

## Curriculum 2022 - 23

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### 1 Rationale

To enable all young people to achieve successful outcomes regardless of ability or background

#### Why do we need the new curriculum?

- fast changing world
- social, political, economic and technological influences
- need to equip our children to respond to change – ‘future-proof’ them
- teach how to learn – investigate, analyse, collaborate
- for all children and young people 3 to 18, wherever they learn

The curriculum is more than curricular areas and subjects. The curriculum is the *totality of experiences* which are planned for children and young people through their education and includes the following four contexts:

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

The curriculum takes account of all the experiences of learners, including learning out with school and in different contexts.

Throughout Wester Hailes High School we aim to have a positive **ethos** supported by ongoing events and activities that enhance pupils’ experiences. In addition, existing events may be extended to include the whole school and a wider variety of ethos visits would enhance current arrangements.

The design of the curriculum ensures that pupils have the opportunity to experience all **curriculum areas** in S1 – S3 with specialisation into **subjects** in the senior phase. College links provide additional opportunities for pupils and this should be extended and arrangements around college courses enhanced. Pupils can gain much from **interdisciplinary learning** and there are many elective courses which support this. As faculties plan courses and electives, cross-curricular links between topics should be exploited.

There have been many strengths recognised in the way in which **personal achievement** is celebrated. As the pupil voice continues to be developed it would be expected that pupils will play an increasing role in the life of the school, for example, providing regular feedback on the

structure and organisation of learning as well as raising money to respond to world events, working groups, etc.

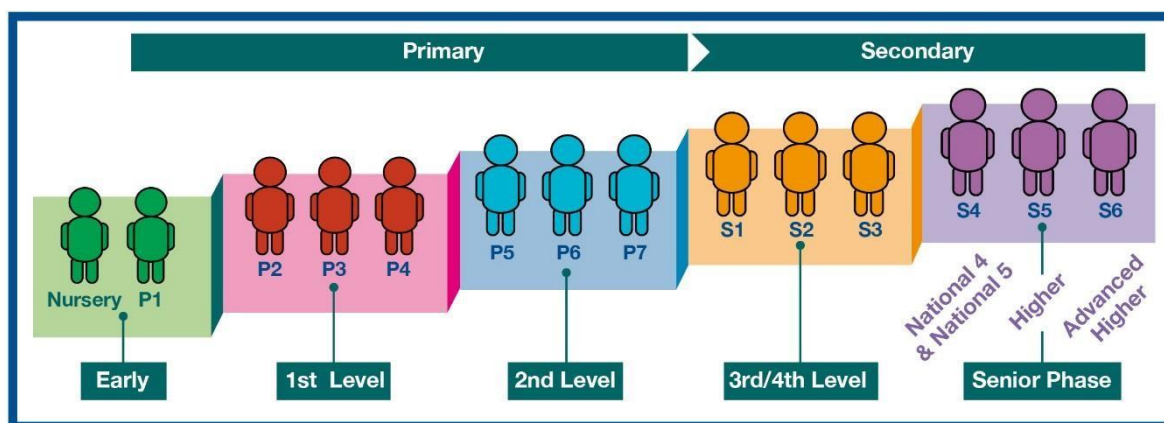
## 2 Curriculum Overview

The curriculum at Wester Hailes High School is designed to ensure that pupils experience a Broad General Education up to the end of S3, followed by a Senior Phase where pupils develop a wide range of qualifications.

### Progression and Levels

Pupils will aim to progress into and through level 2 before they enter High School. As pupils continue their learning in the eight curriculum areas, they will move through level 3 and possibly into level 4. Some pupils may progress through level 4 by the end of S3. Qualifications in the senior phase are available, where appropriate, from National 3 to National 7.

