

Creating Curriculum for Excellence in Perth and Kinross

September 2009



Inside



| | |
|--|---------|
| Success Stories | page 2 |
| Contextualised Learning | page 3 |
| Progress with Planning | page 4 |
| Experiences and Outcomes Bringing Science to Life | page 6 |
| Experiences and Outcomes Bringing Social Subjects to Life | page 7 |
| 2009 and Beyond | page 8 |
| Experiences and Outcomes Bringing Expressive Arts to Life | page 10 |
| Cross-Cutting Themes | page 11 |
| Interdisciplinary Insights | page 12 |
| Vocational Adventures | page 14 |
| Creating Curriculum for Excellence in Perth and Kinross | page 16 |



Ailsa - P4



Adam - P7



Aidan - P3

Welcome to the first of three newsletters which we will publish this session to keep you informed about our progress in creating a Curriculum for Excellence in Perth and Kinross.

These are exciting and challenging times in Scottish Education and Scottish Society. Times of change – to the way in which we structure the curriculum, to the methodologies we use for learning and teaching, to our system of qualifications and to the ways in which we work with other services to meet the needs of our young people. As a local authority we remain focused. We must use these changes to deliver our 3 priorities:

- Improving attainment and achievement
- Supporting the most vulnerable
- Ensuring equality of access to services



I am delighted with what you have achieved already, as exemplified in this newsletter. Through your efforts we have taken significant steps on our journey, achieving national recognition in many areas. We need to continue this work to develop a common approach to literacy, numeracy, health and well-being; to improve the quality of our enterprise and work-related learning; to make sure important transitions are positive; and to prepare our current Primary 7 pupils for the move into a modernised examination system in Session 2013-14.

I would like to thank you for your part in our progress so far and I look forward to working with you in the next stage of our journey. We are going to need all your passion and commitment, your creativity and ingenuity and your professionalism and leadership.

John Fyffe

Executive Director (Education & Children's Services)



Aideen - P7



Alex - P7



Chris - S4



Ailsa - P5



Aimee - P2

Did you know...

Curriculum for Excellence is about improving the achievements of our children and young people. Did you know ...

- Perth High School won the International Schools Award at the Scottish Education Awards sponsored by the Scottish Government
- Perth Grammar School was selected as the winner of the Ambition Award at the Scottish Education Awards sponsored by the Scottish Government
- St Columba's High School and Perth College UHI celebrated coming first in an International Enterprise Competition
- our young people, working with Environmental Services, won a silver medal for their stag at the Gardening Scotland display at the Highland Show
- aspects of Perth & Kinross Council's work on physical education in schools has been highlighted as examples of high-quality practice in a recent report by Learning and Teaching Scotland



Anna - P2



Emily - S4



Ashley - S4

Success Stories

Here are just some of the successes from 2008-09. Make sure your successes are highlighted in our next issue!

Gardening Scotland 2009

Scott Taylor, an officer from within The Environment Service, has undertaken a unique project with pupils between 14 and 16 years old who are currently working towards a Rural Skills qualification in Horticulture. The photograph shows the finished design which won a Silver Medal at the Gardening Scotland display at the Highland Show May 2009 and was also the Sunday Post's 'People's Choice' voted 'Favourite Display'. Considering none of the young people had been involved in any type of gardening activity until 6 months ago, and were taking on competition from horticultural colleges and schools, they have excelled themselves.



All the garden design and construction has been the work of these young people who covered the frame with netting, wrapped it in cling film, packed it with compost and then inserted each plant individually - in this case over 3000 plants. It is outstanding work and a credit to them.

The display will be recreated permanently at The Black Watch Museum, Balhousie Castle in Perth as part of the Homecoming Celebrations for The Black Watch 3rd Battalion The Royal Regiment of Scotland.

Perth & Kinross Council jointly funded this post with 'Beautiful Perth' and this partnership approach highlights an innovative way in which to support inclusion.

Two Secondary schools in Perth collected prestigious accolades at the Scottish Education Awards in June 2009. These are sponsored by the Daily Record and the Scottish Government. They support the Scottish Government's commitment to a Smarter Scotland by celebrating success and excellence in Scottish education.

Perth Grammar

Perth Grammar School was selected as the winner of the Ambition Award in recognition of the achievements of staff and pupils across all areas of the school curriculum. The judges commended Perth Grammar School for creating a sense of pride, respect and ambition through the determination and positive attitudes of staff and pupils.

The school's disability awareness campaign has raised over £12,000 for charity and Perth Grammar School is the only secondary school in the region to be awarded a Green Flag from Eco-Schools.

Perth HS

Perth High School took home the International Schools Award at the ceremony. The school was selected by the judges for delivering their mission statement to ensure that all pupils leave Perth High School more confident, effective and better qualified to operate in the world economy than any of their potential competitors.

The school has created a programme that integrates international studies into the curriculum by introducing seven cross-curricular themes including international education, vocation and enterprise, outdoor, literacy, numeracy, health and wellbeing and technology. This encourages pupils to have an international perspective within their learning experience.

Perth High School also carries out an International Citizenship Conference with 16 associated primary schools for pupils in P6 and P7. This is supported by groups of junior and senior pupils. The conference allows pupils to co-operate and discuss topics such as sustainable development, environmental issues, economic development and aspects of language, culture and music. Their work is supported by live video connections to partner schools.



International Enterprise Competition Hosted in Poland won by Perth Educational Partnership

Perth College UHI and St Columba's High School in Perth celebrated coming first in an International Enterprise Competition.

Held in Perth's twin town, Bydgoszcz, Poland at the University of the Economy, the competition attracted entrants from all around the world.

The accolade was won after a six month college and school collaboration.

Four 6th Year school pupils were paired with two HND Accounting College students and two HND Business College students in two teams.

It was especially rewarding to see the College students, three from Kenya and the fourth from Poland working so well with the school pupils. It was more than a simple college/school collaboration; it was a real cultural exchange for all.

