

Towards the very best...

A Curriculum Framework

3-18

for Aberdeenshire



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INTRODUCTION

It is essential that we have a set of curriculum experiences that prepare our Aberdeenshire learners for 21st century Scotland and the wider world that they are growing up in. Many of us, for some time now, have felt that the national curriculum planning guidance that schools have operated within has been too restrictive. Happily we are now in a position where we can begin to plan and deliver a more meaningful set of experiences and entitlements for our young people, restore the flexibility and creativity to our teachers and allow our learners to flourish.

For the last 12 months or so we have had a series of conversations on the shape of our curriculum for our learners. I see it best described as “the best of the old with the best of the new”. While this has been happening in Aberdeenshire, the Scottish Government has clarified its position in what is a major statement of intent in its “Building The Curriculum 3” document. Founded in the highly important 2008 OECD study into Scottish Education, BC3 will soon become the main national statement on the curriculum.

As a consequence, we are now in a position to consult pupils, parents, teachers and other partners on the nature of an Aberdeenshire Curriculum Framework. Please take the opportunity to respond so that when we begin implementation in 2009 we have the support of the key constituents in Aberdeenshire.

These documents are available at Aberdeenshire’s website www.aberdeenshire.gov.uk and Arcadia where you may access the Consultation Questionnaire.

Bruce Robertson, OBE
Director of Education, Learning & Leisure
August 2008



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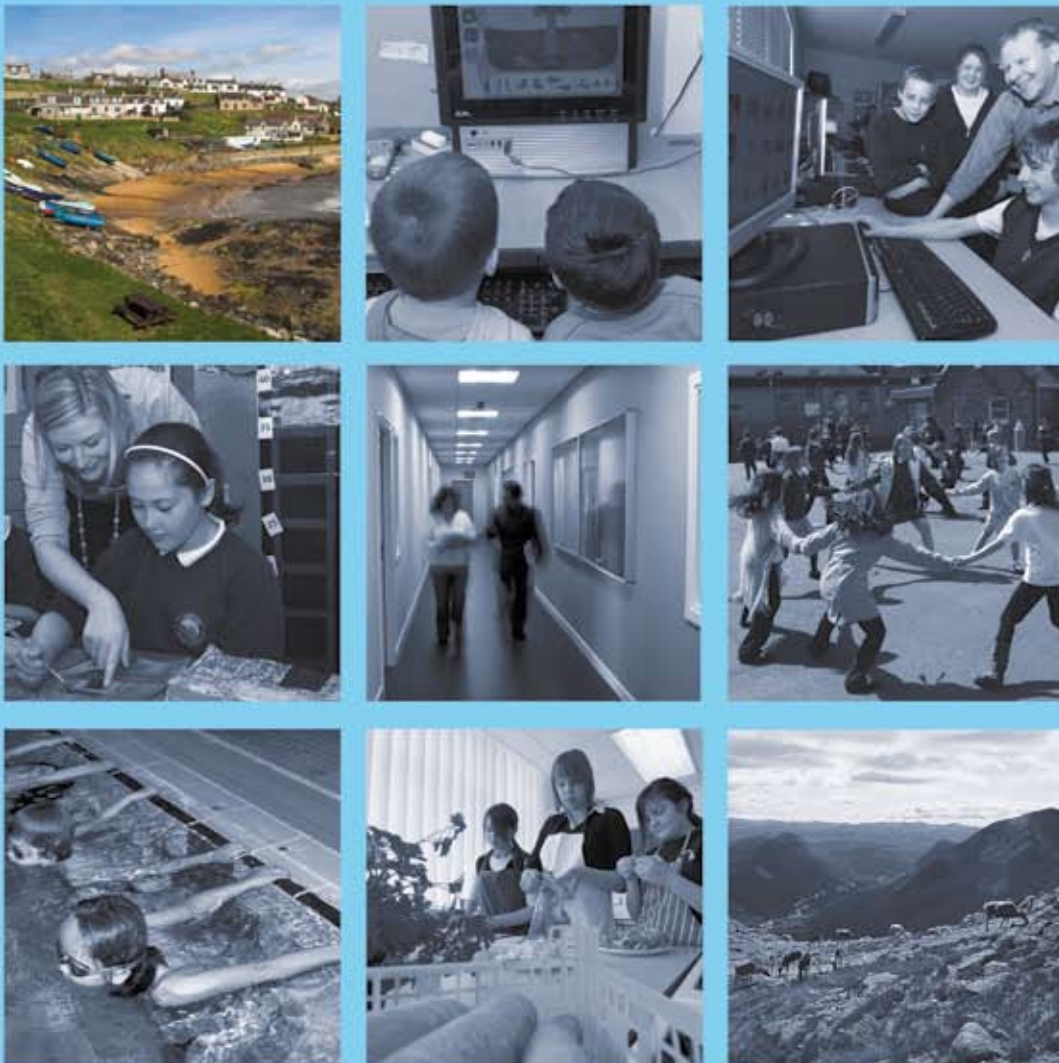
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A Curriculum Framework **3-18** for Aberdeenshire

