



# S5 Parents' Information Evening

*Our Vision*

*To ensure a confident, nurturing & inclusive learning community where ALL achieve their true potential & embrace life's challenges.*



# What we will cover:

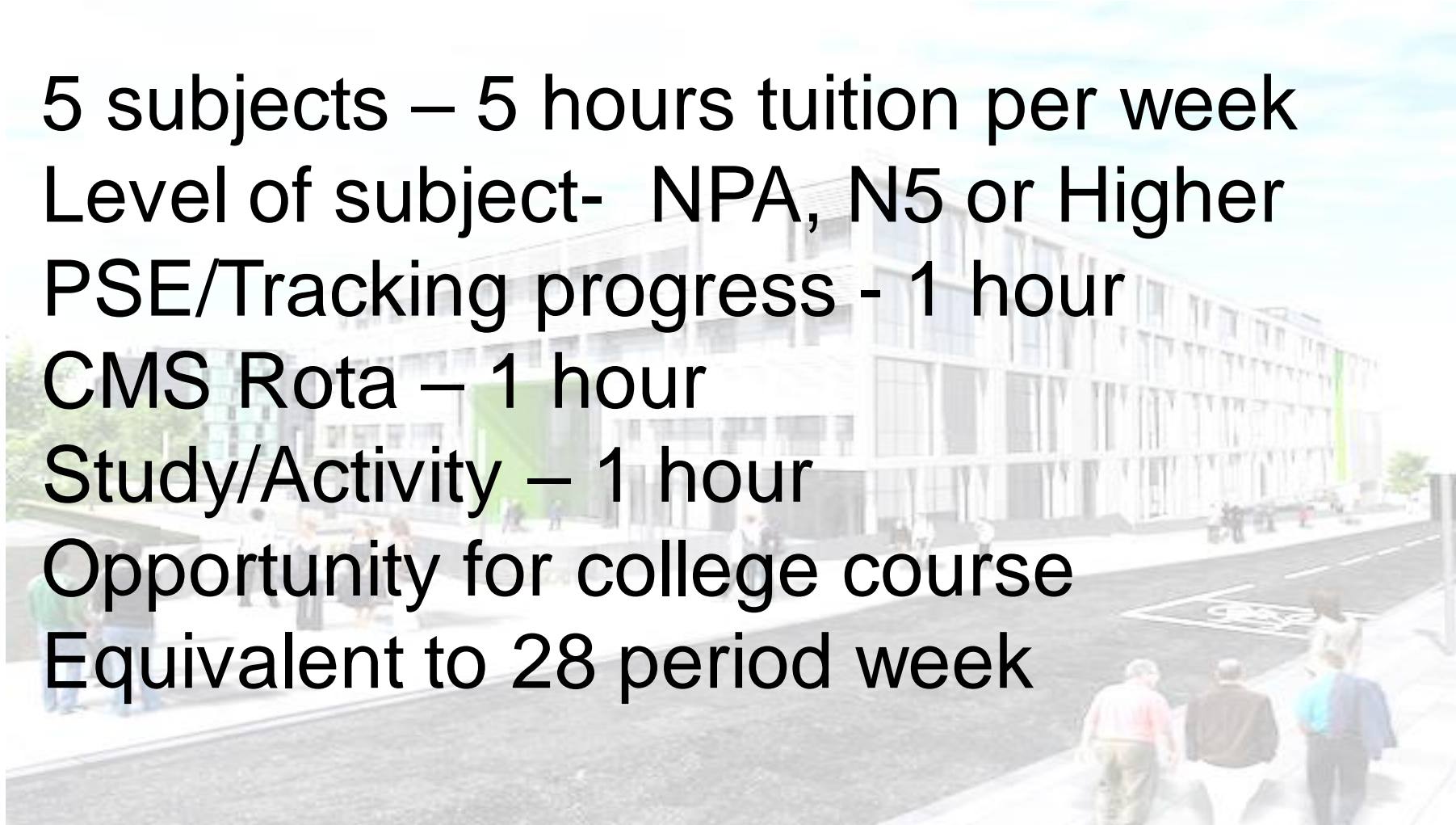
- **Structure of S5**
- **Structure of courses**
- **School support**
- **Tracking and reporting**
- **Positive Destinations**
- **AAA arrangements**