The principles of a Curriculum for Excellence will assist teachers and schools in their practice and as a basis for continuing review, evaluation and improvement. They apply to the curriculum at national, education authority, school and individual levels and must be taken into account for all children and young people

Although all should apply at any one stage, the principles will have different emphases as a child or young person learns and develops.

www.ltscotland.org.uk



Contextualised Learning

Dunning PS

Homecoming Scotland: Homecoming Dunning

As the Scottish Government's 'Homecoming Scotland 2009' theme fitted in so well with the return of Dunning pupils to their refurbished and extended school after a 15 month decant, the five themes of Homecoming were used as organisers for a whole school inter-disciplinary project. The teachers planned rich, challenging and purposeful learning experiences for and with pupils to encourage thinking at a Scottish, Dunning and personal level. The celebration of the homecoming culminated in the official opening of the new school in February 2009.

The Homecoming project truly reflected the journey to excellence and embraced the 7 principles of Curriculum for Excellence:

Challenge: *The initial stimulus was the 'surprise' appearance at a whole school assembly of Alan Torrance, the Highlander, who set the children challenges relating to each of the 5 themes of the Scottish Government's Homecoming 2009 (Golf, Whisky, Ancestry, Great Minds and Innovations and Robert Burns).*

Breadth: *Through these 5 contexts, the children embarked on a wide range of learning experiences.*

Depth: *These experiences provided opportunities for drawing different strands of learning together at a depth relevant to each stage.*

Personalisation and Choice: *Particular aptitudes and talents were recognised through music and dance. Responsible choices were made through personal research.*

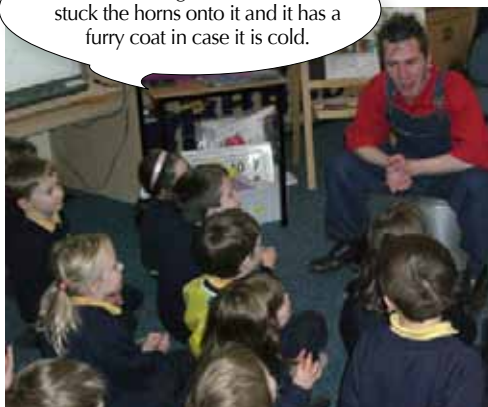
Relevance: *All pupils knew that the purpose of their learning was to celebrate their homecoming. These celebrations were an art exhibition (organised by Primary 7 as a business enterprise and exhibiting artwork by every child in the school), a family ceilidh and the official opening ceremony.*

Progression: *Pupils built upon their prior learning and developed within these the contexts the skills learned previously.*

Coherence: *The 5 key themes of our homecoming were drawn together through a wide variety of learning experiences which had a common goal... to develop knowledge, understanding, skills and to celebrate success!*

At the end of the project the views of pupils in P1 - P6 were collated in a newsletter for parents and carers, while P7 pupils put together information about 'Homecoming Dunning' for the school website.

We made a Highland cow and we stuck the horns onto it and it has a furry coat in case it is cold.



The part I liked best was doing the artwork by Elizabeth Blackadder. I liked it because we got to try some of her artwork to do. I liked learning about Robert Burns as well because we got to go into groups to find out information about his life and family. We also did some posters about Scottish inventors and we went into groups to find out what they invented. We learned about Jacobites and did our own little warriors.



My favourite part out of the whole Scottish project was when we researched tennis. This is because I like sport. I also like doing things on the computer. I loved researching Andy Murray's life. I learned that he was born on 15 May in Dunblane. When my friend Josh lived in Dunblane the tennis super star was there. It must have been so cool.

Braco PS

Contextualised Learning at Braco Primary School

Every Wednesday, teachers in Braco Primary School adopt a team teaching approach to contextualised learning.

Staff with particular subject strengths, skills and knowledge teach each class in rotation. The teachers have gained experience of teaching all ages and stages and are able to ensure continuity and progression in each subject area across the whole school. Staff regularly discuss planning and class activities with the class' regular teacher and, where appropriate, contextualise the pupils' learning activities.

The pupils benefited from high level learning experiences led by motivated and skilled staff.



Alistair - P7



Ailix - P3



Annie - S1

Throughout Perth and Kinross, our teachers are using the emerging advice to improve the curriculum.

Progress with Planning

Perth Academy • St Columba's RC HS

National Report Praises Work on Schools' PE

Aspects of Perth & Kinross Council's work on physical education in schools has been highlighted in a recent report by Learning and Teaching Scotland.

The Council is recognised for best practice in PE in a number of ways. All primary schools deliver two hours of PE a week to pupils. Perth & Kinross Council is the first in Scotland to produce a PE programme linked to CfE guidance and to other areas of learning including literacy and the arts. Training for visiting physical education specialists and primary teachers undertaking postgraduate qualifications in PE has also been praised.

In addition, examples of the diverse opportunities for sport and physical activity being provided in schools are highlighted. As part of the PE curriculum, St Columba's High School offers ice skating, roller blading, golf and body combat fitness training, while Breadalbane Academy gives pupils the chance for outdoor experiences including mountain biking, kayaking and gorge walking.

Curriculum for Excellence Planning

Perth Academy's Mathematics department has joined forces with Art and Design, Business Education and CDT to develop a literacy project. A candle making enterprise involving 3D shapes, candle manufacture and marketing should mean candles are ready for the summer market. The team's curriculum plan is now based on the Math's experiences and outcomes.

The Modern Language department in St Columba's RC High School is focussing on transition with their associated primary schools. They are developing literacy through songs, stories and fairy tales. They are setting challenges for S1 linking citizenship, and health and wellbeing. They are using co-operative learning methodology and Assessment is for Learning strategies in one of the challenges - life in other French speaking countries. In particular, they are placing an emphasis on sharing expectations and gathering feedback from young people. In addition they are having to translate their vocabulary booklets into Polish as well as English.

