



Williamwood
High School

Mighty oaks from little acorns grow

Curriculum Policy

An Ongoing Story of Aspiration and Ambition

Respect * Ambition * Kindness

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Williamwood High School's Aims

The school promotes high expectations and standards which create an inclusive environment, where all are encouraged to strive to achieve their full potential. The positive ethos across the school and a high degree of commitment shown by our staff, our young people and our parents, as well as the wider community, allow the young people of Williamwood to achieve their full potential, both academically and socially.

Our school values of Respect, Ambition and Kindness underpin the life and work of the school. We recognise learners' successes in living the school values through their actions and choices. Our school vision of 'Mighty Oaks from Little Acorns Grow' aims to develop the skills which will enable our young people to become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

Rationale

At the heart of Williamwood High School's improvement is teachers and leaders talking about learning and teaching. It follows then that our professional discussions are centred on how young people are taught to learn in the different pathways through the curriculum, on a journey that is ambitious and aspirational. Our curriculum is crafted across all subjects to allow for refining and layering to allow all learners to achieve excellence, whatever that may mean for each individual learner.

While we aim to make our curriculum fit for purpose, we also need to adjust it in light of experience, feedback, evaluation and emerging evidence. Our curriculum development is ongoing; we will pace ourselves and give time and space to do this properly. Our curriculum is not static: indeed at the very heart of our curriculum design is a recognition that it continually changes to reflect the needs of individual pupils, cohorts and the ever changing societal picture.

Background and Legislation

This policy makes use of current documentation that have supported our strategic planning. In particular, we have utilised the following documents:

- Education Scotland. (2023). *Realising Parity in the Senior Phase: Learner Pathways* <https://education.gov.scot/news/realising-parity-in-the-senior-phase-learner-pathways/>
- Education Scotland. (2023). *Curriculum Design Toolkit* <https://education.gov.scot/resources/curriculum-design-toolkit/>
- Education Scotland. (2015) *How Good Is Our School 4th Edition* https://education.gov.scot/media/2swjmnbs/frwk2_hgios4.pdf
- Education Scotland. (2015). *Career Education Standard (3-18)* <https://education.gov.scot/media/1okhy35c/dyw2-career-education-standard-0915.pdf>
- General Teaching Council. (2021). *Standards for Full Registration* <https://www.gtcs.org.uk/wp-content/uploads/2021/09/standard-for-full-registration.pdf>
- Scottish Government. (2023). *National Improvement Framework* <https://www.gov.scot/publications/2023-national-improvement-framework-nif-improvement-plan-summary-document/>
- Scottish Government. (2023). *All Learners in Scotland Matter* <https://www.gov.scot/publications/learners-scotland-matter-national-discussion-education-final-report/>
- Scottish Credit and Qualifications Framework <https://scqf.org.uk/>
- Skills Development Scotland. (2018). *Skills 4.0: A Skills Model to Drive Scotland's Future* https://www.skillsdevelopmentscotland.co.uk/media/pgkgrzlf/skills-4-0_a-model-to-drive-scotlands-future.pdf

As well as utilising current documentation, we continue to work with our partners in the Education Scotland Curriculum Innovation Team, SCQF team and Skills Development Scotland.

Aims of Policy

This policy outlines the key components of the Williamwood curriculum offer, broken into four strategic areas:

- Rationale and design
- Development of the curriculum
- Learning pathways
- Skills for learning, life and work

Curriculum Rationale and Design

Our overall curriculum structure comes from East Renfrewshire Council's model, which can be seen in the seven secondary schools across the Local Authority. Our S1-3 learners undertake a Broad General Education (with S3 a blended approach of BGE and preparation for National Qualifications), before moving into the Senior Phase of S4-6. Furthermore, all pupils participate in a Modern Language from S1-S4 through ERC's 2+1 Language Policy. More information can be seen below:

S1-S2

English	5 periods/week – S1, 4 in S2
Maths	5 periods/week – S1, 4 in S2
Expressive Arts (Art, Drama, Music)	3 periods/week, 9 week rotation
Health and Wellbeing (PE, PSE)	Core PE 3 periods, PSE 1 period
Religious and moral education	2 periods/week
Science	3 periods/week
Social studies	3 periods/week
Technologies (BICT, Design & Technology)	3 periods/week, 9 week rotation

S3-S4

Pupils choose to study a breadth of National Qualifications, spread across the following curricular areas:

	English	Maths	Modern Languages	Social Subjects	Science	Technologies	Creative and Aesthetic	Free choice
S3	4 periods	5 periods	3 periods	3 periods	3 periods	3 periods	3 periods	3 periods
S4	5 periods	4 periods	3 periods	3 periods	3 periods	3 periods	3 periods	3 periods

Pupils in S3 and S4 will continue to access their entitlement to PE (3 periods) and RMPS (2 periods) through core periods, along with Personal and Social Education (1 period). Pupils will be presented with the option of attaining an additional 1 or 2 National 5 qualifications through the addition of N5 PE and/or N5 RE. This is subject to discussions with the relevant Principal Teacher of Pupil Support and Depute Head Teacher. Decisions will be based on relevant BGE teacher judgements, standardised test scores, and the need to provide further challenge to our highest performing pupils balanced with the need to ensure high quality final exam results for each pupil.

S5-S6

The majority of pupils in S5 will sit 5 Highers. There is an option for pupils who require it to sit National 5 English and/or Maths, as well as a range of other Level 5 qualifications. All S6 pupils are encouraged to sit at least 1 Advanced Higher to ensure progression of skills, challenge and application. Through revised alternative pathways models, all senior pupils have a range of options open to them, at National 5, Higher and Advanced Higher, as well as SCQF Levels 5, 6 and 7, therefore providing each pupil with the opportunity to attain to the highest possible standard in a curriculum that is tailored to their individual needs.

Development of the Curriculum

Williamwood High School believes in the opportunity for pupils to participate in the development of the curriculum. For this reason, mock course choice exercises take place each year for S2, S4 and S5 pupils. Through this opportunity, Senior and Middle Leadership teams gain clarity on the following points:

- Demand for courses
- Requirements for alternative curricular pathways
- Potential misguided choices

Parents are also invited to add to the discussion at this point in the year to further enhance the voice of the school community in shaping a curriculum structure that is right for Williamwood. Through this process, the curriculum is able to adapt to the needs of all learners.

Learning Pathways

Through our work with the SCQF Framework team, we are continuing to develop our range of alternative pathways. All departments have sought a range of alternative Level 4, 5, 6, and 7 qualifications that suit the needs of learners. Our pathways can be seen in the following graphics that have been created in consultation with pupils, parents and staff.

Staff have also worked hard to develop new and exciting opportunities for pupils, providing relevant opportunities in their areas of interest. This includes the use of NPA Level 5 Photography leading into Higher Photography, NPA Level 6 Acting and Performance leading into Higher Drama, and NPA Level 6 in Architecture.