# S5 Structure

- 5 subjects – 5 hours tuition per week
- Level of subject- NPA, N5 or Higher
- PSE/Tracking progress - 1 hour
- CMS Rota – 1 hour
- Study/Activity – 1 hour
- Opportunity for college course
- Equivalent to 28 period week





# A Day in the Life of an S5 Student

	Period 1 8.45-9.40	Period 2 9.40-10.35	Period 3 10.55-11.50	Period 4 11.50-12.50	Period 5 1.35-2.30	Period 6 2.30-3.30
MONDAY Reg 8:32-8:45	Study	Spanish	History	English	CMS Rota	Maths
TUESDAY Reg 8:32-8:45	PSE	History	Spanish	Maths	SCP - FA	SCP - FA
WEDNESDAY Reg 8:32-8:45	Maths	English	English	Study	Spanish	History
THURSDAY Reg 8:32-8:45	Spanish	Maths	English	History	SCP – FA	SCP - FA
FRIDAY Reg 8:32-8:45	Maths	Spanish	History	English		

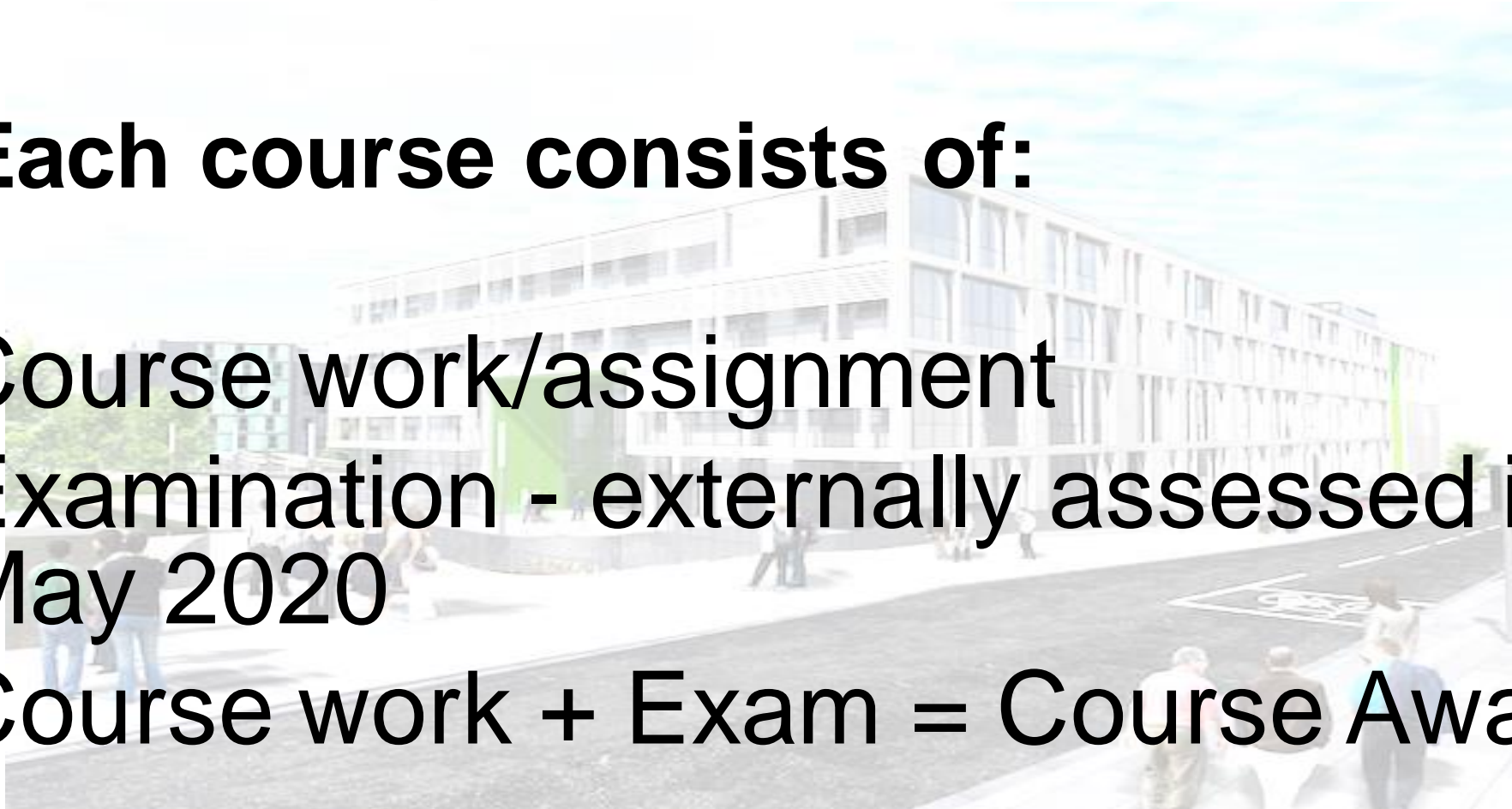




# Higher/National Courses

**Each course consists of:**

- Course work/assignment
- Examination - externally assessed in May 2020
- Course work + Exam = Course Award





