

Curriculum for Excellence Implementation Plan 2013-14

This Curriculum for Excellence Implementation Plan for 2013-14 sets out the objectives we need to achieve, the national support that will be available and the local level activities expected in the year ahead. It is relevant to all those involved in promoting effective learning for children and young people from 3 to 18. The plan is designed to provide support in the areas where our ongoing monitoring of progress indicates that it is most needed. Our progress monitoring included an annual progress report which was supplemented during the course of the year by intelligence gained from continuous ongoing discussion between Education Scotland and education authorities about progress in their local areas.

The aim of publishing the 2013-14 Implementation Plan is primarily to help you in planning local activity to take forward the next steps in your services, areas or establishments.

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Curriculum for Excellence Programme Framework Support to be provided from June 2013 - June 2014	Expected progress at education authority, school and college level
Early Years and Broad General Education (BGE)	
Curriculum	
<p>Generic</p> <ul style="list-style-type: none"> • Inspection advice note updated to reflect how national expectations will be addressed in inspections to reflect the milestones for BGE, assessment and senior phase 2013-14, and issued to schools and establishments – delivered in June 2013. • Specific guidance published on planning for learning across 3-18, which will promote effective, realistic planning – delivered throughout 2013/14 and beyond. • Direct ongoing engagement with large numbers of practitioners from across all education authorities to promote strong progression in learning through the BGE to the senior phase – June 2014. • Approaches to learning identified and shared, which show how the BGE is leading to better learning and teaching. There will be a particular focus on learning which is relevant to the world of work and which drives motivation and engagement on the part of the learner including, for example, through Outdoor Learning, Global Citizenship, Sustainable Development Education and Learning about Scotland – June 2014. • Through partnership with the Association of Directors of Education in Scotland (ADES) and other bodies as appropriate, create a shared resource of course materials, learning and teaching advice and helpful links across the 3-18 curriculum – June 2014. 	<ul style="list-style-type: none"> • Early years centres, primary, secondary and special schools are further developing the curriculum to improve planning for progression through the BGE across all curriculum areas to meet the needs of all learners. • Staff and partners are further developing the curriculum to ensure coherence and progression in learning using the Es and Os to provide well-planned and joined-up learning across curriculum areas and subjects, interdisciplinary learning, personal achievement and the life and ethos of the school. • Staff in secondary schools and colleges further develop flexible achievement pathways from the BGE to the senior phase so that learning planned and delivered using the Es and Os can contribute directly to qualifications. • Staff across early years centres, primary, secondary and special schools collaborate in planning learning and sharing assessment information to ensure smooth transitions for learners across all curriculum areas.

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- Work with partners to explore curriculum approaches as they are developed, supporting them in evaluating the impact of these approaches and disseminate the learning – June 2014.
- Advice and exemplification provided of achievement pathways from the BGE to the senior phase which show effective transition planning – June 2014.
- A short life working group established, including professional associations, ADES, NPFS (National Parent Forum of Scotland), Education Scotland and Scottish Government, to tackle bureaucracy in relation to the implementation of CfE – to report end November 2013.
- Support for literacy, numeracy, STEM, social studies, expressive arts, Religious and Moral Education (RME) and languages through working with partners and ADES to ensure that the curriculum remains challenging, relevant and exciting for children and young people - June 2014.
- RME and Creativity curriculum impact reports published – September 2013.

Literacy, numeracy and health and wellbeing (HWB)

- Further development of the literacy hubs (Literacy Action Plan) – June 2014, and online publication of the Early Literacy Appraisal & Action Resource (ELAAR) – January 2014. This will include implications for Gaelic medium education.
- Partnership working across education authorities, via the National Numeracy Network, to improve numeracy strategies and good practice at education authority level – June 2014.

- Staff continue to evaluate and further develop the BGE to ensure all young people benefit from this entitlement. In secondary schools, this includes appropriate specialisation and continued breadth of experience from S1 – S3, to ensure that young people can achieve as well as they can and to provide a firm foundation for progression into the senior phase.
- All educational establishments and education authorities ensure a sound balance between delivery, planning and reporting, avoiding bureaucratic approaches which could impact negatively on time for teaching and learning.
- All educational establishments and authorities should be aware of the outcomes of the reports as it will set the future agenda for improvement across RME and Creativity leading to better outcomes for learners.
- All educational establishments and education authorities will be assessing progress and achievement, ensuring a more consistent experience for all learners in numeracy
- All educational establishments have a clear and effective strategy for the development and assessment of literacy, numeracy and health and wellbeing to ensure smooth progression across the curriculum, leading to improved outcomes across all sectors.

