



**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL
DEVELOPMENT COMMITTEE ON 26 MAY 2021**

SUBJECT: CURRICULUM DEVELOPMENT IN THE SENIOR PHASE

**BY: DEPUTE CHIEF EXECUTIVE: (EDUCATION, COMMUNITIES AND
ORGANISATIONAL DEVELOPMENT)**

1. REASON FOR REPORT

- 1.1 To update Committee on the current curriculum offer within the Senior Phase across all secondary schools in Moray, with particular reference to the S4 cohort, and consideration given to next steps in extending and broadening the curriculum provision.
- 1.2 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic. In the case of this committee the combining of the delegated responsibilities of Children and Young People Services, Governance, Strategy and Performance, (para 9 of the minute refers).

2. RECOMMENDATION

2.1 It is recommended that Committee:

- (i) considers and notes the current curriculum offer within the Senior Phase, with particular reference to S4 cohorts; and**
- (ii) considers and agrees the development of a Curriculum and Learner Pathway Strategy (2-18) to support ongoing review and development of a responsive and agile curriculum provision.**

3. BACKGROUND

- 3.1 Curriculum for Excellence (CfE) provides identified learner entitlements helping our children and young people gain the knowledge, skills and attributes needed for life in the 21st century. A refreshed narrative on

Scotland's curriculum, which sets CfE within the current context, was published in September 2019.

- 3.2 Curriculum for Excellence places learners at the heart of education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning. The four capacities are aimed at helping children and young people to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

- 3.3 As part of their learner journey, all children and young people in Scotland are entitled to experience a coherent curriculum from 3 to 18, in order that they have opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world. Curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond. That totality can be planned for and experienced by learners across four contexts:

- Curriculum areas and subjects
- Interdisciplinary learning
- Ethos and life of the school
- Opportunities for personal achievement

- 3.4 Curriculum entitlements

Children and young people's rights and entitlements are central to Scotland's curriculum and every child and young person is entitled to experience:

- a curriculum which is coherent from 3 to 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas from early years through to S3
- This includes understanding the world, Scotland's place in it and the environment, referred to as Learning for Sustainability
- a senior phase after S3, which provides opportunities to attain and achieve, including to study for qualifications, awards and other planned activities to develop the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to maximise their individual potential, benefitting from appropriate personal support and challenge
- support to help them move into positive and sustained destinations beyond school

- 3.5 Curriculum levels

The Broad General Education (BGE) has five levels (early, first, second, third and fourth) from nursery, primary and up to S3 in secondary school. The

Senior Phase (S4-6) is designed to build on the experiences and outcomes of the BGE, and to allow young people to take qualifications and courses that suit their abilities and interests. The Senior Phase follows a young person's BGE, building firmly on the experiences and outcomes they will have experienced and achieved by the end of S3. It enables them to extend and deepen their learning.

- 3.6 The curriculum framework and the qualifications system, Scottish Credit and Qualifications Framework (SCQF) provides a range of opportunities to meet the needs of all learners, whether aspiring to achievements at SCQF level 1 or up to SCQF level 7. Within S4, the majority of learners will undertake qualifications at SCQF Levels 4 and 5, with some experiencing Levels 1, 2 and 3 and others taking on those at SCQF Level 6 in some subject areas. Schools in Moray support and respond to the individual needs of pupils as appropriate.

In order to deliver this breadth of learning, schools design and deliver a bespoke three-year Senior Phase jointly with a range of key partners, including Moray College, employers who support apprenticeships and work related learning, universities including the Open University who support the Young Applicants in Schools School (YASS) programme, Community Learning and Development, DYW Moray, TSi Moray and are including parents and carers on curriculum options and pathway opportunities from an early stage.

