

Wallace Hall
Broad
General
Education
Curriculum
Rationale

February 2024

National Improvement
Framework

The vision for Scottish education is that we have:

- Excellence
- Equity

Our priority areas to develop this are:

- Placing human rights at the centre of education
- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap
- Improvements in Health and Wellbeing
- Improvement in employability skills and positive destinations

We will achieve these by supporting and improving:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

Personal support

The school works hard to meet the personal, social, emotional and academic needs of every pupil, in order that each pupil can participate fully and gain maximum benefit from everything the school has to offer. Health and Wellbeing conversations are organised for all pupils. There are three Principal Teachers of Pupil Support and a PT of Additional Support for Learning. Pupils have the opportunity to meet with their PT of Pupil Support at least twice per year. Pupils are supported by Health and Wellbeing programmes, the Hub and our House System structure which aims to recognise success, identify next steps in learning, identify areas for improvement and produce plans to support improvements. Further support is made available to pupils through ASfL teaching staff, our Learning Assistants, PEF mentors and by senior pupils who assist in classes. Many senior students are paired readers and take on the role as mentors to younger students.

Purpose of the Broad General Education

Wallace Hall Academy aims to provide a Broad General Education (BGE) through S1 - 3 entirely underpinned by the principles of Curriculum for Excellence which allows development of the four capacities. Our BGE provides opportunities for development of skills for learning, life and work and a degree of interdisciplinary learning. Students in S1 – 3 are offered a curriculum with personalisation and choice through skills and learning options. The S3 learning options allow preparation for transition to specialism in the upper school. The school has worked in partnership with all stakeholders, and continues to do so, to build a curriculum, including developing new pathways, that strives to meet the needs of all learners.

As each young person develops the four capacities, they will:

- Experience learning across a broad curriculum covering languages, mathematics, science, social studies, expressive arts, technology, health and wellbeing, and religious and moral education.
- Achieve high levels of literacy and numeracy with opportunities to develop these across the curriculum.
- Develop skills for learning, skills for life and skills for work.
- Experience opportunities for personal development and achievement.
- Experience success.
- Improve their learning and ensure they are appropriately challenged and supported.

Throughout the BGE, Wallace Hall Academy will provide learning experiences for all our students that will prepare and equip them with the skills and knowledge necessary for further study. We aim to:

'provide learning in S3 which rounds off effectively the BGE phase and, at the same time covers learning which will prepare young people well for the qualification courses they may follow in S4.'

The Learning Options will include a free choice of discrete subjects within Creative and Aesthetic fields, Languages, Health and Wellbeing, Social Subjects, Sciences and Technologies. Our "elective" programme will be maintained and will provide a wide choice of additional experiences.

Pupil progress is tracked through Progress and Achievement. Those pupils not making sufficient progress are then offered support or mentoring. Progress and Achievement levels are then used to inform subject choice for S3 and S4.

Transitions 2 - 18: Building on prior learning

Pupils at Wallace Hall Academy benefit from our close working relationship with Wallace Hall Primary and our cluster primary schools, thus helping to ensure a seamless, coherent transition from stage to stage. Primary staff in all six schools link closely with staff in the secondary to ensure effective pastoral and curricular transitions.

Key features include:

- The PT PS responsible for transitions and our PT ASfL working closely with all cluster primaries to share pupil information.
- Planned transition visits where secondary specialists work with P6 and P7 pupils and are able to focus on almost all areas of the curriculum.
- All P7 pupils attending WHA for three full induction days where they follow their S1 timetable. Prior to this, pupils from outwith the cluster attend non-cluster transition days in May.
- Pupils taking part in activities which relate to the outdoor classroom and employability.
- Enhanced transitions for those pupils requiring extra support.

Skills for Life, Learning and Work

There has been steady progress at developing skills for life, learning and work at Wallace Hall Academy. In almost all courses, pupils are given support in developing their learning skills. These are reinforced in topic work in Health and Wellbeing lessons, with many outside agencies, partners, local businesses and parents. We are also tracking our key employability skills.



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Together we grow, learn and achieve with...

Pupils, parents, staff, carers
and the wider community
Glasgow University
Queensberry Estates
Steilhead Cider

Employability Team
Gates (UK) Ltd
Parent Council
Local Artists
Halo Trust

Business Mentors
Experience of Work
Dumfries House
Solway Credit Union
Thornhill Rotarians

University of West of Scotland
Dumfries and Galloway College
Community Learning and Development
Partner Farmers
Cample Line