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| <ul style="list-style-type: none">• Strengthen partnership working across all education authorities, supported by the National Literacy Network, to improve literacy strategies and extend good practice at education authority level – June 2014.• Listening and Talking professional learning resources based on the Scottish Survey of Literacy and Numeracy (SSLN) (Literacy) report produced in September 2013; further materials to be published January 2014 (reading) and March 2014 (writing).• Scottish Learning Festival and National Numeracy Network will provide forums to exemplify and share good practice to raise standards in numeracy by encouraging inter-authority working and successful approaches to transition. There will be improved communication between authorities as a result of these information sharing days. Best practice will begin to be seen more consistently across education authorities - throughout 2013/14 and beyond.• SSLN Literacy events across Scotland – building capacity within areas of improvement identified in the SSLN 2012 (literacy) survey - throughout 2013/14 and beyond.• Initial numeracy learning and teaching materials developed and published following publication of SSLN (Numeracy) report – April 2014. This will include implications for Gaelic medium education.• Health and wellbeing curriculum impact report published – September 2013.• Work with EAs and partners to link GIRFEC and HWB responsibility of all through cluster projects – throughout 2013/14 and beyond.• Continue to promote the development of skills for learning, life and work through the 'Skills in Practice' online resource, the 'World of Work Inter-Authority Emerging Practice Network' and other means – June 2014. | <ul style="list-style-type: none">• Learning and teaching of literacy and numeracy is reviewed and updated in light of the SSLN (Literacy and Numeracy) priority findings and new materials.

• All educational establishments and education authorities should be aware of the outcomes of the report as it will set the future agenda for HWB for all learners.

• Skills for learning, life and work more firmly embedded within young people's learning within the BGE. |
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STEM

- Working in partnership with Scottish Schools Education Research Centre (SSERC), provide professional learning and build capacity at local level to develop teacher confidence and skills in the delivery of primary science – throughout 2013/14 and beyond.
- BCS – The Chartered Institute for IT co-ordinate a programme of professional learning for those teaching computing science, both in the BGE S1 – S3 and in support of the new national qualifications – throughout 2013/14 and beyond.
- Continue to promote the understanding of the place of both computing science and ICT within the BGE – throughout 2013/14 and beyond.

Gaelic and Gaelic Medium Education

- Make available translations of key learning and assessment materials for Gaelic Medium Education 3-18 and key learning materials for Gaelic Learner Education and Looked After Children in Gaelic Medium Education – throughout 2013/14 and beyond.

Learning about Scotland

- Working with education authorities and wider partners to provide professional learning and build capacity at local level to develop the use of Scotland's history, culture and contributions on the world stage as a context for learning – throughout 2013/2014 and beyond.

- Schools have planned approaches to primary science, which draw on support from partners and secondary colleagues as appropriate.
- Education authorities, early years centres, primary, secondary and special schools have a strong understanding of the place of computing science in CfE, and teachers deliver learning in the subject which is up-to-date and relevant.
- Education authorities, schools and early years centres have a strong understanding of the place of Gaelic Medium Education within the Scottish context and use nationally available materials and resources to deliver learning which is high quality, up-to-date and relevant.
- Education authorities support all educational establishments to promote the place of learning about Scotland including Scots language within the contexts of the 1+2 Approach within CfE.
- Schools, early years centres and education authorities have planned approaches to learning about Scotland as a context for learning across the BGE, which draws on support from partners as appropriate.