1

RATIONALE



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RATIONALE

This policy is set in the national context of “A Curriculum for Excellence” and the unique and dynamic natural, cultural, economic and social context of Aberdeenshire. It outlines the experiences to which our children and young people are entitled and the principles that all schools should apply to the design and delivery of the curriculum. It supports Aberdeenshire schools and learning communities in organising, scheduling and delivering consistent learning experiences that meet the entitlements and needs of individual learners and establishes a culture of respect, care and ambition for our children and young people. It is intended to help every school and learning community effectively engage every child and young person in learning and achievement and enable them to gain the knowledge, skills and qualifications for learning, life and work that they need.

The framework should also be used in conjunction with the Service Plan and, together, they provide an agenda for improvement planning.

The framework has taken into account the guidance and directions set by the Scottish Government in its most recent policy document, ‘Building the Curriculum 3’. A summary of this is contained in Appendix 1.

This policy describes a curriculum framework through which all schools and learning communities enable all our children and young people to:

- 1)
 - use literacy, communication and numeracy skills
 - use technology for learning
 - think creatively and independently
 - learn independently and as part of a group
 - make reasoned evaluations
 - link and apply different kinds of learning in new situations

and develop:

- enthusiasm and motivation for learning
- determination to reach high standards of attainment and achievement
- openness to new thinking and ideas

in order to become Successful Learners.

- 2)
 - relate to others and manage themselves
 - pursue a healthy and active lifestyle
 - be self aware
 - develop and communicate their own beliefs and view of the world
 - live as independently as they can
 - assess risk and take informed decisions
 - achieve success in different areas of activity

and develop:

- self respect
- a sense of physical, mental and emotional well-being
- secure values and beliefs
- ambition

in order to become Confident Individuals.

- 3)**
- communicate in different ways and in different settings
 - work in partnership and in teams
 - take the initiative and lead
 - apply critical thinking in new contexts
 - create and develop
 - solve problems

and develop:

- an enterprising attitude
- resilience
- self-reliance

in order to become Effective Contributors.

- 4)**
- develop knowledge and understanding of the world and Scotland's and Aberdeenshire's place in it
 - understand different beliefs and cultures
 - make informed choices and decisions
 - evaluate environmental, scientific and technological issues
 - develop informed, ethical views of complex issues
 - develop understanding, appreciation and affection for the local North East environment

and develop:

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

in order to become Responsible Citizens.

The Curriculum Framework is a key structure through which the Service helps create and sustain the best quality of life in Aberdeenshire. That will be reflected in:

- Happy, healthy and confident people
- Safe, friendly and lively communities
- An enterprising and adaptable economy
- Our special environment and diverse culture.

