

St Kentigern's Academy

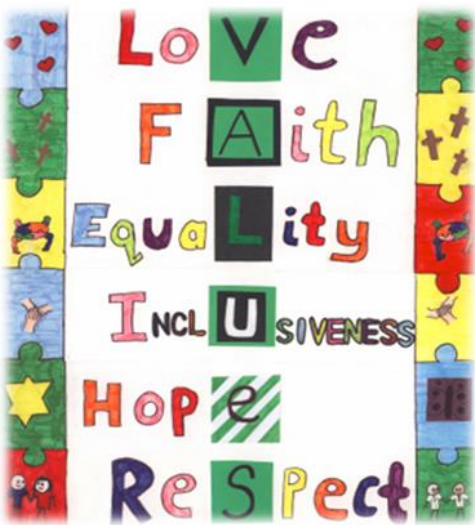
Curriculum Rationale



Overview

St Kentigern's Academy is a Catholic denominational secondary school in West Lothian. The current school role stands at approximately 1280 students. Each year, we have a new intake of students from our 10 associated primary schools in addition to a significant number of placing requests from non-associated primaries. Students come with a wide range of learning experiences and benefit from a strong transition programme and ongoing collaborative work within the cluster.

Our Vision and Values



The curriculum in St Kentigern's promotes the Catholic educational values of inclusion, equality and community, and provides opportunity for every young person to develop in relation to the four 'Curriculum for Excellence' capacities to allow them to become effective contributors, successful learners, responsible citizens and confident individuals.

The curriculum is based on National and Local guidance and with consideration given to the school demographic. The curriculum is designed to enable all learners to achieve the highest possible levels of attainment, whilst nurturing their talents and supporting the development of their faith and values.

As an Attainment Challenge school, we are driven by ensuring equity for all of our students. Informed by the *National Improvement Framework, Curriculum for Excellence and Getting It Right for Every Child*, our curriculum makes room for targeted improvement activity in literacy, numeracy and health and wellbeing to help ensure high levels of achievement and positive leavers' destinations for our students at their point of exit.

Learning, Teaching and Assessment

Our vision for learning is one in which a consistent pedagogy underpinned by educational research is central. This means:

Through access to robust assessment of learning pupils are well informed of their progress in learning and their next steps for improvement.

- Assessments are tailored to maximise opportunities for attainment.
- Formative assessment is key to understanding where pupils are in their understanding and how they can improve.
- Tracking data informs assessment in order to direct learners' journeys.

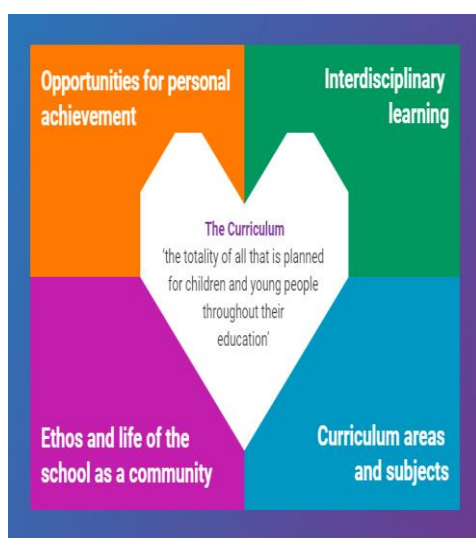
The Broad General Education

“The period from S1-S3 has a clear purpose: that all young people will have a strong platform for later learning and for successful transition to qualifications at the right level for them.”

(Building the Curriculum 3, page 35)

Our Broad General Education (BGE) aims to build on students’ experiences in Primary school, through a curriculum that is relevant, interesting and motivating to students, allowing them to develop their knowledge, skills and interests further.