Blooming Artists Shows Young Talent Flowering

The images seen throughout the newsletter borders are of the art and design work by young artists ranging from nursery age to S6. Exhibited in 'Blooming Artists', (the annual Perth and Kinross schools' art and design exhibition). The work ranged from 3D art and design to drawings and paintings. More images will appear in other newsletter editions.



Emily - S4



Alice - P3



Declan - P5



Aidan - P7



Declan - P3



Emily - P6



Beth - P5



The curriculum is the totality of all that is planned for children and young people throughout their education. This includes:

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Inter-disciplinary learning
- Opportunities for personal achievement

In these two pages, we give examples of how some of our schools are progressing with planning.

BtC3 p.13



Ella - P4



Anna - P4



Elidh - P6

Oakbank PS

Futures Education

Oakbank Primary School staff are fully committed to building and providing an appropriate curriculum for the future and one which includes important themes such as enterprise, citizenship, sustainable development and international education.

During the past two years, staff have been trialling new planning formats/procedures which enable class teachers to make relevant connections across areas of the curriculum and take the principles for curriculum design into consideration.

Throughout the session all children have been encouraged to express their views, be involved in decision making and contribute as leaders and role models through the School Council, Eco Warriors and the Prefect System.

All children, from nursery to primary 7, have a voice and are actively involved in their learning and targets to be achieved. They value, encourage and build upon the children's responses.

The 'pupil voice' is integral to planning where the questions teachers ask are included in the Context for Learning Plan (Interdisciplinary Learning).

During session 2008-09 Oakbank staff developed and implemented new procedures for monitoring learning and teaching. Members of the Senior Management team have worked with a core group of teachers and visit the class, meet with the teachers to observe and/or discuss key aspects of learning and teaching.

Craigie PS • Kinnoull PS • Oakbank PS

What Lies Beneath the 4 Capacities?

The additional In-Service training day in April 2009 gave staff from Craigie, Kinnoull and Oakbank Primary Schools the perfect opportunity to work together to explore what actually 'lies beneath' the terms Successful Learner, Confident Individual, Responsible Citizen and Effective Contributor.

The introduction to the session raised four key questions for the staff to consider:

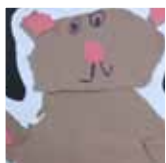
- What attributes, skills and qualities are implied in the 4 capacities?
- Where in the curriculum are the attributes, skills and qualities developed?
- Can the attributes and skills implicit in each capacity be developed progressively as a child moves through school?
- How can progression and development be tracked and recorded?

The group heard from Hilda De Felice, Educational Consultant with Learning Unlimited, who delivered a very informative, engaging and thought provoking presentation on the opportunities and challenges of Curriculum for Excellence. Staff commented: "Hilda was a very motivating speaker, she set the day", "thought Hilda was very inspiring and motivating, she was engaging and informative".

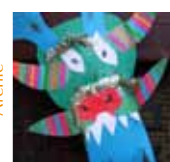
The audience then broke into groups to work on specific tasks to consider the four key questions using 'Skills Ladders' materials published by Cambridge Education and Learning Unlimited. This not only provided staff with the opportunity to reflect on and discuss what does lie beneath the 4 capacities, but also a chance to share effective practice with colleagues working in different schools at the same stages. "I found the skills ladders actively generated very good discussion", "an excellent opportunity to share good practice and move forward".

Discussions were recorded on paper and this information summarised, providing a very useful "toolkit" for developing the 4 capacities throughout the school. From this the three schools are well placed to focus on planning for continuity, progression and development of the 4 capacities.

Evaluation from staff on the day were very positive. "One of the best In-Service days yet!" "Leaving more confident in myself," "great to get the opportunity to work with staff from other schools"



Abbie



Archie



Ellis



Dagmara

Eilidh - S4



Eilice - P7

Eleanor - P7

Experiences and Outcomes Bringing Science to Life

*By using my knowledge of our solar system and the basic needs of living things, I can produce a reasoned argument on the likelihood of life existing elsewhere in the universe.
SCN 3-06a*

Space School - to Science and Beyond

As part of the Tayside Space School Programme, 39 Primary 6 children from 15 Perth and Kinross Schools discovered the world of space travel and more.

The Authority has joined with Perth College and the University of Abertay to provide four Saturday sessions and one week-long summer school for the youngsters to learn about space, science and engineering.

The programme has close links with NASA and the highlight of the summer school is working with a NASA astronaut. This year Colonel Alvin Drew gave the children fascinating insights into his missions on the space shuttle and his time in the International Space Station.

A key part of the programme is developing team work and co-operation. The teams worked on water filtration systems, rocket building and geology experiments. Earlier in the year they looked at aeronautics, DNA and the physics of communications.

The children have been very enthusiastic about the programme and parents have commented on how it has increased their interest in science and technology. A website was used to keep everyone informed of developments and to allow for discussions on science and space.

The photo shows one of the children at the graduation ceremony receiving a certificate from Alvin Drew and Patricia Tribe who is a trained NASA educator.

*By exploring the characteristics offspring inherit when living things reproduce, I can distinguish between inherited and non-inherited characteristics.
SCN 2-14b*



Longforgan PS



Crime Scene Longforgan!

Children and staff from Longforgan have participated in solving a daring 'crime'. With the help of parents, the children created the 'Orient Express' and a number of parents and friends had the opportunity to experience morning coffee on board. The children studied the European countries that the train travels through from Paris to Istanbul including those that some of the children come from such as Poland, Latvia, Lithuania, Italy and France.

The train left Paris with some top scientists who were travelling to a global warming conference in Istanbul. Also aboard, as an exhibit, was a rare animal. However, the children discovered that the 'Orient Express' had become a crime scene. The animal was kidnapped from the train!

The police enlisted the help of the children to find the criminal who had to be someone aboard the train. The seven scientists were the main suspects. Aided by University of Abertay, the children carried out a number of forensic science investigations. They analysed finger prints, blood spatters, footprints, suspicious substances and handwriting. They measured and photographed the crime scene and broke the code of a ransom note found at the scene. Once they had collected their evidence the children questioned suspects before handing the culprit over to the police.

