

# Boroughmuir High School

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## Third Year Parents' Information Evening

Wednesday 28 August 2019

**Justus et Tenax**

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# Programme

Introduction:

Mr Dempster

Key Issues in S3:

Mr Cifelli

Questions:

## Boroughmuir High School Curriculum

- Broad General Education from 3yrs old to S3
- Complete BGE by end of S3
- At BHS opted for personalisation and choice at end of S2 (most still follow BGE in S3 - choosing from curriculum modes)
- Continuity from S2 to S3
- Start senior phase by S4
- Many start National Qualifications during S3 and S4 depending on subject and pupil

# Boroughmuir High School S1- S6 Curriculum

*Literacy/Numeracy/Health & Well Being/ICT*



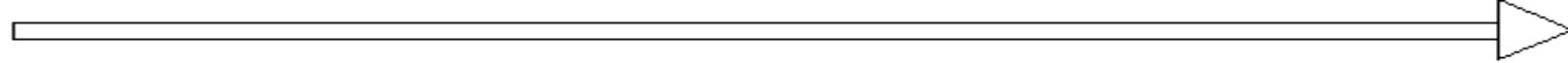
CfE areas	Maths	Language		Soc. Subj.	Science	Expressive	Tech.		HWB	RME	
<b>S1</b>	Maths	English	Modern Lang	Hist/Geo/ Mod St	Sci	Mus/Art/ Drama	CDT/ICT/ HE		PE/HWB/ PSE	RME	<i>Junior Phase</i>

CfE areas	Maths	Language		Soc. Subj.	Science	Expressive	Tech.	Tech/ ExpArt	HWB	RME	
<b>S2</b>	Maths	English	Modern Lang	Hist/Geo/ Mod St	Sci	Mus/Art/ Drama	CDT/ICT/ HE	Choice	PE/ PSE	RME	<i>Junior Phase</i>

CfE areas	Maths	Language		Soc. Subj.	Science	----- all CfE curricular areas -----			HWB	RME	
<b>S3</b>	Maths	English	Modern Lang	Hist/Geo/ Mod St	Sci	Choice/ Vocational	Choice/ Vocational	Choice/ Vocational	PE/ PSE/ Mindset	RME	<i>Junior Phase</i>

**Pupil Profile/ Learner Review**

*Literacy/Numeracy/Health & Well Being/ICT*



CfE areas	Maths	Language		Soc. Subj.	Science	----- all CfE curricular areas -----			HWB	RME	
<b>S4</b>	Maths	English	Modern Lang	Hist/Geo/ Mod St	Sci	Choice/ Vocational	Choice/ Vocational	Choice/ Vocational	PE/PSE/ Finance	RME	<i>Senior Phase</i>

----- All CfE curricular areas -----

<b>S5</b>	Choice/ Vocational	Choice/ Vocational	Choice/ Vocational	Choice/ Vocational	Choice/ College/ Voc.	Tracking	Activity/ PSE	Study			<i>Senior Phase</i>
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----- All CfE curricular areas -----

<b>S6</b>	Choice/ Study/ Vocational	Choice/ Study/ Vocational	Choice/ Study/ Vocational	Choice/ Study/ Vocational	Choice/ College/ Voc.	Tracking	Activity/ PSE				<i>Senior Phase</i>
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# The Curriculum for Excellence Experience

**Broad  
General  
Edu-  
cation**

**Start  
of  
Senior  
Phase**

<b>Stage</b>	<b>CfE level/NQs</b>
<b>By end of P3</b>	<b>Level 1</b>
<b>By end of P7</b>	<b>Level 2</b>
<b>By end of S3</b>	<b>Level 3/4</b>
<b>By end of S4</b>	<b>National 3/4/5</b>
<b>By end of S5</b>	<b>Nat. 3/4/5/H</b>
<b>By end of S6</b>	<b>Nat. 3/4/5/ H/AH</b>

# The Curriculum for Excellence Experience

<b>SCQF level</b> (Scottish Credit & Qualifications Framework)	<b>Qualifications</b>	<b>Qualification Grading</b>
<b>3</b>	<b>National 3</b>	<b>Pass/Fail</b>
<b>4</b>	<b>National 4</b>	<b>Pass/Fail</b>
<b>5</b>	<b>National 5 (exam)</b>	<b>A/B/C/D/no award</b>

# Assessment Structure

**Nat 3/4:**

**Unit coursework + Unit Assessment + AVU + no final exam**

**Nat 5 (up to 2017):**

**Unit coursework + Unit Assessment + final exam**

**Nat 5 (2017 onwards):**

**Unit coursework + final exam**

# Level of Presentation

- National 3, 4 or 5?
- Majority of pupils will be presented for Nat 5.
- Some pupils will be presented at Nat 4.
  
