

KELSO HIGH SCHOOL

POLICY ON CURRICULUM STRUCTURE

Preamble

Substantial guidance on the curriculum for a Secondary School is provided in Curriculum Design for the Secondary Stages, SCCC 1999 (CDSS). These Guidelines were extended by Circular 3/2001 Guidance on Flexibility in the Curriculum. Kelso High School accepts the contents of these documents and recognises that they make a significant contribution to planning our school curriculum structure. This policy document outlines how we put these guidelines into practice in school.

1. Aim

The main aims of the school curriculum structure as outlined in CDSS, Section 2.1 can be summarised as follows:-

1. To provide experiences that will help young people live successful lives;
2. To equip them with the skills necessary for a working life;
3. To motivate young people to attain high standards of achievement;
4. To foster young people who are highly motivated, enterprising and caring, confident and articulate, who value achievement and co-operation and who have high aspirations for themselves and their community;
5. To provide young people with knowledge and understanding;
6. To provide opportunities for independent thought;
7. To encourage young people to form their own opinions and values on which they will base their lifestyle.

2. Rationale

As outlined in CDSS, Section 2.3-2.7

Through the curriculum, the pupils will develop:-

- a) dispositions and values that will encourage them to respond positively to a variety of circumstances. In particular, this involves:-
 - a commitment to learning;
 - respect and care for self;
 - respect and care for others;
 - a sense of social responsibility.
- b) skills which foster personal and social development. In particular, these are:-
 - Personal and inter-personal skills;
 - Working with Others;
 - Communication skills;
 - Numeracy skills;
 - ICT skills;
 - Problem-solving skills;
 - Learning and thinking skills.

FINAL DRAFT

- c) capabilities of connecting, integrating and applying their personal resources of knowledge, skills and dispositions in creative, thoughtful, sensitive and emotionally mature ways. In particular, these are to:-
- deal responsibly with their emotions;
 - taking increasing responsibility for their own lives;
 - look after their personal needs, health and safety;
 - be sensitive and responsive to the needs of others;
 - assess their own strengths and weaknesses;
 - take responsibility for their learning;
 - make decisions based on informed judgements;
 - be creative, innovative and enterprising.
- d) Knowledge and understanding of the distinctive concepts, structures, methodologies which have contributed to the sum of present human understanding.
- e) Essential experiences and exposure to challenging ideas. In particular:-
- Working co-operatively and independently;
 - Challenge and a sense of achievement;
 - Regular feedback on progress;
 - Taking and sharing of responsibility;
 - Giving opportunities to integrate and apply knowledge and skills.

3. Audience

This policy will be issued to all members of staff and will be available for inspection to parents.

4. Principles

as outlined in CDSS, Section 4

- The curriculum must provide pupils with high quality, relevant learning experiences that are carefully selected, structured and presented in an ordered progression;
- The design of the curriculum incorporates the following principles:-
 - a) Breadth – of experience across and within each of the curriculum areas or modes
 - b) Balance – appropriate time should be devoted to each curriculum area or mode and to courses and subjects within each area and mode;
 - c) Coherence – pupils should be able to make sense of the entire curriculum and the inter-connections within it;
 - d) Continuity – learning should build on pupils experience and attainment;
 - e) Progression – pupils should be provided with an increasing depth of experience.
- Modes for the purposes of curricular design. Learning is divided into 8 distinct modes. Each incorporate characteristic concepts, methodologies and forms of activity and enquiry. The modes for the first 4 years of secondary education are:-
 - a) Language and Communication;
 - b) Mathematical Studies and Applications;
 - c) Religious and Moral Education;
 - d) Creative and Aesthetic Activities;
 - e) Physical Education;

FINAL DRAFT

- f) Scientific Studies and Applications;
- g) Social and Environmental Studies;
- h) Technological Activities and Applications.

Study in each of the modal areas ensures breadth and balance in the curriculum.

