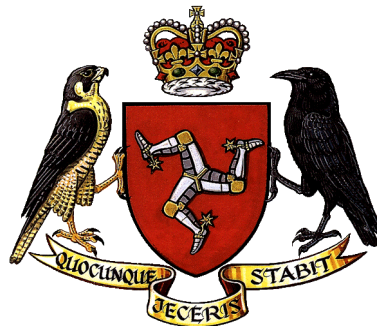


Department of Education
Rheynn Ynsee

Freedom to Flourish

A Curriculum for Learning & Achievement



**Isle of Man
Government**

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Foreword

This document emphasises the importance which the Isle of Man Government attaches to education. It indicates to all members of the community, the significance placed upon learning and achievement. It is recognised that there is a need to provide a strong lead by setting high expectations for pupils within an aspirational curriculum, a curriculum which is capable of evolving to meet new societal and technological demands in a rapidly changing world; a curriculum which is never static, but is ever changing in response to circumstances and gives children and young people "Freedom to Flourish". As such, it is regularly reviewed and this document will be revisited and revised over time.

The curriculum followed over the last 10 years has enabled the majority of pupils to achieve well, but the Department of Education is keen to ensure that what we offer our children and young people is a creative, aspirational and motivational programme. This booklet has been written to show our aspirations for what schools provide for children and young people. It does so against a background of detail describing actions to be taken by schools to assist pupils in their learning journey, with examples of the support available for the curriculum, and education for young people after the age of 16. A key aspect is the commitment to collaboration, not competition, between schools and an emphasis on the major professional role of teachers in interpreting and applying the direction given by the Department of Education, a direction carried out under the terms of the 2001 Education Act, which required the setting of the framework for schools' curriculum operation. It concludes by outlining the role of the Department of Education in monitoring, supporting and advising on the quality of the curriculum.

The overall aims of the Department are summarised as follows:

- to maintain and develop further, the Isle of Man's reputation for educational excellence;
- to ensure the provision of the educational skills required for the Island to survive, prosper and achieve economic growth in the 21st century;
- to ensure the delivery of the highest standards of teaching and learning;
- to ensure that each person follows a curriculum appropriate to his/her needs and is encouraged to reach the highest levels of personal attainment;
- to enable individuals and groups to develop their full potential, to become positive and contributing members of society, to show care and tolerance to others, our environment, culture and way of life;
- to maintain services and partnerships which support those delivering education in schools, clubs, the Isle of Man College, Higher Education and the workplace;
- to monitor educational needs and the future demands for education so as develop strategies for the optimum provision of staff, premises and other resources.

It is against this background of the above aims that this document, 'Isle of Man Department of Education : The Curriculum for Learning and Achievement' has been prepared. We want young people to be able to face the future with confidence along with the skill and understanding needed in the 21st century.

John Cain
Director of Education

Introduction

The curriculum is everything which is learnt through the education system, both planned and incidental.

The greater part of the curriculum for the Island's 12,500 young people is taught through the 35 primary schools and 5 secondary schools. The Isle of Man College and the International Business School also provide courses for learners and continue to develop the principles outlined in this document which recognises the important changes which have recently taken place and indicates the future direction.

The main intention behind this document is to encourage the operation of a curriculum within schools which is aimed at:

- delivering a better connection of the various stages in the curriculum from 3-19, accompanied by a clear and simple structure of assessment;
- maintaining and where possible raising standards of attainment and ensuring pupil progress and achievement;
- reducing over crowding in the curriculum and making learning more enjoyable and cohesive;
- making sure that assessment supports learning rather than it being seen as an end in itself;
- widening the range of experiences for children so that there is a greater awareness of the world of work with an increase in vocational options for young people;
- increasing the degree of choice and individualised learning;
- ensuring the right level of challenge and pace in the delivery of the teaching of young people;
- making sure that an appropriately broad experience is provided to young people, whilst at the same time, providing sufficient depth where required.

There is a strong commitment towards encouraging innovation in the actions taken to deliver the curriculum. Within each school, using the framework of guidance provided by the Department, individual headteachers are encouraged to work with their staff and governing body to determine priorities designed to secure a first class education for all young people.

Purposes of the Curriculum

Our aspiration for all young people is that they should be:

- *successful learners;*
- *responsible and aware individuals;*
- *confident and self assured people;*
- *purposeful contributors to Isle of Man society.*

The curriculum should assist young people in their learning and their personal development. Some of the outcomes being aimed for in fulfilling our aspiration are described below.