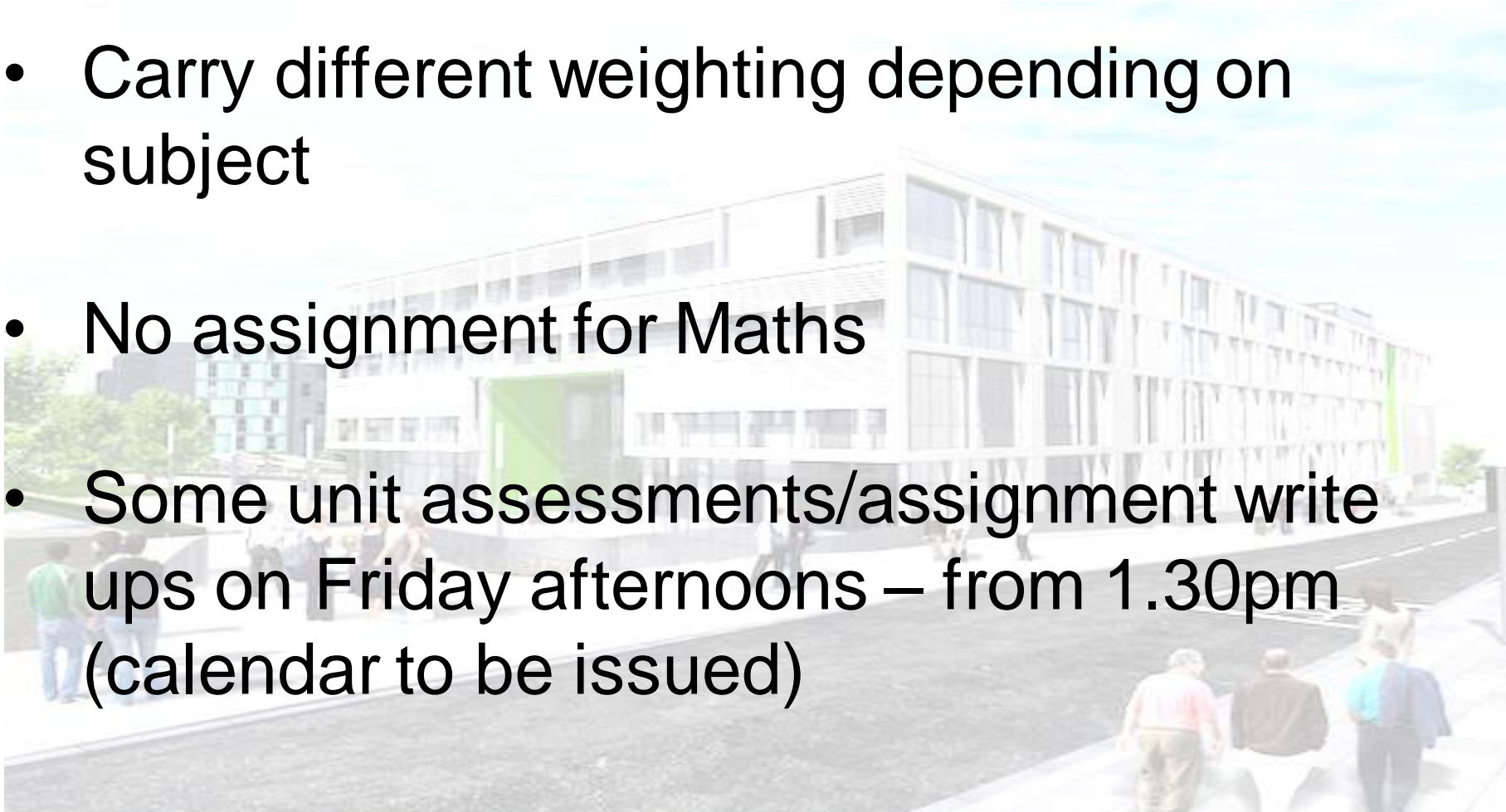
# Higher English

- Exam (70% of grade):
  - Paper 1 RUAE (30 marks)
  - Paper 2 Critical Reading - 1 Scottish textual analysis (20 marks) + critical essay (20 marks)
- Folio of Writing (30% of grade):
  - editing Discursive / persuasive piece
  - drafting first personal-reflective, or creative, piece
- Spoken Language – continued assessment of four elements of Spoken Language Course Award, through solo and group talk.  
Must be passed by end of March to gain a course award



# Assignments

- Carry different weighting depending on subject
- No assignment for Maths
- Some unit assessments/assignment write ups on Friday afternoons – from 1.30pm (calendar to be issued)