Working in this real life scenario gave the children a meaningful 'real life' experience. They learned about the work of the police and forensic scientists. They worked as a team using problem solving and thinking skills strategies as well as maths, language and science to engage in an exciting and educational event.



I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.
SOC 2-04a

Experiences and Outcomes Bringing Social Studies to Life

Chloe - P4



Brodie - S1



Flith - P5



Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.
EXA 2-13a

Dunkeld PS

Digging up Dunkeld

The P4/5 class learned about life in Dunkeld 200 years ago at a time when Dunkeld's Telford Bridge was built. They envisaged what life was like before and after the building of the bridge to understand why it was needed and how it changed the town. The children worked with

archaeologists, taking on the roles of mini-archaeologists, gathering lots of information on Dunkeld in the early 1800s. Many community members helped by sharing artefacts and information.

The children decided very early on that they would hold an exhibition of their work and the responsibility for making this happen was handed

over to them. Their main focus was to inform the local community about life in Dunkeld 200 years ago.

The children attended a local historic rural settlement site and by taking part in simple archaeological activities including sketching, measuring, drawing and interpreting a site, the pupils were able to identify the archaeological evidence to build their own understanding of farming life in the past whilst developing their observation and recording skills.

The children wrote the press release for the exhibition and advertised guided tours. They took on areas to research. They interviewed local people, invited people into the classroom and looked at old photos, drawings and maps. They kept in contact with the archaeologists to answer difficult questions and to check the accuracy of their own findings.

The children held their own, very successful, exhibition opening. For one month the children took all the other pupils and many parents and community members on guided tours. The children dressed up in 1800's clothing to give the guided tours.



I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society.
SOC 2-03a

Scottish Soldiers Through The Ages

Strone of Cally, Straloch, Struan, Blairingone, Glenlyon, Kinloch Rannoch, Logiealmond and Blair Atholl came together at Pitlochry Festival Theatre in February 2009. During the day the children experienced workshops in Art and Design, Drama and Music together with local information and photographs of soldiers relating to the local area of the various schools. In a Drama workshop the older children experienced what it might be like to be a soldier at war in modern times. The children came together at the end of the day with banners and shields they had made in one of the workshops and they took part in dramatic 'battles' through Scottish history.

North Muirton PS

Learning about World War II School Life

North Muirton Primary School's P7 pupils have been studying the Second World War period and learned about what it was like to be evacuated through a special drama-based event.

The children have created interesting classroom displays as part of their learning and even built their own Anderson shelter at school. They have also received a visit from a former teacher who recounted her experiences as a child in Glasgow during WW2 and will be visiting Perth Airport near Scone to see a Spitfire.

In June, accompanied by their class teachers, they were 'evacuated' to Luncarty in a period bus with the driver and conductor in uniform, and learned about what school life at that time was like. They also met the billeting officer whose job was to allocate the young evacuees to the families they would stay with. The children had a taste of wartime food with spam sandwiches and a cake they made using a recipe of the time.

The characters the children met were portrayed by visiting teachers of Drama, the Expressive Arts Co-ordinator and Frazer Brown of the Black Watch Museum.



2009 and Beyond

Draft Examination Structure 2009-2017

| SQA Session | EXISTING QUALIFICATIONS | | | | | YEAR GROUPS | | | | | | CfE Lit & Num Awards | CfE Access |
|-------------|-------------------------|-----------------------------|------------------------------|-----------------------------|---------------------------------|-------------|------------|------------|------------|------------|------------|----------------------------|---------------------------|
| | Stand Grade | Old Access | Int 1 & 2 | Old Higher | Old Adv Higher | Current S1 | Current P7 | Current P6 | Current P5 | Current P4 | Current P4 | | |
| 2009/10 | 4 th last SG | 4 th last Access | 6 th last Int 1&2 | 6 th last Higher | 6 th last Adv Higher | S2 | S1 | P7 | | | | | |
| 2010/11 | 3 rd last SG | 3 rd last Access | 5 th last Int 1&2 | 5 th last Higher | 5 th last Adv Higher | S3 | S2 | S1 | | | | Apr '11 Pub Arr+Unit Spec | |
| 2011/12 | 2 nd last SG | 2 nd last Access | 4 th last Int 1&2 | 4 th last Higher | 4 th last Adv Higher | S4 | S3 | S2 | S1 | | | | Apr '12 Pub Arr+Unit Spec |
| 2012/13 | Final SG | Final Access | 3 rd last Int 1&2 | 3 rd last Higher | 3 rd last Adv Higher | S5 | S4 | S3 | S2 | S1 | | First Year Lit & Num TBC | |
| 2013/14 | | See note below | 2 nd last Int 1&2 | 2 nd last Higher | 2 nd last Adv Higher | S6 | S5 | S4 | S3 | S2 | S1 | Year 2 Lit & Num TBC | First Year Acc |
| 2014/15 | | | Final Int 1&2 | Final Higher | Final Adv Higher | | S6 | S5 | S4 | S3 | S2 | Year 3 Lit & Num TBC | Year 2 Acc |
| 2015/16 | | | | | | | | S6 | S5 | S4 | S3 | Year 4 Lit & Num Award TBC | Year 3 Acc |
| 2016/17 | | | | | | | | | S6 | S5 | S4 | Year 5 Lit & Num Award TBC | Year 4 Acc |

During session 2009-10, we will focus on the following priorities:

| CCfE 1: 3-18 Curriculum Framework | |
|-------------------------------------|--|
| Curriculum | LMGs begin to plan and deliver coherent 3-18 curriculum pathways eg: <ul style="list-style-type: none"> Nursery to early years across primary schools transition from primary to secondary S1-S3 & S4-S6 |
| Literacy and Numeracy | All schools and/or LMGs take forward literacy and numeracy outcomes through Improving Literacy Improving Learning |
| Health and Wellbeing | All schools and/or LMGs take forward health and well being outcomes through implementation of All schools achieve the standard for Improving Health, Improving Learning by June 2011. |
| 8 Curricular Areas | Schools continue to review and begin to implement, as appropriate, approaches to developing curriculum outcomes |
| Communication Strategy | Schools should work in partnership to include and inform parents, employers, trainers and others |
| Recognising Achievement - Primary | Further trialling and development of diploma in a small range of schools |
| SCQF Levels 3, 4, 5, 6 and 7 | Secondary schools begin implementation of revised curriculum structures |
| Recognising Achievement - Secondary | Further development of diploma in schools |

In Perth and Kinross our current priorities are in creating a Curriculum for Excellence.