As such, it is entirely consistent with the major themes of Aberdeenshire Council's strategic plan. These are:

- Community wellbeing
- Jobs and the economy
- Lifelong learning
- Sustainable environment

Our children and young people will be entitled to opportunities to develop understanding, appreciation and affection for the Aberdeenshire and North East environment through interaction with resources such as the Cairngorm National Park, the North East coastline, agricultural and maritime communities, museums, galleries, oral and musical heritage resources and work experience with economic partners. The activities and experiences designed into the curriculum framework will help our children and young people **learn in, about and through** the unique natural, cultural and economic environment of Aberdeenshire and the North East.

Our children and young people will also be encouraged to engage and contribute to their communities, through voluntary and other community service initiatives as part of the role they play in and for their parts of Aberdeenshire.

The framework will allow schools and learning communities to respond creatively and imaginatively to curricular provision. It will allow them to develop their unique identities within the unique Aberdeenshire context and to celebrate diversity.



Partnership working

In order to provide these learning experiences and entitlements for each learner and to ensure learners benefit from the full and unique range of support and opportunity available to them within Aberdeenshire, delivery of the 3–18 curriculum will require effective Partnership working and co-operation within and beyond the Education, Learning & Leisure Service. The development of dynamic learning communities incorporating and involving all key partners will provide the context for rich and varied learning experiences and opportunities which meet the individual needs and aspirations.

These learning communities will include the following key contributors who, within their areas of influence, are Leaders of Learning:

- Parents and Carers
- All types and Stages of Schools Provision – Nursery, Primary, Secondary and Special
- Specialist Support Services eg: Psychological Services
- Community Learning and Development
- Leisure and Recreation
- Libraries and Cultural Services
- Social Work Services
- Health Services
- Careers Scotland
- Further and Higher Education
- Business and Industry
- Voluntary Sector and Local Community groups

The Community School Networks provide an important context for such partnership working in support of young people and their learning.

By involving, drawing upon and supporting these learning communities across Aberdeenshire, the 3–18 Curriculum design, content and delivery will enable each individual young person to maximise their potential as learner, contributor and citizen.

The Curriculum Framework

The framework consists of:

- A set of principles for design of the curriculum
- A set of entitlements for each learner
- Proposals for the architecture that the curriculum is built around

Plus

- Advice and guidance on teaching, learning and assessment
- Advice on how the framework articulates with the national system of National Qualifications
- Advice on key “transition” stages in the life of each learner
- Advice on assuring the quality of the curriculum

Principles for Curriculum Design and Curriculum Entitlements

Schools and learning communities in Aberdeenshire will apply the principles for Curriculum Design that are drawn from National advice but reflect our unique Aberdeenshire context. Those principles are:

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

As well as designing a curriculum consistent with these principles, it will be necessary to ensure that the framework delivers the following entitlements for all learners:

- A coherent learning experience
- Experiences in health and well-being
- Cultural experiences
- Environmental experiences
- Vocational experiences
- Creative and enterprising experiences

To achieve this, the Aberdeenshire Curriculum Framework will provide a broad, balanced set of experiences for each learner designed around the curriculum areas of:

- Expressive arts
- Languages and Literacy
- Mathematics and Numeracy
- Health & Wellbeing
- Religious and moral education
- Sciences
- Social studies
- Technologies

together with opportunities to develop skills for learning, skills for life, skills for work with a continuous focus on:

- Enterprise and Creativity
- Citizenship and International Education
- Literacy
- Numeracy
- Health & Wellbeing
- Sustainable Development
- Information Communication Technology (ICT)

Teaching, Learning & Assessment

Every school and learning community will engage every child and young person in learning and achievement and enable them to gain the knowledge and skills for learning, life and work that they need. The Curriculum Framework 3–18 will progressively develop the skills of effective learning and will be founded on the idea that learners learn best when:

- They understand clearly what they are trying to learn, and what is expected of them
- They are given feedback about the quality of their work and what they can do to make it better
- They are given advice about how to make improvements
- They are fully involved in deciding what needs to be done next and who can give them help if they need it.

Furthermore, the Curriculum Framework provides opportunities for learning through the application of a variety of new technologies. We see the use of e-learning as an opportunity to expand curriculum options as well as learning and teaching styles.