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK					
<small>This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEBs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at www.scqf.org.uk to view the interactive version of the Framework or search the Database.</small>					
SCQF Levels	SQA Qualifications			Qualifications of Higher Education Institutions	Apprenticeships & SVQs
12				Doctoral Degree	Professional Apprenticeship
11				Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship SVQ
10				Honours Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship
9			Professional Development Award	Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Technical Apprenticeship SVQ
8		Higher National Diploma		Diploma Of Higher Education	Higher Apprenticeship Technical Apprenticeship SVQ
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate		Certificate Of Higher Education	Modern Apprenticeship SVQ
6	Higher, Awards, Skills for Work Higher				Modern Apprenticeship Foundation Apprenticeship SVQ
5	National 5, Awards, Skills for Work National 5				Modern Apprenticeship SVQ
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award		SVQ
3	National 3, Awards, Skills for Work National 3				
2	National 2, Awards				
1	National 1, Awards				

- 3.7 Following consultation, all secondary schools in Moray moved to a 33 period week for session 2018/19, providing the development of an innovative and progressive curriculum structure within a common school week to support collaborative partnership working. The desire was also to be responsive to the needs of young people and the career and destination opportunities available in line with labour market intelligence.
- 3.8 A main driver for curriculum review and development is improved attainment to support positive outcomes for our leavers. Insight, the Senior Phase Benchmarking Tool, focuses on performance in the Senior Phase across a range of key national benchmarking measures.

Subject courses and individual units are awarded tariff points. The number of tariff points awarded depends on: the SCQF level of the course or unit; whether the full course has been undertaken and assessed; and the grade achieved for the course. For the purposes of this report, we will consider:

- Improving attainment for all using total tariff points which aggregates the total number of tariff points attained within a specific stage within the senior phase (eg S4, S5 or S6) or the total across the whole the senior phase up to point of leaving
- Improving attainment for all using complementary tariff points which takes the densest 120 SCQF Credit Points worth of 'best' attainment is considered within a specific stage within the senior phase (eg S4, S5 or S6) or the total across the whole the senior phase up to point of leaving
- Breadth and depth is the number of qualifications attained at specific levels. The usual measures are:
 - 1@ SCQF L5, 3@ SCQF L5, 5@ SCQF L5, 6@ SCQF L5
 - 1@ SCQF L6, 3@ SCQF L6, 5@ SCQF L6

4. FINDINGS

- 4.1 With the ongoing review of Senior Phase attainment, consideration in this report is given to the current curriculum offer within the Senior Phase with particular focus on S4, alongside a range of comparators.
- 4.2 Current curriculum offer across Moray schools provides the following across the Senior Phase for session 2020/21:

SCQF Levels Nationals 1-3 – 37 separate qualifications
SCQF Level National 4 – 46 separate qualifications
SCQF Level National 5 – 48 separate qualifications
SCQF Level 6 Higher – 38 separate qualifications
SCQF Level 7 Advanced Higher – 24 separate qualifications
SCQF Levels 4/5 National Progression Awards - 20 separate qualifications
SCQF Levels 4/5 Skills for Work Awards - 7 separate qualifications

This is a total of 220 curriculum choices across the Senior Phase in Moray.

- 4.3 Moray College, UHI, provided the following curriculum choices to senior phase pupils during session 2020/21:

SCQF Level National 5 – 2 separate qualifications
SCQF Level 6 Higher – 4 separate qualifications
SCQF Level 6 Units – 1 qualification
SCQF Level 7 Advanced Higher – 2 separate qualifications
SCQF Levels 4/5 National Progression Awards - 10 separate qualifications
SCQF Levels 4/5 Skills for Work Awards - 5 separate qualifications
Degree modules – 3 separate qualifications
Personal Development Awards – 8 separate qualifications
Foundation Apprenticeships – 8 separate qualifications

- 4.4 A number of pupils take on the Young Applicants in Schools Schemes (YASS) through the Open University on a demand basis with courses available in such as Science, Engineering, Business Studies, IT and Computing, Arts, Mathematics, Health and Social Care, Sport and Exercise, and Languages. Each course offered through YASS is SCQF Level 7, equivalent to Advanced Higher Level or first year university level.

- 4.5 All schools engage with partners to enhance and develop their curriculum offer to ensure an agile response for all learners. This continues to include Cullen Sea School, Scotland's Rural College at Craibstone, Inverness College etc.

- 4.6 A range of consortia approaches continue to be developed within Moray with pupils hosted within other schools either virtually or in-person, and growth is emerging with other consortia through the Northern Alliance and eSgoil, the National e-Learning offer.