During session 2008-09, every teacher received our Curriculum for Excellence folder containing our strategy in five core parts:

- 3-18 Curriculum Framework
- Effective Learning and Teaching
- Enterprise and Vocational Education
- Supporting and Improving Learning
- Timeline for rollout during 2008-11



| NEW CfE QUALIFICATIONS | | | | | |
|------------------------|---------------------------|---------------------------|---------------------------|------------------|--|
| | CfE SCQF 4 & 5 | CfE Higher | CfE Adv Higher | Scot Baccs | CfE Winter Diet TBC |
| | | | | First Year Baccs | |
| | | | | Year 2 Baccs | |
| | Apr '12 Pub Arr+Unit Spec | Apr '12 Pub Arr+Unit Spec | | Year 3 Baccs | |
| | | | Apr '13 Pub Arr+Unit Spec | Year 4 Baccs | |
| | First Year Levels 4&5 | | | Year 5 Baccs | |
| CC | Year 2 Levels 4&5 | First Year Higher | | Year 6 Baccs | First Winter Diet SCQF 4&5 TBC |
| CC | Year 3 Levels 4&5 | Year 2 Higher | First Year Adv Higher | Year 7 Baccs | Winter Diet SCQF 4,5&6 TBC |
| CC | Year 4 Levels 4&5 | Year 3 Higher | Year 2 Adv Higher | Year 8 Baccs | 2 nd Winter Diet SCQF 4,5&6 TBC |

| |
|---|
| |
| |
| Supporting and Improving Learning and Improving Numeracy, |
| the Improving Health, Improving Learning guidelines |
| curricular areas taking account of final experiences and |
| regarding CfE developments within their schools/LMGs |
| |
| |

CCfE 2: Effective Learning and Teaching

| | |
|-----------------------|--|
| Learning and Teaching | Learning and teaching strategy rolled out. Play and learning project embedded in all primary schools. Co-operative learning training taken forward. |
| Contexts for Learning | Further work to take forward revised planning formats in early years and primary taking account of the latest national developments. LMGs develop and plan coherent programmes across schools and at stages of transition. Secondary schools develop cross-curricular approaches to planning learning. |
| glow | On-going training and phased implementation across all sectors and development of virtual learning environment (VLE) in a small number of schools. |

CCfE 3: Enterprise and Vocational Education

| | |
|---|---|
| Enterprise and Vocation (Determined to Succeed) | Schools take forward plans for implementation of strategy, embedding enterprising learning and teaching approaches. |
| Skills for Work | Secondary schools begin fuller implementation of skills for work and other vocational pathways. |

CCfE 4: Supporting and Improving Learning

| | |
|---------------------------------------|--|
| 5-14/Curriculum for Excellence Levels | Continued use of 5-14 Levels with rigorous approaches to verification and moderation of levels in reading, writing and mathematics using, if appropriate, relevant national assessments and tests. Work to develop transition arrangements (from 5-14 to CfE) will be undertaken jointly by EA and school staff. |
| Perth and Kinross reporting formats | Continued use of current Perth and Kinross reporting formats with phased and piloted development of alternative reporting formats to take account of latest national developments. |
| SEEMIS | Continue to fully implement SEEMIS across Perth and Kinross, including consistent approaches to performance management |
| Assessment is for Learning | All schools taking steps to embed the principles of AifL. |

CCfE 1: Leadership

| | |
|---|---|
| Improvement planning and self-evaluation (CCfE 5) | All schools using on-line web based approaches to self-evaluation, including secondary departments. |
|---|---|



Eilidh - P2



Douglas - P2



Dylan - P2

Experiences and Outcomes Bringing Expressive Arts to Life

I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.
EXA 2-01a

I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.
EXA 2-15a

Balhousie PS

Mystery in Venice

Balhousie Primary School used co-operative learning techniques to concentrate on giving each member of the school an equal voice, listening to suggestions and ideas and co-operating with all others in the school.

Group identity, including a celebratory chant, was developed. The group names were reached through the choice of topics the children had decided to develop (China, Volcanoes, Egypt, The Aliens, Crime Solvers). The children were urged to think in terms of developing the themes through drama, art, dance and music. Materials and basic costume was available but the children were required to do all their planning before these were used.

A letter was sent to each group with a bag of objects significant to each particular story. A 'thread' ran all the way through in the form of a shiny red character. Whenever that character was seen, people mysteriously vanished and were reported missing. They returned but had no recollection of what had happened to them. The 'crimes' were solved by the 'Crime Solvers' group which was currently based in Venice.

In a co-operative way, the children collaborated and worked together. Throughout the day the children were brought together by the Kodaly music method using the notes 'soh' and 'me' followed by a series of clapped, tapped and visual rhythm patterns in which the children all readily participated.

Developing skills were checked on by everyone in the class through 'thumbs up', in the presentations at the end of the day, by comments on positive aspects of the group performances and the children were encouraged to be critical friends, suggesting ideas to improve the presentations.



Vocalease 2009

The annual days of singing for primary schools took place at Perth Concert Hall in June with over 100 pupils participating. Most schools chose to perform a song of their own choice on stage. The theme was 'Homecoming' and many schools chose to sing a Scottish song. The group songs reflected the theme and included 'Highland Cathedral' which was accompanied by two young pipers, Eireann lanetta MacKay and Alex Duncan from Perth Academy. Some of the band members demonstrated their instruments and various pieces were played with the children having opportunities to supply answers to questions and about the music played.

