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Glasgow G44 5BL

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King's Park Secondary School

Head Teacher
Mrs Kirsty Ayed

School Website
www.kingspark-sec.glasgow.sch.uk

Depute Head Teachers
Mr Tom Feasby
Mr Kevin Kelly
Miss Lilian Marshall
Mrs Maura Thomson

3rd March 2014

Dear Parent/Carer

King's Park Secondary School Curriculum Structure – 2014/15

Thank you for your patience as our consultations and deliberations over our finalised Curriculum for Excellence structure extended beyond our planned decision time of January 2014.

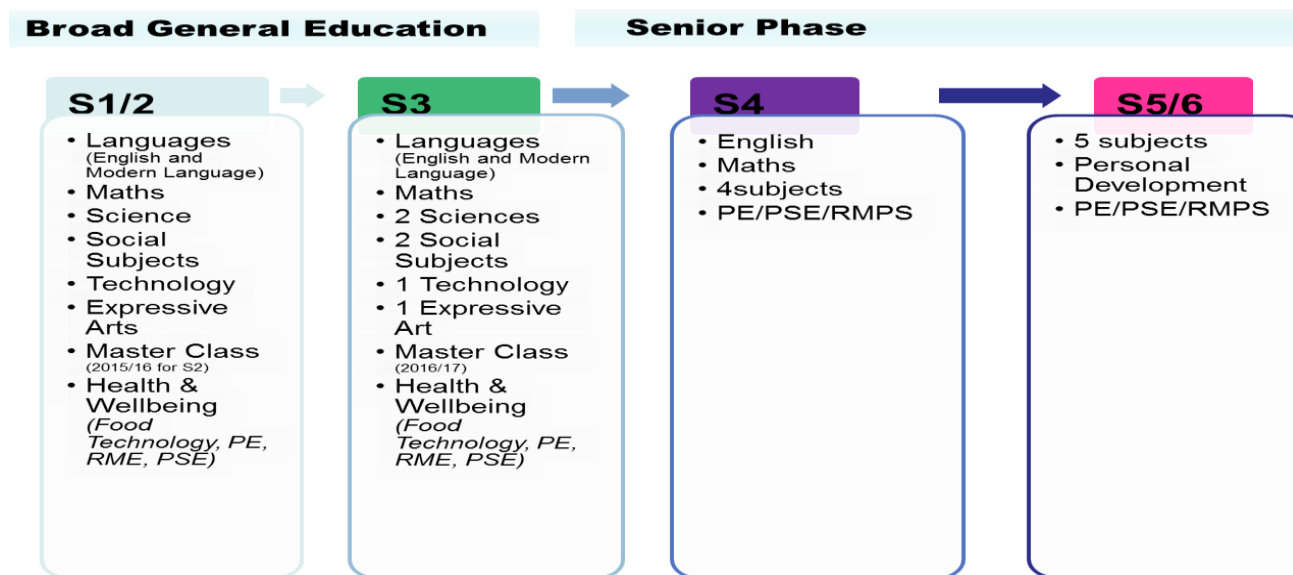
We have undertaken extensive consultations on our structure with staff, pupils, parents and colleagues across Glasgow and indeed across Scotland. We have listened to the supportive voices and also those who have expressed concerns and, as a result, have adjusted our initial proposals accordingly. Following this consultation, I am delighted to be able to confirm the curriculum structure for King's Park Secondary School from August 2014 below.

As per national guidelines, King's Park Secondary School will offer pupils a broad general education covering all the curricular areas of Languages, Maths, Science, Expressive Arts, Social Subjects, Technology and Health and Well-being from S1 through to the end of S3. At the end of S2, pupils will be given the opportunity to personalise their curriculum slightly for their 3rd year and will be able to choose to study subjects in a little more depth than they have been able to in S1 and S2. This personalisation will allow young people to gain experience in specific subject areas they may not have experienced before – for example studying Biology instead of Science.

At the end of the Broad General Education, pupils will then make curricular choices which allow them to specialise in the subjects that will help them with their future from S4-S6. This specialisation will involve:

6 subjects in S4, alongside Health and Well-Being inputs

5 subjects in S5/6, alongside Personal Development opportunities and Health and Well-Being inputs





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This curriculum structure will allow young people the chance to study subjects in greater depth and to a more challenging level thus helping to ensure they attain improved outcomes, which will undoubtedly affect their future.