- Pupils who may not succeed at Nat 5 can complete Nat 4 assessment to use as evidence. If necessary these pupils will receive retrospective certification at Nat 4 (However, in some subjects, this might involve the completion of additional material) .
  
- Similarly - if a pupil is unsuccessful at National 4.



**Number of Nat 5 subjects sat by S4 pupils in 2019.**

<b>Number</b>	<b>2013 - 14</b>	<b>2014 - 15</b>	<b>2015 - 16</b>	<b>2016 - 17</b>	<b>2017 - 18</b>	<b>2018 - 19</b>
<b>9</b>					<b>3</b>	
<b>8</b>	<b>108</b>	<b>118</b>	<b>128</b>	<b>133</b>	<b>128</b>	<b>125</b>
<b>7</b>	<b>25</b>	<b>25</b>	<b>21</b>	<b>24</b>	<b>22</b>	<b>39</b>
<b>6</b>	<b>13</b>	<b>14</b>	<b>18</b>	<b>8</b>	<b>15</b>	<b>14</b>
<b>5</b>	<b>9</b>	<b>5</b>	<b>8</b>	<b>10</b>	<b>6</b>	<b>9</b>
<b>4</b>	<b>5</b>	<b>11</b>	<b>6</b>	<b>7</b>	<b>11</b>	<b>5</b>
<b>3</b>	<b>10</b>	<b>10</b>	<b>6</b>	<b>7</b>	<b>4</b>	<b>6</b>
<b>2</b>	<b>10</b>	<b>4</b>	<b>6</b>	<b>3</b>	<b>4</b>	<b>4</b>
<b>1</b>	<b>9</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>6</b>
<b>0</b>	<b>11</b>	<b>8</b>	<b>4</b>	<b>5</b>	<b>2</b>	<b>5</b>
	<b>200</b>	<b>198</b>	<b>199</b>	<b>200</b>	<b>198</b>	<b>213</b>

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Mon	<b>English</b>	<b>History</b>	<b>Physics</b>	<b>Music</b>	<b>Maths</b>	<b>French</b>
Tue	<b>PE</b>	<b>PE</b>	<b>Maths</b>	<b>Graphic Com.</b>	<b>Chemistry</b>	<b>History</b>
Wed	<b>Chemistry</b>	<b>French</b>	<b>Physics</b>	<b>English</b>	<b>Music</b>	<b>Graphic Com.</b>
Thurs	<b>French</b>	<b>Music</b>	<b>PSE</b>	<b>ROTA</b>	<b>English</b>	<b>Chemistry</b>
Fri	<b>Graphic Com.</b>	<b>History</b>	<b>Maths</b>	<b>Physics</b>		

**S3 coursing changes closes**

**Friday 30 August 2019**

# Expectations

- High expectations
- Punctuality/attendance
- Dress code (blazers)
- Effort/Attitude/Quality of work
- Responsibility (to school and themselves)  
= role models

# Support for pupils

## Pastoral support

- PSE – organisational/study skills/learning styles/note taking.
- Report Review
- Wellbeing overview of pastoral/personal care
- Overview of educational needs
- In class support (pupil support assistant/S6)

# Support for pupils

## Curricular Support

- Continued high quality learning and teaching across the school
- After school supported study classes (usually S4)
- Website Resources.....

# Nationals in a Nutshell

- Produced by ‘The National Parent Forum of Scotland’
- What skills will my child develop?
- What will my child experience during the Course?
- Assessment

# SQA Website

*Qualifications Subject Search...*

*National Qualifications ....*

*Subjects ....*

*Course Specification/Assessment/Past Papers*



# Boroughmuir High School Website

Go to

- – *Pupil Support....*
- – *Assessment Calendars.....*
- - *S4 Assessment Calendar....*