Thoughts from two drama teachers...

By its very nature, drama supports Curriculum for Excellence in every way. Imbued in every lesson are the principles of encouraging confident individuals through scaffolded learning and the process of building self esteem in our young people. Successful learners are nurtured through formative assessment in the early years giving pupils a chance to celebrate their achievements and feel pride in their performance work. Drama is instrumental in the development of our young people's sense of responsibility and we employ exercises to encourage empathy for our fellow citizens with equality and fairness when the pupils adopt the roles of other people to see what life is like from different points of view. Across all levels and stages pupils take responsibility for their own learning and because we work in groups they must learn to contribute in equal measure allowing pupils to build team working and negotiation skills while creating scripts and performances and solving problems.

Drama is one of the very few opportunities pupils have in their curriculum to express their opinions and attitudes in both a formal way through written

work as well as a practical way through group work and performance. The crucial qualities in a highly functioning individual of self awareness and self development is thus core to their learning experiences in drama. All pupils learn to respond to each other and to learn from each other in a positive and collaborative way with creativity being the thread that links all the work from primary through to leaving school. In a fast changing world where people regularly lament the loss of communication skills among young people, drama ensures that pupils engage with each other and with the world around them in an empathic and confident way.

Pupils consider stereotypes, prejudice, discrimination, gender issues, race, mental health issues, disability and sectarianism. Working across subjects S2 explored homelessness with RME; in Art, S2 develop characterisation through detailed imagery and avatars (ICT). Trips to Edinburgh art galleries and to a drama workshop explore the theme of 'heroes'. Conflict and its impact on the individual is explored in Modern Studies, the community and the wider world.



Douglas - P7



Douglas - P7



Craig - P7

Interdisciplinary Insights

Ruthvenfield PS

Dream Island

The aim of the Monferro project was to produce a DVD linking all areas of expressive arts (dance, music, drama and art) that could be used to introduce the idea of cross curricular working underpinning Curriculum for Excellence.

After a research phase when the children found out about islands and what it would be like to live on an island, they invented their own island, named Monferro. The film integrated stories that they wrote about people and places into 5 short drama pieces and put to music and sea sounds. Percussion, photographs, pictures and a voice over were added. There was pressure to have everything ready for the big day. A countdown and 'to do' lists covering every aspect of the filming was displayed.

In the production of the film all the P2/3/4s had a turn at the roles of



cameraman, sound technician and floor manager as well as performing in both dance and drama.

The project provided a meaningful and motivating context and for developing knowledge and

understanding. It helped them to understand how a range of skills and processes come together to produce a finished product. And it was great fun!

Stanley PS

Stanley Mills Junior Guides

Stanley Primary School have had links with Stanley Mill since restoration began. Mill staff consulted with the school staff about the resources and activities that the Mill could offer and the children have had many opportunities to pilot activities and provide feedback.

Following a visit to Claypotts Castle where Junior Guides were in place, P7 children became very enthusiastic and excited about participating in a similar project with Stanley Mill.

The children visited the Mill for 6 weeks to train and learn a lot of information about the Mill. They had a script to learn and costumes to wear. Following their training they graduated and led tours for parents and other classes in the school.

The children then made flyers to send to local schools offering school visits. The children are responsible for taking bookings, confirming school details, liaising with Mill staff and delivering the tour.

This experience has given the children the opportunity to meet all the capacities of a Curriculum for Excellence.

Glenlyon PS

'Joyning' the Learning

"Good Evening and welcome to Glenlyon School of Magic and Mystery!" So began an Open Evening with a difference: On 29 April families, community members and local Councillors visited Glenlyon Primary School to see the results of a writing, art and technology project entitled 'the Magical Castle'. The aim of the project was to inspire the children to write using a context they enjoyed. But to make that context more real, over eight weeks they transformed their classroom into a Medieval Great Hall, complete with panelled walls, suits of armour, fireplace, portraits and Owlery!

The Open Evening provided something for everyone, with tours of the Great Hall and Grounds, and activities from Potion Tasting to Dragon Egg Hunting on offer: a truly magical experience! The focus on writing and art was loved by the children.



The curriculum should include space for learning beyond subject boundaries, so that children and young people can make connections between different areas of learning.

Inter-disciplinary learning, based upon groupings of experiences and outcomes from within and across curriculum areas, can provide relevant, challenging and enjoyable learning experiences and stimulating contexts to meet the varied needs of children and young people. Revisiting a concept or skill from different perspectives deepens understanding and can also make the curriculum more coherent and meaningful from the learner's point of view.

Inter-disciplinary learning can also take advantage of opportunities to work with partners who are able to offer and support enriched learning experiences and opportunities for children and young people's wider involvement in society.

BtC3 p.21



Dramatic Walks

As part of the Homecoming celebrations, historic characters with a Perth connection came to life during a week of 'Dramatic Walks' with the help of well-known Scottish actors Lesley Mackie and Simon Scott. Children met Hal o'the Wynd and his friend 'Daft Donald' as well as a soldier and a nurse at the Black Watch Museum. They met the Fair Maid, a Blackfriars monk, a 'lady and gentleman' who lived in Rose Terrace, and a 'trade union representative' from Pullar's Dye Works. Drama teachers worked with Frazer Brown of the Black Watch Museum to put together outdoor workshops relating to World War II which included learning about Perth during the war and played games popular at that time. For one day, the Dramatic Walk was conducted in French for a party of 48 French children.



Community School of Auchterarder

International Food Hall

Six departments from the Community School of Auchterarder have planned an International Food Hall for 2010 covering the four capacities. The pupils will learn how to start an international business using the functional areas of marketing, advertising, translating, managing and financing the business.

The pupils will be divided into six main groups of approximately 12-15 pupils: United Kingdom, Far Eastern, Indian Sub-continent, Northern European, Southern European and North American & Australian. Each of these six groups would have to consider healthy eating, drinks, fair-trade and "vegetarian options within their remit.

"The planning has been great and we all enjoyed working with others and are looking forward to the day."

