

# National practice model

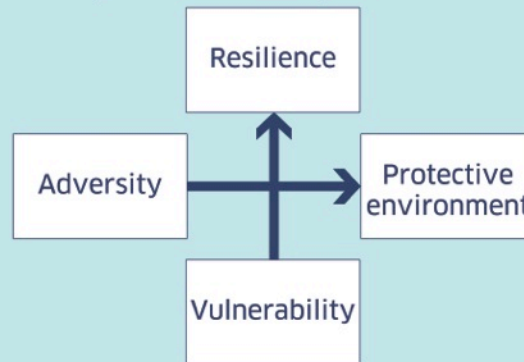
Observing & recording  
Events / observations /  
other information

Gathering information &  
analysis

Planning action & review



Resilience matrix used when  
required for more complex situations



Well-being  
Concerns

Assessment  
Appropriate, proportionate, timely

Well-being  
Desired outcomes

**A curriculum framework to meet the needs of all learners 3 – 18**  
*A schematic guide for curriculum planners*

**Values**

Wisdom, justice, compassion, integrity

The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.

**The curriculum: 'the totality of all that is planned for children and young people throughout their education'**

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

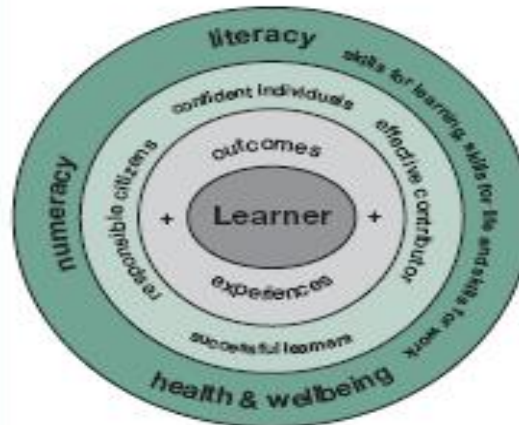
**Learning and teaching**

- Engaging and active
- Setting challenging goals
- Shared expectations and standards
- Timely, accurate feedback
- Learning intentions, success criteria, personal learning planning
- Collaborative
- Reflecting the ways different learners progress

**Experiences and outcomes set out expectations for learning and development in:**

- Expressive arts
- Languages and literacy
- Health and wellbeing
- Mathematics and numeracy
- Religious and moral education
- Sciences
- Social studies
- Technologies

Curriculum levels describe progression and development.



**All children and young people are entitled to experience**

- a coherent curriculum from 3 to 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
- a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- Opportunities to move into positive and sustained destinations beyond school

**Personal Support**

- review of learning and planning of next steps
- gaining access to learning activities which will meet their needs
- planning for opportunities for personal achievement
- preparing for changes and choices and support through changes and choices
- pre-school centres and schools working with partners

**Principles for curriculum design:**

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

**Arrangements for**

- Assessment
- Qualifications
- Self-evaluation and accountability
- Professional development

to support the purposes of learning

# Supporting learners – from early years to positive, sustained destinations

## Legislation and policy

Supporting children and young people's learning sits within a range of national **policies, legislation, strategies and frameworks**.

## Entitlement to support

‘Every child and young person is entitled to support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide. **Building the Curriculum 3**

- Review of learning and planning next steps
- Gaining access to learning activities which will meet their needs
- Planning for opportunities for achievement
- Preparing for changes and choices and support through changes and choices
- Pre-school centres and schools working with partners

## Universal support

All staff have a responsibility to take a child-centred approach which promotes and supports **wellbeing, inclusion, equality** and fairness. This entitlement to universal support for all children and young people is rooted in the environment in which they learn – along with its related ethos and relationships.

Across settings and in every learning context, **personal learning planning** sits at the heart of support for learners. It is critical that young people are offered planned opportunities which provide the right support to allow them to realise their potential for **achievement**. Therefore, a focus on learning and progress is important in contributing to the universal aspect of support.

All children and young people should have frequent and regular opportunities to discuss their learning and development with an adult who knows them well and with whom they have a mutually trusting relationship. This **key professional** should have a holistic overview of the young person's learning and personal development.

## Targeted support

**Targeted support** is any additional focused support which children or young people may require for short or longer periods of time to help them overcome barriers to their learning. The need for **additional support** can arise from, for example, **specific learning difficulties**, social, emotional or behavioural needs, bereavement or family issues. Support may also be required to ensure progress in learning for **highly able** children and young people.

This approach also encompasses children and young people who require **more choices and more chances** to achieve positive, sustained post-school destinations.

Targeted support is usually co-ordinated by staff with additional training and expertise through a **staged intervention** process. Depending on the level of need, this support may be delivered by a classroom practitioner, specialist staff or partners, such as health professionals.

“Every child and young person is entitled to support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide”

# Universal and Targeted Support

Review of learning and planning of next steps

Gaining access to learning activities which will meet their needs

Planning for opportunities for achievement

Preparing for changes and choices and support through changes and choices

Pre-school centres and schools working with partners

**ALL 100%**



## POTENTIAL BARRIERS TO LEARNING

- **learning environment**  
e.g. learning and teaching and curriculum unsuited to needs, poor relationships
- **family circumstances**  
e.g. deprivation, parental drug/alcohol misuse, young carers, looked after children
- **health or disability**  
e.g. sensory, language, autistic spectrum disorder, mental health, absence through illness
- **social or emotional factors**  
e.g. discrimination, challenging behaviour, truanting

**SOME c. 18 %**

**FEW c. 2%**



Review of learning and planning of next steps

Gaining access to learning activities which will meet their needs

Planning for opportunities for achievement

Preparing for changes and choices and support through changes and choices

Pre-school centres and schools working with partners

## Pre-school centres and schools working with partners

- **Engage parents as partners informing them of the entitlements**
- **Involvement of partners in curriculum planning and personalising learning and support**
- **Jointly plan intervention and review including GIRFEC assessment.**



**EQUALITY**



**EQUITY**