- 4.7 A review of the number of qualifications that are undertaken within each local authority in S4 is presented as follows:

6 qualifications offered in S4 – 18 local authorities - 56%
Aberdeen City, Aberdeenshire, Angus, Dundee, East Dumbarton, Falkirk, Fife, Highland, Inverclyde, Midlothian, Moray, Orkney, Perth and Kinross, South Ayrshire, South Lanarkshire, West Dumbarton, West Lothian, Western Isles

7 qualifications offered in S4 – 13 local authorities - 41%
Argyll and Bute, Edinburgh, Clackmannanshire, Dumfries and Galloway, East Ayrshire, East Lothian, Glasgow, North Ayrshire, North Lanarkshire, Renfrewshire, Scottish Borders, Shetland, Stirling

8 qualifications offered in S4 – 1 local authority - 3%
East Renfrewshire

- 4.8 In Moray, S4 pupils are currently offered 6 qualifications which follows the principles of CfE where the Broad General Education is undertaken within S1-S3 and the Senior Phase is S4-S6. The 33 period week introduction allowed for the notional 160 hours for National Qualification SCQF Level 5 courses to

be achieved within this time allocation; this was one of the focus areas for the move to a 33 period week across all schools in Moray in order to extend learning and teaching time and improve attainment.

- 4.9 The following provides an overview of the number of qualifications undertaken by S4 pupils across 3 school sessions in Moray:

Pupils undertaking more than 6 qualifications	2019/20	2018/19	2017/18
No of S4 pupils	180	20	30
% of S4 pupils	20%	2%	3%

The table below provides the attainment for S4 pupils sitting both 6 and 7 or more qualifications at National 5, displayed within grade A, B, C and D.

S4 Analysis (2020)	A	B	C	D
Pupils sitting 6 National 5 qualifications	50.2%	27.6%	16.1%	4.2%
Pupils sitting 7 or more National 5 qualifications	70.2%	16.8%	9.5%	1.9%

Many S4 pupils will undertake a range of qualifications as a combination of National 4 and 5 as well as those taking all at National 5 level.

- 4.10 S4 Qualifications – Attainment Overview for session 2019/20

The information below provides a snapshot of the performance of Moray in comparison with those local authorities also offering 6 qualifications in S4, those offering 7 and those offering 8.

As a reminder, accreditation in session 2019/20 was undertaken within the restrictions of Covid-19 and formal exams did not take place with all candidates awarded their estimates with no national quality assurance undertaken. However, it does provide a snapshot of the most current data which aligns to the current local authority stances on number of qualifications offered for S4 pupils. The previous caveat applies of comparisons for session 2019/20 not being rigorously analysed further than as snapshot data.

- Total tariff points for lowest 20%, middle 60% and highest 20% attaining learners
- Complementary tariff points for lowest 20%, middle 60% and highest 20% attaining learners
- Breadth and depth measure at SCQF level 5 for 3@5, 5@5, 6@5 and where appropriate 7@5 and 8@5

	Lowest 20%	Middle 60%	Highest 20%
Moray Total Tariff* (TT) for S4	103	365	574
Average TT for LAs with 6 Qualifications	134	407	568
Average TT for LAs with 7 Qualifications	120	411	607
Average TT for LAs with 8 Qualifications	307	622	758
	Lowest 20%	Middle 60%	Highest 20%
Moray Complementary Tariff** (CT) for S4	101	314	435
Average CT for LAs with 6 Qualifications	122	331	432
Average CT for LAs with 7 Qualifications	108	327	424
Average CT for LAs with 8 Qualifications	233	401	423
	3@SCQF 5	5@SCQF 5	6@SCQF 5
Moray Breadth and Depth at SCQF Level 5 for S4	67%	47%	33%
Average for LAs with 6 Qualifications	72%	56%	44%
Average for LAs with 7 Qualifications	70%	55%	45%
Average for LAs with 8 Qualifications	91%	85%	79%

* The **total tariff measure** is the sum of tariff points accumulated across the best attainment in all subjects in which a learner has achievement

** The **complementary tariff measure** is the sum of tariff points accumulated across the best attainment in subjects in which a learner has achievement, up to a maximum of 120 SCQF credit points

When ranking the performance in Moray with our Local Government Benchmarking Framework comparators who also offer 6 qualifications in S4; Angus, Highland and Midlothian, the outcome is noted below:

Highest 20% of attainers using total tariff points – Moray is 2 out of 4
 Highest 20% of attainers using complementary tariff points – Moray is 2 out of 4
 Breadth and depth of 5 SCQF Level 5 – Moray is 4 out of 4
 Breadth and depth of 6 SCQF Level 5 – Moray is 4 out of 4

When ranking the performance in Moray with all of our Local Government Benchmarking Framework comparators; Angus, Argyll and Bute, East Lothian, Highland, Midlothian, Scottish Borders and Stirling, the outcome is noted below:

Highest 20% of attainers using total tariff points – Moray is 4 out of 8
 Highest 20% of attainers using complementary tariff points – Moray is 3 out of 8
 Breadth and depth of 5 SCQF Level 5 – Moray is 7 out of 8

Breadth and depth of 6 SCQF Level 5 – Moray is 8 out of 8

5 NEXT STEPS

- 5.1 Following this in-depth lens on the Senior Phase offer for S4 pupils in Moray with particular reference to curriculum design and the levels of attainment, a Curriculum and Learner Pathway Strategy group will be set up to support the development of the Senior Phase offer within Moray. This will include collaborative and consortia approaches, broadening the curricular offer allowing for a more responsive approach and wider opportunities for accreditation, supporting where appropriate:
- Opportunity to undertake more than 6 qualifications in S4 where appropriate
 - Consideration of pupils undertaking 7 qualifications in S4
 - Increase in the number and range of SCQF qualifications from level 1 upwards
 - Increase in number of National 5 courses available across Moray
 - Increase in offer of SCQF level 5 qualifications available across Moray
 - Opportunity for more S4 pupils to undertake qualifications at SCQF level 6/7 in S4
 - Engagement in the SCQF Schools Ambassador programme for broadening school and practitioner knowledge of wider accreditation opportunities for building tariff points and also natural opportunities for gathering qualifications
 - Wider achievement accreditation outwith the core number of qualifications
 - Increase in opportunity for awards to support leadership, wellbeing, personal development
 - Increased work related learning opportunities and accreditation; linked to Developing the Young Workforce initiatives
 - Improved attainment as evidenced through increased total and complementary tariff points
 - Improved attainment demonstrated through increased breadth and depth measures
- 5.2 This will be reviewed through a further Curriculum report coming to this committee at the end of session 2021/22 and our regular attainment reporting throughout session 2021/22 and beyond in line with our Raising Attainment Strategy. This will also be supported by the Digital Innovation Strategy for Education which is under development and will support virtual and consortia approaches to support an innovative system of curricular provision across the 33 period week.
- 5.3 Raising attainment continues to be a main priority in Moray and as such a focus on the senior phase curriculum is required to support improvement and ensure equity of our offer for young people.

6 **SUMMARY OF IMPLICATIONS**

a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))

The Policy was informed by the priorities within the Corporate Plan and 10 Year Plan and in particular to Our People, Our Place and Our Future and A Growing and Diverse Economy and Building a better future for our children and young people in Moray.

b) Policy and Legal

There are no legal implications arising from this report.

c) Financial implications

There are no financial implications arising directly from this report.

d) Risk Implications

There are risk implications if we cannot support national expectations and requirements in relation to this key national policy directive. The risks associated with failure to support expectations and requirements are the potential negative impact on school inspection reports and in the failure to improve learner achievement and attainment. This would have a direct impact on any reporting to the Scottish Government on National Improvement Framework areas. An ongoing risk continues to be Covid-19 with school closures and partial reopening having an impact on progress schools are making with the ongoing late release of information and processes from the Scottish Qualifications Authority.

e) Staffing Implications

There are no staffing implications arising directly from this report.

f) Property

None.

g) Equalities/Socio Economic Impact

An Equality/Socio Economic Impact Assessment is not required as this report is to inform Committee on performance.

h) Consultations

Senior Officers in Education, Communities and Organisational Development, Paul Connor, Principal Accountant, Equal Opportunities Officer, Human Resources Manager, Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

7. CONCLUSION

- 7.1 The Committee is invited to consider and note performance within the current curriculum offer within the Senior Phase, with particular reference to S4 cohorts; and**

7.2 consider and agree the development of a Curriculum and Learner Pathway Strategy (2-18) to support ongoing review and development of a responsive and agile curriculum provision, with particular reference to the design of revised curriculum approaches to support improved attainment.

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Background Papers:
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