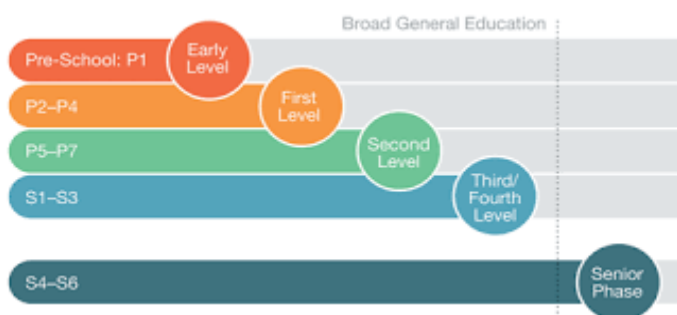
The BGE is closely connected to the Senior Phase, with the students developing the skills and attributes in their classes in S1-3 to allow them to achieve their potential in the Senior Phase of school and beyond. Our curriculum in the BGE aims to enable each student to:



- Experience learning across all eight curricular areas
- Achieve high levels of Numeracy and Literacy, with opportunities to develop these across learning
- Develop the skills for life, learning and work
- Experience opportunities for personal development and achievement within the classroom and beyond, through the wider life of the school
- Experience challenge and success across their learning

Our BGE curriculum incorporates the key principles of curriculum design, specifically:

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



Within our BGE, students are working at level 3 at the earliest possible opportunity, with significant numbers of students experiencing success at level 4 by the end of S3, thereby positioning them to progress successfully in their national qualifications at level 5 and beyond.

S1/2 Curriculum

Students in S1/2 experience and rich and broad education, with a balance between practical and non-practical subjects. Students receive their entitlement to 1+2 languages through French and an additional period of German/Spanish. The Spotlight on Skills course aims to highlight and embed skills which are common across all curricular areas and encourage pupils to build metacognitive abilities which will assist the development of their learning as they move through school. Scope to personalise their timetable comes at the end of S2 where pupils can choose to deepen their skills and knowledge in specific subjects while maintaining the broad scope of their curriculum.

Subject	Number of periods	Curricular Area
English & Literacy	4	Languages
Modern Languages (1+2)	3	Languages
Maths & Numeracy	4	Mathematics
Science	3	Sciences
Social Studies	3	Social Studies
Music	2	Expressive arts
Art *	1	Expressive arts
Drama *	1	Expressive arts
CDT **	1	Technologies
Business & Computing	2	Technologies
PE	2	HWB
HFT	1	HWB
PSE	1	HWB
Religious Education	2	Religious and Moral Education
DYW **	1	Cross Curricular
Spotlight on Skills	1	Cross Curricular

