 Continuity at transition

While recognising that there are important transitions from stage to stage within 5–14, there are particularly important issues relating to transfer from pre-school into P1 and from P7 into S1. Good continuity at these transition points should be evident in:

- curriculum planning and programmes based on national guidelines*

The *Curriculum Framework for Children 3–5* (Scottish CCC, 1999) is a sound basis for extending learning from nursery into the early years. Where teachers are clear about the links between the 3–5 framework and the 5–14 guidelines, programmes can be designed and experiences planned to build on children’s prior learning and achievement. Link and bridging topics, jointly developed and, where appropriate, jointly taught by primary and secondary staff strengthen continuity. This process needs to be well managed and monitored by those responsible for the curriculum at the P6–7 to S1–S2 stages.
- continuity in expectations and approaches to learning and teaching*

Aspects of classroom organisation and contexts for learning with which children become familiar and enjoy success in their pre-school learning and in primary school should be features of their experience in P1 and S1, respectively. All pupils should continue to experience a range of class, group and individual teaching. Across the P7 to S1 stages and across departments in S1–S2, teachers should be consistent in terms of their expectations of pupils and of the level of challenge they offer in tasks and activities. Secondary school managers should ensure that the quality of pupils’ experience in S1–S2 is well monitored.
- good information and arrangements to support pupils and parents*

A clear policy based on effective communication will help children and parents prepare for the transition and settle into P1 and S1. Informative handbooks, information sessions and prior visits provide important reassurances and ensure that pupils, parents and schools have realistic expectations of the next stages in learning.
- arrangements for sharing information on pupil attainment*

Consistent approaches to assessment and shared understanding of levels of attainment are essential to continuity among schools and clusters. Pupil profiles and agreed formats for reporting that are manageable and useful facilitate the sharing of information. Staff need time to make the best use of this information and, where appropriate, offer feedback to colleagues.

3.18 Continuity across the curriculum

Teachers should be aware of the curriculum links between the curriculum framework for children 3–5, the 5–14 guidelines and the curriculum guidelines for the secondary stages. These are shown in the table below.

Curriculum framework 3–5	5–14 Curriculum	Curricular modes for S3 and S4
Emotional, personal and social development	Religious and moral education, personal and social development and health	Religious and moral education, personal and social development
Knowledge and understanding of the world	Environmental studies: society, science and technology	Scientific studies and applications
		Social and environmental studies
		Technological activities and applications
	Mathematics and applications	Mathematical studies
Communication and language	English language (including a foreign language)	Language and communication
Expressive and aesthetic development	Expressive arts and physical education	Creative and aesthetic activities
Physical development and movement		Physical education
ICT (as appropriate in all areas)	ICT (permeating all areas)	ICT (permeating all areas)

Coherence

The principle of coherence requires the establishment of links across the various areas of learning so that pupils begin to make connections between one area of knowledge and skills and another.

3.19 Planning for coherence

Teachers need to plan for opportunities that will enable pupils to make connections across all curricular areas through application of their knowledge and skills. This will be most effective when:

- teaching staff are aware of links across the attainment outcomes
- programmes of study are designed to develop these links
- planning is focused on clear learning outcomes and emphasises links
- planning is shared with pupils at the beginning of each block of learning and is reviewed at the end with time for reflection
- account is taken of pupils' different learning styles.

3.20 Teaching with coherence in mind

Teachers should be aware of where curriculum links occur and should plan to highlight these in the course of their teaching. In addition to specific curricular links there are aspects that, by their very nature, extend across the whole curriculum. For example, opportunities to develop skills and capabilities in ICT should permeate all learning.

Cross-curricular coherence can be incorporated in different ways across the five main curriculum areas. Integrated contexts and cross-curricular themes can be of significant benefit to pupils' learning. For example, matters to do with personal health and relationships are too important to be taught within only one part of the curriculum: they are the responsibility of all staff. In primary schools, different curriculum areas can be integrated into topics to help pupils grasp and explore connections. In S1 and S2 connections between subjects and modes should be actively sought. Pupils need encouragement to link their learning in school with what they know of the wider world.

3.21 Responding to the incidental

Not all learning is the result of careful planning. Effective teaching retains a capacity for responding flexibly to incidental and unplanned learning. Teachers who adjust their lessons, teaching style and classroom organisation can help pupils gain the greatest benefit from such situations.