Successful Learners

will:

- learn and develop skills of enquiry;
- improve on performance;
- have a keenness to achieve and be successful;
- achieve well in relation to their ability;
- make progress which reflects their interests and aspirations;
- experience a satisfying and happy education;
- develop and retain an ability and interest in continuing to learn;
- experience high quality teaching and learning;
- be articulate, literate and numerate using the key skills of communication, numeracy and Information Communication Technology,(ICT);
- be reflective;
- work with others.

Responsible and Aware Individuals

will:

- develop their social, personal, spiritual and moral awareness;
- possess a clear code of personal behaviour which includes respect and compassion in their treatment of others;
- know that their behaviour has consequences;
- appreciate the diversity of people's beliefs and cultures;
- understand the importance of equal opportunities.

Confident and Self Assured People

will:

- have a clear understanding of their own and others' safety and in addition, of the importance of physical fitness and health;
- develop leadership skills and a determination to seek solutions;
- display reliability in terms of attendance and the fulfilment of a commitment;
- show flexibility and adaptability in approach;
- have confidence to apply their skills creatively.

Purposeful Contributors to Isle of Man Society

will:

- be integrated into Isle of Man society and their own schools;
- make a positive contribution to the community;
- experience a workplace environment;
- have a knowledge of the importance of economic well being, enterprise and the Isle of Man economy and of their contribution to it;
- understand the society in which they live, including Manx culture, but also the wider European and world context.

Schools' Actions to Help Learners and Deliver the Curriculum

The opportunities for children to develop the capacities described above will depend upon many factors including:

- the environment within schools and the education service in terms of the encouragement of learning;
- the leadership and knowledge of staff in the selection of approaches to teaching;
- the contribution of family and community;
- the nature of the learner himself/herself.

Schools should:

a. Develop Social, Personal, Spiritual and Moral Awareness

by:

- applying approaches to help pupils develop curiosity, imagination, intuition and an understanding of who they are;
- ensuring that pupils are proud of their backgrounds and beliefs;
- encouraging a strong drive for learning and showing evidence that pupils' personal qualities are being well developed;
- creating opportunities for pupils to work hard, take responsibilities and involve themselves in extra curricular activities;
- encouraging helpful, considerate and consistent good behaviour as part of the values of the school;
- using policies which show the importance of treating others with high levels of respect and compassion and ensure that a person's behaviour always has consequences; at an early age they are taught to listen to one another;
- building upon a sensitive ethos relating to social, personal, spiritual and moral awareness so that each individual's behaviour is good with high levels of determination and a commitment to achieve and succeed;
- operating policies which highlight equal opportunities and show the importance of inclusion of all members of society.

b. Maximise Achievement and Attainment

by:

- putting into place teaching and learning practices which ensure that all pupils achieve well in relation to their capabilities and their earlier attainment;
- making sure that teaching methods are well selected and time is used very productively for whole class, independent and collaborative work;
- making sure that a thorough programme of assessment and review is used consistently in all subjects throughout the school;
- seeing that subject areas of learning are inter-linked, without losing their discrete nature, to provide a connected range of expertise;
- making sure that pupils' work receives well focussed diagnostic comments that help them to see how to improve;
- using outcomes of assessment regularly to set realistic targets;
- being aware that imaginative curriculum design promotes high achievement;

- collaborating with other schools both within the same phase of education on joint activities and with those of another phase to whom pupils transfer;
- transferring information on pupils with partner schools or colleges in a systematic and efficient manner.

c. Provide Challenges and Enjoyment during the Educational Experience

by:

- ensuring that high standards of work are demanding of all groups of children;
- checking that teaching is stimulating, enthusiastic and consistently challenging, stemming from expert knowledge of the curriculum, how to teach and how pupils learn;
- ensuring that systems are in place to seek the views of pupils and parents;
- making sure that procedures on monitoring attendance are effective and ensure the early detection of dips in pupils' attendance;
- having good support for pupils to encourage improved attendance and punctuality;
- having care and guidance systems in place which are well used to help with the establishment of good relationships with pupils and parents;
- comprehensively sharing information about children, their play, learning and behaviour and how they can be supported at home;
- providing full access for pupils with disabilities;
- ensuring that practices are in place to welcome and provide for those with additional needs and for those who are gifted and talented.

d. Promote Learning and Enquiry

by:

- making sure that the curriculum is evaluated rigorously and well judged, carefully managed innovations help to meet changing requirements;
- providing a rich and varied programme of experiences for all pupils;
- providing a welcoming, safe, happy and stimulating environment;
- encouraging all pupils to attend and participate fully in school and extra curricular activities.