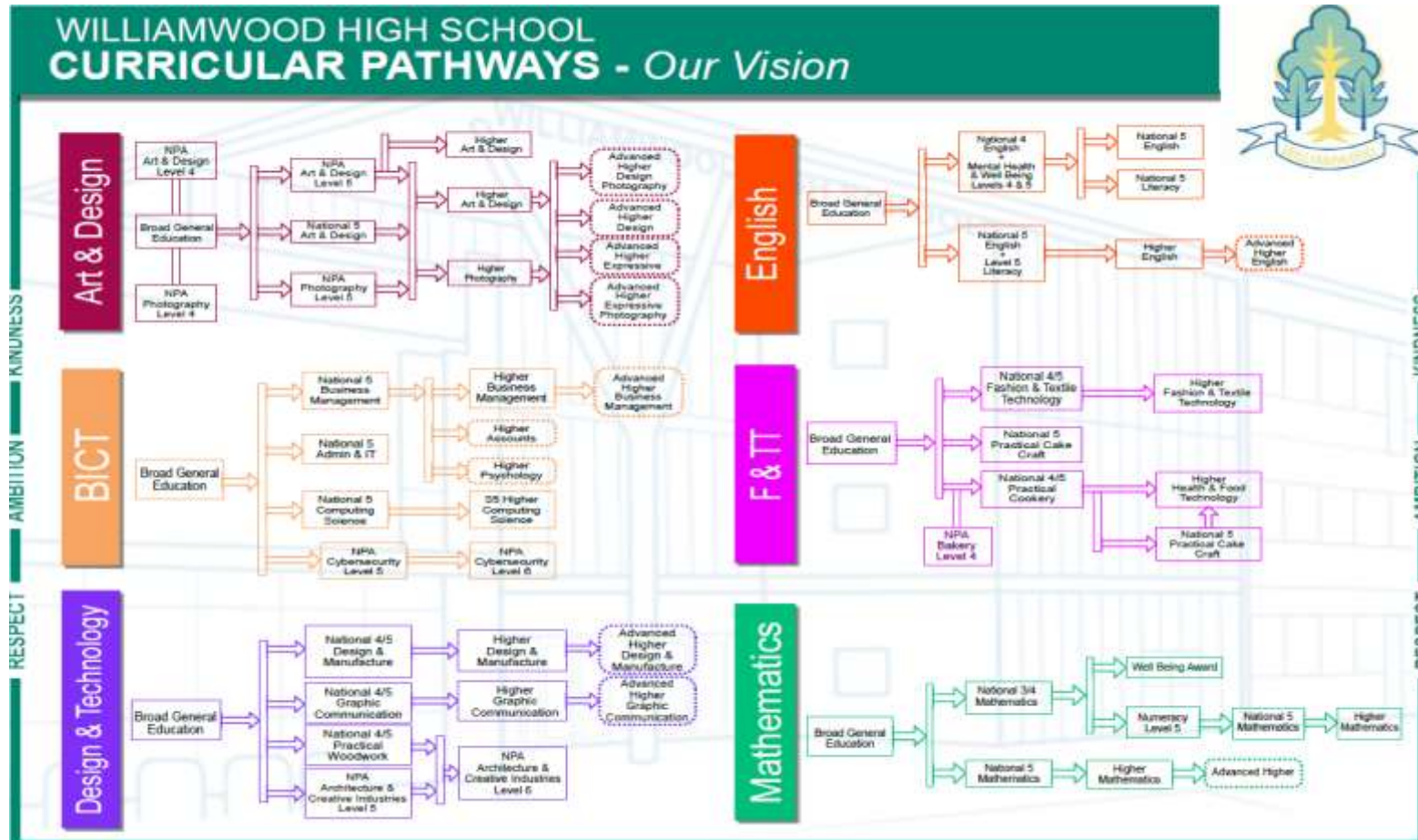
Skills for Learning, Life and Work

As part of the curriculum, our young people are entitled to develop skills that are essential to learning and education, as well as becoming successful learners, confident individuals, responsible citizens and effective contributors. The skills developed will provide a sound basis for their development as lifelong learners, as well as ensuring they reach their full potential in their chosen positive, sustainable destination and in their own adult lives. All pupils will have the opportunity to engage in a range of curricular pathways, including technical, vocational and professional, through our work with external partners.

Flexibility and Adaptation

As part of our school's approach to ambitious planning, our Principal Teachers of Curriculum are invited each year to participate in a Faculty Vision Presentation. Through this opportunity, each curricular area is given a platform on which to explore alternative curricular pathways, as well as provide evidence of impact with previous curriculum design initiatives. Principal Teachers of Pupil Support also present in a similar style, focussing on interventions across their house group with regards to curricular opportunities, and ensuring every child reaches their full potential. These presentations help to ensure that the curriculum offer at Williamwood High School continuously adapts to the needs of our young people and our school community.

Appendix A: Curricular Pathway Illustrations



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