Cairney School

Curriculum: Rationale and Delivery

September 2017 (v5)

Curriculum: Rationale and Delivery

CURRICULUM RATIONALE

"The curriculum reflects what we value as a nation and what we seek for our young people. It is designed to convey knowledge which is considered to be important and to promote the development of values, understanding and capabilities. It is concerned both with what is to be learned and how it is taught. It should enable all of the young people of Scotland to flourish as individuals, reach high levels of achievement, and make valuable contributions to society. The curriculum affects us all."

'A Curriculum for Excellence'
The Curriculum Review Group

School Vision, Aims and Values

Our school vision, aims and values are reviewed annually by staff, children and parents in the school. We use these as the basis for developing a clear vision and rationale for the curriculum, taking into account the learners' entitlements and our engagement with all our stakeholders in clarifying our vision and values.

Our Vision:

Cairney School aspires to be a happy, safe and inclusive learning community where everyone is treated fairly and with respect and encouraged to be the best they can be. Through high-quality, enjoyable learning experiences, we strive to inspire and challenge our learners to achieve their fullest potential. In our school, learning is an active, exciting, positive experience. We work in partnership with parents, carers and the wider community to enable our children to become

- Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

Aims:

We aim to:

- sustain a welcoming, positive ethos which promotes health, wellbeing and respect for all,
- offer high quality learning opportunities, including outdoor learning experiences, which are enjoyable, relevant, engaging, challenging and promote both independence and teamwork
- ensure that all members of our learning community feel valued and supported and that individual achievements are recognised, shared and celebrated.

- identify opportunities to involve the wider community in the life of the school and work effectively with other agencies to ensure the best experiences for all our learners
- develop a whole school culture of self evaluation and reflection to ensure continuous improvement as we strive for excellence
- to provide opportunities for all members of our learning community to communicate and interact with others in many different situations
- to get it right for every child and to provide a caring environment in which all children feel safe, healthy, active, respected, responsible, included and nurtured

Our values are:

Respect	Honesty
Hard working	Happiness
Encouragement	Fairness

Curriculum Rationale

'The totality of all that is planned for children and young people through their education.'
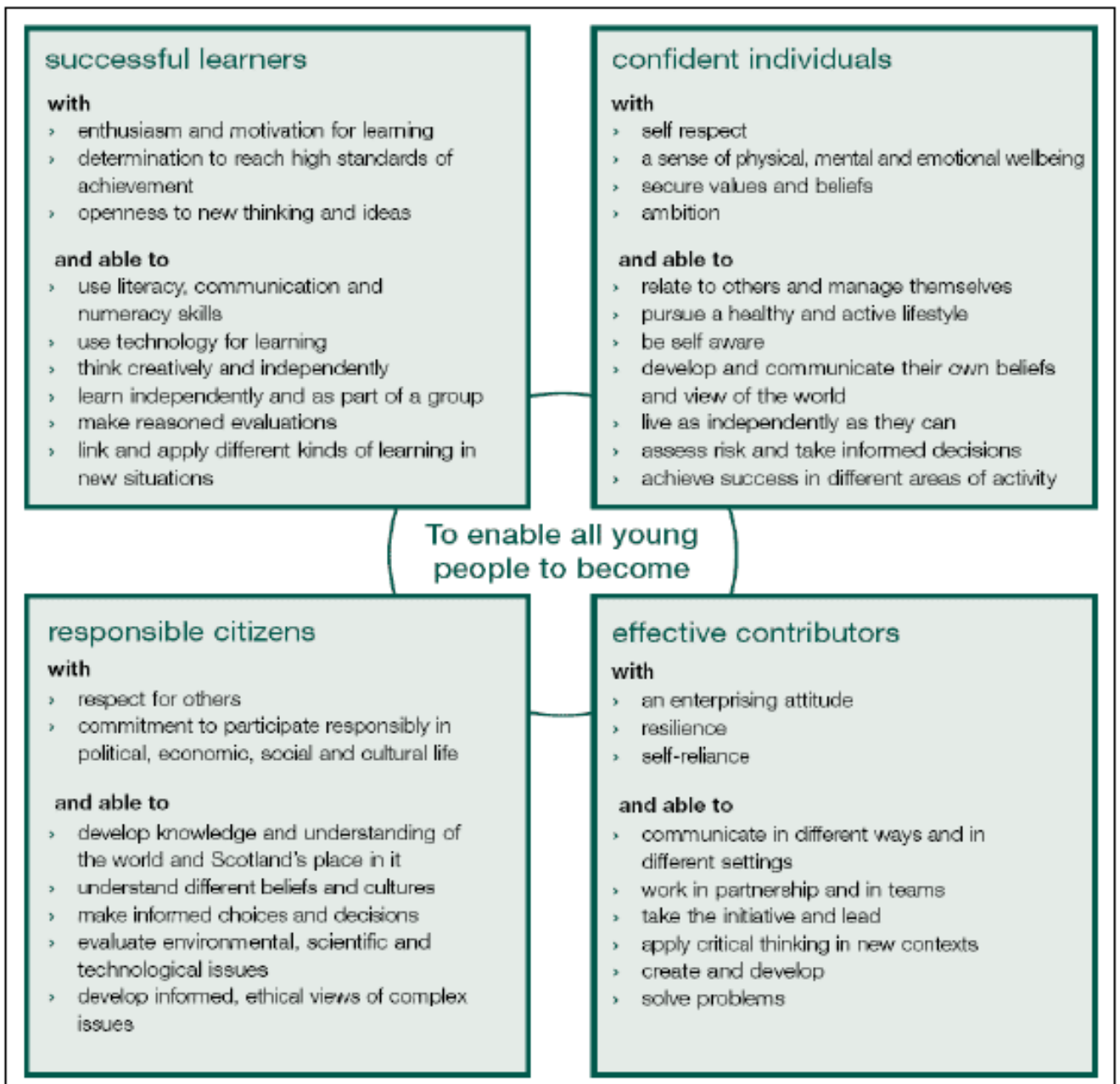
The curriculum is made up of four areas or contexts:

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

Our vision, aims and values underpin the structure, implementation and delivery of the curriculum for all learners at Cairney School. Our curriculum endeavours to develop the whole child to reach his/her potential and prepares children for the world beyond school by developing skills and knowledge which are relevant to their lives. Our curriculum supports and challenges pupils by using a variety of teaching approaches and takes account of different learning.

Four Capacities

The purpose of the curriculum is to ensure that all young people become Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.

successful learners

with
- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

and able to
- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations

confident individuals

with
- self respect
- a sense of physical, mental and emotional wellbeing
- secure values and beliefs
- ambition

and able to
- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and take informed decisions
- achieve success in different areas of activity

To enable all young people to become

responsible citizens

with
- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

and able to
- develop knowledge and understanding of the world and Scotland's place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues

effective contributors

with
- an enterprising attitude
- resilience
- self-reliance

and able to
- communicate in different ways and in different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new contexts
- create and develop
- solve problems

At Cairney School, the learner's journey that began in Nursery continues in Primary School and on into Secondary School, moving through the **Curriculum Levels** that describe different stages of learning and progress (Appendix one). The Four Capacities are developed through all the curricular levels and through the **Entitlements** (Appendix 2) that learners should expect in their education. This is delivered through the application of the seven Principles **for Curricular Design** (Appendix 3). Learning is organised into **Curricular Areas** (Appendix 4) which are broken down into **Experiences** and **Outcomes** (often referred to as the 'Es and Os'): **Experience** – describes the learning and **Outcome** is what the learning will achieve. This is often explained, from the pupil's perspective, as an 'I can' statement

In addition, three key areas are covered by all teachers

- Literacy across learning – talking, listening, reading and writing (including using digital communications)
- Numeracy across learning – including money, time, and measurement
- Health and Wellbeing across learning – including making informed choices for a healthy lifestyle

Learners will be assessed throughout their learning journey and assessment will be part of the learning process, being crucial to tracking progress and planning next steps.

OUR CURRICULUM

Our curriculum is unique because it is tailored to our school which is rural and very small with only one class of P1 -7 pupils. Local studies are included as part of our rolling programme. Our curricular plan/map has been created taking into account National priorities and Local advice (e.g. Aberdeenshire Frameworks).