e. Ensure Safety and Health

by:

- operating accommodation and outdoor areas which are safe, pleasant, well maintained and fit for purpose for pupils of all ages;
- carefully carrying out daily routines which are well planned and with all decisions concerned with health and safety being based on thoughtful risk assessment;
- ensuring correct procedures for child protection are in place and that the school, parents and other agencies work together effectively;
- following systems to minimise hazards within and beyond the school and which promote healthy living;
- ensuring that the building and equipment are, through careful maintenance, safe;
- teaching of the importance of physical activity and health education, and ensuring it is well developed.

f. Focus on Continuity

by:

- making sure that in internal planning there is a close attention to the need to ensure continuity of teaching and learning between different years and between different phases or schools;
- carefully monitoring information which is available about pupils' progress, liaising with pupils and parents on providing detail of progress and expectations;
- ensuring there are good induction programmes for new children to enable smooth transitions to, through and from the school.

g. Promote Awareness of Community and Isle of Man Society

by:

- using expertise from within and outside the school to enrich the curriculum;
- making sure the curriculum is based on a detailed assessment of individual needs and an accurate understanding of the socio-economic context of the locality;
- utilising the expertise and resources in the community to improve its management and pupils' learning;
- organising and resourcing all classrooms and other areas for learning (including outdoors) imaginatively, to provide interesting experiences;
- operating teaching programmes which embrace the society, including Manx culture.

h. Ensure Recognition of the Workplace Environment; Economic Well Being; Isle of Man Economy

by:

- undertaking outside visits in order to enrich curricular provision;
- providing work related learning;
- delivering a work experience programme;
- operating in consortia for the delivery of 14-19 education so as to widen choice, reduce disaffection and operate teaching groups in the most economic manner;
- operating arrangements to help pupils choose and transfer to, post 16 institutions, training providers or employment, which are very thorough;
- participating in Young Enterprise;
- utilising ICT skills and systems purposely and effectively.

i. Deliver High Quality Teaching and Learning

by:

- deploying well qualified and experienced staff, using high quality teaching resources;
- carrying out regular reviews of what has been learned and how successfully, and using these to adjust subsequent programmes where necessary;
- operating with a governing body which is knowledgeable and has a high level of involvement and awareness of strategic planning, policy formulation and implementation;
- ensuring that the staff management system is reflective, self critical and innovative and results in clear thinking about the curriculum and planning for improvement;

- seeing that senior managers have a clear understanding of the programmes of study which are being offered and are committed to the policies which underlie the aims of the school and can show how they have contributed to raising achievement and promoting social inclusion within the school.

j. Encourage the Involvement of Parents

by:

- sharing information about children's needs and achievements regularly between parents and staff;
- seeking to involve parents in the life of the school and engaging their support and participation;
- giving careful attention to establishing and operating links with parents to support pupils' learning;
- actively involving parents in the school.

k. Offer Personalised Learning and Choice

by:

- matching activities and demands sensitively to pupils' needs;
- using information from assessment of pupils' learning directly in planning, teaching and to set realistic targets;
- helping pupils to judge the success of their work and to set targets for improvement;
- enabling parents of children in the Foundation Stage to contribute to the planning of what their child is to learn next.

l. Seek Continuous Improvement

by:

- planning to meet the needs of each individual and overcome any dips in performance;
- showing school leadership is committed to being well informed through the operation of comprehensive and analytical procedures which give a clear insight into a pupil's progress;
- observing and evaluating developments and acting to bring about any improvements in areas of relative weakness.

m. Focus on Assessment for Learning

by:

- operating a thorough programme of assessment to assist children's learning;
- ensuring outcomes of assessment are used regularly to set realistic personal targets.

The above description of actions schools should be undertaking in order to assist successful learning shows the importance given to breadth and progression as well as depth of study.

Desired Outcomes of the Delivery of the Curriculum

It is intended that as a result of experiencing the curriculum and the way it is delivered, young people will develop as individuals with:

Readiness

- positive self esteem;
- an ability to take responsibility for own actions;
- skilled in managing own emotions and feelings;
- appropriate curriculum skills;
- good concentration and focus.

Relationships which are Positive

- an ability to work as a team member;
- an ability to make and sustain friendships;
- understanding and respect for others;
- an acceptance of boundaries;
- empathy and understanding the role of others.

Resourcefulness

- a recognition of how to get help;
- the capability to apply reason, (compare/contrast);
- the ability to question;
- the ability to use initiative;
- achieving self motivation.

Resilience

- the ability to solve problems;
- the capacity to persevere;
- an acceptance of constructive criticism;
- adaptability and flexibility.