Transitions

The 3–18 curriculum will provide all learners with access to learning experiences and opportunities suited to the phase of education, their stage of development and individual needs. The design and delivery of the curriculum will ensure the following for each individual learner:

- Opportunity to maximise their potential in terms of personal development, achievement and attainment
- Inclusion in a curriculum relevant to their needs and aspirations
- Personal support to enable them to gain as much as possible from these opportunities
- Flexibility to meet individual needs and choice, motivation, challenge and richness
- Facilitation of progressive learning and development through pathways incorporating carefully planned and managed transitions for learners through all stages
- Positive and sustained destinations beyond school

To ensure and support this:

Aberdeenshire Education, Learning & Leisure Service will provide ongoing guidance for schools and learning communities combining national requirements and local innovation. It will share emerging good practice and provide effective models for delivery. Furthermore, it will co-ordinate and facilitate appropriate opportunities for professional development.

Schools and learning communities will apply the Aberdeenshire Curriculum Framework and engage with partners to produce programmes of learning across all of the curriculum areas and permeating themes with appropriate emphases on the Scottish and Aberdeenshire context.

All those involved in our schools and learning communities will contribute to the collegiate design and delivery of these programmes. They will take professional responsibility for their own planning and delivery of experiences and opportunities that meet the needs of their learners. In support of this they will have the opportunity to undertake appropriate continuing professional development (CPD).

This CPD needs to be every bit as dynamic, ambitious and motivating as the opportunities we are providing to all learners. Indeed all our teaching and support staff in schools and educators working across Education, Learning & Leisure Service are an integral part of the dynamic learning communities in Aberdeenshire.

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2 PRINCIPLES OF CURRICULUM DESIGN



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PRINCIPLES OF CURRICULUM DESIGN

1 Introduction

This paper builds on the Rationale to Aberdeenshire's Curriculum Framework 3–18. It outlines the educational entitlements of children and young people in Aberdeenshire. It outlines the experiences to which all of our children and young people are entitled and the principles that all schools and learning centres should apply to the design and delivery of the curriculum. It helps Aberdeenshire schools and learning communities deliver learning experiences that meet the needs of individual learners and establishes a culture of inclusion, respect, care and ambition for all of our children and young people. It reflects on issues raised in the 2008 OECD report into Scottish Education and recognises the strengths and opportunities therein.

2 Principles for curriculum design

Our children and young people are entitled to opportunities to develop understanding, appreciation and affection for the Aberdeenshire and North East environment through interaction with resources such as the Cairngorm National Park, the North East coastline, agricultural and maritime communities, museums, galleries, oral and musical heritage resources and local employers. The activities and experiences designed within the curriculum framework will help all of our children and young people to **learn in, learn about and learn through** the unique natural, cultural and economic environment of Aberdeenshire and the North East. At the same time our children and young people have to **learn beyond** Aberdeenshire and understand how they can have an impact in the wider world.



The seven principles for the 3–18 Curriculum Framework in Aberdeenshire, set out below, are drawn from National advice but reflect our unique Aberdeenshire context. They are universal and inclusive seeking to motivate and inspire all of our children and young people and instilling in them a sense of belonging to the area in which they live and learn, work and play.