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Languages 1+2

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| <ul style="list-style-type: none">• Strategic Implementation Group will provide strategic direction and guidance for the delivery over time of the recommendations from the Languages Working Group report. The Group will raise awareness of the report and of the importance of language learning with stakeholders.• Strategic Implementation Group will provide clear direction to stakeholders and provide an interim report to Ministers by June 2014.• Continue to work in partnership with key delivery partners, Education Scotland and Scotland's National Centre for Languages - by June 2014.'• Education Scotland and Scotland's National Centre for Languages to support and evaluate the 1+2 pilot projects. A national languages conference will showcase findings from the pilot projects and other examples of positive practice – November 2013.• Education Scotland and Scotland's National Centre for Languages to continue to share good examples of earlier language learning and approaches to delivering the 1+2 Approach. They will produce a framework for the delivery of language learning in the primary school from P1 – June 2014.• Ongoing support for the delivery of Gaelic learner education in primary schools and a network of co-ordinators to be established to support the Scots language in schools.- throughout 2013/14 and beyond. | <ul style="list-style-type: none">• Education authorities have conducted an audit of language provision and have used this to prepare a strategy for implementation by 2020 of the report's recommendations.• Schools and education authorities have examples of successful approaches to implementation in the broad general education and in the senior phase to inform practice• Education authorities have clear guidelines for the introduction of early language learning and are able to demonstrate initial progress towards continuous language learning from P1 - S3, with plans for the introduction of an additional language from P5 at the latest and during S1 - S3.• Increased uptake of learner opportunities in Gaelic learner education. |
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Assessment

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| <ul style="list-style-type: none"> • Current practices in e-portfolios identified and shared – June 2013. • Current practices in profiling with a focus on 3-18 identified and shared - December 2013. • Exemplars published for whole class groups, across a whole school or associated school groups – June 2013. • Exemplars based on draft Assessing Progress and Achievement guidance published – June 2013. • Final version of guidance on Assessing Progress and Achievement published - December 2013. • Provide advice for assessing progress and achievement in Gaelic education. • Final version of professional learning resource for Gaelic education produced – December 2013. • Provide quality assured annotated exemplification based on final advice for assessing progress and achievement in Gaelic education - December 2013. • Exemplars published for associated school groups based on advice on Assessing Progress and Achievement - June 2014. • Final version of Monitoring and Tracking Progress and Achievement published – December 2013. • Listening and Talking professional learning resources based on the SSLN (Literacy) report produced in September 2013; further materials to be published January (reading) and March 2014 (writing). | <ul style="list-style-type: none"> • Early years centres, primary, secondary and special schools years centres continue to develop and embed their approaches to profiling including using e-portfolios. • Schools improving the quality and impact of the profiling process particularly at P7 and S3. This involves a clear focus on skills development, recognising wider achievement and using profiling to inform and improve future learning. • Schools and early years centres further develop manageable and realistic approaches to assessing progress and achievement across all relevant curriculum areas at early to fourth curriculum levels, particularly through dialogue and moderation. Appropriate ways of reporting to parents also continue to be developed and refined. • Education authorities and all educational establishments will utilise the <i>Numeracy Professional Learning Resource</i> to inform development plans to improve standards in numeracy. |
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| <ul style="list-style-type: none">• Initial numeracy learning and teaching materials developed and published following publication of SSLN (Numeracy) report – April 2014.• Exemplars published of approaches to QA and moderation across and within education authorities – from June 2013 to June 2014.• Collation of resources to support practitioners in their practice in relation to QA and moderation – September 2013. | <ul style="list-style-type: none">• Education authorities support schools to further develop manageable and realistic approaches to QA and moderation in and across schools/early years centres/colleges and within and across education authorities to build staff confidence in using, sharing and developing good practice in assessment. Support staff to be involved in professional discussions to develop their confidence in assessment.• Schools and authorities are consistently applying national standards and expectations. They are participating in national quality assurance and moderation activities as well as local arrangements, where appropriate.• Schools and education authorities have developed and articulated a model for quality assurance appropriate to their circumstances. |
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Curriculum for Excellence Programme Framework Support to be provided from June 2013 – June 2014	Expected progress at education authority, school and college level
Senior Phase	
Curriculum	
<p>Generic</p> <ul style="list-style-type: none"> • Specific guidance published on planning for learning across 3-18 which will promote effective, realistic planning – throughout 2013/14 and beyond. • Agree an implementation plan with the seven pilot education authorities to help facilitate the smooth delivery of the Local Partnership Agreements – July 2013. Specific objectives will be detailed in the Local Partnership Agreements which will then be reviewed and measured at given points in the year. • Direct ongoing engagement with large numbers of practitioners from across all education authorities to promote strong progression in learning through the BGE to the senior phase – June 2014. • Approaches to learning identified and shared which show how the senior phase is leading to better learning and teaching. There will be a particular focus on learning which is relevant to the world of work, and which drives motivation and engagement on the part of the learner including, for example, through Outdoor Learning, Global Citizenship, Sustainable Development Education and Learning about Scotland – June 2014. • Through partnership with ADES and other bodies as appropriate, a shared resource and course materials, learning and teaching advice and helpful links across the 3-18 curriculum provided – June 2014. • Work with partners to explore curriculum approaches as they are developed, supporting them in evaluating the impact of these approaches and disseminate the learning - June 2014. 	<ul style="list-style-type: none"> • Secondary schools, colleges and partners are further developing the senior phase to: <ul style="list-style-type: none"> • build on achievements in the BGE; • take advantage of local flexibilities in delivering the senior phase entitlements; • provide a range of flexible achievement pathways within and beyond the senior phase to meet the needs of all learners; • promote the highest level of attainment in literacy and numeracy for all; • meet the needs of young people who leave school at the end of S4; • build on college partnerships; • promote and support employability skills, skills for learning, life and work; • support young people in articulating their strengths and achievements; and • take account of the transition and interim arrangements for the period of dual running of existing and new qualifications. • Secondary schools have a clear and well-articulated rationale for the number of subjects/qualifications individuals and groups of learners study throughout the senior phase, which takes account of partnerships with the education authority and other providers and views of parents and carers.