** In second year, students undertake 2 periods of art, and no drama**

*** Second year students undertake 2 periods of CDT, and no DYW***

S3 Curriculum

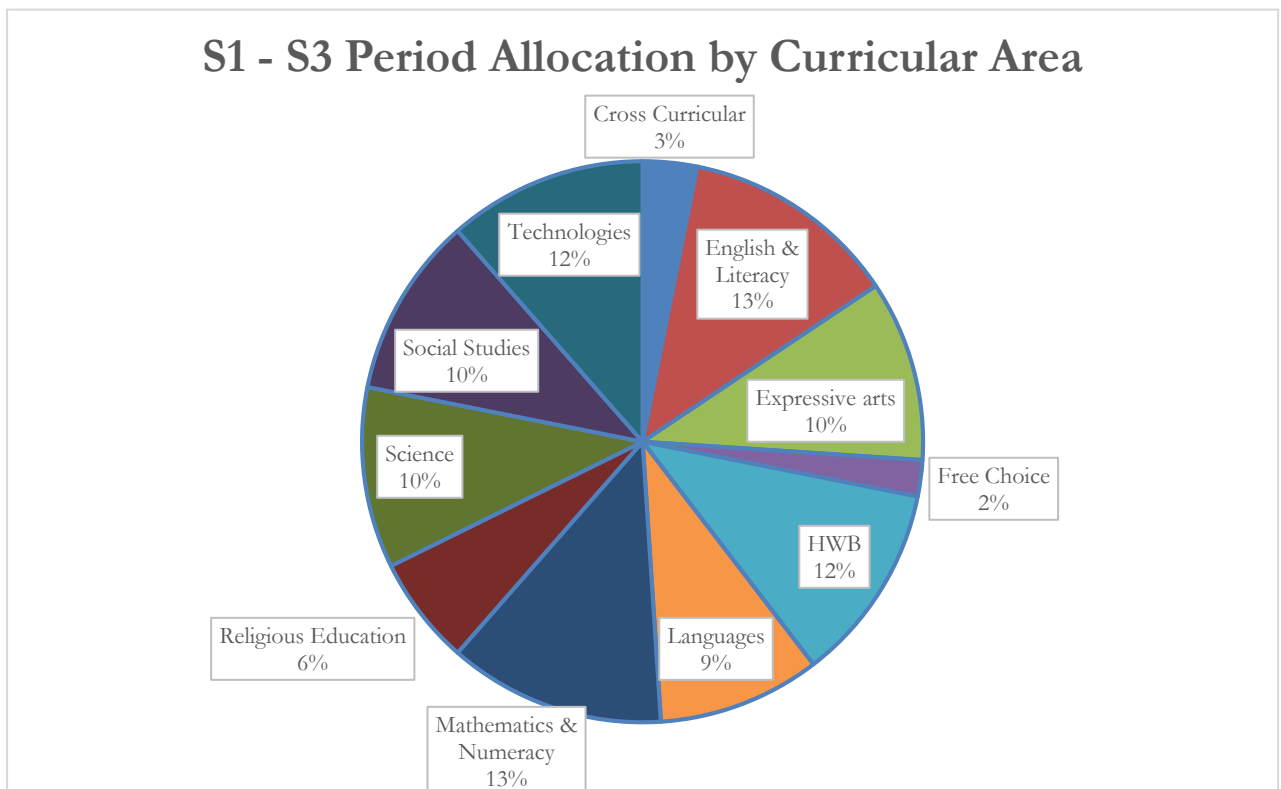
Progressing into third year, students have an opportunity to personalise their educational provision, giving them the opportunity to study selected subjects in greater depth, while continuing to maintain the appropriate breadth in their curriculum through coverage of all 8 curricular areas. This approach enables them to personalise their learning whilst keeping their options for future study open. To help them make informed decisions, students undertake a comprehensive programme around ‘personalising’ their learning moving into third year.

This process includes a parents information evening, PSE programme, a careers talk, parents evening, an information booklet with course information and future pathways, and finally an interview with a member of the school’s ELT to finalise the process. This ‘two from’ system with free choice was developed in consultation with students, staff and parents in session 2014/15 to allow the maximum flexibility to learners of all levels as they progress in their

learning. This was again reviewed in 2021 and it was confirmed that this model was appropriate in meeting our learners' needs.

<u>Curricular Area</u>	<u>Number of periods</u>	<u>Breakdown of allocation</u>
Languages	7	4x English + 3x French
Mathematics	4	4 periods
Sciences	4	2 options, 2 periods of each
Social Studies	4	2 options, 2 periods of each
Expressive arts	2	1 option, 2 periods
Technologies	4	2 options, 2 periods of each
HWB	3	2x PE + 1x PSE
Religious Education	2	2 periods
Free Choice	2	1 additional subject, any curricular area

Across the broad general education there is an appropriate balance of time allocation between the practical and non-practical curriculum areas with a clear focus on raising levels of literacy and numeracy and ensuring that staff recognise the importance of promoting health and well-being amongst young people.