- a) **Challenge and enjoyment:** Learning in Aberdeenshire will be challenging and enjoyable. Our children and young people have a right to challenging, engaging and motivating learning experiences. Our 3–18 curriculum will encourage high aspirations and ambitions. In order to enable each individual to achieve his or her full potential, at all stages, learners of all aptitudes and abilities will experience an appropriate level of challenge. Through active learning in and beyond school they will have the right to develop and demonstrate their creativity, innovation and enterprise. They will be supported to sustain their effort and motivation.
- b) **Breadth:** In Aberdeenshire, our children and young people have broad learning activities based on the experiences and outcomes of the 8 curricular areas. The 3–18 curriculum in Aberdeenshire will be organised so that learners will learn and develop through a variety of contexts within the classroom, the local environment and the wider community and through all aspects of school life.
- c) **Progression:** Aberdeenshire will have a single 3 to 18 Curriculum Framework based on the experience and outcomes of the of the 8 curricular areas. Our children and young people will have a right to continuous progression in their learning from 3 to 18 within this single curriculum framework. Each stage will build upon earlier knowledge, skills and achievements. Our curriculum will allow progression at a rate which meets individual needs and aptitudes, maximises opportunity and sustains ambition and enthusiasm. At all levels learning will take place both in schools and beyond the classroom. It will involve teachers and other partners who can support learning working together to plan for progression.
- d) **Depth:** In Aberdeenshire our children and young people will have a right to develop their full capacity for different types of thinking and learning. As they progress, they will develop and apply increasing intellectual rigour, drawing different strands of learning together and exploring and achieving more advanced levels of understanding. New technologies and links with other learning providers and the wider communities and businesses represented in Aberdeenshire will ensure our learners are able to gain a deeper understanding of topics of particular interest, in new and different settings and contexts.
- e) **Personalisation and choice:** The 3–18 curriculum in Aberdeenshire will respond to individual learner needs and support their aptitudes and talents. Our children and young people have a right to increasingly exercise personal choice as they move through their school career. Choice will remain as open as possible and our children and young people will be supported to ensure that their choices lead to successful outcomes and positive sustained destinations.

- f) Coherence:** Learning activities in Aberdeenshire will be coherent. Our children and young people have a right to learning activities within the school context, their community and environment that combine to form a coherent experience. There will be clear links between the different aspects of young people's learning, including opportunities for extended activities which draw different strands of learning together.
- g) Relevance:** Education in Aberdeenshire will be relevant to the world in which our learners and staff live and work. Our children and young people will see the value of what and how they are learning. They will understand its relevance to their own careers, lives, lifelong learning, local community, environment and economy. They will understand how they impact in a wider global context in terms of development citizenship and sustainability. Personal access to new technologies in Aberdeenshire will promote creativity and other connections with the wider world. The experiences of learners in Aberdeenshire should ensure that they leave school very aware of their local landscape, their heritage, their culture and the economic activity which all combine to ensure Aberdeenshire is the best place in which to live, learn, work and play.

3 Entitlements

Schools and learning communities in Aberdeenshire have a responsibility to provide a number of entitlements. Each of our children and young people will be entitled to:

- a) A coherent 3–18 curriculum
- b) Health and well being experiences
- c) Cultural experiences
- d) Creative and enterprising experiences
- e) Environmental experiences
- f) Vocational experiences

which are delivered in a creative manner using a range of learning and teaching styles and environments which:

- Are engaging and active
- Set challenging goals
- Share expectations and standards
- Are timely, and provide accurate feedback
- Share learning intentions, success criteria and support personal learning planning
- Are collaborative and reflect the ways different learners progress

Schools and learning communities in Aberdeenshire will provide the following experiences to ensure that these entitlements for all of our children and young people are fully met.

a) A coherent 3–18 curriculum in Aberdeenshire which promotes high quality attainment and achievement and which provides:

- A broad general education which is responsive to changing needs and local circumstances and which is motivating and relevant
- A senior phase with a range of courses which are motivating, relevant and dynamic and offer the choice to gain qualifications and develop talent
- The development of skills for learning, skills for life, skills for work throughout the curriculum and linked to our local economy
- Planned experiences and outcomes across all curricular areas with a continuous focus on literacy numeracy and health and wellbeing (including early teaching in modern languages)
- Access to high quality personal and pastoral support at times of transition and ongoing opportunities to develop the 4 capacities
- Opportunities and support to move into positive and sustained destinations
- Personal access to new technologies to support creativity and learning
- An appreciation and understanding of sustainable development
- Recognition of achievement in its widest sense

b) Health and Well Being in Aberdeenshire which provide:

- Opportunities to pursue a healthy and active lifestyle
- Continuous and progressive participation in physical activity
- Opportunities to develop skills for independent living, active citizenship and financial capability
- Learning opportunities which promote physical, social and emotional well being
- Learning opportunities which teaches childrens' rights and promotes, respect and responsibility in a variety of new situations
- Opportunities for active involvement in, and contribution to, their local communities and wider global and sustainable issues
- Opportunities to take part in voluntary work and community service
- Ongoing opportunities to develop Health Promoting Schools, ECO Schools and Rights Respecting Schools Initiatives



c) Cultural experiences in Aberdeenshire which provide:

- Direct experience, participation and performance with creative practitioners
- Access to and involvement in local cultural traditions
- Multi cultural activities which celebrate and reflect Aberdeenshire's diverse communities and which promote international education and the understanding of different beliefs and cultures
- Access to the resources of Aberdeenshire's Arts, Museums and Libraries
- Opportunities to develop and communicate their own beliefs and views of the world

d) Creative and enterprising experiences in Aberdeenshire which provide:

- Inter disciplinary learning opportunities across the curriculum which promote creativity and encourage play, problem solving, innovation, experimentation, independence and critical thinking
- Practical activities that develop enterprising skills and attitudes eg positive attitude, self-awareness, decision-making, responsibility, ambition, reflection, co-operation, leadership, risk taking and informed decision making; a 'can do' approach
- Learning opportunities which emphasise the importance of teamwork, independent thinking and the presentation of information. Experiencing and learning from failure as well as from success
- Entrepreneurial approaches to learning activities in and beyond the classroom where young people will experience leadership and achieve success in different areas of creativity
- Opportunities to develop pre vocational, employability, personal and cognitive skills which put learning into a practical context
- Direct access to creative and enterprising people and resources
- A wide and varied set of contexts in which to learn both inside and outside the classroom including real and virtual contexts for learning
- An awareness of their contribution to a smart, successful and internationally competitive Scotland and the need to take an active part in enhancing our global profile.

e) Environmental experiences in Aberdeenshire which provide:

- Learning in, about and through the full range of environments in Aberdeenshire – physical, historical and built
- Opportunities to evaluate environmental scientific and technological issues and the development of informed choices, decisions and ethical views
- Opportunities to participate in a range of outdoor learning activities

- Visits to significant local environments (such as Cairngorm National Park)
- Opportunities to appreciate Aberdeenshire’s unique environment and play an active part in its conservation and sustainability
- Opportunities to develop knowledge and understanding of the world and Scotland’s place in it

f) Vocational experiences in Aberdeenshire which provide:

- Opportunities for entrepreneurial learning giving young people the chance to experience the risk and responsibility of real business through their experiences.
- A clear focus on skills for work and skills for life through direct engagement with employers and development of new courses linked to the local economy to develop “industry ready” young people
- Access to vocational learning including at least one work placement
- Careers guidance and activities that helps young people make connections between learning and work and to recognise the contribution they can make to the local and global economy
- Opportunities which equip young people, at every stage of their learning, with the knowledge to make informed decisions and reasoned evaluations about their future
- Support at key transition phases to help ensure progress into positive and sustained destinations

Within each learning community the emphasis given to each of the entitlements will vary to suit local circumstances.



4 Planning and Delivery

The curriculum which emerges in each school and learning community, based on the principles and entitlements will require detailed planning and development work, involving all staff working together. Head Teachers and management teams will have a key role to play in this in providing the vision and leadership necessary to formulate and take forward the schools' plans, as well as ensuring that all staff are consulted and involved in the process. All staff will be involved in developing learning experiences that encompass all of the curriculum areas in ways that will provide opportunities for the inter-disciplinary approaches that will be necessary if the principles are to be adhered to and the entitlements delivered.

Parent Councils also have a key role to play particularly during the discussions of the local planning and delivery at school level. A starting point for the development of such a curriculum is clearly existing good practice, but staff in schools and learning communities should be willing to engage in a process of engagement and sharing with colleagues who have different sets of expertise – staff from different subject areas, from different teaching and learning disciplines, staff from different educational sectors – if the desired curricular outcomes are to be realised. However, working collaboratively on the planning and delivery of the curriculum with other staff in schools will not of itself be enough to ensure that all of the principles and entitlements are delivered. Many of the entitlements and principles outlined above make it incumbent upon schools and learning communities to involve, from the outset, partners from across the Education, Learning & Leisure Service and indeed, from beyond the Service in the planning and delivery of Aberdeenshire's Curriculum Framework. To deliver the kind of curricular experience envisaged for all of our children and young people will require an approach to planning and delivery that maximises the opportunities for synergies that exist by harnessing the expertise, resources, ways of working and modes of delivery from across (and beyond) the Education, Learning & Leisure Service.