This curriculum is not significantly different from the traditional curriculum model and we feel that it is a very helpful compromise which recognises pupil, staff and parental concerns during this Curriculum for Excellence transition phase. Concerns that reducing from 8 subjects to 6 subjects in S4 compromises a pupil's ability to go on to University are unfounded. Universities Scotland (the representative body of Scotland's 19 higher education institutions) states in its most recent communication that:

"Minimum requirements continue to be expressed in terms of Highers. Universities do not intend to count a candidate's total number of National 5s towards general entry."

The new model also provides the space and time for deeper learning which we are seeking to achieve in order to raise the attainment of all young people within the school.

Glasgow City Council has produced a number of position papers with regards to Curriculum for Excellence and confirms that *"schools require to find space in the curriculum for opportunities for wider achievement, and accredited wider achievement, in the senior phase"* to ensure pupils live successfully in the 21st century. This is further supported by Universities Scotland who state that *"Scotland's higher education institutions will take account of wider achievements in the personal statement and reference when making decisions"*.

Our current S3 pupils will move to our revised structure for next session and will undertake course choice discussions with their PT Pastoral Care at the beginning of this month. Feedback from the focus groups and information sessions highlighted that some parents would like to be more involved in these discussions and we would welcome your input. Please contact your child's PT of Pastoral Care if you would like to discuss this further.

Mrs Frater
Mrs Lyon
Mrs Cox
Ms Dougan

Arran House
Lewis House
Mull House
Skye House

Thank you for your support as we continue to drive forward improvement at King's Park Secondary School. Should you require any further clarification, please do not hesitate to contact the appropriate Depute Head Teacher for your child's House. We have attached a recent article from the Herald Newspaper for your information.

Yours faithfully

K Ayed
Head Teacher





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The below article by Graeme Logan, Strategic Director, Education Scotland appeared in The Herald on 07 February 2014

In schools across Scotland, young people are now experiencing a different approach to their education. The new curriculum has been ten years in the making. As a result, schools are providing young people with high-quality, in-depth learning that matches their individual needs and interests. Their experiences, qualifications, awards and achievements at school will set them up well for their life ahead. We should not lose sight of the magnitude of this, and the enormous collective effort involved as we work to provide our young people with a world-class curriculum.

There is no doubt the introduction of the new qualifications and CfE more widely, has meant significant change. Teachers are working incredibly hard to do their best for their pupils. The principles of CfE are widely supported both throughout education in Scotland and internationally.

CfE supports and recognises a wider range of skills, achievements and qualifications than ever before, and in a way that is more responsive to individual needs. As these improvements take place, it is inevitable there will be changes in some aspects of the education system, such as the number and variety of subjects being taken for qualifications. We already know that schools across Scotland have chosen different numbers of subjects, and we fully expect to see changes in patterns of qualification entries, for example. Schools together with their young people and parents are always best placed to make such important decisions.

Learning across S4-S6 is now called the 'senior phase'. This is usually delivered in school, but may also involve young people moving to college or other establishments.

Decisions on the pattern and number of subjects across the senior phase are made by each school, based on maximising achievement and qualifications by the time young people leave school. For some, this might mean fewer subjects in S4, but leading to a higher quality of qualifications and a wider range of awards and achievements overall.

With that in mind, it makes sense that when planning the senior phase, schools will consider, for example, whether it is best for young people to 'bypass' National 4/5, that is, to begin two year courses leading to Higher. The emerging picture of these new flexible ways of learning is welcome, because it demonstrates better alignment between what a school is doing, and what young people need.

The new models show that some schools will plan for 6 or 7 subjects in S4, viewing it as a way of achieving deeper learning, making space for recognising success in wider achievements and providing scope for taking qualifications over differing timescales. The guiding principle is that qualifications, awards and achievements are taken at the right stage for the individual young person over the senior phase which can be up to three years.

Young people will not only focus on qualifications as they will have programmes that include activities that continue to develop the capacities of CfE and may lead to other valued awards also.

From the age of 3 through to the end of S3, during the Broad General Education, young people will study all areas of the curriculum to higher standards than ever before. Schools are working with parents and learners to ensure they understand how pupils move through their school years.

Education Scotland provides a very wide range of support through working directly with teachers, publishing materials and resources. We continue to extend our offer of further tailored support, as does SQA, to any secondary school who feels they need it at this crucial time in Scottish education. We are here to support practitioners and schools so that they can do their job to the best of their ability.

Any major curriculum change is likely to generate some anxiety as everyone wants to get it right for our young people. I hope that we can all continue to work together and ensure that the curriculum and the new qualifications are delivered to the highest possible standards.

Graeme Logan, Strategic Director, School Years, Education Scotland

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King's Park Secondary – A Health Promoting School