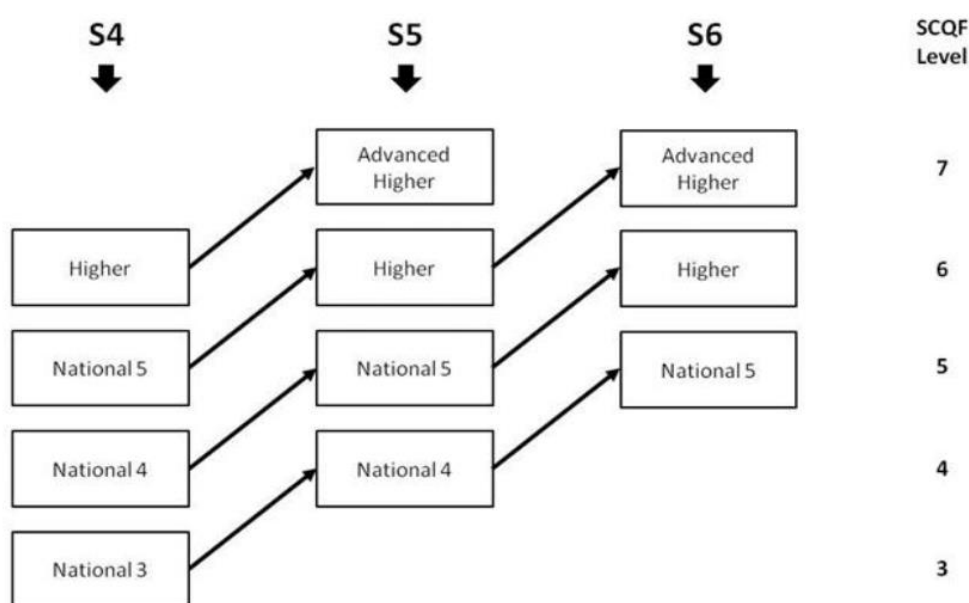


The Senior Phase:

“Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.”

(Building the Curriculum 3, page 15)

At the conclusion of S3, students identify courses they wish to progress through to certification. At this stage, students make a choice of 5 subjects in addition to English and Maths. This is further reduced to 5 subjects into S5/6. Consultation relating to the options programme revolves around attainment data, future career paths and appropriate coursing for students to ensure that they are making informed decisions about their pathways towards their future destinations.



The senior phase model for students in S5/6 gives students 6 periods each week in their identified subjects to allow fuller coverage of the course content. This was done to support attainment in S5/6. Students' PSE entitlement is now met through 6 half day conferences throughout the year, with focused and targeted workshops.

We promote a 'free choice' model for options. This exists fully in S4/5/6 and in a more structured way in S3, with the objective of providing as many students as possible with their desired programmes of study.



We have had a consistent focus on broadening progression pathways for students within the senior phase to ensure appropriate progression and successful outcomes.

We run a number of courses which aim to develop the young workforce and ensure that young people have the transferrable skills for life, learning and work.

With the agendas of Developing the Young Workforce and Closing the Gap in mind, we have developed flexible pathways for our young people in the Senior Phase by widening our offer beyond traditional qualifications to encompass a variety of SCQF qualification which establish skills for life beyond school and contribute to securing positive destinations for our young people.

Our suite of courses include, but are not limited to:

- Construction Level 4
- First Aid Level 6
- Hospitality Levels 5 and 6
- Laboratory Science Level 5
- Mental Health and Wellbeing Award Level 5
- Retail Levels 5 and 6
- Rural Studies Level 4
- Travel and Tourism Level 5
- Wellbeing Award Level 5

We also boost our students' ability to gain additional qualifications via the provision of the Religious Beliefs and Values Award through core R.E. in S5. This allows students to gain certification at Level 5 and 6 for their work in this core subject. S5 students also study Level 6 First Aid, meaning students in S5 can achieve up to seven level 6 qualifications.

Additionally, Personal Development provides opportunities for students to develop their leadership and study skills whilst being able to achieve 3 separate awards (Personal Development: Level 6, Leadership: Level 6, Wellbeing: Level 5).

The qualifications and points available for achieving these awards will allow students to access further education provisions that previously may have been out-with their reach. The school continues to strive to diversify the courses and pathways available to our young people to ensure we are meeting the needs of all.