3.22 Time to make connections

Grasping links does not always come quickly. The process of modifying, updating and rethinking ideas needs to be supported. Pupils need time for reflection and thinking both in and out of school. Busy, purposeful classrooms need to make this opportunity available to pupils. Effective teaching allows pupils ways of learning that are best suited to them.

The 5–14 curriculum is more than the sum of a number of different areas of knowledge. The curriculum reflects the values and priorities of school. It is through the curriculum that the skills, qualities and dispositions that the school aims to nurture are actually developed. Pupils should therefore experience a coherence between what they learn about and what they learn through the curriculum.

Progression

The principle of progression provides pupils with a series of challenging but attainable goals.

3.23 A framework for progression

The curriculum is a planned route for pupils' learning built on an increasing depth of experience that allows progress and attainment to be assessed. In order to achieve progression in pupils' learning, teachers should ensure that the 5–14 curriculum framework of targets from levels A–F is the basis for planning, teaching, recording, reporting and evaluating the curriculum. Through these processes, teachers can make professional judgements about pupils' progress. Details of attainment levels A–F are contained in Appendix 2.

3.24 Planning

The planned curriculum is the starting point for assessment. Teachers should plan appropriate programmes of study based on levels of attainment in national guidelines that offer clear points of progression. Effective planning will require teachers and managers to:

- ensure that programmes meet the design criteria of the national guidelines
- undertake long-, medium- and short-term planning
- devise Personal Learning Plans and Individualised Educational Programmes as required
- involve pupils in planning their own learning
- provide differentiated materials and activities to support all learners
- plan experiences and activities that build on pupils' prior learning.

3.25 Teaching

Assessment is bound up in and integral to the process of teaching. Continuously throughout the processes of teaching and learning, evidence of pupils' progress emerges. Effective teaching continuously gathers and judges this evidence. Teaching and assessment approaches should be informed by current research, based on a sound knowledge of pupil needs, and make the best use of available human, physical and material resources. Effective teaching will:

- take account of learning styles, including gender issues, by providing a variety of approaches to learning
- use a blend of approaches including individual, group and class teaching
- use a direct interactive approach and differentiated tasks
- use flexible groupings for different teaching purposes to ensure appropriate levels of support for pupils
- provide high expectations and challenge for pupils of all abilities balancing pace, consolidation and enrichment
- make appropriate use of homework and out-of-school study.

3.26 Recording

Assessing and recording pupil progress informs next steps in learning and teaching. Effective assessment and recording will:

- derive from a clear whole-school policy on assessment based on the national guidelines for assessment 5–14
- ensure assessment procedures are manageable and useful to teachers and other professionals
- help teachers use a range of evidence of pupils' attainment

- use a range of assessment strategies, including the use of national tests, teacher-led assessment, self-assessment and peer-assessment
- make use of concise and comprehensive records of pupil attainment
- ensure that arrangements exist for monitoring, tracking and forecasting pupil attainment
- develop arrangements for providing baseline and value-added measures.

3.27 Reporting

Reporting informs pupils and parents about achievements at a given point and provides an agenda for discussing and planning ongoing development. Effective reporting will:

- give regular and constructive feedback to pupils, parents and other colleagues
- recognise progress and celebrate achievement.

3.28 Evaluating

Evaluation is a vital stage in the assessment process where learning and teaching are judged against learning goals. At the end of a period of teaching, it is the bridge into the next planning stage. It ensures that progression is maintained and that motivation and momentum are consolidated. Effective evaluation will:

- use clearly understood criteria for teaching and learning that are open to scrutiny
- create an ethos of consultation and promote discussion
- be shared by all participants responsible for formulating and adapting policy
- contribute to established review processes
- provide the basis for standards and quality reports through which schools are accountable to the community.