Remembering Skills

- the ability to recall;
- the confidence in the use of transfer skills and strategies;
- the ability to interpret;
- the ability to learn from experience.

Reflectiveness

- a sense of pride;
- the ability to plan;
- skills in analysis, reasoning, negotiation, mediation and organisation;
- the capability to monitor, revise and adapt;
- an appreciation of own learning processes.

Department of Education Expectations

Traditionally, many of the programmes, syllabuses and examinations used in Manx schools have been those currently in use in England. However, courses and examinations from other countries may be equally acceptable if they meet the needs of pupils. Schools must comply with all aspects of the law on education and directions made for the purpose of guidance from the Department in regard to the delivery of the curriculum. Detail on this is shown below as:

1. The legally defined curriculum in the Isle of Man
2. Department of Education policy directions on the curriculum.

1. The Legally Defined Curriculum in the Isle of Man

In working to deliver a successful learning experience for all pupils schools operate within the framework laid down by the Department of Education.

The Education (Curriculum) (No 2) Order 2004 specifies the following principles which shall apply to the curriculum for all pupils of compulsory school age:

- a) all pupils shall follow a broad and balanced curriculum;
- b) any choices available within the curriculum should be both clear and explicit so that decisions are made with the informed consent of parents and (where appropriate) pupils;
- c) where appropriate, the content of all subjects shall include references to Manx culture and history;
- d) all teaching shall promote the personal, moral, social and cultural development of pupils and contribute to their education in the fields of-
 - health
 - careers
 - citizenship
 - numeracy and literacy
 - creative thinking and creativity.
- e) religious education shall be given in accordance with section 12 of the 2001 Education Act.

Pupils Aged up to 5 Years (Foundation Stage)

The curriculum for pupils aged up to 5 years in schools shall include:

- personal, social and emotional development
- communication, language and literacy
- mathematical development
- knowledge and understanding of the world
- physical development
- creative development.

Pupils Aged from 5 to 14 Years (Key Stages 1, 2 and 3)

The curriculum for pupils aged from 5 to 14 years shall include:

- English
- Mathematics
- Science
- Religious education
- Physical education
- Design technology
- Information and communication technology
- History
- Geography
- Art and design
- Music
- Manx culture and history (which may be taught through other subjects).

In the case of pupils aged 7 to 11 the curriculum shall include:

- French
- As an option, Manx Gaelic.

The curriculum for pupils aged from 11 to 14 years shall include:

- French
- Citizenship
- As an option, Manx Gaelic.

Pupils Aged from 14 to 16 Years (Key Stage 4)

The following principles shall apply to the curriculum for all pupils aged from 14 to 16 years:

- a) all courses shall lead to a recognised external accreditation at the highest level achievable by the pupil, wherever this is available and appropriate;
- b) subject to paragraph (a), there shall be a degree of choice of subjects, and pupils shall be encouraged to follow courses of study which will best allow them to achieve success and meet their aspirations;
- c) the curriculum shall be relevant to the world of work and, for some pupils, may be explicitly so through specially designed programmes of study;
- d) the curriculum shall include:

- English
- Mathematics
- Science (single, dual or 3 separate sciences)
- Religious education
- Physical education
- Manx culture and history (which may be taught through other subjects)

In addition a range of other subject options shall be available to all pupils aged from 14-16 years, which shall include:

- a modern foreign language
- a humanities course (one or more of):
 - i. history
 - ii. geography
 - iii. economics
 - iv. politics
- information and communication technology (which may be taught through other subjects)
- design technology
- art and design
- music
- Manx Gaelic
- vocational options.

No subject option which does not lead to a recognised external accreditation shall be offered without the prior approval of the governors of the school.

2. Department of Education Policy Directives on the Curriculum

In giving effect to the legally defined curriculum referred to earlier, the Department of Education has issued guidance on what it expects schools to do in terms of the delivery of the curriculum. In some cases this supplements the legal requirements, in others, it specifies an additional component for schools to follow.

Curriculum Content

- For most curriculum subjects expressed as principles under the Education (Curriculum) (No: 2) Order, 2004, it is expected that schools will make reference to:
 - the Isle of Man Department of Education Curriculum Guidance Documents (currently history and geography)
 - the programmes of study drawn up by the DfES/QCA and in operation in England when designing a curriculum which meets their individual/local needs.