5. Practice

In Kelso High School, the guidelines will be applied as follows:-

S1 and S2

- The courses offered will adhere to the 5-14 guidelines. This will ensure articulation with the curriculum in primary schools;
- Courses offered will provide clear progression over the 2 years of study;
- Courses offered by subject departments will be structured to provide a coherent experience for those who choose not to study the subject in S3 and S4;
- Courses offered by subject departments will provide adequate “taster” experience to enable pupils to make an informed choice of subjects in S3 and S4;
- Courses will provide sufficient assessment information to enable meaningful reports and recommendations to be given and to provide information on next steps for learning;
- The curricular structure will reflect the balance of the modes of learning – see Appendix A and B;
- Courses will be differentiated to meet the needs of the pupils.
- Classes may be made up of ability sets or mixed ability groups.. The method employed will be determined by the specific demands of the subject.
- All courses offered in S1 and S2 cater for the full ability range.
- Courses in IT skills and in Library skills are included in S1 to develop skills for use across the curriculum.
- Courses in all subjects should be accessible by all pupils. However, where a particular learning need is identified, some pupils may be taught in small groups or withdrawn from a particular subject.
- The size of classes will vary depending on the year intake. Numbers will not exceed 20 for a practical class and should not exceed 30 for a non-practical class;
- Prior learning will be taken into account through analysis of transfer information from primary schools.
- Classes which have 2 meetings per week over the 2 years are of approximately 94 hours duration. Classes which have 3 meetings per week over the 2 years are of approximately 145 hours duration.

S3 and S4

- Pupils, as a norm, will study 8 courses.
- In addition, there is a core of Religious Education, Social Education and Physical Education.
- Core subjects are studied by all pupils. Some are certificated through short courses. All pupils in S4 are expected to participate in a Work Experience programme
- In S3, there is an IT skills development course run for all pupils and in S4, enrichment courses are offered in Home Economics, Art, Physical Education, Technical and Study Support.
- The curriculum structure is designed to offer flexibility of choice.
- Pupils are normally expected to follow courses of study in all 8 modes specified as well as a modern foreign language. Exceptions to this may occur with the agreement of the Rector.

FINAL DRAFT

- All subject areas will offer courses which cater for the full ability range.
- Courses should be suitably differentiated to meet the needs of all abilities either through mixed ability groups or setting.
- Most courses offered are at Standard Grade. Where it is deemed more appropriate, Intermediate courses may be offered..
- Though the curriculum structure is fixed, sufficient flexibility is retained to respond to the needs of the pupils as expressed by their option choices.
- As a general rule, courses need to attract 7.5% of the year group to be run.
- When preparing the Curriculum Plan, the number of classes offered in any option column will be calculated on the basis of 17 pupils in each practical class and 25 pupils in a non-practical class.
- For some pupils, where a particular learning need is identified, it may be possible for 1 column to be taken as Supported Study Time.
- Examinations will be held towards the end of 3rd Year, in November of S4 and final exams will take place in May and June of S4.
- Courses in S3 and S4 are of 74 weeks duration. They commence in May of S2 and finish at the beginning of the SQA Exams in May of S4. English and Maths are studied for 5 periods per week giving a course length of more than 240 hours. The other subjects are taught for 4 periods per week giving a course length of more than 190 hours. These are well in excess of time allocations for Standard Grade courses and for study in modal areas.
- The S3 curriculum together with time allocations, line of progression, modal definitions of subjects and option column structure are attached as Appendix 2.

S5 and S6

- The curriculum structure is designed to allow maximum flexibility and breadth of choice for pupils and to allow them to specialise if they so wish.
- As far as possible, the curriculum structure in S5 and S6 is kept stable to allow pupils to plan and select their programme of study on a 2-year basis.
- Certificate courses are normally studied for 7 periods per week.
- The length of the course is approximately 34 weeks giving a total time allocation for each course of more than 150 hours.
- All subject areas will normally offer courses to cater for the full ability range
- There are 4 periods of core activities. These are PSE, PE/Games and Study. All S5 take part in core activities.
- In S6, all pupils follow a course in PSE and are expected to participate in a number of activities which will contribute to the Core Skill of Working With Others.
- Core Skills will be addressed through permeation in courses and through other activities like Work Experience and the S6 activities outlined above.
- The S5/S6 curriculum together with time allocations and the option column structure are attached as Appendix 3.

6. Implementation

This policy will operate from August 2001 onwards.

7. Monitoring

Audits of subjects will be conducted to ensure that they fulfil modal requirements. Audits of pupil attitudes to the curriculum options will be conducted. Audit of Core Skills provision and attainment will be conducted on an annual basis. Analysis of uptake in subjects will be conducted on an annual basis.

FINAL DRAFT

8. Review

This policy will be reviewed as part of HGIOS Key Area 1 – The Curriculum. This will take place partly in Session 2001-2002 and fully in Session 2005 / 2006.

9. Responsibility

The Rector will have overall responsibility for this policy.

10. Date

The final draft of this policy was completed in August 2001.