# BHS SQA Calendar

N5 Course	Folio / Assignment / Performance (counts toward final grade)	Mark (%) of final grade	Marked by	Outline of assignment/folio/performance	Completion Dates	Boroughmuir School Support
English	Folio	30/100 (30%)	SQA	2 pieces of writing – one broadly creative + 1 broadly discursive	By 17 <sup>th</sup> March or earlier	Started in class and completed at home. Folio support is offered from January. Both pieces must be completed on the SQA template given.
French/ German	Performance (Talking)	30/100 (30%)	School & SQA verified	Presentation (pupil choice of topic) + follow-up conversation with class teacher. Recorded.	between 23 <sup>rd</sup> Jan and 10 <sup>th</sup> Feb	Talk prepared and practised in class. Conversation based on course topics. Revision class Tuesday / Thursday lunch time

## **S3 Assessment**

**These assessments take place during class time and will not disrupt the normal school timetable. Some departments do not set formal assessment, preferring to use end of unit test as a form of continuous assessment**

<b>SUBJECT</b>	<b>ASSESSMENT</b> (week commencing)
<b>Art and Design</b>	<b>13 April</b>
<b>Biology</b>	<b>20 April</b>
<b>Business Management</b>	<b>4 May</b>
<b>Chemistry</b>	<b>27 April</b>
<b>Geography</b>	<b>ongoing</b>

## S3 Survey – Do we need S3 assessments?

	Yes	No
<b>1. Did the S3 assessments make you revise more in the lead up to them?</b>	<b>140</b>	<b>38</b>
<b>1. Were the number of assessments you had to sit in 1 day manageable?</b>	<b>103</b>	<b>78</b>
<b>1. Overall, do you feel that the S3 assessments were worthwhile to you?</b>	<b>128</b>	<b>49</b>
<b>1. Should the school have S3 assessments?</b>	<b>130</b>	<b>49</b>

# JET

- Jobs + Education + Training
- Skills for Work + Work Placement
- For S4 (recruitment by end of S3)



# Tracking and Reporting

*Tracking and Reporting* - a key priority in our school improvement plan.

Tracking reports give a ‘snapshot’ of how well your child is performing in each subject. Tracking Reports issued – November 2019 & March 2020.

All year groups will have 3 reports each year, each including tracking data and one Full Progress Report with teacher comments.

In S3 - **Progress** is judged on evidence of learning and indicates how well a pupil is performing within the CfE Level.

		<b>Progress</b>	<b>Homework</b>	<b>Effort</b>	<u><b>Behaviour</b></u>
<b>Excellent</b>	<b>1</b>	Confidently and consistently <b>performing very well, at or above, the Working Level</b>	Always makes a good attempt	Always works conscientiously	Always behaves well
<b>Good</b>	<b>2</b>	<b>Consistently good progress</b> within the Working Level. <b>Some further improvements in progress</b> possible.	Usually makes a good attempt	Usually works conscientiously	Usually behaves well
<b>Inconsistent</b>	<b>3</b>	<b>Some progress but some gaps in knowledge, understanding and skills</b>	Occasionally makes a good attempt	Making some effort to work conscientiously	Some improvement in <u>behaviour</u>
<b>Needs Improvement</b>	<b>4</b>	<b>Limited progress.</b> May indicate further support required	Rarely makes a good attempt	Rarely puts in <u>an effort</u> to work conscientiously	Serious concerns

In S4 - **Progress** is shown using **Working Grades** and **Target Grades**



27 June 2019

## Boroughmuir High School - Tracking Report

Name **3V2**  
 Percentage: 68%

Subject	Teacher	Level	Progress	Behaviour	Effort	Homework	NSI 1 / 2	
Art	Miss Cameron	4P	<span style="background-color: green; color: white;">■</span>	<span style="background-color: green; color: white;">■</span>	<span style="background-color: green; color: white;">■</span>	<span style="background-color: green; color: white;">■</span>	<input type="checkbox"/>	<input type="checkbox"/>
Business Management	Miss Boag	4P	<span style="background-color: green; color: white;">■</span>	<span style="background-color: green; color: white;">■</span>	<span style="background-color: green; color: white;">■</span>	<span style="background-color: yellow; color: black;">■</span>	<input type="checkbox"/>	<input type="checkbox"/>
Chemistry	Mr Hembury	4P	<span style="background-color: yellow; color: black;">■</span>	<span style="background-color: green; color: white;">■</span>	<span style="background-color: green; color: white;">■</span>	<span style="background-color: green; color: white;">■</span>	<input type="checkbox"/> R	<input type="checkbox"/> M

Next Step Indicators (NSIs)

Pilot –some departments will include these as appropriate this session

Levels:

Progress values

1	Excellent
2	Good
3	Inconsistent
4	Needs improvement

Behaviour/Effort/Homework values

1	Excellent
2	Good
3	Inconsistent
4	Needs Improvement

Key for Next Steps For Improvement (NSI)

A - Bring your iPad/ other school equipment, ready to learn	B - Use the resources on One Note	C - Go to Study Support classes
D - Complete coursework to best of your ability	E - Engage more in class	F - Finish classwork at home
G - Complete homework on time	H - Improve the quality of homework	I - Improve attendance & punctuality
J - Revise key skills	K - Listen to instructions carefully	L - Ask for help
M - Read over class notes at home	N - Improve focus and commitment in class	O - Catch up on work missed
P - Improve organisation of school materials	Q - Avoid causing or getting involved in distractions	R - A pleasure to have in class
S - Very good effort: keep up the good work		



# Subject Resources

## **New resource for later this term:**

We will publish a resource for parents that lists the main course information, resources, home study materials and main assessment details used in class and at home to support learning.

This will be collated for the

- S1/2 curriculum
- S3/4 curriculum
- S5/6 curriculum

This will also be available on individual subject pages on the website.

Most documents (course notes, revision materials etc) will be located on SharePoint. Pupils must log into Office365.

## Subject Resources

e.g.

Subject Name: **S3/4 Chemistry**

Course Information	Class Resources and Revision	Home Study	Assessments
<p>Topic outlines and Timelines are found here:</p> <p>This lists the Topics taught over S3/4 covers:  <a href="#">CFE Level 4</a>  <a href="#">SQA National 4</a>            and  <a href="#">SQA National 5</a>            Chemistry</p>	<p>Class notes are <u>provided</u> to all pupils.</p> <p>Copies can be found here</p> <p>Course Textbooks are not issued to pupils but are used in class. The main textbook used is:  <a href="#">Leckie and Leckie National 5 Chemistry Student Books</a></p> <p>Class materials and questions are shared on Office 356 Teams</p> <p>Revision Guides – are not provided but are <u>strongly recommended</u> example include:  <a href="#">Success Guide</a>  <a href="#">How to Pass</a>  <a href="#">Brightred</a></p>	<p>Home study materials are provided in each Unit:            Chemical Changes and Structure            Nature's Chemistry            Chemistry in Society</p> <p>Exam Questions booklets are provided and are also available here.            Chemical Changes and Structure            Nature's Chemistry            Chemistry in Society</p> <p>SQA National 4 and 5 exemplar and past exam papers are found here:  <a href="#">SQA Past Papers</a></p>	<p>End of Topic multi-choice tests</p> <p>End of Unit assessments</p> <p>S3 End of Year Assessment (May)</p> <p>S4 Prelim (Nov)</p> <p>S4 Coursework Task/Assignment (Jan/Feb)</p>



# Why are deadlines important?

- They are there to help you manage your workload
- They are there to help teachers manage their workload
- They are needed so that teachers can “authenticate” your work

**NO AUTHENTICATION = NO SUBMISSION TO THE SQA**

- Please refer to the school senior assessment calendar for deadlines

# Reporting

- S3 Parents Night – 27 Nov 2019  
No progress report – face to face with teacher
- Pupil Profile – May 2020  
Completed by pupils with support from teachers to include:  
reflecting on learning, skills developed for life and work,  
personal achievements, looking ahead
- Learner Review – May/June 2020  
Discussion between pupil and Pupil Support teacher  
reflecting on progress so far and the year ahead
- Full Progress Report– 19 June 2020  
How pupils are progressing and will reflect S3 assessment  
performance. (Early warning ‘at risk’ information).

# Additional Support....

- Weekly cause for concern/wellbeing concern (in school)
- Non completion of homework letters
- Monitoring latecoming
- In class support
- Positive discipline (house points)
- Assemblies – reinforcing high expectations and positive ethos
- Senior pupils – role models
- Careers Advisor –by appointment through Guidance Teacher
- Voluntary drop in/after school classes - committed teachers
- Raising Teens with Confidence

# S3 Reporting

## Important Dates in S3

**Oct/Nov 2019**

**Tracking Report**

**27 November 2019**

**Parent Consultation**

**March 2020**

**Tracking Report**

**April/May 2020**

**S3 Assessments**

**May 2020**

**S3 Pupil Profile**

**May 2020**

**Learner Review**

**19 June 2020**

**Full Progress Report**