



Scotland's Curriculum Framework

curriculum improvement cycle



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1

Review evidence and feedback on how the curriculum is working in practice for children and young people from a wide range of relevant sources to identify areas for closer focus.



analysing

2

Use the findings from analysis to plan changes needed.
Work with co-design partners to develop and test relevant workstreams.



engaging and co-creating

4

Monitor and evaluate impact and effect of changes as they are being made.
Gather feedback in order to support improvement as part of the ongoing cycle.



mobilising, monitoring and evaluating

3

Work with co-design partners to build capacity and develop professional learning at different levels of the system from place-based to national.



sharing, learning and adopting



Holistic review of Scotland's Curriculum once every 10 years - e.g. a National Discussion type exercise



Curriculum for Excellence

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The Process



Evidence Base



Identifying the 'Big Ideas' of a future orientated curriculum



From these, selecting the knowledge, skills and understanding



Progression and alignment with Senior Phase

Experiences and Outcomes :

vague- clarify

clarify

clarify experimenting

remove gesture..understanding

remove non-verbal techniques

remove when listening ..talk

combine with 2.10a

combine 2.09a

remove from through to end

remove gesture and expression

Separate Listening and talking

Separate listening to make it easier to report on progress especially as listening often develops before talking

to ensure smooth progression from BGE to SP use the same language, straightforward, detailed and complex.

More differentiation between 4th level and N5

Combine reading to appreciate other cultures with interest and enjoyment outcomes

Re visit the ML Es and Os intro page. Language outdated.

Suggest short, longer, long to articulate with SQA demands in SP

Too much repetition across the Es and Os

Knowledge vs skills

Listening and talking with others

I can listen and respond to others in mainly predictable, more extended conversations using familiar language and non-verbal techniques as appropriate.

MLAN 3-02a

I can take part effectively in prepared conversations by using a variety of language structures to share information, experiences and opinions and by offering straightforward reasons for having these opinions.

MLAN 3-03a

I can support a conversation by asking for help, seeking repetition and asking simple questions.

MLAN 3-04a

I can participate in a range of collaborative activities, including games, paired speaking and structured role plays, in a range of realistic contexts set mainly in a country where the language I am learning is spoken.

MLAN 3-05a

- Listens, takes turns and contributes at the appropriate time when engaging with others in **largely prepared conversations** of increasing length.
- Demonstrates understanding of language used by the interlocutor through appropriate and increasingly spontaneous responses.
- Shares information on familiar themes in **longer conversations**, with reasonable fluency. Copes with some unpredictable language from the interlocutor. **Uses fuller sentences.**
- ~~Applies non-verbal techniques such as eye contact, facial expressions and body language to support dialogue.~~
- Sustains conversations **appropriately** in order to demonstrate understanding of basic structures and familiar vocabulary.
~~Uses verbs, adjectives, connectors and word order mostly accurately.~~
- Gives reasons for opinions shared within conversations.
- ~~Uses appropriate polite social terms to begin and end interactions.?~~
- Requests in the target language that others, for example, 'repeat', 'slow down', and 'speak more clearly'.
- Is able to tell the interlocutor if he/she does not understand.
- Works with others to practise, for example, new vocabulary, structures or grammar, in a variety of games in the target language, in digital and traditional formats, in paired-speaking exercises and in role-plays.
- Participates in paired and group activities, with **decreasing levels of support.**
- Works collaboratively on conversations and role-play tasks of an appropriate length, ~~in order to demonstrate~~ understanding of **basic structures and familiar vocabulary** in different contexts.