Citizenship in the Isle of Man

- The Department expects Citizenship to be an aspect of the curriculum from Key Stage 2 to Key Stage 4, though it may well be taught to younger children through consideration of Manx culture and history. (See earlier Curriculum Order).
- A programme of study entitled Manx Citizenship has been prepared with units of study for Key Stage 3 and Key Stage 4.

Religious Education

- The Curriculum Order specifies Religious Education as a compulsory component from Key Stage 1 to Key Stage 4.
- All schools must operate to meet the requirements of the Department's Religious Education Policy, which lays down a minimum teaching time.

- The programme of study to be followed within schools is the Isle of Man agreed syllabus in Religious Education.

Careers Education and Guidance

- There is an expectation that all secondary schools will provide a careers education programme, including guidance within a), Key Stage 3, to assist the process of decision making prior to beginning GCSE courses, and b), Key Stage 4. It is Department policy that, by the end of Key Stage 4 and during their post 16 education, all students be offered individual guidance from a qualified careers adviser.

ICT

- The Curriculum Order specifies ICT as a requirement for all children aged 5-14 and in addition, states that it will be an available subject within Key Stage 4.
- Though within Key Stage 4, it is not a compulsory subject for every student, all schools provide ICT courses, both as discrete programmes of study, and as cross curricular courses, with the expectation that the vast majority of young people will study the subject.

Assessment

An individual pupil's progress is monitored throughout their time in school by a programme of assessment. The focus of the approach is:

- *assessment for learning* (or formative assessment) in which learning goals are shared with learners and feedback is given which leads learners to recognise their next steps and how to take them. Assessment for learning involves both learner and teacher reviewing and reflecting on assessment data such as comments and measures of the progress made in acquiring skills or knowledge;
- *assessment of learning* (or summative assessment) is any assessment which summarises where learners are at a given point in time – it provides a snapshot of what has been learned, or it is an evaluation of the level of attainment reached after a period of study. For example, the grade awarded in GCSE English.

The Department of Education's approach to assessment is outlined below:

Assessment for Learning

Considerable importance is attached, within all schools, to engaging pupils in learning and in ensuring that each individual makes good progress. Assessment for learning includes activities undertaken to identify where the learners are in their learning, where they need to go and how best to get there. Some of the key characteristics of assessment for learning involve:

- sharing learning goals with learners;
- helping learners know and recognise the standards they are aiming for;
- involving learners in self-assessment;
- providing feedback which leads pupils to recognise the next steps and how to take them.

Assessment of Learning

The focus here is on summative assessment at a given point in time, for example at the end of a particular course of study. The most obvious examples include:

- GCSE (General Certificate of Secondary Education);
- NVQ (National Vocational Qualification);
- BTEC First Diploma;
- AS (Advanced Subsidiary) Level GCE;
- A (Advanced) Level GCE.

All summative assessment involves a judgement on how well the learner is performing, possibly using grades based on benchmarked standards. This assessment of learning is not only carried out through external examinations. Summative assessment at the end of each key stage allows the performance of pupils to be measured and tracked. It also allows schools to look at the progress of pupils over a defined period of time and measure the 'value added'. Various forms of assessment are used by schools to measure this progress including:

Foundation Stage

- The Foundation Stage Profile is completed in the Foundation Stage. The results are reported to the Department of Education at the end of the Reception Year;

Key Stages 1, 2 and 3

- Teacher Assessment is carried out in key stages 1, 2 and 3. The results of Teacher Assessments in English, mathematics and science are reported to the Department of Education at the end of Year 2, Year 6 and Year 9. The levels reported are those described within the National Curriculum Level Descriptors.

This summative information can be used formatively to help to improve learning. The data is analysed and schools are provided with a detailed set of performance data to be used to identify strengths and weaknesses in teaching and learning. Other data is gathered through verbal and mathematical reasoning tests such as the Cognitive Abilities Test (CAT), Middle Years Information System (MidYis) and Year 11 Information System (Yellis). These systems help schools to track pupils and set targets for their progress; give useful diagnostic information to schools and help to provide information on a school's performance to the Department of Education.

Reporting to Parents

There is a requirement for schools to report to parents, in accordance with the Education (Information and Reports to Parents) Regulations 2004.

Support for the Curriculum and Work of Schools

In order to illustrate how the curriculum is supported in schools the following examples are given.

Primary Modern Language Teaching

Probably uniquely within the British Isles the Isle of Man has in place a programme for the teaching of French to all children within the primary sector. Key features include:

- all children in years 3-6 study the subject;
- dedicated teaching materials are used, designed to meet the interests and needs of younger children;
- teaching is provided by a 13 teacher peripatetic team;
- building upon the success of this programme children have an excellent opportunity to progress further within the secondary sector.

