



Falkirk Council

# Learning to Achieve

## A Strategy for Raising Achievement

### Principles of

### Curriculum Design

It is the responsibility of all practitioners to ensure that these principles are built into the design of learning experiences. The practitioner will decide which combination of principles is relevant for each lesson or series of lessons. This choice will be influenced by the learning context, the required outcomes and the needs of learners. Therefore it is essential that the principles are applied systematically to ensure balance across the totality of learners' experiences.

Challenge and Enjoyment, Breadth, Progression, Depth, Personalisation and Choice, Coherence and Relevance

The principles will apply to:

- The whole school curriculum
- Cluster plans
- Subject courses / syllabuses
- Early Years and Primary forward plans
- Interdisciplinary and thematic project plans
- Individual lessons

### Learning and Teaching

In line with the GTCs Standard for Full Registration and Curriculum for Excellence, learners will be taught by teachers who:

- Systematically reflect upon and evaluate their practice
- Feel confident and supported in adopting innovative practice
- Adapt their methodology to meet the needs of learners
- Consistently use Assessment for Learning strategies to inform their practice
- Ensure relevant development of literacy, numeracy, health and well-being across the curriculum
- Use active learning approaches to support learners in their development of creative and critical thinking strategies
- Gather a range of evidence of learner progress in order to record and report upon this
- Make purposeful use of professional collaboration in school and beyond
- Regularly share information with parents, carers and relevant others in a range of ways
- Use local and national policies and guidance to inform their practice
- Access professional development related to the needs of the learner, the teacher and their establishment

### Curriculum Outcomes

Each educational establishment will be responsible for developing a dynamic, differentiated curriculum within and across the eight curriculum areas and subjects. Through a progressive, coherent curriculum 3-18, practitioners will ensure that learners can effectively:

- Read, write and demonstrate communication skills
- Communicate in one or more languages other than English
- Apply literacy skills in everyday life
- Manage themselves in a range of social situations
- Demonstrate and use a range of mathematical skills in a variety of contexts
- Apply numeracy skills in everyday life
- Demonstrate the ability to make healthy lifestyle choices
- Participate in physical education and physical activity and understand the benefits
- Make use of existing and evolving technologies
- Apply the design process to create and evaluate an end product
- Apply scientific knowledge and skills and demonstrate understanding of their impact on our environment
- Demonstrate understanding of their place in society in past and present contexts
- Demonstrate an understanding of the interaction between the natural world and humankind
- Demonstrate understanding of the impact of political, environmental, ethical and economic issues locally, nationally and internationally
- Demonstrate understanding of a variety of religious and moral issues and their impact on societies
- Demonstrate the ability to apply expressive arts skills creatively or within a context



### Learning

### Entitlements 3 - 18

In addition to the Entitlements of Curriculum for Excellence our education provision will reflect local needs and circumstances. Therefore at different stages of their education our learners will have opportunities to:

- Link aspects of their learning to the local environment and its heritage
- Participate in a residential experience where possible
- Participate in arts, sports and cultural events
- Participate in enterprising activities
- Participate in environmental projects
- Participate in a community project
- Participate in outdoor learning experiences
- Access appropriate technology
- Be consulted on and contribute to the decision-making process in school
- Experience work-based learning
- Develop collaborative, social, leadership and other life skills
- Access academic and vocational learning experiences
- Access learning experiences designed and/or delivered by relevant partners
- Reflect upon and be pro-active in planning and making choices about their own learning
- Engage with learners in other countries and demonstrate knowledge of their culture

### Personal Support

In our educational establishments all staff will contribute to the creation of a positive, stimulating and supportive learning environment by:

- Identifying concerns in respect of learners' physical and mental health
- Equipping learners to respect and care for themselves and others
- Equipping learners to be pro-active in seeking information and help
- Supporting learners with personal and educational issues
- Developing positive relationships, using restorative practices and pro-active anti-bullying strategies
- Using support systems to ensure development of appropriate social and behavioural skills
- Communicating with and including parents and carers in the support process
- Engaging with services provided by partners where necessary e.g. Health professionals.
- Adopting a systematic approach to reviewing and planning appropriate progression of learning
- Providing a mechanism which allows recognition of wider achievement
- Using targeted tracking systems; enabling purposeful reporting on achievement and attainment
- Ensuring that there are successful transition arrangements which promote continuity of learning and personal well-being
- Supporting learners making choices at all stages in their learning including transition to positive, sustained and successful destinations

### Achievement

Our educational establishments will recognise the learner's effort and achievement within the four capacities through:

- Formative assessment
- National Qualifications
- Certification such as Duke of Edinburgh, ASDAN, John Muir Award...
- Personal achievements in areas such as sport, the arts, community service
- Personal learning targets
- Personal achievement in social, behavioural and motivational development
- Participation in a range of performances or events