In preparation for the event, the project will be delivered in the classroom through the different subject areas as well as running a café for a day.

Perth Academy Cluster

Wikispace Supports Transition

The transition from primary school to secondary school is an important stage in children's lives and a special web-based project involving primary schools has been helping to strengthen how pupils make the move and prepare for the next stage of their education.

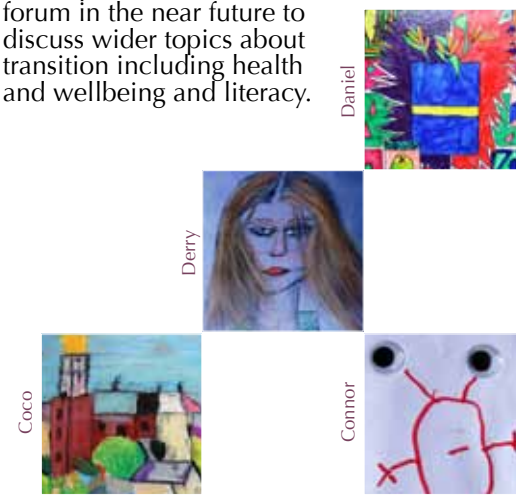
Eight associated primary schools with Perth Academy and the secondary school itself have been working on the development of online wikispaces, enabling over 200 P7 pupils to collaborate and build a sense of community together before they move up to secondary school.

The project's starting point was personal safety which P7 pupils have been learning about as part of health promotion topics in class. Each associated primary school began by

creating their own 'home page' on the wikispace to share information about their school, current learning and the school community. Pupils also contributed to discussions about internet safety as part of the wider topic of 'Keeping Myself Safe'. The learners' wikispace was named 'Dash for the Academy!' by pupils, and they have taken responsibility for the development of the space and the information it contains with the support of teaching staff.

As the project has progressed, the management of the wikispace content has been taken on a rota basis by each of the cluster primaries with quizzes, questionnaires and other items being added to encourage further thinking among the young people.

It is intended that following the success of the wikispace so far, the current P7s will become 'ambassadors' for the project when they are in S1. It is also intended that the online discussions will be developed into an online forum in the near future to discuss wider topics about transition including health and wellbeing and literacy.





Blyth - P5



Callum - P5



Brendan - P7

Vocational Adventures

Vocational learning is about enabling young people to experience and develop an understanding of the world of work, supported by employers and teachers who can contextualise the learning.

Perth HS

Gala Dinner Success

Perth High School is actively engaged in adding value to the lives of its young people. We want our pupils to leave us better qualified, more confident and more effective than they arrived. Because we believe the future success of our community - locally, nationally and globally - is in their hands, each one is helped to develop, in a planned and progressive way, the values and attitudes which will allow them to contribute to that community and that success. Words like 'creative' and 'opportunity' and real life 'significance' are used in every subject area. Each department contributes to the development of enterprising behaviours like team-working, problem solving, idea generation and personal target setting. In our school the default answer is - why not...

...work with the only chef in Scotland with 2 Michelin stars?

...invite STV to film our Gala Dinner?

...deliver red roses on Valentine's Day to support our partner school in South Africa?

...spend the study support budget on developing the self confidence of each of the 1,550 pupils in the school?

Why not?

The Gala Dinner Project illustrates the ways in which enterprising attitudes and skills are developed. This involved the Hospitality class of 21 S5/S6 pupils using their cooking, serving and event management skills to organise and deliver a glittering Gala Dinner for 60 paying customers. They were 'challenged' to maximise the use of local produce, make a profit and negotiate for everything! Oh yes - and do it all to a standard that will meet the Health and Hygiene stringent tests of one of Scotland's top chefs ...

The impact on the pupils has been nothing short of life-changing. (Their words)

Practical skills, confidence, knowledge of the hospitality industry, negotiation skills, team work, making and meeting deadlines and the pleasure of a hard job well done have all been gained. Use the local paper for publicity? Why not get on national television instead? They did. Get a local

hotel to host? What about Scone Palace? They got it!

Was it all plain sailing? Happily not. Some hard but vital lessons were learned about dealing with people who promised and failed to deliver, about cutting costs to stay within budget and about dealing with difficult customers.

Proving that once you start developing an enterprising approach you cannot switch it off, the young people took the project in new directions. They needed to 'test drive' their menu. It was Christmas. Why not invite some local pensioners in for a free lunch? They did just that and as well as gaining important feed-back on the food managed to send 20 senior citizens away with a very positive view of today's youth.

Who helped most in developing the 'real life' aspect?

Andrew Fairlie, from Gleneagles Hotel, has been the key partner. He engaged directly with the pupils guiding their menu choice, helping them perfect their cooking and presentation skills and instilling in them the need to work to the highest standards. He provided training within his restaurant and his front of house staff

worked with the pupils charged with waiting duties. Our pupils are well aware of the impact his name will have on their CVs but more importantly, they have been inspired by him. The fact that he missed service in his own restaurant to attend their Gala Dinner amazed and delighted them. What have the pupils gained? Nervous at first, they have risen to the challenges Andrew gave them. Quickly they adopted his standards and sought to impress him. They now talk knowledgeably about many aspects of food service and enjoyed the contact with someone at the cutting edge of his industry.

In conclusion, the impact on the young people, of participation in the project, has been tangible. They even hold themselves differently. They have more highly developed skills, a range of employment - friendly attitudes and a very full picture of the demands and challenges of both the hospitality industry and the producers who comprise the local farmers market.

The buzz created by the event within the school and the wider community of Perth has done much to promote the very wide vocational programme in Perth High School.



You may want to consider and reflect on the following associated practices when planning or evaluating your teaching, learning and assessment activities:

- Do I aim to develop in my pupils an understanding and appreciation of the world of work, the value of different occupations including entrepreneurship, and their contributions to the economy and society?
- Do I seek to develop in my pupils a knowledge and understanding of personal finance, wealth creation and wealth distribution both nationally and globally?
- Do I enable my pupils to reflect on the roles, rights and responsibilities of individuals as employees, managers, employers, entrepreneurs, investors, customers and global citizens?
- Do I endeavour to raise awareness in my pupils of recognising the positive and negative contributions of technology and business in society?