FINAL DRAFT

APPENDIX 1A

**KELSO HIGH SCHOOL
CURRICULUM IN S1**

**CURRICULAR AREAS IN PRIMARY
SCHOOLS**

CURRICULAR AREAS IN S1 AND S2

KELSO HIGH SCHOOL CURRICULUM S1

LANGUAGE	20%
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LANGUAGE	20%
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ENGLISH	5	}	23%
FRENCH	4		

MATHEMATICS	15%
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MATHEMATICS	10%
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MATHEMATICS	5		12.5%
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ENVIRONMENTAL STUDIES	15%
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ENVIRONMENTAL STUDIES	30%
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SOCIETY

HISTORY	2	}	15%
GEOGRAPHY	2		
MODERN STUDIES	2		

SCIENCE

SCIENCE	4		10%	}	40%
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TECHNOLOGY

TECHNICAL	2	}	15%
HOME ECONOMICS	2		
IT	2		

EXPRESSIVE ARTS	15%
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EXPRESSIVE ARTS AND PHYSICAL EDUCATION	15%
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ART	2	}	17.5%
MUSIC	2		
PE	3		

RELIGIOUS & MORAL EDUCATION WITH PERSONAL & SOCIAL DEVELOPMENT AND HEALTH EDUCATION	15%
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RELIGIOUS AND MORAL EDUCATION	5%
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RE	2	}	7.5%
PSE	1		

FLEXIBILITY	20%
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FLEXIBILITY	20%
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FINAL DRAFT

APPENDIX 1B

**KELSO HIGH SCHOOL
CURRICULUM IN S2**

**CURRICULAR AREAS IN PRIMARY
SCHOOLS**

CURRICULAR AREAS IN S1 AND S2

KELSO HIGH SCHOOL CURRICULUM S2

LANGUAGE	20%
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LANGUAGE	20%
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ENGLISH	5 }	27.5%
FRENCH } Including	3 }	
GERMAN } ICT	3 }	

MATHEMATICS	15%
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MATHEMATICS	10%
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MATHEMATICS	5	12.5%
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ENVIRONMENTAL STUDIES	15%
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ENVIRONMENTAL STUDIES	30%
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SOCIETY

HISTORY	2 }	15%
GEOGRAPHY	2 }	
MODERN STUDIES	2 }	

SCIENCE

SCIENCE	4	12.5%
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TECHNOLOGY

TECHNICAL	2 }	10%
HOME ECONOMICS	2 }	

EXPRESSIVE ARTS	15%
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EXPRESSIVE ARTS AND PHYSICAL EDUCATION	15%
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ART	2	17.5%
MUSIC	2	
PE	3	

RELIGIOUS & MORAL EDUCATION WITH PERSONAL & SOCIAL DEVELOPMENT AND HEALTH EDUCATION	15%
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RELIGIOUS AND MORAL EDUCATION	5%
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RE	2	7.5%
PSE	1	

FLEXIBILITY	20%
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FLEXIBILITY	20%
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FINAL DRAFT

APPENDIX 2

**KELSO HIGH SCHOOL
CURRICULUM IN S3 AND S4
AND ROUTES OF PROGRESSION**

MODE		S2	MODE	S3/S4
LANGUAGE		ENGLISH 5 FRENCH 3 GERMAN 3	LANGUAGE AND COMMUNICATION	ENGLISH 5 FRENCH 4 GERMAN 4
MATHEMATICS		MATHEMATICS 5	MATHEMATICAL STUDIES AND APPLICATIONS	MATHEMATICS 5
ENVIRONMENTAL STUDIES	SOCIETY	HISTORY 2 GEOGRAPHY 2 MODERN STUDIES 2	SOCIAL AND ENVIRONMENTAL STUDIES	HISTORY 4 GEOGRAPHY 4 MODERN STUDIES 4
	SCIENCE	SCIENCE 4	SCIENTIFIC STUDIES AND APPLICATIONS	BIOLOGY CG NC 4 CHEMISTRY CG INT NC 4 HUMAN & PLANT BIOLOGY NC 4 PHYSICS CG NC 4
	TECHNOLOGY	TECHNICAL 3 HOME ECONOMICS 2	TECHNOLOGICAL ACTIVITES AND APPLICATIONS	ACCOUNTING & FINANCE 4 ADMINISTRATION 4 BUSINESS MANAGEMENT 4 CRAFT & DESIGN 4 FASHION & TEXTILE TECHNOLOGY INT GRAPHIC COMMUNICATION 4 IT CORE 1
EXPRESSIVE ARTS AND PHYSICAL EDUCATION	→	ART 2 MUSIC 2	→ CREATIVE AND AESTHETIC ACTIVITIES →	ART 4 MUSIC 4 DANCE 2 PE, HE, ART 2
	→	P.E. 3	→ PHYSICAL EDUCATION →	PE SG 4 PE CORE 2
RELIGIOUS AND MORAL EDUCATION		RE 2 PSE 1	RELIGIOUS AND MORAL EDUCATION	RS SG 4 RE CORE INT 2/1 PSE PSE 1

All courses are Standard Grade unless otherwise indicated and are available at all levels.