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| <ul style="list-style-type: none">• Advice and exemplification provided of achievement pathways from the BGE to the senior phase which show effective transition planning - June 2014.• Partnership working with strategic leads in education authorities to identify and agree focus areas for professional learning activities relating to wellbeing and positive relationships – June 2014.• A support programme planned, developed and implemented for university and college teachers and lecturers to engage with CfE and secondary schools – first phase complete April 2014.• Youth work strategy refreshed and shared with Scottish Government and partners for further consultation – September 2013.• Support provided to CLD practitioners working with adult learners and S4-S6 on recognising personal achievement – March 2014.• Continue to work with Education Scotland, SQA, UCAS and Universities Scotland to aid understanding of university entrance requirements by learners, parents, carers, schools and colleges - throughout 2013/14 and beyond.• Identify and promote other qualifications that support CfE – National Progression Awards, National Certificates, Achievement Award, Youth work, and SCQF credit rated programmes - June 2014.• Work with partners to ensure that employers understand the new qualifications - through 2013/14 and beyond.• Support for literacy, numeracy, STEM, social studies, expressive arts, RME and languages through working with partners and ADES to ensure that the curriculum remains challenging, relevant and exciting for young people – June 2014. | <ul style="list-style-type: none">• Achievement pathways are increasingly informed by tracking and profiling of learners' progress through the BGE and senior phase so that the senior phase curriculum is adapting and evolving to better meet learners' needs.• Staff have planned opportunities to collaborate across schools and with partners (including college and CLD) to share resources and evolving practice in the senior phase and to broaden pathways and achievement.• Staff across secondary schools, colleges and CLD will work with young people and adult learners in the senior phase on recognising achievement.• Secondary schools have a clear understanding of university entrance requirements and have signposted these to parents and carers.• Education authorities and secondary schools are working with local employers to ensure that they have an understanding of the new qualifications and the personal achievements and skills that learners emerging from school will have at the end of 2013/14.• Secondary schools, colleges, and education authorities are working in partnership with onward learning destinations (colleges and universities) to achieve a better understanding of the new qualifications and personal achievements and skills that learners will bring with them. |
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- Make available translations of key learning and assessment materials for Gaelic Medium Education 3-18 and key learning materials for Gaelic Learner Education and Looked After Children in Gaelic Medium Education – throughout 2013/14 and beyond.