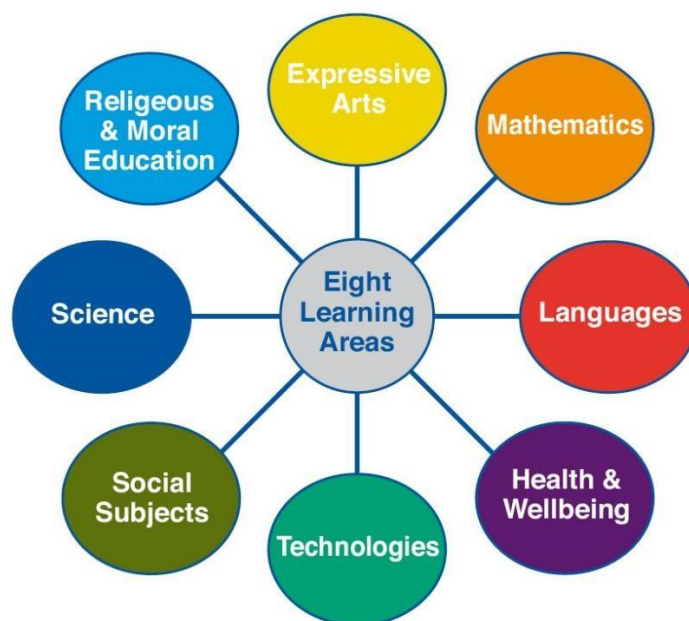
Curriculum levels are national levels to describe different stages of learning and progress. For most young people the expectation explained in the following diagram will be appropriate but can be earlier or later for some, depending upon individual needs and aptitudes.



LEVEL	STAGE
Early	the pre-school years and P1, or later for some
First	to the end of P4, but earlier or later for some
Second	to the end of P7, but earlier or later for some
Third	S1 to S3, but earlier for some.
Fourth	The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.
Senior Phase	S4 – S6 and college or other means of study

## 3 Broad General Education

In S1 – S3, pupils follow a curriculum which is structured into eight learning areas, shown below. The learning experiences which a young person will undertake, and the outcomes that will be achieved are described in Building the Curriculum 3.



### Mentoring

As a school we place special value on Mentoring and subsequently we allocate 20 minutes per day to this. This enables pupils and parents to have a special relationship with the mentor and enables better parental engagement.

Mentoring also enables our Pupil Support Leaders and Curriculum Support Leaders to engage with their House group and further support pupils' learner journeys.

### S1

Pupils will have the opportunity to undertake study in the eight learning areas as follows:

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
<b>S1</b>	English and Literacy				Maths and Numeracy				Health and Wellbeing			Social Subjects and RME			Sciences and Stem			Technologies			Modern Language		Expressive Arts								
	English (4) Literacy (1)				Maths (4) Numeracy (1)				PE (2) HE (1) PSE (1)			Social Subjects (3) RME (1)			Sciences (3) STEM (1)			Enterprise (1) CDT (1) Computing (1) ICT (1)			French (2)		Art (1) Drama(1) Music(1)								

As pupils move towards the end of S1 they will be provided with help and support to make choices toward their future destination.

### S2

Pupils continue to study each of the eight learning areas along with one elective.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
<b>S2</b>	English and Literacy				Maths and Numeracy				Elective Choice		Health and Wellbeing				Social Subjects and RME				Sciences and Stem				Technologies				Modern Language		Expressive Arts		
	English (4)				Maths (4)						PE (2) HE (1) PSE (1)				Social Subjects (3) RME (1)				Sciences (3) STEM (1)				Enterprise (1) CDT (1) Computing (1) ICT (1)				French (2)		Art (1) Drama(1) Music(1)		

Within each of the eight learning areas pupils should be developing the knowledge and understanding, skills and attributes which will enable them to continue in S3.

Pupils will be encouraged to design a programme of electives for S2 and S3. This will provide opportunities for deeper study in areas of interest. Within the elective programme some classes may have learners from S2 and S3 allowing minority electives to run.

Towards the end of S2, pupils will undertake a course choice process where subjects will be chosen in S3.

### S3

To ensure continuity and progression in learning from S1 and S2, pupils in S3 make choices based on the eight subject areas with an opportunity to select one extra subject of their choice and an elective.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
English and Literacy				Maths and Numeracy				Elective Choice		Health and Wellbeing		RME		Social Subjects and RME				Sciences				Technologies				Health and Wellbeing				Expressive Arts		Free Subject Choice	
English (4)				Maths (4)						PE (2)		RME		Geography(3) or History(3) or Modern Studies (3) or RME (3)				Biology(3) or Chemistry (3) or Physics (3)				Administration (3) Or Business Management (3) or CDT (3) or Computing Science (3) or Practical Woodwork (3)				Hospitality (3) or PE (3) or RME (3)				Art (3) or Drama (3) or Music (3)		Any one of the subjects from a previous column Plus  French (3) Media Studies(3) Sport and Recreation(3) Dance(3)	

The S3 experience is designed in such a manner to ensure future progression in the Senior Phase as pupils continue from eight learning areas to National Qualifications in S4.