In Cairney School a broad general education is ensured by our curricular architecture which is designed to cover all Experiences and Outcomes over a three year period. We have identified the Experiences and Outcomes delivered through the life and ethos of the school and those themes that will be covered on an annual basis (Appendix 5). We have links with other small school partners providing opportunities for learning with others for both pupils and staff e.g. science day, sports day etc.

In Cairney Primary School we provide a curriculum which fully embraces the four contexts for learning of Curriculum for Excellence as described below:

OPPORTUNITIES FOR PERSONAL ACHIEVEMENT [Confident Individuals]

- Opportunities to perform – sports festivals e.g. cricket, sports day, school shows, dance competitions, community cafes
- Achievement awards – Merit point system, Golden Time, Bikeability, Young Leaders etc.
- Celebrating personal achievements – on Achievements Wall
- PLP – Learning Journeys
- working collaboratively, promoting a positive response towards personal well-being - e.g. Community Cafes, Christmas concert

OPPORTUNITIES TO CONTRIBUTE TO THE ETHOS AND LIFE OF THE SCHOOL [Effective Contributors / Responsible Citizens]

This includes opportunities to participate responsibly in decision-making, to contribute as leaders and role models, offering support and service to others and playing an active part in putting the values of the school community into practice.

- Eco Group representatives
- Pupil Council representatives
- Participation in Pupil Focus Groups
- Charity work - Comic Relief, Children in Need, etc
- Working to support our local community - organising fund raisers, community cafes, charitable giving, Christmas concert.

CORE ENTITLEMENTS [Successful Learners]

Curriculum Area	What? How? Key resources
Language/Literacy – Writing	[Aberdeenshire progression framework /CfE Experiences and Outcomes provide core framework] Use of Big Writing approach [VCOP and WOW words, etc] Aspects of the North Lanarkshire Active Literacy programme for spelling and writing Nelson Spelling Programme Use of Alan Peat's approach for teaching non-fiction writing Nelson Handwriting Unsupported pieces of writing (variety of genre - minimum 5 pieces a year) are used for moderation and assessment using writing 'assessment criteria informed by Aberdeenshire Progression frameworks criteria and for reflection with the teacher, peer or parent. These support pupils and teachers in identifying clear next steps / targets for future learning, including targets for personal learning planning.
Language/Literacy – Reading	[Aberdeenshire progression framework /CfE Experiences and Outcomes provide core framework] Progression of phonemes through the North Lanarkshire Active Literacy programme Reflective Reading Approaches (Anne Glennie) including 'Textplorers' activities and Reading Mats using the Comprehension Compass skills Key Resources: Early Level - Oxford Reading Tree First Level – Oxford Reading Tree, PM Books and 'skinny novels' Second Level – Novels and Oxford Reading Tree Pupils at all levels have access to a broad range of novels and non-fiction books and also access the library to select books for class and home reading which includes keeping a personal reading journal (Second Level). Pupils also have access to Kindles for

	school and home use. Our World Book Day focus also provides a quality context for learning in this curricular area.
Language/Literacy – Listening and Talking	[Aberdeenshire progression framework /CfE Experiences and Outcomes provide core framework] Aspects of the North Lanarkshire Active Literacy programme Board Games, Circle Time, computer games etc support learning in this curricular area. Pupils also prepare and give presentations/talks linked to key contexts and IDL topics.
Language/Literacy – Modern Languages	Progression and programmes/themes as provided by the Language Platform. All pupils will learn French from P1.
Maths/Numeracy	[Aberdeenshire progression framework /CfE Experiences and Outcomes provide core framework] A broad range of resources are used to support learning including Scottish Heinemann Active Maths, Tee-Jay Maths, Big Maths, Prim. Ed. Mental Maths and through the use of a variety of interactive games and apps. using the computer/iPads.
Health and Well-being	[Aberdeenshire progression framework /CfE Experiences and Outcomes provide core framework] Two hours of PE are delivered every week by the class teachers and by a visiting specialist teacher when available. P6 and P7 pupils have the opportunity for Bikeability training and participation in a 5 day residential trip at an Adventurous Activity Centre as part of a group comprised of pupils from other schools in the Huntly Cluster. Our school H&WB programme is supported by using a broad range of resources including Prim. Ed, Better Movers, Better Thinkers activities , Circle Time and ALEC caravan etc. Sexual health is delivered using the Channel 4 resource, Living and Growing. Additional opportunities for personal achievement are offered through participation in activities and inter school festivals organised by Active Schools e.g. Club Golf, Cricket.
Social Studies	[Aberdeenshire progression framework /CfE Experiences and Outcomes provide core framework] Through implementation of staff/pupils' own selection of key themes; where Es and Os cannot be delivered through a linked topic they will be taught within stand-alone lessons. Enterprise activities and Eco Projects will also provide quality contexts for learning in this area.