Continuity in Learning

Much liaison takes place between staff involved with different ages or phases of education. For instance:

- the arrangements for admittance to a nursery unit involves a parent or carer;
- work with the Pre School Assessment Centre to help determine a pupil's needs and formulate a programme;
- ensuring that the staff work closely with parents to ensure that the child makes a happy and successful start at school;
- discussions and information sharing when a pupil transfers from one phase of education to the next (Foundation Stage, Key Stage 1 (Infant), Key Stage 2 (Junior), Key Stage 3 (Secondary)).

Youth and Community Division

The Division offers a wide variety of formal and informal educational opportunities for young people through the Play, Youth, Careers and Library Services. The Play and Youth Services are delivered through building-based clubs and projects, outreach and detached work. These activities add to the range of opportunities open to young people so that they can:

- follow informal and structured programmes which enhance their personal and social development;
- attend places and develop relationships within which they can enjoy themselves, feel secure and valued;
- have opportunities to discuss issues relating to health, relationships, behaviour and responsibilities;
- become sensitive to their community, local and global environment, culture and heritage;
- find challenges, recognition and achievement through adventurous activities.

The work of the **Careers Service** is complementary to Careers Education taught within schools. Overall, the Careers Service works with school staff and individuals to ensure that young people:

- undertake work to consider their own qualities, skills and academic potential and seek to understand the knowledge and skills people need at work;
- review the range of option choices for years 10 and 11, and increasingly, beyond;
- access careers guidance information;
- have their awareness raised about equal opportunity issues;
- gain experience of a two week work placement;
- consider and make choices about their future education, training or work;
- receive and consider information about the local and UK job market;
- experience formal lessons in job seeking skills, which include:
 - a) mock interviews;
 - b) application form completion;
 - c) curriculum vitae construction;
 - d) use of computer guidance to assist them in their post 16 options.

The advice of the Careers Service is also available to adults.

The **Library Service** has a mobile which visits many areas of the Island, including a number of primary schools. The Family Library in Douglas provides an attractive learning environment for children. Together, they offer:

- a wide range of library resources for young people and adults;
- internet access and study area;
- advice to teachers on library matters;
- book exchanges with schools and other agencies;
- audio books on CD;
- music CDs covering classical, jazz, blues, world music and soundtracks;
- a collection of DVDs for all ages, including foreign language films.

Collaborative Working between Schools

A consortium of all five secondary schools with the Isle of Man College has been set up in order to consider ways of working collaboratively to deliver education and training for 14-19 years olds. Important matters worked upon include:

- widening the choice of curriculum pathways from the age of 14+;
- increasing the number of students progressing beyond 16 into education and training;
- increasing the number of vocational courses;
- reducing the level of disaffection amongst students;
- maximising the use of the expertise of the College in the provision of work related learning opportunities for years 10 and 11;
- sharing staff expertise in the provision of courses after the age of 16;
- utilising innovative opportunities in the provision of teaching, for example through video conferencing and the use of ICT;
- encouraging timetable collaboration in respect to less popular subjects after the age of 16.

Delivering a Service for Children with Additional Needs

There is a strong commitment within the Isle of Man to seeking to meet fully the requirements of all children with additional needs. The Department and all schools are committed to an inclusive curriculum which values the learning and achievements of all youngsters. Delivering this curriculum involves consideration for:

- the nature of the pupil's learning difficulty;
- the environment for learning;
- the choice of teaching and learning approaches;
- the ways in which learning is organised;
- the way in which policy and its associated procedures is delivered;
- careful analysis of assessment data for individual pupils in order to assist teaching and learning;
- liaison between the departments of Education, Health and Social Services.

The Music Service

The Music Service operates to provide opportunities for children of all ages, both within and outside schools, which include:

- instrumental tuition from a team of peripatetic teachers through their visits to primary and secondary schools;
- the Manx Youth Orchestras: Junior, Intermediate and Senior;
- the Manx Youth Choir, age range 13 – 21, which builds upon the choral work undertaken in schools;
- the Manx Children's Choir;
- Saturday morning music workshops, normally for pupils aged between 8 and 13;
- public performances, residential courses and tours.

Skimmee Gien Mie (Healthy-Life Team)

The team includes three full-time Life Education trainers, a Drug and Alcohol Education Liaison Officer and a Tobacco and HIV/Sexual Health Co-ordinator. The two mobile Life Education Centres, staffed by the three Life Educators, visit all primary and secondary schools. They focus their teaching on:

- health and drug education matters;
- prevention as a long term and gradual process;
- sexual health education, parenting and citizenship;
- working with other specialist staff including nurses, youth workers, police and other agencies as part of the drug/alcohol education curriculum.