In addition, although Aberdeenshire's Curriculum Framework outline refers primarily to the age range 3–18, running through all of the principles is the notion that the curriculum that each learner experiences will be one that fosters a desire to engage in learning, which will serve them throughout their lifetime. It is the responsibility of everyone involved in the design and delivery of the curriculum to ensure that our children and young people aspire to be the very best in Aberdeenshire and beyond, and that this aspiration stays with them as they go on to play a full and active role within their communities and the wider world in which they are citizens.

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3 GUIDANCE ON EFFECTIVE LEARNING, TEACHING & ASSESSMENT



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GUIDANCE ON EFFECTIVE LEARNING, TEACHING & ASSESSMENT

This paper builds on the Rationale to Aberdeenshire's Curriculum Framework 3 – 18. It sets out guidance that all schools should apply to ensure that learning and teaching is effective in meeting the needs of all our children and young people. It also emphasises the importance of integrating clear assessment procedures, which meaningfully involve children and young people in the learning process and which encourage them to reflect on their progress. The Assessment for Learning programme and Curriculum for Excellence aim to deepen children and young people's learning and to improve their achievement and attainment.

The Learning Environment

Children and young people thrive and learn best in safe, secure and inclusive learning environments, where their views are valued. It is imperative that they are supported to develop genuine relationships with their peers and staff and close attention is paid to their well-being and mental health. Their learning and behaviour is better when they receive high levels of understanding, care and respect.

Teaching and Learning

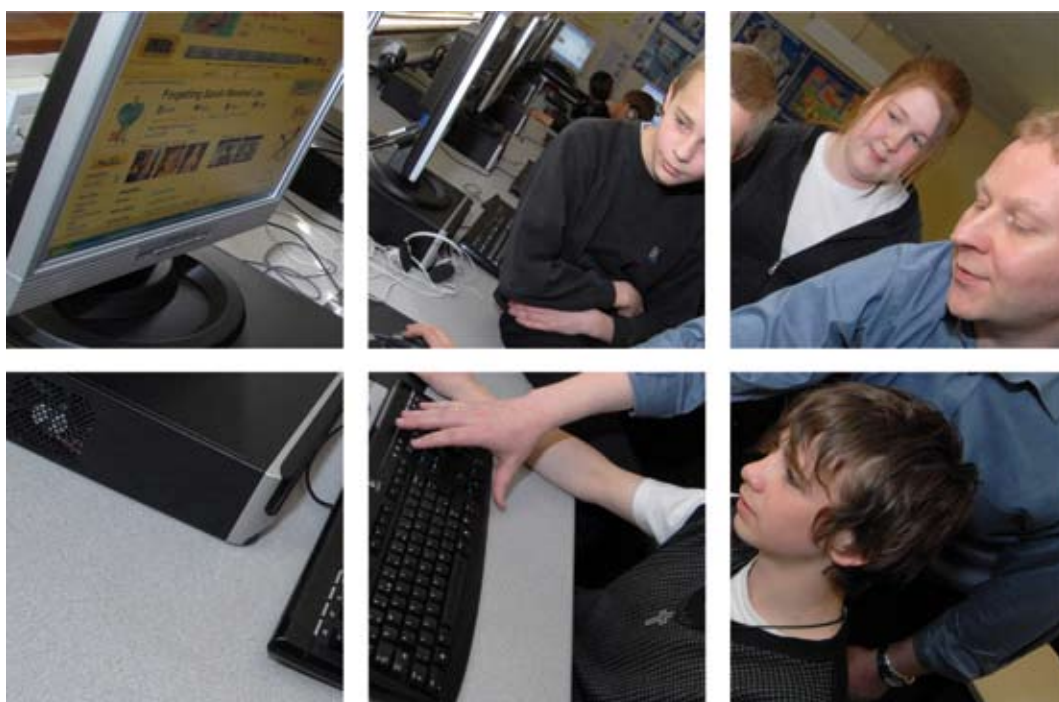
Schools and learning communities will engage every child and young person in a range of planned, quality learning experiences which will meet their needs and allow them to develop the four capacities. In planning, preparing and teaching these learning experiences, teachers and educators will:

- Plan for a continuous focus on literacy, numeracy and the health and well-being of learners.
- Be accountable for their part in delivering a high quality education to ensure the success of the school and all children and young people
- Know their learners well, and have high expectations of all learners and young people
- Make learning relevant, engaging and progressive, building on prior experiences and learning
- Take responsibility for improving learners skills in literacy, numeracy and ICT
- Regularly reflect on the quality of learning, assess its impact and adapt accordingly
- Make effective use of questioning to extend thinking and embed learning
- Make meaningful links in learning and teaching across learning experiences
- Share learning intentions with children and young people and support them to set ambitious but achievable targets

- Have meaningful dialogue with children and young people about the progress of their learning, and provide advice on how they should take their learning to the next stage
- Communicate effectively with parents and partner agencies on attainment achievement and learning needs of children and young people.
- Ensure that children and young people are given feedback about the quality of their work, and what they can do to improve it
- Be responsive and adaptable to meet the changing needs of learners in the 21st century

In addition, Teachers and Educators should consider how to:

- Create and maintain stimulating environments, which engage and motivate learners including interactive learning and teaching displays
- Plan for and implement effective and efficient management of learning
- Maintain good order and effective classroom routines for learning activities
- Promote active learning and opportunities for learners to work collaboratively and independently
- Provide resources which are interesting, accessible and relevant to the needs of all learners
- Make effective use of new technologies and e-learning
- Make effective use of the learning environment, including outdoor learning opportunities
- Take opportunities to promote relevant vocational and work-based learning
- Work as a collegiate team to make effective use of space, time and resources



Assessment

Assessment is an integral part of effective teaching and learning. The principles underlying the Assessment is for Learning programme provides good support for the kinds of learning experiences envisaged as part of the Aberdeenshire 3–18 curriculum. Our aspiration is that every school and learning community should become one in which “everyone is learning together”. The processes of assessment for learning, assessment as learning and assessment of learning will all be important in ensuring that our children and young people enjoy a quality teaching and learning experience.

Assessment for learning involves teachers and/or children and young people engaging in activities that provide information that can be used to modify teaching and improve learning. It is effective when children and young people:

- Understand clearly what they are trying to learn, and what is expected of them
- Are given timely feedback about the quality of their work and what they can do to make it better.
- Are given advice about how to go about making improvements
- Are fully involved in deciding what needs to be done next, and who can give them help should they need it.

Assessment as learning involves teachers and children and young people in reflecting on their learning and using it to set goals for their subsequent learning. It assists them in becoming more aware of what they are learning, how they have learned, and of what kinds of activities and approaches helps them to learn. As a result, they will develop responsibility for their own learning. Assessment as learning is supported by self and peer assessment and the process of Personal Learning Planning.

Assessment of learning involves working with the range of available assessment evidence that will enable dependable judgements to be arrived at about the progress children and young people are making in their learning. The method used to generate the evidence and arrive at judgements should be valid, reliable and comparable. Arrangements for local moderation should also be in place to ensure that standards are consistently applied across schools, learning communities and beyond. Schools and learning communities need to ensure that appropriate systems are in place to ensure that progress is recorded (making use of Management Information Systems, where appropriate) to support learning, reporting and monitoring.

Teachers and educators can evaluate the progress made by children and young people in relation to the outcomes and experiences defined for each of the curriculum levels as defined in ‘Building the Curriculum 3’ and detailed in the table opposite:

