**Start action in these areas**

1. Twilight/Inset sessions related to HGIOS4 and Building the Curriculum to shape thinking of what is a dynamic and innovative curriculum
2. Develop a communication strategy and participatory approach to review current provision and how this can be enhanced.
3. Explore the work placement provision along with the use of external partners such as Kelvin College and Industry to seek dynamic methods of engagement.
4. Teachers and learners work together to identify opportunities .
5. SDS work with staff to deliver learning on DYW
6. Increased staff engagement in developing the curriculum linked to improving opportunities for learners
7. Bespoke vocational and academic pathways provided for learners that allows breadth and depth
8. Whole school attainment increases
9. Positive destinations increases
10. Higher stay on rate of pupils

**Act to enhance**

1. Staff take ownership of the development of the curriculum initially through consultation and then through collaborative working.
2. Staff identify and provide CLPL opportunities for themselves
3. Parents became more engaged in life of the school attending information sessions on options and curricular pathways.
4. A thematic review of our current curriculum is undertaken early in the session to define the needs and areas for development. This would include partners from FE, HE, LIG, Education Scotland.
5. There is consultation and evaluation of how the BGE links to the Senior Phase and potentially provides opportunities for early presentation of pupils for

SfW courses.

**Best outcomes**

1. Staff feel supported and encouraged to develop their knowledge/skills in developing new strands to our curriculum
2. Learners have more subject choices and distinct curricular pathways
3. Discussions at collegiate meetings focus on the core purpose of the curriculum and teaching new skills to pupils
4. Learners are able to follow a curricular pathway which allows for progression both academically and through vocational learning
5. Less reliance on outside partners to deliver elements of the curriculum and staff feel empowered to take forward subject development
6. A widened number of subjects being offered at key transition points which have a mix of SfW and more traditional subjects.
7. An increase in attainment due to more bespoke individual curriculum subject options. In addition as more subjects will be undertaken within the school the attainment profile of the school will change.
8. A developed BGE curriculum that fully supports the senior phase.

Implemento

**Action for change**

Improving our curriculum through self-evaluation

re defined by Cath



**Success measures**

**Must do**

1. Undertake a full curricular thematic review in September 2018, including support from external partners and GCC colleagues.
2. Develop models of curricular structure which will allow for a widened set of opportunities for learners and staff.
3. Provide opportunities for all stakeholders to engage in consultation process of developing the curriculum
4. Develop capacity to deliver Skills for Work courses throughout the school, allowing for staff professional learning.
5. Undertake a review of tutor and the Key Adult program and the impact upon learners
6. Review use of class time in the 33 period week to allow flexibility.

**Act to recover**

1. Subject Leaders to lead and direct curriculum initiatives, ensuring high on agenda of collegiate discussions
2. Engage learners as part of the process as described
3. A thematic review of our current curriculum is undertaken early in the session to define the needs and areas for development. This would include partners from FE, HE, LIG, Education Scotland.
4. Inform parents through newsletters bulletins/open evenings of new curriculum approaches and opportunities on offer.
5. Develop opportunities for staff to ensure a wider picture of whole school development and to identify common need in relation to CLPL.

**Worst outcomes**

1. Staff feel unsupported and do not develop their knowledge/skills in developing new strands to our curriculum
2. The current subject options remain without review.
3. There is a limited change in the subjects we offer as a school meaning that opportunities for pupils remain.
4. No subjects are offered which link to DYW or are SQA SfW
5. Attainment data shows limited change in comparison to both national measures and virtual comparator instead of a transformational approach to change.
6. Pupil engagement in the curriculum decreases
7. Teachers feel pressure to adapt to develop a new curriculum and don’t participate in the discussions and CLPL

 Bottom of measure 2

1. Decreased staff engagement in developing the curriculum linked to improving opportunities for learners
2. Curriculum remains unchanged
3. Whole school attainment remains the same
4. Positive destinations are unchanged
5. Stay on rate of pupils decreases