Science	[Aberdeenshire progression framework /CfE Experiences and Outcomes provide core framework] Through standalone lessons or through a theme selected by staff/pupils.
Religious and Moral Education	[Aberdeenshire progression framework /CfE Experiences and Outcomes provide core framework] Through implementation of the CfE Es and Os.
Technology	Through implementation of the CfE Es and Os and the progression framework for Digital Literacy. Wherever possible, developing skills so that the pupils become digitally competent and literate is contextualised Opportunities for personal achievement are offered through participation in making cakes and sweets for our Christmas Fayre, Community Cafes, as part of themes (e.g. Burns, Chinese New Year). The pupils also learn about the importance of food hygiene.
Expressive Arts ♦ **Art and design** ♦ **Music** ♦ **Dance, Drama and Role Play**	[Aberdeenshire progression framework /CfE Experiences and Outcomes provide core framework] Wherever possible, the programme activities will be delivered through contextualised learning. A Visiting Specialist supports learning and teaching when available. Through implementation of the school music programme based on Music Express (Black). Where possible, the programme activities will be delivered through contextualised learning. Additional learning opportunities will also be provided by Visiting Specialist input and Kodaly instructors. Where possible, the programme activities will be delivered through contextualised learning. All pupils are involved in developing drama skills through involvement in a variety of drama activities. Additional learning opportunities will also be provided by Visiting Specialist and input from Active School instructors.

PARTNERSHIP WITH OUR COMMUNITY AND OTHERS WHICH SUPPORTS PUPILS' LEARNING AND ACHIEVEMENT [Responsible Citizens]

We provide regular opportunities for our local community to work with us and for our pupils to work with the local community. These include:

- Preparing musical and drama activities to entertain grandparents/ parents/ carers/ and the local community
- Raising funds for local charities including the Archie Foundation
- Organising Community Cafes to entertain our local community

Through delivery of the above curricular areas pupils will develop a range of skills for learning, life and work (Appendix 5). Pupils will constantly reflect on this skills development as part of their reflection about learning. This will also involve a reflection on the skills contained in the Career Education Standard (3-18) (Appendix 6 – 'I can' statements from the Career Education Standard). *Curriculum for Excellence* aims to achieve positive and sustained destinations for all young people and this standard supports that entitlement and ultimately seeks to reduce youth unemployment as part of Developing the Young Workforce.

OPPORTUNITIES FOR PERSONAL ACHIEVEMENT

Christmas show/performances
Cello Lessons
Sports day
Inter schools Sports Festivals
Our Achievements Wall
PLP – Personal targets
Merit Points
P6/7 residential trip
Bikeability
Cairney School challenges

OPPORTUNITIES TO CONTRIBUTE TO THE LIFE AND ETHOS OF THE SCHOOL

Membership of Pupil Council
Membership of Eco Group
Recycling
Community Cafes/Charity Events
Reading Events
Running lunchtime clubs
Digital Leaders

INTERDISCIPLINARY LEARNING

Key principles: three curricular areas at the most, responsive planning, personalisation and choice *[with reference to the Aberdeenshire progression framework Interdisciplinary Guidance Paper]*.

We plan for broad learning through the CfE subject areas. We also provide opportunities for deeper learning. Pupils are given regular opportunities to focus their learning and apply skills in greater **depth** through interdisciplinary learning. This gives pupils opportunities to further their interests, apply their knowledge, make connections and challenge their thinking, based on experiences and outcomes drawn from different curriculum areas. These opportunities can be individual research topics or talks or whole class or school activities.