The Drug and Alcohol Education Liaison Officer and the Tobacco and HIV/Sexual Health Co-ordinator work with teachers to increase their knowledge, understanding and confidence in teaching these sensitive topics. They provide advice, training, some in-school support and learning resources. Each member of Skimmee Gien Mie links with a group of schools to provide a point of contact for accessing advice and support. They ensure that the needs of the school are matched to the skills of individual team members.

Information and Communications Technology, (ICT)

When externally inspected in 2002, the Department of Education's ICT Service was described as 'working at the leading edge internationally'. Services provided include:

- laptop computers for individual teachers;
- support for the maintenance of ICT operations in schools, not only to enhance teaching and learning, but also, administration;
- management of the Island wide communications system, 'First Class';
- delivery of training and advice on ICT matters;
- the pioneering of initiatives to improve the quality of teaching and learning, such as wireless networking in schools.

The Manx Language in Schools – Yn Ghaelg Ayns ny Scoillyn

There has been a steady increase in the number of young people studying Manx Gaelic, as well as, since the 2001 Education Act, an enhanced acknowledgement of the importance of the teaching of the culture and history of the Isle of Man in schools. Recent developments include the following:

- the opening of the Manx medium school, Bunscoil Ghaelgagh, based at St. John's old school;
- the increase in size of the peripatetic teaching team to deliver Manx language teaching in schools;
- the availability of the General Certificate in Manx - Teisht Chadjin Ghaelgagh – a GCSE equivalent course;
- an Advanced Certificate in Manx – Ard Teisht Ghaelgagh – equivalent to an A level qualification, (the first student with this qualification entered university in 2005);
- production of teaching materials about Manx history and Manx geography.

Headstart Schemes

Headstart Schemes or Summer Schools have been an important recent development. The Department of Education makes funding available for schools. This is used to deliver targeted support to pupils who, at the end of Key Stage 2, have not quite reached the expected performance level for their age in English or maths.

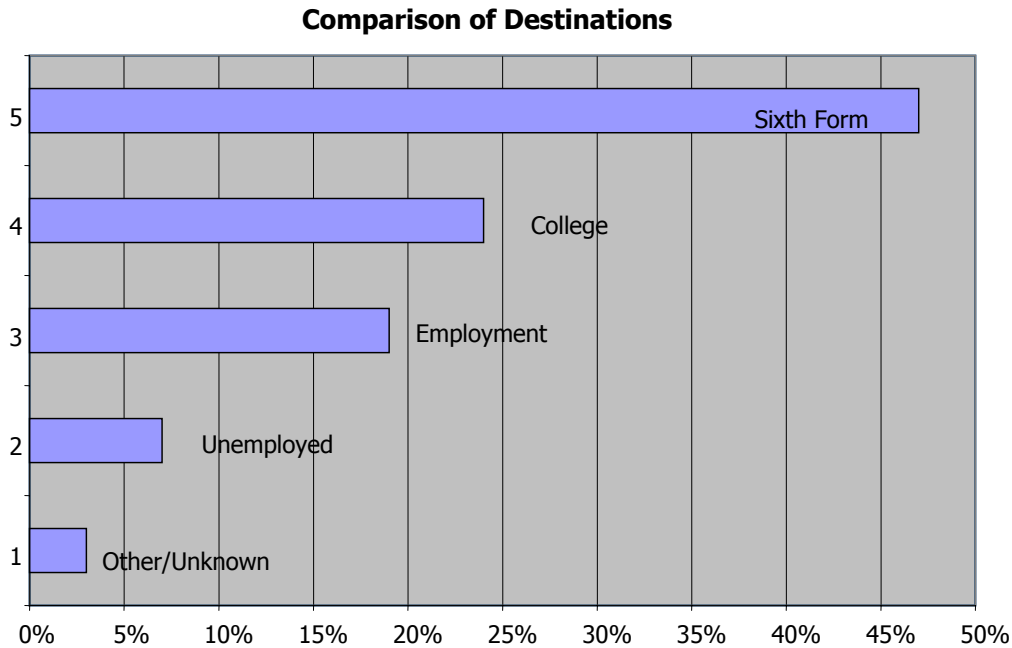
National Academy for Gifted and Talented Youth (NAGTY)

A working relationship with NAGTY began in 2005. Key features of this are:

- all secondary schools in the Isle of Man are members of the National Academy for Gifted and Talented Youth;
- membership of the Academy ensures access to its programmes of activity and its websites for a objectively identified group of young people in schools;
- development of NAGTY related activities in the Isle of Man.