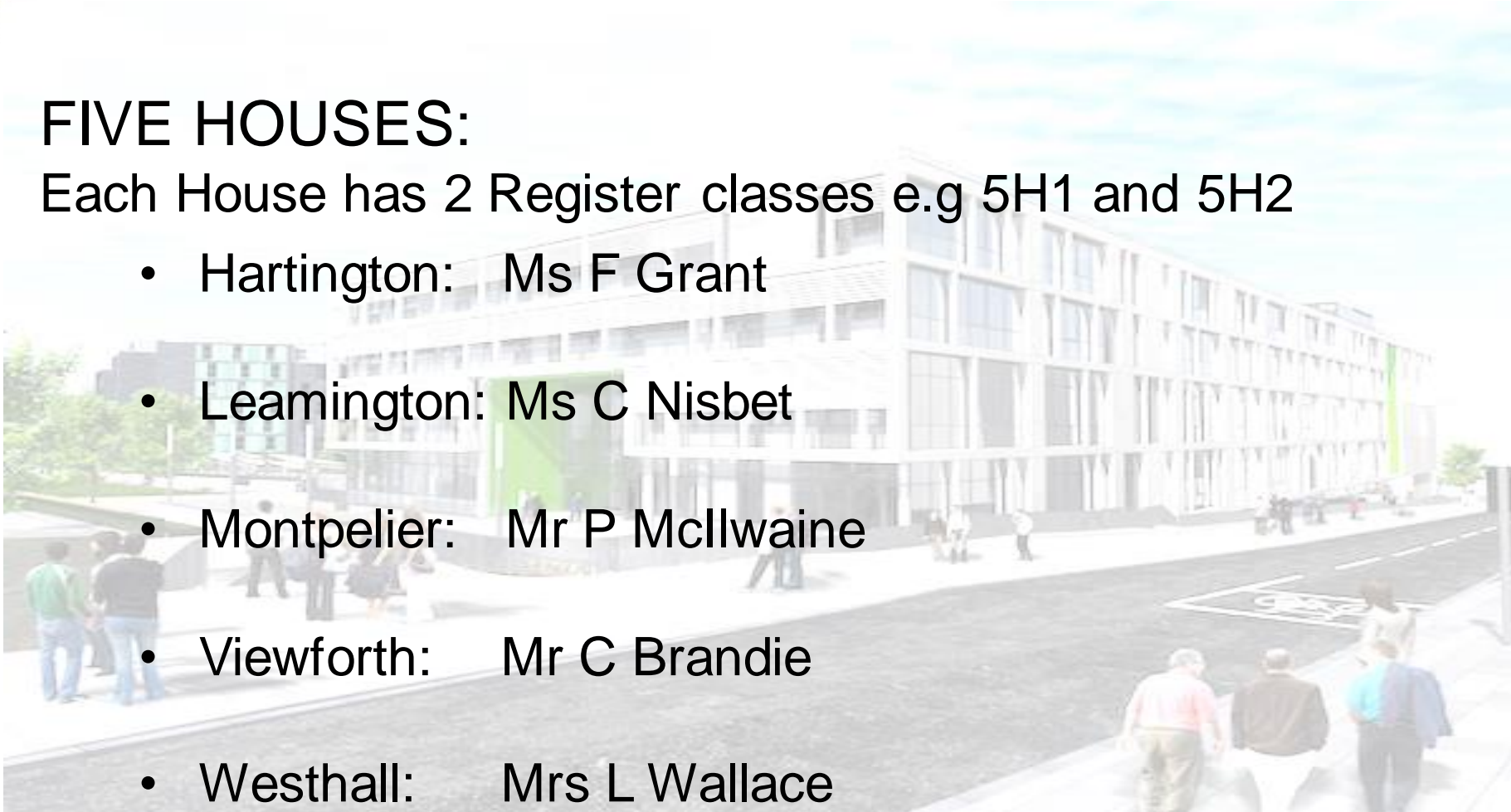


# Support for Pupils

## FIVE HOUSES:

Each House has 2 Register classes e.g 5H1 and 5H2

- Hartington: Ms F Grant
- Leamington: Ms C Nisbet
- Montpelier: Mr P McIlwaine
- Viewforth: Mr C Brandie
- Westhall: Mrs L Wallace