Literacy, numeracy and health and wellbeing

- Further development of the literacy hubs (Literacy Action Plan) - June 2014. This will include implications for Gaelic medium education.
- Partnership working across education authorities, via the National Numeracy Network, to improve numeracy strategies and good practice at education authority level – June 2014.
- Strengthen partnership working across all education authorities, supported by the National Literacy Network, to improve literacy strategies and extend good practice at education authority level – June 2014.
- Work with education authorities and partners to link GIRFEC and HWB responsibility of all through cluster projects – throughout 2013/14 and beyond.
- Continue to promote the development of skills for learning, life and work through the 'World of Work Inter-Authority Emerging Practice Network' and other means – June 2014

- Education authorities and schools continue to review their curriculum, providing support and challenge.
- Education authorities and schools have a strong understanding of the place of Gaelic Medium Education within the Scottish context and use nationally available materials and resources to deliver learning which is high quality, up-to-date and relevant.
- All educational establishments have a clear and effective strategy for the development and assessment of literacy, numeracy and health and wellbeing to ensure smooth progression across the curriculum, leading to improved outcomes across all sectors.
- Improved literacy and numeracy outcomes for young people evidenced through, inter alia, improved SSLN results.

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STEM

- BCS – The Chartered Institute for IT co-ordinate a programme of professional learning for those teaching computing science, both in the BGE S1 – S3 and in support of the new national qualifications – throughout 2013/14 and beyond.

Learning about Scotland

- Scottish Studies Award to be available next session with increased emphasis on Scottish elements in the curriculum.
- Working with education authorities and wider partners to provide professional learning and build capacity at local level to develop the use of Scotland's history, culture and contributions on the world stage as a context for learning - throughout 2013/2014 and beyond.

Languages 1+2

- Strategic Implementation Group will provide strategic direction and guidance for the delivery over time of the recommendations from the Languages Working Group report. The Group will raise awareness of the report and of the importance of language learning with stakeholders.
- Strategic Implementation Group will provide clear direction to stakeholders and provide an interim report to Ministers by June 2014.
- Stakeholders have clear guidance on implementation and an understanding of the importance of languages in the development of communication skills and for employability and citizenship.

- Education authorities and schools have a strong understanding of the place of computing science in CfE, and teachers deliver learning in the subject which is up-to-date and relevant.

- Education authorities support all educational establishments to promote the place of learning about Scotland including Scots language within the contexts of the 1+2 Approach within CfE.

- Schools, early years centres and education authorities have planned approaches to learning about Scotland as a context for learning into the senior phase, which draws on support from partners as appropriate.

- Education authorities have conducted an audit of language provision and have used this to prepare a strategy for implementation by 2020 of the report's recommendations, including those for the senior phase.

- Schools and education authorities have examples of successful approaches to implementation in the broad general education and in the senior phase to inform practice.

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| <ul style="list-style-type: none">• Education Scotland and Scotland's National Centre for Languages to support and evaluate the 1+2 pilot projects. A national languages conference will showcase findings from the pilot projects and other examples of positive practice – November 2013.• Continue to work with key delivery partners, ADES, Education Scotland and Scotland's National Centre for Languages to promote the 1+2 Approach, offer guidance on delivery at local level and share good practice. To include the promotion of approaches to study more than one language to the level of a National Qualification in the senior phase - June 2014. | <ul style="list-style-type: none">• Ensure that the grounding provided in Primary through earlier learning of additional languages translates into a smooth transition in languages options in the senior phase |
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Assessment and qualifications – development and support

Awards

- Publication of third release of Assessment Support Materials for CfE Awards on SQA secure site - June 2013.
- Case studies about the new CfE Awards published on SQA website - August 2013.
- All Gaelic medium materials published for Project Unit (new Scottish Studies Award) – October 2013.

National 1–5

- Course Assessment Specifications and other mandatory documents updated as appropriate in light of assessment development for National 2, 3, 4 and 5 qualifications and revised/published on SQA website – June 2013
- Unit Support Notes for new National 1 Units (phase 1) published on SQA website – August 2013.
- Formative questions for each Lifeskills Maths Unit at National 3, 4 and 5 published on Open Assess (phase 2) – August 2013.
- Live questions for each Lifeskills Maths Unit at National 3, 4 and 5 published on SOLAR (phase 2) – August 2013.
- Unit Specifications and Unit Support Notes for new National 1 Units (phase 2) published on SQA website – February 2014.

- Centres* and education authorities to use and adapt national resources to support local arrangements to implement new Awards.

- Centres and education authorities to use and adapt national resources to support local arrangements for implementation of National 1 to 5.
- Centres and education authorities to:
 - ensure high quality learning and teaching to deliver the new qualifications for all learners;
 - carry out robust and appropriate assessment to national standards; and
 - be confident in ensuring appropriate level of presentation for all learners.