Case Studies

Igor

Igor joined us in S1 from a feeder primary school in S1 and followed our Broad General Education, seeking breadth and depth in S3 in Sciences and Social Sciences alongside Graphics Art and French. This led Igor to progress to seven National 5 subjects in Sciences, Modern Languages and Social Subjects which informed his choices of 5 Highers in English, Maths, Modern Studies, History and Modern Studies. He was clear from primary school that he wanted to seek a career in the Law and his involvement in our Pupil Council helped to hone the vital skills for this career path. In S5 Igor added the Religious Beliefs and Values Award which is offered to all S5 RE students. He successfully led a group which raised money to plant 500 trees in the Amazon to help combat Global Warming. This was a clear reflection of his and our school community's values in action.

In S6 Igor took the opportunity S6 to advance his knowledge and gain more qualifications that would enable him to study Law at University. The flexibility in our curriculum for S6 students allowed Igor to progress 3 of his Highers to Advanced Higher level and pick up a brand new course to him: Higher Politics, something he has a passion for. Due to his spread of subjects, Igor was also able to add the International Baccalaureate in Social Studies by completing an additional project which he chose to do on the Scottish 'Not Proven' verdict – another nod to his interest in the Legal Profession. Igor's successes in his qualification alongside his personal skills, qualities and abilities has ultimately enabled him to secure a place at the prestigious New College, Oxford to study Law. He aims to become a Barrister, specialising in Criminal Law.

Liam

Liam joined us in S1 from a feeder primary and enjoyed the variety of BGE subjects offered at school. He was a member of our Nurture provision in S1 and S2 and in S4 became a Nurture Ambassador where he was a role model for the younger recipients of Nurture in our school.

Liam had success in S4 where he achieved a mixture of National Qualifications at National 4 and 5. In S5 Liam's confidence flourished as he began his journey on Skills for Work courses. He successfully gained skills and qualifications in Retailing, Travel & Tourism and Early Learning & Childcare. Liam's maturity and confidence grew whilst in these subjects and he decided to aim towards a career in Early Learning and Childcare. After competitive interview he gained a full-time permanent position at a local nursery as a Nursery Practitioner. He was overjoyed, and will be an enthusiastic, energetic, full of fun member of the team.

Curriculum Map



Curriculum Map 2021/22

Stage	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
S1	Reg	English & Literacy (4)	Maths & Numeracy (4)	Mod Lang (2 Languages) (3)	Science (3)	Social Studies (3)	Expressive Arts (4)			Technologies (3)			DYW (1)	Spotlight on Skills (1)	HWB (4)			RE (2)															
							Music (2)	Art (1)	Drama (1)	CDT (1)	Comp (1)	Bus Ed (1)			HFT (1)	PE (2)	PSE (1)																
S2	Reg	English & Literacy (4)	Maths & Numeracy (4)	Mod Lang (2 Languages) (3)	Science (3)	Social Studies (3)	Expressive Arts (4)			Technologies (4)			Spotlight on Skills (1)	HWB (4)			RE (2)																
							Music (2)	Art (2)		CDT (2)	Comp (1)	Bus Ed (1)		PE (2)	HE (1)	PSE (1)																	
S3	Reg	English & Literacy (4)	Maths & Numeracy (4)	Mod Lang (3)	Science (4)		Social Studies (4)		Expressive Arts (2)		Technologies (4)		Free Choice A (2)	HWB (3)		RE (2)																	
					2 from Phy / Chem / Biol / Lab Science		2 from Hist /Geog /Mod.S /Business/RMPS		1 from Art/ Dance / drama / Music /PE		2 from Admin./Comp /D+M/Graph/FT/Music Tech / Prac Wood			PE (2)	PSE (1)																		
S4	Reg	English & Literacy (4)	Maths & Numeracy (4)	Choice A (4)	Choice B (4)	Choice C (4)	Choice D (4)	Choice E (4)	PE (2)	RE (2)																							
																	** S4 PSE by Conference 6 x 1/2 day																
S5 – S6	Reg	Choice A (6)	Choice B (6)	Choice C (6)	Choice D (6)	Choice E (6)	RE (2)																										
																	** S5/S6 PSE by Conference 6 x 1/2 day																