

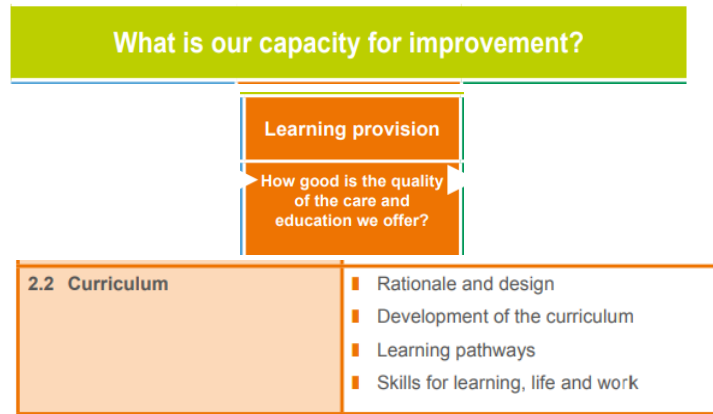


Curriculum Working Group

Priority 2

To develop and improve our curriculum offer and embed Developing the Young Workforce (DYW) skills

What is our capacity for improvement?		
Leadership and management	Learning provision	Successes and achievements
How good is our leadership and approach to improvement?	How good is the quality of the care and education we offer?	How good are we at ensuring the best possible outcomes for all our learners?
1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability



At Banchory Academy we participate in individual and collective professional learning opportunities to allow us to ensure the highest quality education and experience for all our pupils.

Our commitment to Professional Learning & GTCS standards

Enabling you to critically reflect and record professional learning throughout your career

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Need help?

Standard for Career-Long Professional Learning	
Being a teacher in Scotland	
1.1 Professional Values	<ul style="list-style-type: none"> Social Justice and Sustainability Trust and respect Integrity
1.2 Professional commitment	
1.3 Standard for Career-Long Professional Learning	
Professional Knowledge and Understanding	
2.1 Curriculum and Pedagogy	<ul style="list-style-type: none"> Have a depth of knowledge and understanding of Pedagogical Theories and Professional Practice Have a depth of knowledge and understanding of Research and Engagement in Practitioner Enquiry Have a depth of knowledge and understanding of Curriculum Design Have a depth of knowledge and understanding of Planning for Assessment, Teaching and Learning
2.2 Professional Responsibilities	<ul style="list-style-type: none"> Have a depth of knowledge and understanding of Education Systems Have a depth of knowledge and understanding of Learning Communities
Professional Skills and Abilities	
3.1 Curriculum and Pedagogy	<ul style="list-style-type: none"> Plan effectively to meet learners' needs Effectively utilise pedagogical approaches and resources Effectively utilise partnerships for learning and wellbeing Effectively employ assessment, recording and reporting as an integral part of the teaching process to support and enhance learning
3.2 The Learning Context	<ul style="list-style-type: none"> Effectively organise and manage learning Effectively utilise learner participation Build positive relationships for learning
3.3 Professional Learning	<ul style="list-style-type: none"> Engage critically with literature, research and policy Engage in reflective practice to develop and advance career-long professional learning and expertise

Curriculum Working Group: Priorities session 2024-25

- 1) Review of changes to curricular structure: engagement with the school community
- 2) Building the curriculum considering pathways, opportunities for personal achievement
- 3) Pathways events/ website
- 4) Timetabling session 2025 - 26

Programme in school – Group meetings to be held on a **Wednesday/ Thursday lunchtime in ITR (12.45 – 13.15)** 8 hrs in WTA for teaching staff.

Meetings in green are extra meetings and blue signifies In-service.

- Thurs 26th September – Welcome – Recap from last year that has led to the 3 priorities for this session.
- Wed 30th October - Work through and move forward with priorities. Evaluation of changes to school day, curricular structure.
- Thu 14th November In-service Day – Curriculum update/survey?
- Wed 27th November – Website/ Pathways evening/Choice process
- Thurs 12th December – Survey results
- Thurs 9th January – 3.15pm Pathways evening preparation
- Tuesday 21st January – **Pathways Evening**
- Thurs 24th April – Discuss Draft Timetable
- Wed 14th May - Discuss Draft Class lists
- Thurs 5th June – Final evaluation meeting

HGIOS Themes for Curriculum

■ Rationale and design

We work together as a school community to develop, promote and sustain an aspirational vision for our curriculum. The curriculum has a clear vision and rationale shaped by the shared values of the school and its community. Our curriculum is grounded in our commitment to securing children's rights and wellbeing. It takes account of learners' entitlements and the four capacities and reflects the uniqueness of our setting. There is a strategic overview which we use to ensure a shared understanding of the purpose and design of the curriculum. The structure of the curriculum provides equity of opportunity to maximise the successes and achievements of all our learners. We take very good account of the four contexts for learning and cross-cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement. Our creative and innovative approaches to curriculum design support positive outcomes for learners.

■ Development of the curriculum

Our curriculum is regularly reviewed and refreshed by an informed awareness of current education thinking and evolves through ongoing debate within the school community. We work well with partners to ensure creative and innovative approaches to curriculum development are encouraged and support positive outcomes for learners. The development of our curriculum is underpinned by a coherent whole school approach to learning for sustainability.

■ Learning pathways

The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners. Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners. Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance. We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning. All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. Learners demonstrate these skills at a high level in a variety of meaningful contexts.

■ Skills for learning, life and work

All staff and partners provide very good opportunities to develop children and young people's skills for learning, life and work in motivating contexts for learning. We pay particular attention to ensure children and young people experience increasing levels of challenge as they develop skills for learning, life and work. Our staff and partners provide well-planned opportunities for learners to develop an awareness of the world of work. We emphasise enterprise and creativity across all areas of learning.