* Centres - the term *centres* refers to SQA presenting centres. These are approved centres including secondary schools, colleges and training providers which are eligible to enter candidates for SQA National Qualifications.

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- Materials produced for National 1, 2 and 3 to help teachers use the new qualifications to deliver enhanced learning experiences based on the principles of CfE. Focus to be particularly on learning and teaching approaches and resources that have the potential to realise the aspirations of CfE, including the delivery of the attributes and capabilities, skills (including higher-order thinking skills) in contexts that are relevant and meaningful to the learners – April 2014.
- Unit Specifications and Unit Support Notes for New National 1 Units (phase 3) published on SQA website – May 2014.

Higher

- Assessment Overviews for new Higher qualifications published on SQA website – June 2013.
- Unit Assessment Support for new Higher qualifications (package 1) published – October 2013.
- New National Qualifications Subject Implementation Events (Higher) held (approx. 140 events) - from November 2013 to March 2014.
- Specimen Question Paper including Marking Instructions for new Higher qualifications published on SQA website – February 2014.
- Unit Assessment Support for new Higher qualifications (package 2) published – February 2014.
- Coursework information including Marking Instructions for new Higher qualifications published on SQA website – March 2014.
- Unit Assessment Support for new Higher qualifications (package 3) published – April 2014.
- Centres and education authorities to use and adapt national resources to prepare local implementation arrangements for the new Highers in 2014/15.
- Registrations submitted on SQA's Events Booking System (EBS) by end of October 2013.

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| <ul style="list-style-type: none">• Materials produced for Higher to help teachers use the new qualifications to deliver enhanced learning experiences based on the principles of CfE. Focus to be particularly on learning and teaching approaches and resources that have the potential to realise the aspirations of CfE, including the delivery of the attributes and capabilities, skills (including higher-order thinking skills) in contexts that are relevant and meaningful to the learners - April 2014.• HE engagement curriculum events (Higher and Advanced Higher for HE faculty staff) (4 events). These will focus on subject level changes to assessment and content in Highers and Advanced Highers and the possible implications for teaching, learning and assessment in HEIs – April 2014.• HE engagement (information) conference (Senior Phase curriculum and qualifications) for UK-wide university admissions staff (1 event) Aims to give a strategic overview of the new Qualifications in Scotland - points of continuity and change referenced against SCQF and current qualifications and including SQA wider achievement awards – June 2014.• An interactive conference style event on the theme of Transitions to HE for around 150 personnel from HE, colleges, parent councils, school heads and deputes – October 2013.• Course Assessment Specifications and other mandatory documents updated as appropriate in light of assessment development for new Higher Qualifications published on SQA website – June 2014. | <ul style="list-style-type: none">• Improved understanding and partnership working on transitions to HE for CfE learners. |
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Qualifications - Implementation 2013-14

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| <ul style="list-style-type: none">• Deadline for centres seeking approval to offer National Courses at National 4 and 5 for 2014 –September 2013.• Quality Assurance of internal assessment - centres to receive notification of National 1–5 selections for first round November/December verification - October 2013.• Receipt of entries for National Qualifications for August 2014 certification from schools – November 2013.• Quality Assurance of internal assessment — centres to receive notification of National 1–5 selections for second round February verification - December 2013.• Receipt of entries for National Qualifications for August 2014 certification from colleges – January 2014.• Visiting examination period – from February to May 2014.• Quality Assurance of internal assessment - centres to receive notification of National 1–5 selections for third round May verification – March 2014.• Uplift of externally assessed coursework for all National 5 subjects with a timetabled exam (except Art and Design) – March 2014. | <ul style="list-style-type: none">• Centres to ensure they are approved to offer all National Qualifications for which they intend to enter candidates in 2013/14.• Centres to ensure they have materials collated and packaged ready for uplift on 4 November 2013.• Schools to ensure they have submitted initial entries for National Qualifications (Courses and Units) by 8 November 2013 and take action on subsequent Entries Eligibility Report; sign off Entry Profile Summary Report.• Centres to ensure they have materials collated and packaged ready for uplift on 15 January 2014.• Colleges to ensure they have submitted initial entries for National Qualifications (Courses and Units) - 31 January 2014.• Centres to ensure they have materials collated and packaged ready for uplift on 28 April 2014.• Centres to ensure they have coursework packaged and ready for uplift on 25 March 2014. Art and Design to be uplifted on 30 April 2014. |
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| <ul style="list-style-type: none">• Deadline for submission of entries; changes of level and withdrawals - March 2014.• Uplift of externally assessed coursework for all National 5 subjects that have coursework components only – April 2014.• Submission of estimates for all National Courses – April 2014.• Examination period from 29 April to 6 June 2014.• Submission of internal assessment mark forms for National Courses – April 2014 – note some exceptions apply.• Submission of outstanding Unit results for candidates with exam-based National Courses – May 2014.• SQA provision of eligibility reports to centres and education authorities - June 2014.• College Development Network will showcase/illustrate how existing resources (Skills for Work, online learning materials and appropriate National Progression Awards) can be used to support CfE Qualifications - from September 2013 to March 2014. | <ul style="list-style-type: none">• Centres to take appropriate action to ensure entries are accurate as at 31 March 2014.• Centres to ensure they have coursework packaged and ready for uplift on 24 April 2014.• Centres to submit estimates to SQA by 28 April 2014.• Centres to submit forms by 24 April 2014.• Centres to ensure that all Unit results have been submitted to SQA by 23 May 2014.• Centres to check reports on outstanding entries and results and take any appropriate action.• Staff in secondary schools, colleges, CLD and other partner providers are aware of and take account of the implications and changes to qualifications including recognising achievement and evidence for exceptional circumstances consideration service and verification.• Education authorities and secondary schools should work with local employers to ensure that they have an understanding of the new qualifications and the wider achievements and skills that learners emerging from school will have following 2013/14. |
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Curriculum for Excellence Programme Framework Support to be provided from June 2013 – June 2014	Expected progress at education authority, school and college level
Senior Phase Benchmarking Tool	
<ul style="list-style-type: none"> • Ongoing awareness raising of the Senior Phase Benchmarking Tool - between June 2013 and June 2014. • Early Adopter edition of the Senior Phase Benchmarking Tool released - June 2013. • Preview edition of the Senior Phase Benchmarking Tool released - September 2013. • Resource pack to support Senior Phase Benchmarking Tool made available - September 2013 and January to March 2014. • Preview update version of the Senior Phase Benchmarking Tool available - between January and March 2014. • Publication of Senior Phase Benchmarking Tool case studies developed from work with Early Adopters and others - from September 2013 to June 2014. • Briefing publications and notifications for Senior Phase Benchmarking Tool - from June 2013 to June 2014. • National support undertaken for Senior Phase Benchmarking Tool in advance of the live version in August 2014 - from October 2013 to December 2014. 	<ul style="list-style-type: none"> • Staff in education authorities, secondary schools and national education agencies become familiar with the purpose of the Senior Phase Benchmarking Tool, including the four national measures and other features that it provides.

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Support for engaging parents and carers

- NPFS supported in the delivery of the Nationals in a Nutshell series for parents and carers – June 2013.
- Further CfE briefings produced which educational establishments can use directly with parents and carers to help them understand and support their child's learning – June 2014.
- Parent groups involved in ongoing programme of 'conversations' with Education Scotland and key partners which will focus on key aspects of CfE - June 2014.
- New CfE leaflet produced for parents and carers to outline the "story" of CfE and provide examples of different types of learner journey - September 2013.
- Illustrations of different learner journey pathways, particularly illustrating routes through the Senior Phase available on Parentzone – August 2013.
- Development of Parentzone website with particular focus on improving information to parents and carers, including use of video clips and young people's voices – August 2014.
- Continued support for education authorities in further developing CfE information for parents and carers in their School Handbooks - August 2014.
- Review of the development of Scottish Schools Online - June 2014.
- Education authority and school engagement with parents focuses on developments in profiling and assessment, supporting informed choices to provide the entitlement to a BGE to the end of S3, and changes in the senior phase.
- Parent Councils are involved in curriculum improvement and planning.
- Schools and early years centres continue to develop approaches to involving parents and carers in supporting all children in their learning.
- Parents and carers know where to go to access the information they need on CfE, including on the new Qualifications, at school, local and national level.
- More parents are informed about and engaged with children's learning with their views being represented at school, local and national level.