Tulloch PS

Showcase Enterprise

The P7 at Tulloch School took part in a joint campaign with David Sands, the local supermarket. David Sands was keen for shoppers to reuse their carrier bags and hoped by working with the children in the school, habits would be changed.

They held a competition to design a poster informing shoppers of the fact that carrier bags would now cost 2p and also be biodegradable. The two winning posters were printed and displayed in and outside the shop.

They researched to find out more about the problems caused by the bags to both the environment, the animal and marine life. They displayed their findings in the school and produced leaflets to inform our families about the problems and how they could help.

The school has been given 1p for every carrier bag sold at David Sands. The money was spent on eco activities within the school to fund healthy cooking and buy seeds and bird feeders for the school grounds.



Perth Grammar School

C20 Café

Four pupils with significant learning difficulties started a café in their first year at Perth Grammar School. The initiative was developed as part of a curriculum pathway, focusing on developing skills for life and based on the principles of Curriculum for Excellence. To date the pupils have raised over £500 for local and national charities. Now in S3, they continue to develop and improve the initiative, sharing their good practice with younger pupils and also encouraging primary pupils in cluster schools to set up a similar project in their own school.

The pupils have developed links with a local restaurant and we established the possibility of work experience placements in the future.

As part of the project the pupils continue to research a variety of charities and current national

fundraising projects, and in doing so increase their citizenship skills, their personal awareness and sense of social responsibility.

In the C20 Café Pupils bake a range of traybakes, take responsibility for ordering and costing ingredients, and keep simple accounts. They operate the C20 Café once a week in the Perth Grammar School Community Wing serving staff and adults attending training sessions in the Wing and also to staff within the school. They have developed strong, positive relationships with the adults who look forward to their popular service each week.



Breadalbane Academy

Golf helps drive a new course

Breadalbane Academy has developed a partnership with Aberfeldy Golf Course whose staff have shared their expertise in estate management with pupils working towards the national qualification in Rural Skills. The golf course staff have been so impressed by the early work done on building bunkers and tees that they are exploring the possibility of organising SVQ training in green-keeping. The partnership was enhanced when the school supplied a free band at a fund raising event. The band has been invited to play again in the spring. The partnership is raising the awareness of the enjoyment young people can gain from contributing to the local community.

Logiealmond PS

Logiealmond Ventures

We have worked on 3 projects with the 6 pupils in our school.

We grow flowers from seed in our greenhouse. The children have become very skilled at repotting seedlings and taking cuttings as well as advertising the plants and dealing with sales.

All pupils are involved in the creation, advertising and pricing of our own cards and calendars. Using ICT, we added photos of our garden and plants.

We made an animation of the Nativity story to present at Christmas. All pupils were involved in creating, editing and narrating the production.

We approached a local firm for a donation of a further £1000 to add to our enterprise fund and this enabled us to purchase a pergola to use as an outside classroom.





Annie - P7



Amy - P2



Amy - P1

Creating Curriculum for Excellence in Perth and Kinross

Comment from Fiona Hyslop, Education Cabinet Secretary

Scottish education is changing to ensure our young people have the knowledge and skills they need for learning, and for their future life and work. Curriculum for Excellence is intended to raise achievement and attainment and to provide more choices and more chances for all young people, including those with additional support needs - and those with special talents.

Curriculum for Excellence is about far more than just the content of the curriculum and extends well beyond schools. The impact of this change will be far-reaching. It is not a centralised or top-down initiative. To achieve

these ambitious goals effectively, teachers need support and challenge from all concerned, including parents, employers, further and higher education, local authorities, HMIE and the Scottish Government.

Curriculum for Excellence must be implemented properly and with confidence to achieve a quality reform so that all children are given the best foundations in school for learning.



Profile of Eddie Broadley, Area Adviser, LTS

I regularly work with Perth & Kinross Councils Education & Children's Services in my role as Area Adviser within the Education Improvement directorate of LTS. PKC is one of 5 local authorities I have the pleasure of working with - the others being Highland, Shetland, Orkney and the Western Isles.

The main focus of work across the country at present is, of course, Curriculum for Excellence and with an eye on August 2010, much of our discussions, plans and meetings are taken up with sharing ideas and strategies in order to ensure an effective and successful implementation for CfE.

Area Advisers identify and promote leading practice, and support local authorities in sharing and celebrating such interesting and innovative classroom practice. Our team attempts to shape future developments through looking overseas and learning from approaches taken in other countries, learning from other partners in education including SQA, HMIE, SDS, ADES, etc. I act as a key point of contact within LTS providing access to support, expertise and resources.

I am currently also working with the national Outdoor Learning Strategic Advisory Group-looking at promoting and developing opportunities for learning in contexts outwith the classroom - as well as with schools in PKC developing curriculum mapping for CfE through building their own curriculum strategies.

I can be contacted at e.broadley@ltsotland.org.uk

My Contribution to Curriculum for Excellence

Success in creating Curriculum for Excellence is built on the individual contributions of all 2,330 staff in Education & Children's Services.

There are some practical steps which we can take to improve our curriculum:

- *read the finalised experiences and outcomes which are most relevant for the children and young people you are responsible for;*
- *take time to discuss the experiences and outcomes with your colleagues;*

- *confirm your establishment's next steps in developing literacy, numeracy and health and wellbeing and plan your personal contribution;*
- *build in enterprising approaches to learning in your planning;*
- *visit Curriculum for Excellence website to find out more www.ltsotland.org.uk/curriculumforexcellence*

In our next issue watch out for articles:

Early Years • International Topics • Literacy • Numeracy • Health and Wellbeing • Further work on experiences and outcomes

If you have any comments or articles, please forward them to Fran Revell, email fmrevell@pkc.gov.uk