Languages curriculum review event – October 2023 – secondary BGE

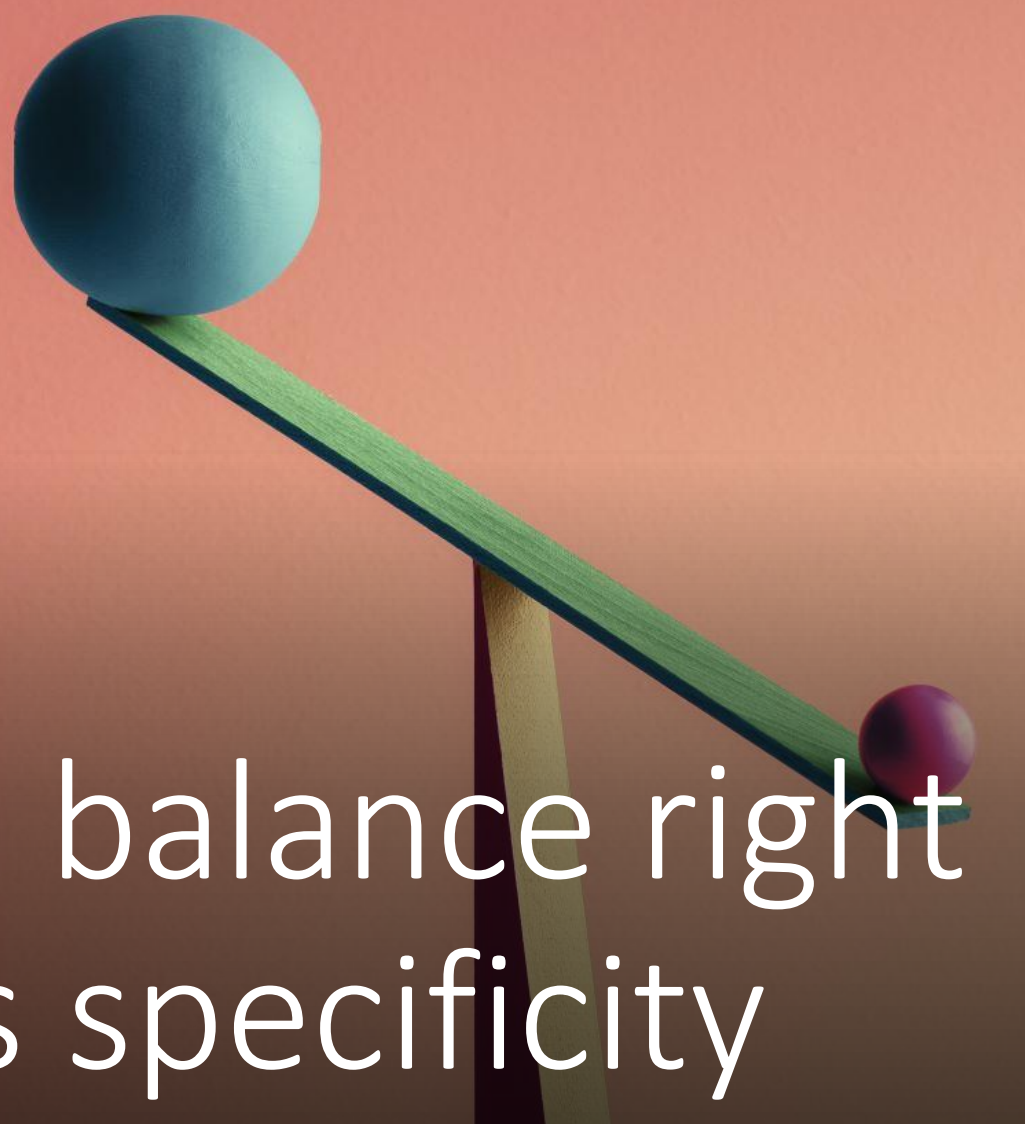
ASKS :

- Prescribed topics at each level / ideas/suggestions for topics
- Grammar grids per level across the BGE
- Exemplification of what each level looks like across the 4 skills
- Access to an assessment bank for BGE
- Clarity on the place of communicative competence vs accuracy
- Separate out Listening & Talking
- Pupil versions of Es and Os
- Digital skills integrated



SUGGESTIONS :

1. Transactional language given a more prominent place
2. Clarity around the **place of knowledge**
3. Articulation between BGE & SP
4. Pupil voice in any new framework
5. Add WHY pupils need to take ML into all curricular docs and link to DYW
6. Moderation models and national exemplification
7. **Reduce number of Es and Os**, make them clearer and concise
8. Call it phonics and sounds, call it grammar

A balance scale is shown against a gradient background. The scale is tilted towards the left. On the left pan, there is a large, solid blue sphere. On the right pan, there is a much smaller, solid purple sphere. The scale's beam is green, and its central support is a light-colored wooden post. The background transitions from a reddish-pink on the left to a light orange on the right.

Getting the balance right :
flexibility vs specificity

Hot off the press!