Section 4

Appendices

Appendix 1(a): 5–14 curriculum areas

Language is at the heart of pupils' learning. It is through language that they acquire much of their knowledge, build an understanding of themselves and their world and develop many of their skills. Learning to use language effectively enables pupils to order, explore and refine their thoughts. Literacy skills are the keys to successful lifelong learning. Children bring to primary school from their home and pre-school education a significant experience and potential in language. Learning experiences across the whole curriculum, particularly in the early stages, should build on this. Pupils should enjoy a wide range of opportunities to use language accurately and appropriately, to communicate with others for a variety of purposes and to examine their own and others' feelings and ideas. Pupils will develop their language skills most successfully in curriculum contexts that they consider meaningful and appealing. Pupils should experience a wide range of spoken and written texts to introduce them to the power and variety of language. This will equip them with an increasing knowledge about language. As they become familiar with the different forms and purposes of language they will learn to use it with growing critical awareness. They will require particular support to develop their competence and confidence in writing. Pupils will develop competence in language through the medium of English and in some cases Gaelic or their first language. From no later than Primary 6 they will also study a modern language.

Mathematics also plays an important role in learning. It provides pupils with knowledge and procedures for working with patterns and relationships in number and shape, with a powerful, concise and unambiguous way of handling and communicating information, and with a means by which the world can be explained and predicted. The curriculum presents mathematics as a problem-solving activity supported by a body of knowledge, involving pupils in discovering, discussing, ordering, classifying, generalising, drawing and measuring. Through working in these ways, pupils will learn the concepts, facts and techniques required to use and apply mathematics in different contexts.

Environmental studies serves to bring together the main ways in which pupils learn about the world. It involves learning about the social and physical conditions that influence, or have influenced, the lives of individuals and communities, and which shape, or have been shaped by, the actions, artefacts and institutions of successive generations. Environmental studies provides for the structured development of pupils' knowledge and understanding of scientific and technological principles, ideas and applications. It also provides for the study of society at different times and in different places. In the course of their studies, pupils will encounter aspects of history, geography, modern studies, science, home economics and technical education. Through environmental studies, pupils will also gain the skills, knowledge and understanding of environmental, economic and social factors that will help them to adopt informed values and attitudes towards the environment and to take better-informed decisions. From this they will be better able to act in ways that are sensitive to global and development issues and consistent with the idea of sustainable development. Similarly, environmental studies provides important opportunities for pupils to develop an understanding of their rights and responsibilities, the importance of active citizenship and the central concept of equality in a democratic, fair and caring multicultural society.

The *expressive arts* play an important part in pupils' development. They foster imagination and creativity. They develop practical and perceptual skills and promote intellectual and aesthetic development. The expressive arts curriculum encourages pupils to shape, make

sense of and express personal experience in order to develop aesthetic awareness and communication skills. It promotes understanding of the importance of physical, mental and emotional wellbeing. Many group activities such as preparing and presenting exhibitions, shows, plays and concerts, and taking part in team games and competitions, have an important role to play in developing qualities of cooperation, responsibility for self and others, loyalty, leadership and enterprise. The expressive arts curriculum also provides pupils with insights into their heritage and understanding of their own and others' cultures.

Religious and moral education (RME) encompasses a significant area of human experience. All pupils should develop some understanding of this area as one of the main motivating factors behind human behaviour. For the majority of pupils, this objective will be achieved through a curriculum for religious education that is firmly based on the experience of Christianity. Pupils should also be encouraged to develop an understanding of and respect for people of other faiths and people who adopt a non-religious stance for living. The curriculum will also help pupils explore more personal aspects of religion by addressing questions about meaning, value and purpose in life. Religious observance complements religious education. It makes an important contribution to pupils' spiritual development, increases their understanding of religious practices, promotes the ethos of the school and provides opportunities for individual reflection on spiritual and moral concerns. Moral education should be developed implicitly and explicitly in every school. Opportunities for the development of moral values are present, and should be taken in virtually every aspect of the curriculum. By the establishment of a caring atmosphere and by emphasis on good personal relationships the ethos of the school will be an important element in developing appropriate moral values and a sense of individual and collective responsibility. Activities in this area of the curriculum will help pupils to appreciate values such as honesty, fairness and respect for others and to develop a personal code of behaviour.

