

# Calderglen High School Scotland









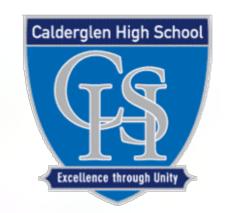
# **School Context**

- •2 schools merged in 2007 to form 1 big school of 1860 pupils
- Current school roll is 1460
- •Campus school with Sanderson High –for 100 pupils with moderate to severe needs
- •182 Pupils with additional support needs including ASD, dyslexia, ADHD and other learning issues.
- •An increasing number of pupils with social, emotional and behavioural needs...





# **National Context**



- •2010 2016 Year on year change in Scottish Education system
- •Focus on covering/embedding outcomes rather than pedagogical practices
- New National Qualifications new courses and assessments at every stage
- •Increasing awareness of impact of deprivation on attainment and achievement



### Challenges at outset of this project

Address innovation fatigue in staff to be able to meet the needs of all pupils and continue to provide a highly innovative and engaging curriculum

Examine which pedagogical approaches, new or current, are raising achievement

Close the attainment gap for most disadvantaged pupils and those likely to disengage





# **National Supports**

### **Curriculum for Excellence**

- Flexibility to schools, bespoke provision
- Holistic development of the child
- Child at the centre

Wisdom, justice, compassion, integrity

The curriculum must be inclusive, be a stimulus for personal achievement and. through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.

### The curriculum: 'the totality of all that is planned for children and young people throughout their education'

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

### Learning and teaching

- · Engaging and active
- · Setting challenging goals
- · Shared expectations and standards
- · Timely, accurate feedback · Learning intentions, success criteria,
- personal learning planning
- Collaborative
- · Reflecting the ways different learners

### Experiences and outcomes set out expectations for learning and development in:

- Expressive arts
- Languages and literacy
- · Health and wellbeing
- · Mathematics and numeracy
- · Religious and moral education
- Sciences
- Social studies
- Technologies

Curriculum levels describe progression and



### All children and young people are entitled to experience

- . a coherent curriculum from 3 to 18
- · a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
- a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- personal support and challenge
- · Opportunities to move into positive and

### **Personal Support**

- · review of learning and planning of next steps
- · gaining access to learning activities which will meet their needs
- planning for opportunities for personal achievement
- preparing for changes and choices and support through changes and choices
- pre-school centres and schools working with partners

### Principles for curriculum design:

- · Challenge and enjoyment
- Breadth
- Progression
- Depth
- · Personalisation and choice
- Coherence
- Relevance

- opportunities for developing skills for learning, skills for life and skills for work
- · opportunities to achieve to the highest levels they can through appropriate
- sustained destinations beyond school

### Arrangements for

- Assessment
- Qualifications
- · Self-evaluation and accountability
- · Professional development

to support the purposes of learning



### The Scottish Context for Education and Inclusive Practice Scotland's Delivery Plan National Improvement for Education Framework Legislation and Policy National Improvement Hub Calderglen High School Insight Benchmarking Tool **Scottish Attainment** Challenge How Good is Our School 4 (HGIOS4) **Excellence through Unity Developing the Young GTCS Professional Standards** Workforce





### Consider your culture – is it a RA4A culture?

- Vision & Values
- Strategic & Operational references to RA4A which are:
  - Clear
  - Constant
  - Strong
  - Permeating
  - Acted on –Policy in Action





### What did this lead to?

- Gradual but noticeable change of mindset in staff and pupils
- Increasing examples of staff automatically beginning to look through a more inclusive lens
- A focus on outcomes to ensure achievement for all
- Staff engaging in opportunities to gain knowledge and skills to identify and remove barriers to ensure equity for all







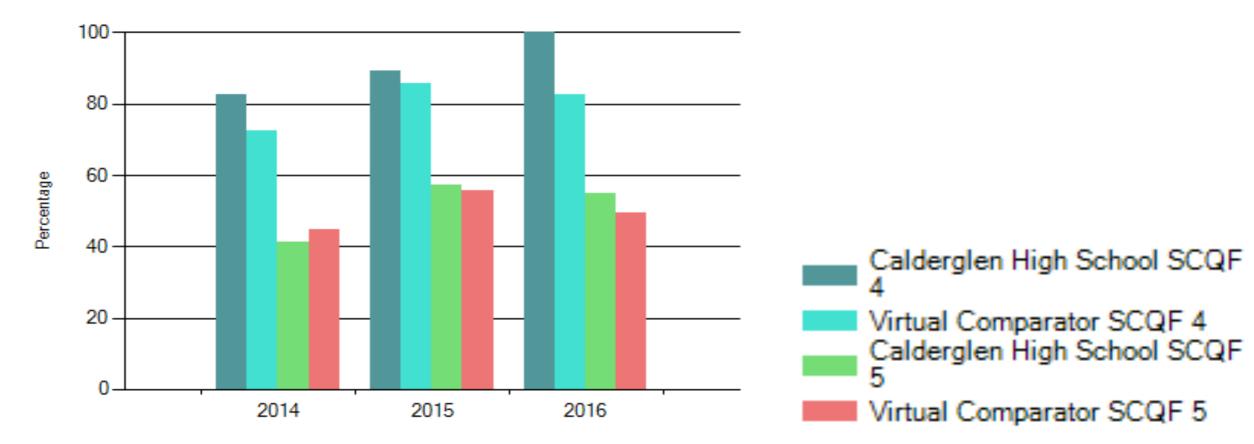
## **RA4A-proof your Systems**

- Priorities & Improvement Planning
- Curriculum Organisation & Design
- Self-Evaluation Outcome-focused