Appendix 1

<u>Curriculum Levels</u>

There are national levels to describe different stages of learning and progress. For most* children, the expectation is:

• **Early Level** – pre-school to the end of P1
• **First Level** – to the end of P4
• **Second Level** – to the end of P7
• **Third and Fourth Levels** – S1 to S3
• **Senior Phase (*see Entitlements*)** – S4 to S6, and equivalents in other settings, where they can continue to develop the four capacities and achieve qualifications

*but can be earlier/later for some as applicable, depending upon individual needs and aptitudes

Appendix 2

Entitlements

All young people are entitled to:

• **A coherent curriculum** – smooth progression through the experiences and outcomes

• **A broad general education** – the period from age 3 to the end of S3, covering all of the experiences and outcomes across all curriculum areas up to and including the third level, and further experiences and outcomes at the fourth level, chosen to provide greater specialisation and depth

• **Support** – assistance to help learners access the curriculum, for example because of short- or longer-term needs or circumstances, and help to build resilience

• **Skills for learning, life and work** – to develop pre-vocational, enterprising and employability skills, personal skills, high levels of cognitive skills and the opportunity to put learning into a practical context

• **A senior phase** – to prepare for qualifications and develop skills for future learning, life and work

• **Positive destinations** – to support young people to move successfully on to work or further study

Appendix 3

<u>**The Seven Principles of Curriculum Design**</u>

All learning must take account of these principles:
• Challenge and enjoyment

• Breadth

• Progression

• Depth

• Personalisation and choice

• Coherence

• Relevance

Appendix 4

<u>The Eight Curriculum Areas</u>

Containing a range of subjects:

• **Expressive Arts** – including art and design, dance, drama and music
• **Health and Wellbeing** – mental, emotional, social and physical wellbeing, PE, food and health, substance misuse and relationships, sexual health and parenthood
• **Languages** – listening and talking, reading and writing in literacy and English and modern languages, plus classical languages and literacy and Gàidhlig/Gaelic learners (where available)
• **Mathematics** – including analysing information, solving problems and assessing risk
• **Religious and Moral Education** (denominational and non-denominational) – learning about Christianity, other world religions, and developing values and beliefs
• **Sciences** – understanding important scientific concepts across planet Earth, forces, electricity and waves, biological systems, materials and topical science
• **Social Studies** – understanding people, place and society in the past and present including history, geography, modern studies and business education
• **Technologies** – including computing science, food, textiles, craft, design, engineering, graphics and applied technologies

Learning Differently – CfE represents a different approach to learning in schools intended to help learners develop skills, knowledge and understanding in more depth. Examples of how they will learn differently are:
• **Using technologies in learning** – to find material, communicate, create and present
• **Active learning** – being actively engaged, whether mentally or physically, using real life and imaginary situations
• **Cooperative learning** – encouraging thinking and talking together, to discuss ideas and solve problems
• **Interdisciplinary learning** – using links between different areas of learning to develop, reinforce and deepen understanding
• **Outdoor learning** – making use of the outdoor environment for learning
• **Personalisation and choice** – being given choices and being involved in planning how and what they learn. Not 'one size fits all'
• **Skills** – CfE emphasises the development of skills for learning, life and work. These include higher order skills – thinking about complex issues, problem solving, analysis and evaluation; creativity; and critical thinking skills – making judgements and decisions, developing arguments and solving complex problems

Appendix 5

Skills for Learning, Life and Work exemplification

Skills for Learning

Skill for learning	What the skill might look like…..	
Applying (Using strategies, concepts, principles and theories in new situations)	• Implementing • Carrying out • Using • Executing • Generalising	
Analysing (Breaking information down into its component elements)	• Comparing • Organising • Deconstructing • Attributing • Outlining • Structuring • Integrating	
Evaluating (Judging the value of ideas, materials, methods by developing and applying standards and criteria)	• Checking • Hypothesising • Critiquing • Experimenting • Judging • Testing • Detecting • Monitoring	
Synthesising (Combining separate ideas to create something new)	• Comparing • Collating • Contrasting • Adapting • Generating • Rearrange • Incorporating	• Modifying • Reconstructing • Reinforcing • Substituting • Organising • Designing
Creating (Putting together ideas or elements to develop an original idea or engage in creative thinking).	• Designing • Constructing • Planning • Producing • Inventing • Devising • Making	
Systems Thinking (Interprets the world as an interconnected network. Seeing how parts of a system work together)	• Relating • Analysing • Generalising • Incorporating • Arranging • Connecting • Co-ordinating	• Ordering • Predicting • Association • Correlation • Forseeing • Integrating