Personal and social development (PSD) and health education (HE) embrace the physical, emotional and social dimensions of an individual's wellbeing. The central focus for enabling pupils to take responsibility for their own personal and social development and health, and that of others, is the health-promoting school. An effective programme for PSD and HE will offer pupils opportunities to develop their self-awareness and self-esteem, recognise their uniqueness, explore attitudes and values, develop personal and interpersonal skills and increase their knowledge and understanding about a range of lifestyle and health issues. These include matters to do with building relationships, personal protection, bullying, peer- and media-pressure, stereotyping and different lifestyles and experiences relating to ethnic and racial diversity. The programme will also draw on contexts that relate to the needs, interests, circumstances and experiences of pupils. It will support them through times of personal difficulty, loss and important transition. Of particular importance is the need to allow pupils opportunities to explore their feelings and emotions, share and reflect on experiences and discuss issues that are relevant to them and appropriate for their level of maturity. This should take place in an atmosphere that is respectful, secure and comfortable and invites them to make considered responses. A programme will nurture the development of fundamental qualities and dispositions, and enable pupils to gain confidence, skills and knowledge to take action on their own health as well as to play an active part in their community. The dispositions, core skills and essential experiences described in the rationale can all be effectively developed through the themes and issues within a coherent PSD and health programme. Clear links can be made to RME, in particular to aspects of personal search. Developing personal and social skills and improving health, therefore, is a responsibility of both the individual and all members of the health-promoting school.

Appendix 1(b): cross-curricular aspects

It is important to recognise that the curriculum as provided by teachers and experienced by pupils is more than the sum of a number of different areas. The 5–14 curriculum is intended to cater for the needs of all pupils in a society that is rapidly changing and developing. Schools should plan to address, across the curriculum, a number of important issues relevant to contemporary life. These consist of personal and social development, education for work, education for citizenship, the culture of Scotland, and information and communications technology. These cross-curricular considerations cover core aspects of what all pupils should learn. They lay the basis for lifelong learning for living and working with others. Together these aspects represent key purposes of the curriculum and play an important part in developing a society based on social inclusion.

Cross-curricular aspects address common themes and are often highly interrelated. Their coherence should be clearly built into the design and delivery of programmes of study to help pupils to make connections between the key ideas they contain. Cross-curricular aspects make their best contribution to pupils' learning when they permeate both the content and approaches to learning and teaching in the main curriculum areas. Every teacher has a key role in ensuring that this happens. The ethos of the school and its extra-curricular activities also make significant contributions to cross-curricular aspects. Learning about these important aspects through different contexts both enriches the curriculum and enhances pupils' learning.

Personal and social development draws from the whole life of the school and all areas of the curriculum. Through PSD, pupils will learn to identify, review and appraise the values that they and society hold and to recognise that these affect thoughts and actions. They will take increasing responsibility for their own lives, will develop a positive regard for others and their needs and will be able to participate effectively in society. The achievement of these aims requires pupils to increase their knowledge and understanding about themselves, others and their immediate environment and the wider world. They will also develop the skills that will enable them to care for their personal needs, to assess their own capabilities, to work independently and with others, and to make decisions. This is most effective where teachers specifically identify in their planning what they intend pupils to learn. At different times there will be a special focus on aspects of personal safety, child protection, health education, support through times of transition and help for pupils in resolving conflict. At the core of an effective approach to PSD and to the concept of the health-promoting school is the consistent contribution of each teacher working towards clear and shared whole-school aims and strategies. These will offer all pupils a range of opportunities that promote positive behaviour, recognise achievement and allow participation in showing care and consideration for others. Effective teaching makes an important contribution to PSD through the good use of praise, sensitive handling of difficult issues, discussions and good collaboration among staff to meet the range of pupils' special needs. PSD should be inclusive and encourage all pupils to take their full part in the life and work of the school.

Education for work enables and prepares young people to face the challenges of life in a rapidly changing society, live successful lives both now and in the future and operate confidently and effectively in the changing world of work and the flexible markets of the future. It is an essential part of lifelong learning for living. Through all areas of the 5–14 curriculum education for work makes an important contribution to pupils' personal and social development, improving self-confidence and self-esteem. In primary schools environmental studies provides a natural context for developing key ideas about the world of work, providing opportunities for enterprise activities and links with local industry. Through this, pupils widen their experience of the world of work and their understanding of careers. Their awareness of how businesses operate, how teams work, the importance of developing

financial capability, economic issues and issues of gender or ability in employment can all be developed. Core skills, particularly communication, numeracy, problem solving, ICT and working with others, can be successfully acquired and developed through education for work activities. In S1 and S2, integrating education for work into all subjects as well as offering a range of work-related activities and events helps pupils link their achievement in school to life outside school. For pupils with special educational needs, education for work activities that make good use of visits and visitors contribute significantly to the development of pupils' self-confidence and core skills. Effective education for work programmes help to develop partnerships with and bring benefits to employers, parents and the wider community. All areas of the 5–14 curriculum can help pupils develop important knowledge, understanding, skills, personal qualities and dispositions to prepare them for further work-related opportunities later in the secondary school and improve their employability.