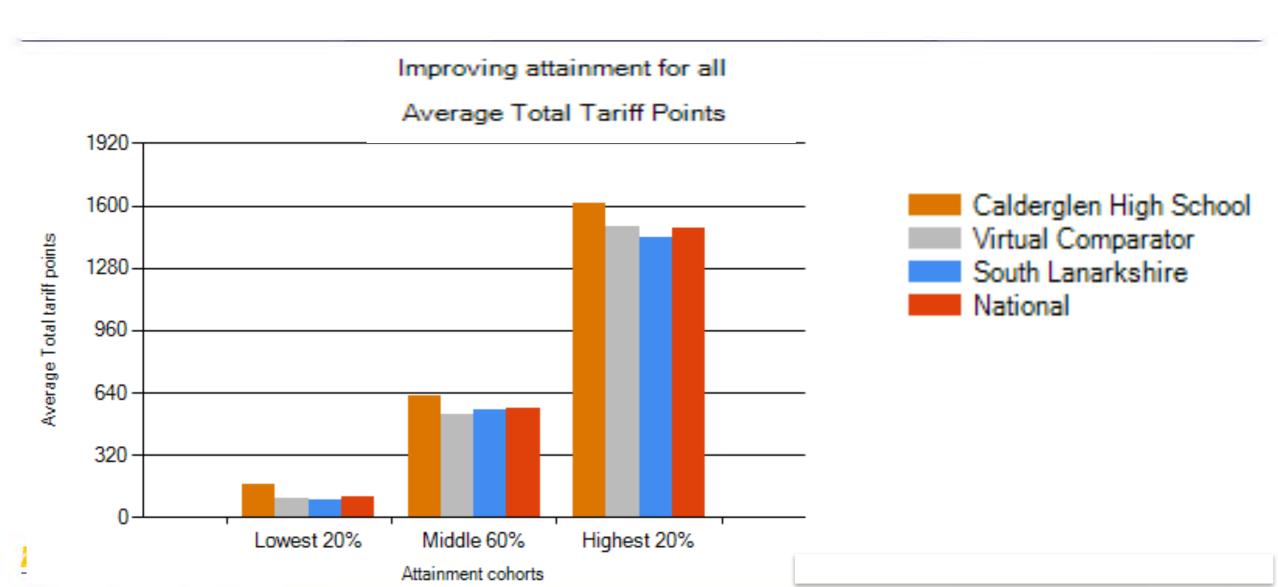


### Improving attainment in literacy and numeracy

### Percentage of Leavers Attaining Literacy and Numeracy











## RA4A-proof your human resources

Equip, Empower & Collaborate:

- Teachers
- Pupils
- Parents
- Partners

Let them all lead







## **RA4A-proof your Decision-Making**

- Curriculum Organisation & Design
- Timetable
- Equipment
- Budgets
- Staffing Appointments







## **RA4A-proof** your thinking

Flexibility
Thinking out the box
Bespoke solutions
Extending & increasing partnerships



Collaborate Collaborate







## **RA4A-proof your professional training**

Initial teacher training
Newly Qualified Teachers
Responsibility of All Teachers
New Teachers to your school
Parents & Partners
Equipping all for better RA4A outcomes







### **RA4A-proof learning experiences**

- Keep barriers down
- Look for emerging barriers
- Flexible solutions are a must
- Digital solutions are increasing
- Innovative approaches engage staff and pupils well
- What in the curriculum is working?





# **Digital Solutions - Impact of Social**

- Sharing Success
- Celebrating Achievement
- Promoting a Positive Ethos
- Interacting with Parents an Partners



Jed McCabe
@Jedinspiresport

Replying to @CalderglenPE and @inspiresport

thanks again for your valued custom

#inspired

29/03/2017, 20:29

29/03/2017, 20:31



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# What teaching approaches are supporting RA4A?





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### What Next?

- Spotlight on pupils with emotional and behavioural needs, particularly with regards to attendance and participation
- Teachers engaging more with research and professional reading through the RAFORA
- Increased use of digital solutions to RA4A
- Working cross-sectorally to engage disengaged parents early
- Building growth mindset capacity across the learning community and with pupils and parents to develop resilience and emotional literacy





# "We are Calderglen" "S e sinne Glinn Challdair"