Skills for Life

Skill for life	What the skill might look like…..	
Creativity Open-mindedness	• Having a growth mind-set • Learning from mistakes • Being excited to try new things Being flexible • Being adaptable • Functioning well with uncertainty • Hypothesising	• Exploring multiple view points • Knowing you can do it if you have input and practice • Thinking inside and outside the box
Creativity Curiosity	• Asking open questions • Noticing things • Looking for patterns, connections and exceptions • Thinking of possible reasons	• Researching • Asking "What if…" • Making use of previous knowledge
Creativity Imagination	• Creative thinking • Letting your imagination go • Think up new ideas and questions • Use your intuition	• Generating and refining ideas • Exploring options • Inventing
Creativity Solving Problems	• Working hard • Keep practising • Keep going • Trying new strategies • Asking for help • Starting again • Taking a brain break • Asking questions • Knowing what to do when you don't know what to do	• Identifying problems • Finding resources to help • Using results to inform next steps • Distilling/refining ideas • Crafting, delivering and presenting solutions • Evaluating impact and success of solutions
Creativity Transferability	• Using what you have learned in real life context • Linking to previous learning • Modelling success • Using what works for others • Linking and applying different kinds of learning in new situations	
Literacy	• Communication – verbal and non-verbal • Active listening • Expressing feelings • Giving and receiving feedback	• Identifying main ideas in texts • Comparing and contrasting language in their culture and others • Creating texts
Numeracy	• Using numbers • Having confidence in using numeracy • Applying skills in other areas • Understanding and using numeracy in real life contexts e.g. financial management	• Explaining my thinking • Interpreting data

Skills for Life (continued)

Skill for life	What the skill might look like…..	
Health and wellbeing	- Respecting self - Setting challenges - Recognising strengths - Motivation - Perseverance - Having confidence - Having a positive attitude - Being resilient to change - Recognising others strengths - Respecting others - Having awareness of how to deal with conflict	- Building relationships - Contributing to teamwork - Supporting other people - Inspiring others - Understanding what eat, how active we are impacts on our wellbeing - Making informed choices - Managing risk
Enterprise	- Showing initiative - Being creative - Contributing ideas - Identifying problems - Having a positive attitude to change - Leadership - Persuading others/ Exerting influence - Delegate to others - Take different roles	- Having clear goals/planning - Set high standards - Managing money - Applying skill in real life context - Using different strategies - Finding resources to help - Use results to form next steps
Learning for Sustainability	- Taking responsibility - Demonstrating empathy and tolerance - Knowing place in family, community and wider world - Being aware of consequences of our actions - Awareness of Global and Environmental issues	- Respecting the natural environment - Using evidence to form opinions - Understanding and respecting UNCRC rights - Understanding right and wrong and explaining reasoning - Compare similarities/differences - Taking action - local and global
Digital literacy	- Demonstrating responsible and safe use - Creating digital and non-digital solutions - Being creative and innovative - Using technology to problem solve - Having knowledge and understanding of big ideas/concepts of technology and new technologies	- Making informed choices about the use of digital technology - Searching and retrieving information to inform thinking - Evaluating products, systems and services - Presentation skills - Leading and interacting with others