Education for citizenship is important because every society needs people who can contribute to the health and wellbeing of communities and the environment. Young people are citizens of today rather than citizens in waiting. Education for citizenship is an essential part of lifelong learning for living and working with others. It is an entitlement for all pupils. It should encourage and empower young people to feel confident to participate actively in thoughtful and responsible ways in their communities and in society at large. The curriculum and the wider life of the school should foster in young people the qualities and capabilities that will help them become caring, active and responsible citizens. Opportunities for education for citizenship already exist in the main curricular areas. They can be further developed in cross-curricular experiences such as environmental or enterprise projects; through participation in making decisions about the everyday life of the school such as agreeing class rules, involvement in pupil councils, peer support and buddy schemes; in links between the school and the wider community and through participation in extra-curricular activities. In all of these contexts pupils can acquire a knowledge and understanding of contemporary social, economic and political issues. They learn about rights and responsibilities in a democratic society, people's needs and wants and the implications of issues such as environmental sustainability and social equity. Learning about citizenship helps pupils develop important core skills, including working independently and in collaboration with others, handling information and ideas, contributing to discussions, solving problems and making considered decisions. An important goal of education for citizenship is to give pupils opportunities to make connections between the knowledge, skills and dispositions they develop and to exercise their capacity for creativity, enterprise and imagination. In all of this, education for citizenship is concerned with fostering in our young people personal qualities and dispositions rooted in the values of care and respect for self, others and the environment. The curriculum in all its aspects and the ethos of the school are important means of achieving this.

Aspects of *the culture of Scotland* should feature prominently in every Scottish school. All pupils should develop an insight into the nature and diversity of Scottish culture and an understanding of how they can relate to it constructively. Contexts for this exist within all curricular areas and in the wider life of the school. Scottish culture should be considered as a whole way of life incorporating political, social and economic dimensions as well as other manifestations of culture such as custom, identity, language and the media. This gives pupils an opportunity to study Scotland's rich heritage in language, literature, the arts, religion and philosophy. Central to the way these aspects are developed across the curriculum is the organising concept of sustainability, which emphasises the need both to take account of present needs and to consider implications of decisions for future generations. Cultural diversity can also be examined in contexts within and beyond Scotland, helping pupils to develop an understanding of Scotland's place in the wider world. This helps to foster a

sense of active and responsible citizenship, including a sense of stewardship of the environment and culture. Important qualities of creativity and innovation can be nurtured through activities that develop pupils' capabilities and skills of enterprise, invention, imagination and resourcefulness. Through studying Scottish culture across different curriculum contexts, pupils will be able to develop core skills and dispositions as well as a cultural sensibility that is concerned with emotional, moral, spiritual and aesthetic feelings. Through such learning pupils can engage critically with and come to their own judgement on what is more or less valuable in the cultural life of the country and so begin to understand their role as active participants in all areas of cultural life.

Information and communications technology (ICT) has had, and will continue to have, an increasingly significant impact on all aspects of society. Young people in our schools today require considerable ICT knowledge, skills and awareness if they are to be successful in their futures. ICT offers the education process one of the most potentially powerful learning tools available and can support learning across the whole curriculum, providing pupils through networks with fast and searchable access to vast amounts of information. In this way, ICT supports pupils in their independent learning, collaboration with others and communication skills. All pupils should therefore have adequate access to ICT to develop the necessary skills and capabilities and to take full advantage of the learning capabilities that ICT offers. In particular, ICT can support pupils in acquiring positive dispositions towards learning, enhancing the presentation of work, problem-solving and investigative approaches. Through ICT pupils should have opportunities to communicate and research locally and globally, learning to share ideas and work collaboratively and to develop the ability to access expertise through a variety of techniques. Opportunities for developing ICT capability should be sought across the whole curriculum. Teachers should therefore ensure that every opportunity is taken to allow pupils to use ICT to create and present their own ideas and material, to collect and analyse structured information and to solve problems, to search for information and research topics, to communicate and collaborate with others, to control and model aspects of the environment and to be aware of and be informed about the applications and implications of ICT in society.