## 4 Senior Phase

The end of S3 marks the transition from a Broad General Education into the Senior Phase with pupils working within the Scottish Qualifications Framework aiming to increase their attainment and achievement

For the majority of pupils in **S4** this will be at National 3, 4 and 5.

For the majority of pupils in **S5** this will be at National 4,5 and Higher.

For the majority of pupils in **S6** this will be at National 5, Higher or Advanced Higher.

Again, to ensure progression and learning we offer 6 subjects in S4 and five subjects in S5/6. This enables us to provide more 'learning time' in each subject and give every pupil the best opportunity to achieve qualifications.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
S4	English		Maths				Subject Choice					Subject Choice					Subject Choice					Subject Choice		Senior Phase Entitlement							
																						Wider A	Wider B								
S5	Subject Choice		Subject Choice				Subject Choice					Subject Choice					Subject Choice					Subject Choice		Senior Phase Entitlement							
S6																						Wider A	Wider B								

## Positive and Sustained Destinations

At WHEC, as pupils progress through the Senior Phase, they will gain a portfolio of qualifications and achievements that ensure each pupil is matched into one of 3 pathways:-

- Stay on at school
- Further/Higher education
- Employment / modern apprenticeship.

Experience tells us that when the curriculum meets the needs of its learners; the above pathways are more likely to be sustained.

## 5 Qualifications

### Why have the Qualifications Changed?

Curriculum for Excellence has been running in Scottish secondary schools and colleges since 2010 and has brought a new way of learning into schools and colleges, equipping learners with the skills, knowledge and understanding they need to succeed in the 21st century. The skills that learners develop today will help them to succeed in life outside

the classroom. The Scottish Qualifications Authority (SQA) has designed new qualifications that will help learners demonstrate and recognise the skills, knowledge and understanding they've acquired at school or college.

A comparison of the new and old qualifications can be found below

SCQF Level	New National Qualifications	Equivalent 'Old' National Qualification
7	(New)Advanced Higher	<i>Advanced Higher</i>
6	(New)Higher	<i>Higher</i>
5	National 5	<i>Standard Grade Credit/Intermediate 2</i>
4	National 4	<i>Standard Grade General/Intermediate 1</i>
3	National 3	<i>Access 3</i>

### How will qualifications be assessed?

Teachers will assess the new Courses and Units at **National 1** to **National 4**. SQA will check the assessments to make sure they meet national standards. Courses at **National 5**, **Higher** and **Advanced Higher** levels will still include work that is assessed by teachers and lecturers, but learners will also have to pass a Course assessment for these qualifications – usually a question paper and/or coursework.

This will be marked externally by SQA.

### How will the new qualifications be graded?

Courses will continue to contain work that is assessed and marked throughout the year by teachers, as it is at present. These Units are assessed as pass or fail in all National Qualifications – this isn't changing. Courses at **National 2**, **National 3** and **National 4** will not be graded. They will be assessed as pass or fail.

Courses at **National 5**, **Higher** and **Advanced Higher** will be graded A to D or 'No Award'. If a learner fails a Course assessment, they will receive credit for the Units they have achieved at that level. There are no automatic compensatory arrangements at any level.

### Other types of Qualifications

We are continuing to offer other types of National Qualifications that support learners' wider achievement. These include: Skills for Work Courses, which encourage learners to become familiar with the world of work – [www.sqa.org.uk/skillsforwork](http://www.sqa.org.uk/skillsforwork)

National Progression Awards and Certificates, which assess skills and knowledge in specialist vocational areas and are designed to prepare learners for employment, career development or progression to further study at HNC/HND level [www.sqa.org.uk/npa](http://www.sqa.org.uk/npa)

## 6. Curriculum Steering Group

This session, the Curriculum Steering Group is continuing to evaluate the curriculum against the four contexts of learning, six learner entitlements, seven principles of curriculum design and eight curriculum areas.

