

CfE Rationale

Purpose of the Curriculum S1-3

On leaving primary school, most pupils will have benefited from a wide range of learning and experiences. They will have progressed at different rates and many will have reached high levels of attainment and achievement. They will have taken on high levels of responsibility and developed interests that they will pursue both in and out of school. They will have been known well by at least one teacher. There will be a need in Secondary to build on these achievements. During the early years of secondary education young people will extend their knowledge and skills substantially as well as developing their strengths and interests further. It is an important period for personal development. Their motivation for learning needs to be sustained during this stage to ensure a successful transition into the Senior Phase.

This stage of their learning at Wallace Hall Academy should have a clear purpose – to ensure a strong platform for later learning and for a successful transition to the new qualifications at the appropriate level for each young person. As they continue to develop the four capacities, the curriculum should enable each young person to:

- Experience learning across a broad curriculum covering languages, mathematics, science, social studies, expressive arts, technology, health and wellbeing, and religious and moral education
- Achieve high levels of literacy and numeracy with opportunities to develop these across the curriculum
- Develop skills for learning, skills for life and skills for work
- Experience opportunities for personal development and achievement
- Experience success
- Improve their learning and ensure they are appropriately challenged and supported

They should be encouraged to adopt an active and healthy lifestyle and be equipped with the skills needed for planning their future lives and careers.

Transitions 3-18: Building on prior learning

Pupils at Wallace Hall Academy benefit from our close working relationship with our cluster. This means that it is easier for us to work towards a seamless, coherent transition from stage to stage. Primary staff in all 6 schools link closely with staff in the secondary to ensure effective pastoral and curricular transitions. A middle manager has been given a bigger responsibility for taking this forward. WHP and WHS are investigating the possibility of becoming an all-through school – 3-18.

Key features include

- ✓ strong liaison programme – constantly under review –investigating the use of P/S TLC
- ✓ all cluster pupils take part in a number of transition events including work on Numeracy, French, Science, Design and technology and the QI
- ✓ secondary staff teach or team teach with primary colleagues in French, Science and Numeracy
- ✓ A more able maths group from the cluster works with secondary staff
- ✓ Short inserts are planned where secondary specialists work with P6 or P7 pupils (HE/MS)
- ✓ Secondary staff are observing all aspects of the primary and reporting back to our Transition Group
- ✓ A cross-sectorial working group within Wallace Hall Academy have planned coherent approaches to numeracy– we are also planning to take forward literacy with the key focus being on approaches to improve writing through the use of the Big Writing techniques. All primary and some secondary staff in the cluster have had initial training sessions on this technique with further follow up sessions planned.
- ✓ A primary secondary working group is looking at plans to improve Health and Well Being transitions
- ✓ All new S1 pupils are encouraged to take part in residential visits (Kingswood Adventure Weekend) as part of the induction process. Pupils also take part in activities at Queensberry Estate during their Induction Days. The focus is on Literacy, Numeracy and Health and Wellbeing
- ✓ All cluster P7 pupils attend the secondary for 3 days of induction activities in June
- ✓ Pupils at Wallace Hall Primary benefit from peer support and mentoring with many S6 pupils involved in activities with primary pupils, e.g. mentoring, paired reading, assistance with activities, Sports Leaders, Young Ambassadors, trips, etc. We are investigating how we could formalise this.
- ✓ Need to develop further links with P5/P6. We have been developing work around elections and ICT.

Application of the Principles of Curriculum Design to the Wallace Hall Academy Model

Breadth

In S1 pupils will study a broad and general curriculum across all of the 8 curriculum areas. They will learn across all of the experiences and outcomes with some pupils reaching level 3 by the end of S1. In S2 and S3 pupils will continue with a broad and general curriculum. All pupils will continue with a Modern Language and will study French, with the possibility of also studying Spanish or German. The Queensberry Initiative will provide pupils with an opportunity to experience learning in a wider range of contexts than at present and “mainstream” learning that had traditionally been considered extra-curricular. Further choice will be introduced in S3 with coverage of the 8 curriculum areas together with the introduction of elective columns and modules. Pupils who require additional support will experience a curriculum that covers all of the curriculum areas but is tailored to suit the needs of the individual pupil and class. Breadth will be further enhanced in S1-S6 through tutor periods which will focus on skills for learning providing pupils with an opportunity to learn about learning, reflect on their own approaches to learning and provide strategies to enable pupils to become more successful learners. They will also look at personal and social education. Some pupils will also have an opportunity to complete Sports Leaders Awards as part of their curriculum and John Muir Awards.

Depth

During the S1-S3 stage depth of learning will be provided through opportunities for pupils to engage with increasingly demanding concepts, develop progressively more complex cognitive abilities and build and learn new skills. The new structure offers a 2 year timescale in S1 and S2 to provide the time to study all subjects in depth. Many pupils will achieve outcomes in these curriculum areas at the third level by the end of S2 and the fourth level by the end of S3. Depth will be enhanced through actively seeking interdisciplinary opportunities to connect learning between faculty subject areas, across faculties, special focus learning events and whole school opportunities.

Personalisation and choice

All pupils will experience a common curriculum in S1 and S2. Pupils will also be able to choose modules from a variety of areas. Through offering a degree of choice, pupil motivation will be improved. This approach will provide a balance between traditional strengths and personal development courses. Faculties may also develop new courses to offer pupils as the structure develops. Pupils will make choices for the Senior Phase at the end of S3. Teachers across the school will continue to work towards offering personalisation and choice in pupil’s learning at classroom level.

Challenge and Enjoyment

At Wallace Hall Academy we will continue to have the highest possible expectations of what our young people can achieve. Through offering two year courses in S1 and S2, with some choice at the end of S2, this structure provides an opportunity to challenge pupils to cover most third level outcomes by the end of S2 and reach fourth level outcomes by the end of S3. Through offering choices in personal development and achievement type courses pupils will be challenged to develop as well rounded, responsible and confident young people. Enjoyment comes from the satisfaction of having pushed yourself and successfully completed a challenge or mastered a difficult concept or skill. The new structure provides opportunities for this. Modules will help to develop more challenges and enjoyment.

Progression

Young people should experience appropriate and challenging progression from primary into secondary and through the levels. This model will require closer working between our cluster primary schools and ourselves to ensure there is a shared understanding of curricular transitions, standards and experiences and outcomes to be covered. Some pupils should be moving on to third level experiences and outcomes when they enter S1. Most learners will progress to study at the fourth level in chosen areas at appropriate points during S1-S3. Given the focus on literacy and numeracy, most young people should achieve outcomes at the fourth level in these two areas. This model provides opportunities for pupils to progress in both traditional subject areas and in areas of personal development. The introduction of choice for S3 should ensure that there are appropriate progression routes for pupils of all abilities and backgrounds reflecting the needs of our pupil population.

Coherence

Taken as a whole, learning activities should combine to form a coherent experience with clear links between different aspects of learning. Emerging practice in the school such as interdisciplinary learning events will support deep learning while ensuring the model is coherent. Faculties will need to ensure a degree of joint planning in their curriculum areas to avoid fragmentation of the learning experience and to connect learning effectively during interdisciplinary projects

Relevance

Pupils should understand the purpose of their learning and the activities they are engaged in. Courses should be planned so that pupils understand the relevance of their learning to their lives, present and future. This curriculum model aims to enhance relevance through offering choices in S3 that focus on personal development, are innovative, and will enhance skills for life, work and learning that pupils are developing across the curriculum. The Queensberry Initiative will promote an understanding of rural opportunities, vocational skills, social enterprise and the outdoor classroom.