Education after 16

After completing Year 11 in a school, all young people have a choice between continuing with further education or training and seeking employment. In summer 2004, those completing Key Stage 4 of their education, divided as follows:



School Sixth Forms

All five secondary schools provide post 16 courses.

These fall into two categories:

- a one year course of study : General Certificate of Education, (Advanced Subsidiary), that is GCE AS; plus GCSE retakes;
- a two year course of study, GCE A2 of 'A' levels, plus in a number of cases, Applied GCEs.

In 2004/2005, some 40 different 'A' level subjects were operating across Island schools.

Isle of Man College

The College operates education and training in two broad groupings:

- general education in the form of GCSE, AS and A2 in a wide range of subjects;
- vocational education and training in conjunction with industries and employment opportunities.

The vocational education courses include: Business, Information Technology, Office Administration, Engineering, Construction Studies, (including apprenticeships in many areas), Art, Design, Multi-media Production, Hairdressing, Beauty Therapy, Health and Social Care, Hospitality and Catering. Courses at the College are open to young people and adults with some full time and others, part time.

Adult Education

Adult education courses are operated by the Isle of Man College at its main base in Douglas or at 17 other locations across the Island, with 3000 student enrolments.

Higher Education

Students have a wide choice of Higher Education opportunities:

Isle of Man College	International Business School	University
<ul style="list-style-type: none">• Certificate in Education• Higher National Certificates and Diplomas• B.A./B.Sc. Degrees• M.Sc• Foundation Degrees	<ul style="list-style-type: none">• B.A. Business Studies• B.A. Business Administration• M.Sc• M.B.A.	<ul style="list-style-type: none">• Undergraduate Studies• Post Graduate Studies• Approximately 350 students per year are off the Island on courses of study.

International Business School (IBS)

The IBS provides full and part time Higher Education opportunities to local people, employers and employees in Business and Finance related activities. Some students attend from outside the Isle of Man. The first group of students graduated in summer 2005 in Business Studies or Business Administration.

The Role of the Department in Monitoring, Supporting and Advising

The Education Improvement Service

A team of professional staff advise, monitor and support the delivery of the curriculum.

Actions taken include:

- advising the Government;
- collecting information on pupil assessments and analysing this data, (by a data information section), in order that it can be used by teachers and advisers;
- regular adviser visits to schools to view and report on developments;
- advising schools on curriculum and operational matters;
- ensuring that well matched additional support is provided when schools experience difficulties.

Measuring Success in Curriculum Operations

The Department of Education considers carefully, detail about the delivery of the curriculum.

Some of the following are sources of information for enabling review and evaluation to take place:

- school staff undertake a self evaluation process, with external validation;
- data on pupil progress in internal and external assessments, with an emphasis upon previous attainment and 'value added' judgements;
- consideration of pupil absence and suspension data;
- information on success with the inclusion of pupils with a defined special educational need;
- evidence of participation in community based schemes such as sports, music and drama;
- reports from half termly visits to schools by the Education Department's Link Advisers.

School Self-Review and Evaluation

In 2005, the Department introduced a policy requiring schools to undertake School Self-Review and Evaluation, whereby the headteacher works with members of staff, parents, pupils and governors to evaluate the school's strengths and weaknesses with the production of a written statement. Evaluation involves considering evidence of school operations and relating it to defined criteria as to whether the school is believed to be: outstanding (1); good (2); satisfactory (3); inadequate (4), in relation to the range of aspects of its operation listed below. This process is subject to external validation. The overall intention of School Self-Review and Evaluation is to ensure that schools are operating as successfully as possible in the delivery of a high quality education. Areas about which judgements are to be made and a grading given:

- overall effectiveness;
- value for money;
- the satisfaction of pupils with the school;
- the satisfaction of parents with the school;
- pupils' achievement;

- attitudes and behaviour of pupils;
- pupils' attendance;
- personal development;
- teaching and learning;
- the assessment of pupils' work and progress;
- curricular opportunities;
- how well the school enriches the curriculum, including extra-curricular provision and learning outside the school day;
- how well the accommodation and resources at the school meet the needs of the curriculum;
- the care, welfare, health and safety of pupils;
- how well the school gives support, advice and guidance to pupils;
- pupils' involvement in the school's work and development;
- the effectiveness of links with parents;
- the effectiveness of educational and support programmes;
- the quality of links with the community;
- links with other institutions;
- governance;
- leadership;
- management.