Appendix 2: 5–14 levels of attainment

Attainment targets provide specific statements of what pupils should know and be able to do at each of six levels A–F for each of the attainment outcomes.

The targets have been grouped at *six levels of progression*, based on the following descriptions of levels.

- Level A:** should be attainable in the course of P1–P3 by almost all pupils.
- Level B:** should be attainable by some pupils in P3 or even earlier, but certainly by most in P4.
- Level C:** should be attainable in the course of P4–P6 by most pupils.
- Level D:** should be attainable by some pupils in P5–P6 or even earlier, but certainly by most in P7.
- Level E:** should be attainable by some pupils in P7–S1, but certainly by most in S2.
- Level F:** should be attainable in part by some pupils, and be completed by a few pupils, in the course of P7–S2.

Certain characteristics underpin the expected *progression* from level A to level F. These are that:

- knowledge will become more detailed
- relevant vocabulary will be widened
- the ability to see patterns and to generalise will develop
- new knowledge and understanding and skill development will not only add to but will enrich previous learning
- understanding of abstract ideas and principles will increase
- the number and range of contexts and examples will widen in space and time
- pupils will demonstrate increasing independence in their learning.

Appendix 3: time allocations and curricular framework for S1–S2

The allocations of time should be made in relation to the five curriculum areas rather than on a subject basis. For each area, the 5–14 framework sets out a minimum percentage of time over the two-year period that should be assigned to courses or activities meeting the essential requirements of each area.

Curriculum area	Minimum time over two years
<ul style="list-style-type: none"> • Language • Mathematics • Environmental studies: society, science and technology • Expressive arts and physical education • Religious and moral education 	20% 10% 30% 15% 5%
Core	80%

After minimum time allocations to areas have been met, a balance of time or flexibility factor of 20 per cent of time remains. This provides schools with opportunities to include in the curriculum those activities that reflect their own needs and circumstances. This might include its use (for all pupils in the year, for groups or for individuals) for the following purposes.

- To allow schools to manage curriculum balance and make their own emphases through the enhancement or reinforcement of particular curriculum areas in S1 or S2.
- For syllabus inserts or special courses with a particular focus on core skills, including education for personal and social development and health education.
- For learning support and enrichment and supported study.
- For first-level guidance, profiling activities including the agreement and monitoring of attainment and achievement targets, registration and assemblies.
- For whole-school activities such as educational visits, residential experiences or activity weeks.

Source: *Curriculum Design for the Secondary Stages: Guidelines for Schools* (Scottish CCC, 1999), paragraphs 6.9 and 6.10

Curricular framework for S1–S2: guidelines for schools

Area:	Language	Mathematics	Environmental studies: society, science and technology	Expressive arts and physical education	Religious and moral education
Notional minimum time over two-year period:	minimum 20 per cent	minimum 10 per cent	minimum 30 per cent	minimum 15 per cent	minimum 5 per cent
Courses making major contributions to the areas:	English, Modern Foreign Language, Gaelic, Gàidhlig, Latin, Classical Greek	Mathematics	Science, Social Subjects, Technical Education, Home Economics	Art and Design, Music, Drama, Physical Education	Religious and Moral Education

Incorporated within all areas, courses and activities and providing a basis for personal and social development

Dispositions	Commitment to learning, respect and care for self, respect and care for others, sense of social responsibility.
Skills	Personal and interpersonal skills, including working with others; communication skills; numeracy skills; information and communications technology skills; problem-solving skills; learning and thinking skills.
Capabilities	Dealing responsibly with emotions; looking after personal needs, health and safety; taking increasing responsibility for own lives and being sensitive and responsive to needs of others; assessing own strengths and weaknesses; taking responsibility for own learning; making decisions based on informed judgements; being creative, innovative and enterprising.
Knowledge and ideas	Acquisition, development and application of knowledge and ideas from within each area and across the areas.
Essential experiences	Have the opportunity to work cooperatively and independently, experience challenge and sense of achievement, receive regular feedback about progress, take and share responsibility, make connections.



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