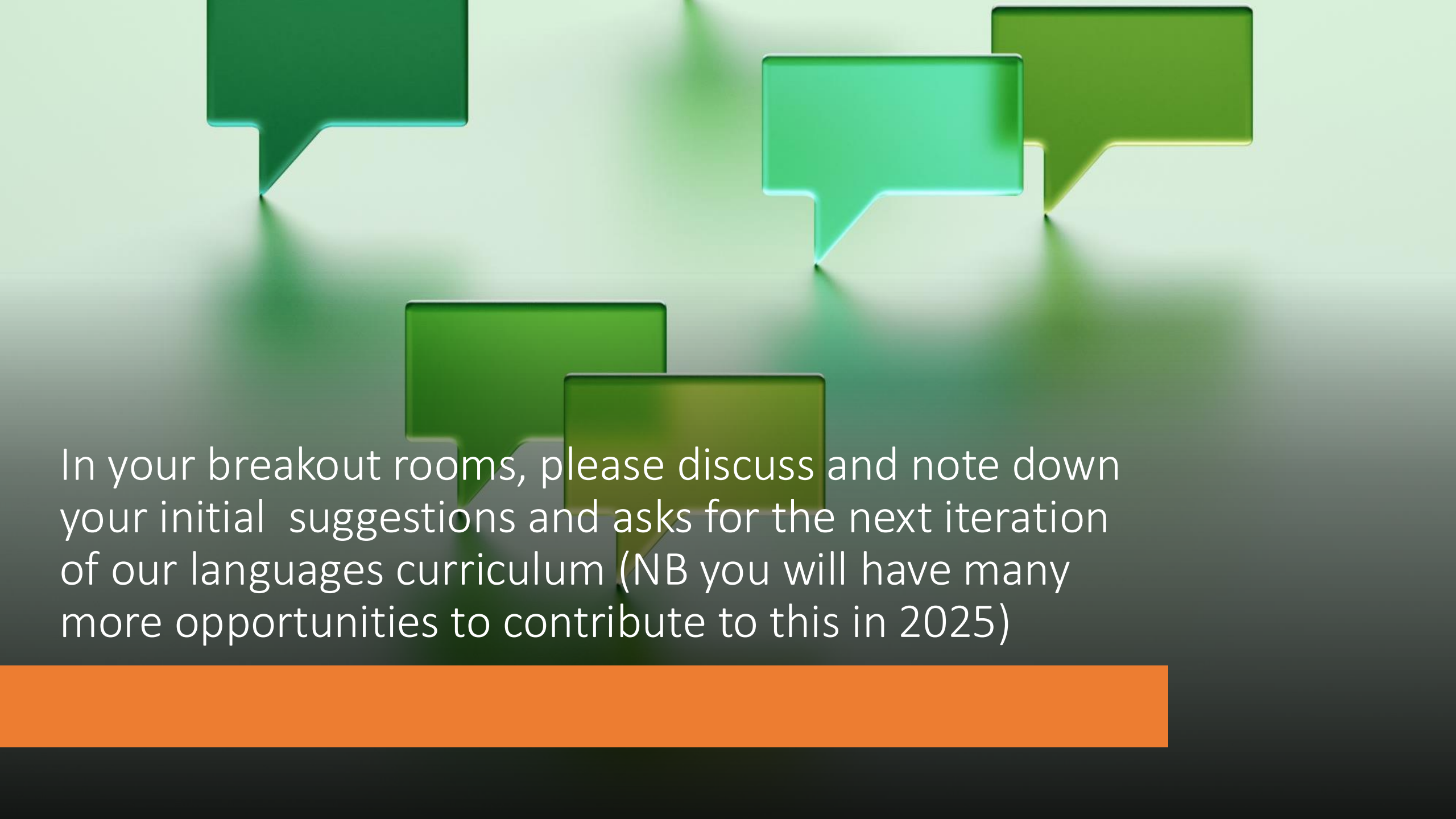
4th December 4.30-5.30pm

- [Microsoft Virtual Events Powered by Teams](#)
- In this webinar, colleagues from the Curriculum, Learning, Teaching and Assessment team will provide updates on the approaches we are taking during this stage of the Curriculum Improvement Cycle (CIC). This is a great opportunity for practitioners to find out what progress has been made so far on the CIC, what the timeline looks like and how you can become involved in shaping the next iteration of Scotland's curriculum. Practitioners from all sectors and all curriculum areas are welcome!





THOUGHTS?

The background features a gradient from light green at the top to dark grey at the bottom. Five 3D-style speech bubbles in various shades of green are scattered across the upper half. At the bottom, there is a solid orange horizontal bar.

In your breakout rooms, please discuss and note down your initial suggestions and asks for the next iteration of our languages curriculum (NB you will have many more opportunities to contribute to this in 2025)