Skills for Work

Skill for work	What the skill might look like…..	
Managing Time	• Prioritising • Delegating • Being aware of time passing • Accepting the deadline • Sharing roles/ responsibilities • Manage distractions	• Do one thing at a time • Break things down • Using self-regulation strategies
Planning and Organising	• Focusing on the task • Planning and thinking it through • Drawing diagrams, jot down thoughts or things that help you think	• Setting goals and challenges • Recognising your own and others' strengths
Communicating	• Talking about what they are learning and why • Can ask for help • Asking questions • Can share strategies for learning • Presenting in different ways	• Recognising and using verbal and non-verbal • Active listening • Expressing feelings • Giving and receiving feedback
Undertaking tasks at short notice	• Flexibility • Keeping to timescales/deadlines • Reprioritising	• Re-planning • Having a positive attitude to change
Working with others	• Make a positive contribution • Listening to others • Saying when you don't understand • Being kind when you disagree • Explaining things to help others • Being tolerant • Using positive language • Can use self-regulation strategies • Understanding others have expectations of me	• Recognising and using others strengths • Valuing everyone's contribution • Inspiring and motivate others • Peer assessment • Treating others equally • Appreciating diversity
Thinking critically/ creatively	• Asking questions • Crafting, delivering and presenting solutions • Thinking inside and outside the box • Considering alternatives • Big picture thinking	• Wondering 'What if…?' • Being curious • Playing with ideas • Developing ethical views
Managing and being managed by others	• Can use self-regulation strategies • Exerting influence • Taking a lead • Persuading others • Having empathy	• Taking turns • Delegating to others • Contributing ideas • Accepting other ideas • Accepting roles and responsibilities

Skills for Work (continued)

Skill for work	What the skill might look like	
Learning and continuing to learn	- Being resilient - Perseverance - Reviewing your work - Improving one thing first - Trying to be better than last time - Taking small steps - Actively seeking feedback - Seeing errors as opportunities - Asking questions - Identifying areas of strength and development	- Recognising how a skill can be transferred - Relating skills to work - Having a positive attitude - Making informed choices - Managing risk - Being ambitious - Evaluating
Taking responsibility for our own development	- Don't compare yourself to others - Feeling proud of all your achievements - Actively seeking feedback - Recognising when you need help - Seeking challenge - Showing initiative	- Motivation - Perseverance - Self-belief - Goal setting skills - Having clear goals - Set high standards - Can self-assess - Knowing how you learn - Being independent

Appendix 6

'I can' statements from the Careers Standard

The entitlements for children and young people are supported by the following illustrative statements. These are not exhaustive and are used to support the development of a progressive and inclusive approach to career education at Cairney School.

By end of Early Level: *the pre-school years and P1, or later for some.*
- I can communicate with people about the different jobs they do in my community.
- I can discuss some of the rewards that a job brings.
- I believe I can do any job.
- I can role play different job roles.
- I can follow rules and routines and explain why they are important.
- I can talk about my learning, my strengths and my next steps.
- I can develop ideas and take part in projects to make things.

By end of First Level: to the end of P4, *but earlier or later for some.*
- I can describe different jobs in my community and some of the skills needed for these.
- I can learn about the world of work from visits, projects and my experiences.
- I can talk to employers about myself and about their workplace.
- I can recognise that there are different ways to get a job.
- I can talk about the types of jobs that interest me.
- I believe I can succeed in any area of work.
- I can talk about my strengths, interests and skills and show evidence of my progress.
- I can set goals and work towards achieving them.
- I can adopt different roles when running a business.

By end of Second Level: to the end of P7, *but earlier or later for some.*
- I can discuss the relevance of skills to the wider world and make connections between skills and the world of work.
- I can explain to others my ambitions/what I would like to do and look for ways to achieve them/that.
- I can recognise the skills I have and need for work.
- I can apply my skills to get more information about jobs/careers.
- I can use online tools available to me.
- I own and can manage my profile and can use it to help me discuss my interests, strengths and skills with my parents/carers and others.
- I can identify people in my network who help me broaden my horizons.
- I believe I can maximise my potential in any type of work.
- I can identify different types of enterprise opportunities and engage in them.

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CURRICULUM: RATIONALE AND DELIVERY

Date of Original document: May 2015

Revision No.	Details of Change	Date
1	Update	August 2016
2	Next update	January 2017
3	Next update	March 2017
4	*Careers Standards and Skills for learning. Life and work added (Appendix 5 and 6)*	September 2017
5	Next update	

CURRICULUM: RATIONALE AND DELIVERY

Do you have any comments to make regarding this document?

Signed _____   Date _____

Name (please print) _____

Please remove and return to the Head Teacher Carney School