FINAL DRAFT

APPENDIX 2B

Subjects fulfilling Modal requirements in S3 and S4.

Modern Foreign Language French German
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Social & Environmental Studies History Geography Modern Studies Business Management *
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Technological Activities and Applications Computing Studies Craft & Design Graphic Communication Administration * Accounting & Finance * Art & Design * Business Management * Home Economics * Music * (Physics) * Fashion & Textile Technology *

Creative and Aesthetic Activities Art & Design Music Craft & Design * Graphic Communication * Home Economics * Physical Education * S4 Enrichment Subjects *
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* Subject to a school audit.
(to be carried out by the Rector during session 2001/2002 as part of Curriculum Evaluation.

FINAL DRAFT

APPENDIX 3

**KELSO HIGH SCHOOL
CURRICULUM IN S5 AND S6
AND ROUTES OF PROGRESSION**

MODE	S3 / S4	MODE POST 16	S5 /S6
LANGUAGE & COMMUNICATION	ENGLISH FRENCH GERMAN	LANGUAGE & COMMUNICATION	+ ○ ENGLISH 7 + FRENCH 7 + GERMAN 7 ○ SPANISH 7
MATHEMATICAL STUDIES & APPLICATIONS	MATHEMATICS 5	MATHEMATICS	+ ○ MATHEMATICS 7
SCIENTIFIC STUDIES & APPLICATIONS	BIOLOGY 4 CHEMISTRY 4 HUMAN & PLANT BIOLOGY 4 PHYSICS 4	SCIENTIFIC STUDIES & APPLICATIONS	+ BIOLOGY 7 + CHEMISTRY 7 + PHYSICS 7
SOCIAL & ENVIRONMENTAL STUDIES	HISTORY 4 GEOGRAPHY 4 MODERN STUDIES 4	SOCIETY & ENVIRONMENTAL STUDIES	+ ○ HISTORY 7 + ○ GEOGRAPHY 7 + ○ MODERN STUDIES 7
TECHNOLOGICAL ACTIVITIES & APPLICATIONS	ACCOUNTING & FINANCE 4 ADMINISTRATION 4 BUSINESS MANAGEMENT 4 COMPUTING STUDIES 4 CRAFT & DESIGN 4 HOME ECONOMICS SG & INT 4 IT CORE 0.5	BUSINESS EDUCATION →	○ ADMINISTRATION 7 ACCOUNTING & FINANCE 7 BUSINESS MANAGEMENT 7 ○ ECONOMICS 7
		COMPUTING & INFORMATION AND COMMUNICATIONS TECHNOLOGY →	+ ○ COMPUTING 7
		TECHNICAL STUDIES →	○ CRAFT & DESIGN GRAPHIC COMMUNICATION PRACTICAL CRAFT SKILLS
		HOME ECONOMICS CARE & HOSPITALITY →	○ FASHION & TEXTILES TECHN. HEALTH AND FOOD TECHN.

FINAL DRAFT

APPENDIX 3 (cont.)

**KELSO HIGH SCHOOL
CURRICULUM IN S5 AND S6
AND ROUTES OF PROGRESSION**

MODE		MODE POST 16	S5/S6
CREATIVE & AESTHETIC ACTIVITIES	ART SG 4 MUSIC SG 4 DANCE S4 ENRICHMENT HOME ECONOMICS 2 ART	CREATIVE & AESTHETIC STUDIES	+ ● ART 7 + ● MUSIC 7
PHYSICAL EDUCATION	PE SG 2 PE CORE 2	PHYSICAL EDUCATION	+ ● PE 7 PE CORE GAMES 2
RELIGIOUS & MORAL EDUCATION	RS SG 4 RE CORE 2/1 PSE 1	RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES	RS PHILOSOPHY PSE S5 1 PSE Working with Others S6 2

All courses are Higher Still and are at available Int. 2 and Higher.

Those marked ● are also available at Int. 1.

Those marked + are also available at Advanced Higher.