# Support for Learning

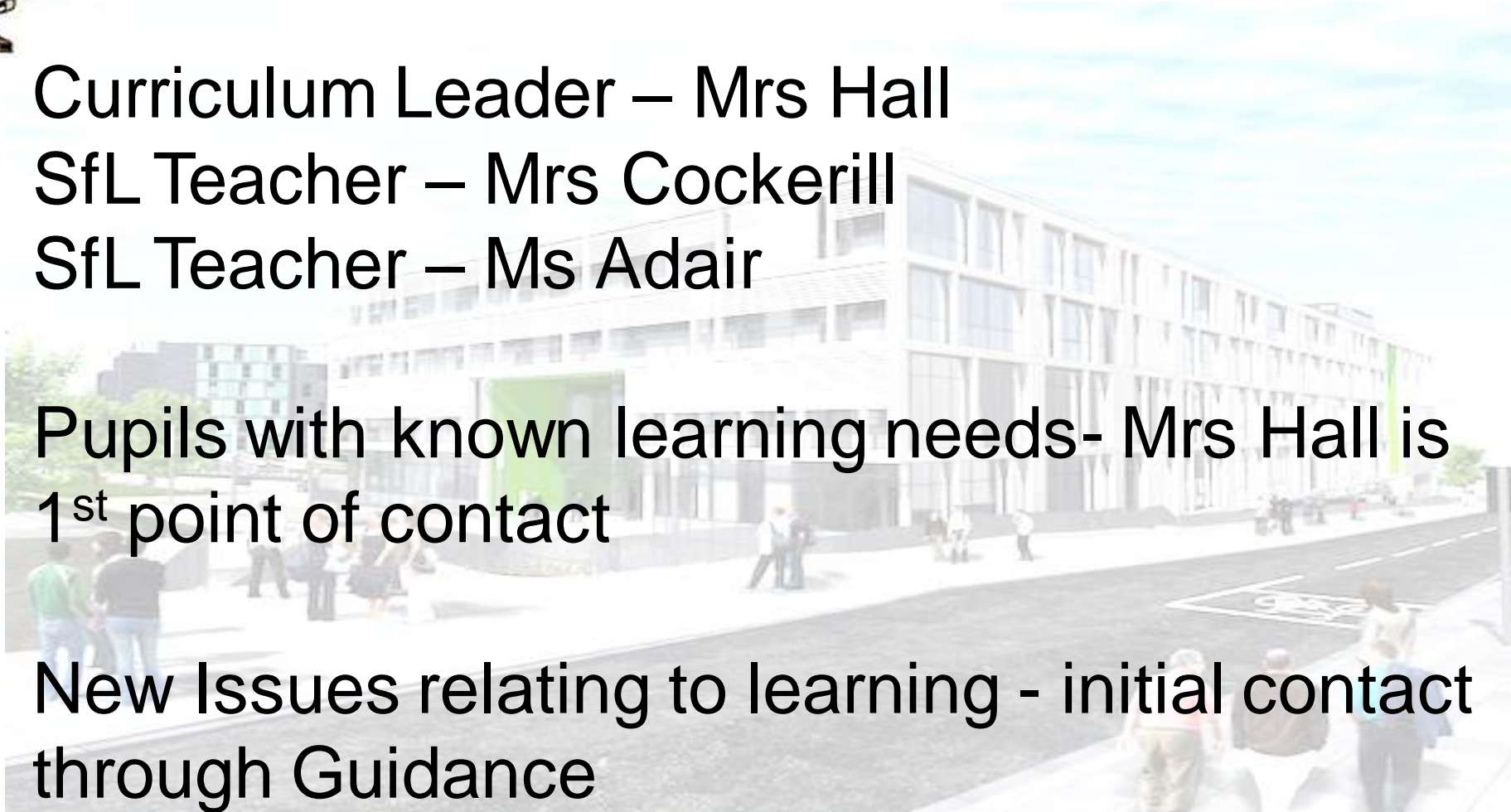
Curriculum Leader – Mrs Hall

SfL Teacher – Mrs Cockerill

SfL Teacher – Ms Adair

Pupils with known learning needs- Mrs Hall is  
1<sup>st</sup> point of contact

New Issues relating to learning - initial contact  
through Guidance





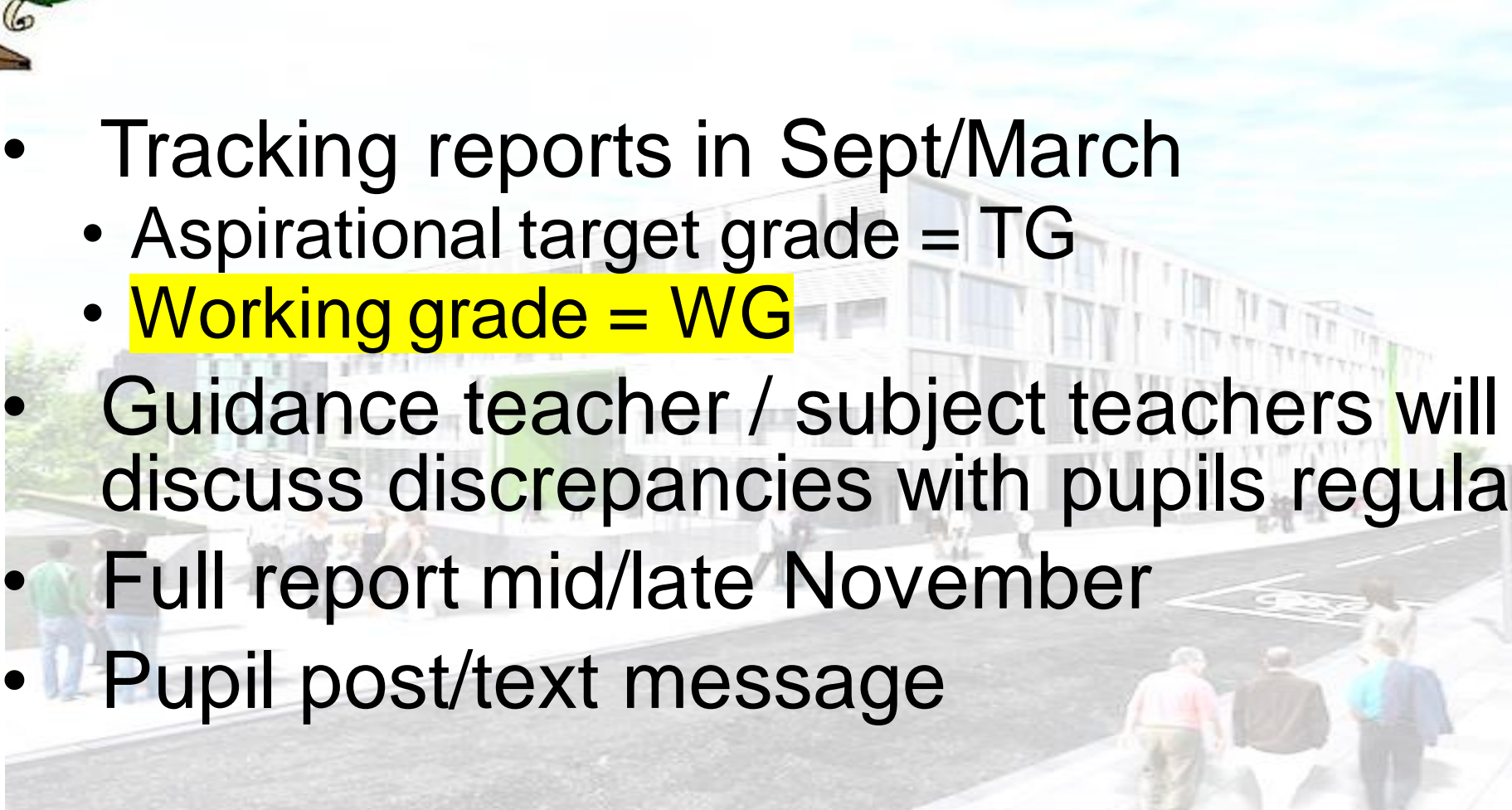
# School Support

- Study Techniques in PSE/CMS Rota
- Course outline in CC booklet- website
- **“Teams”** on Office 365 – course notes/assignments
- Subject Timelines issued – deadlines
- Senior school assessment calendar
- After school/lunchtime sessions
- **“Scholar”** password for access to materials
- Tracking and monitoring reports



# Tracking Pupil Progress

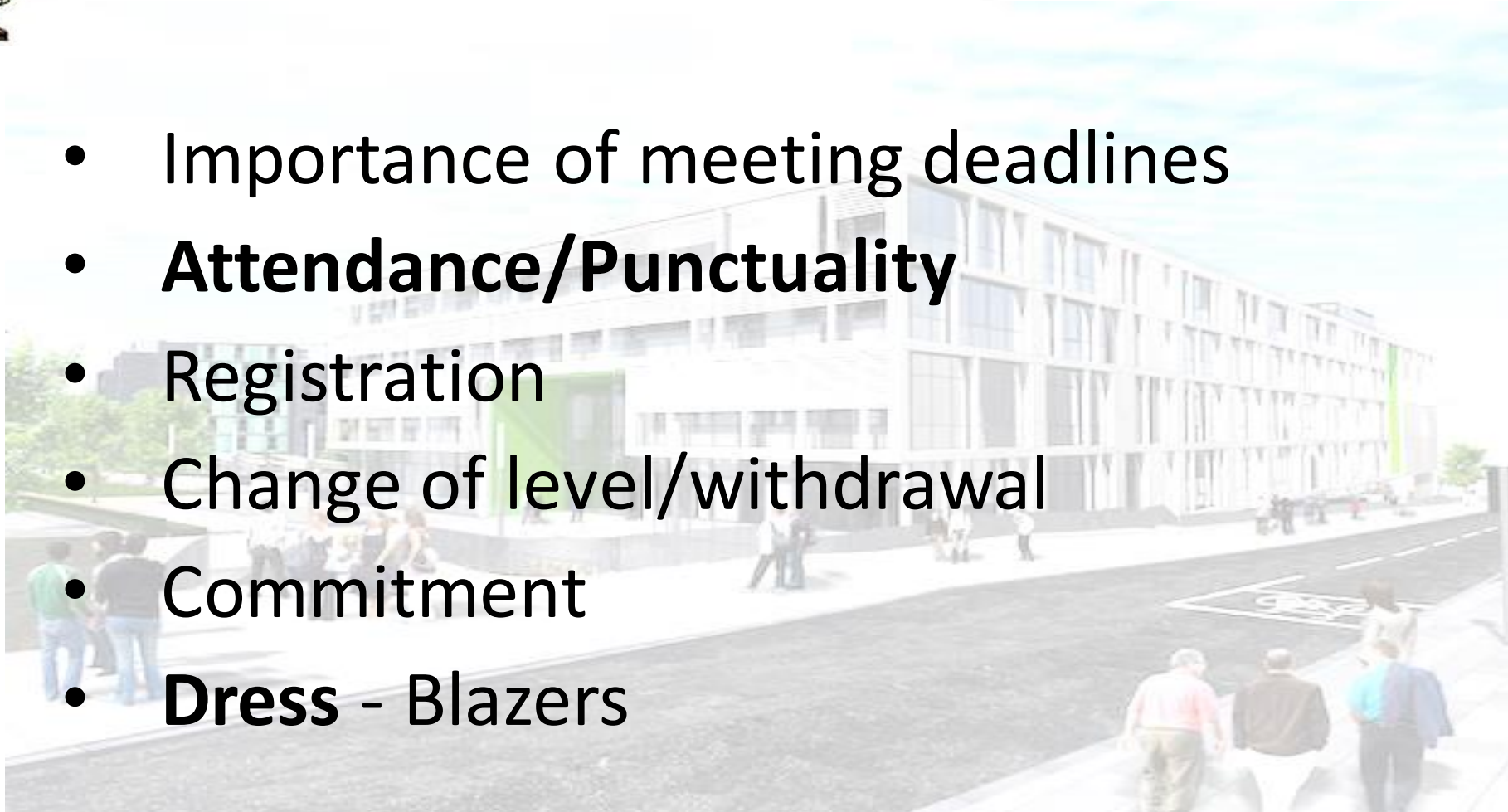
- Tracking reports in Sept/March
- Aspirational target grade = TG
- Working grade = WG
- Guidance teacher / subject teachers will discuss discrepancies with pupils regularly
- Full report mid/late November
- Pupil post/text message





# Senior School Agreement

- Importance of meeting deadlines
- **Attendance/Punctuality**
- Registration
- Change of level/withdrawal
- Commitment
- **Dress - Blazers**







# 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



# Parental Support

- Discuss now – what are the expectations
- Attendance/Punctuality – crucial
- Organisation of school work/folders jotters
- Place to work- bedroom/ public room
- Familiar with course structure:- [www.sqa.org.uk](http://www.sqa.org.uk) or [www.npfs.org.uk/highers-in-a-nutshell](http://www.npfs.org.uk/highers-in-a-nutshell)
- [www.boroughmuirhighschool.org/the-curriculum/](http://www.boroughmuirhighschool.org/the-curriculum/)
- Past papers/Success guides
- <https://education.gov.scot/parentzone/learning-at-home/Supporting%20study>



## HIGHERS IN A NUTSHELL

The National Parent Forum of Scotland Summary of Higher English



**2**  
UNITS  
**ANALYSIS AND EVALUATION  
CREATION AND PRODUCTION**

**+**  
COURSE  
ASSESSMENT  
**PORTFOLIO + TWO QUESTION PAPERS**



### Skills

Learners will be able to:

- listen, talk, read and write, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts, including Scottish texts, as appropriate to purpose and audience in the contexts of literature, language and media
- create and produce texts, as appropriate to purpose, audience and context
- apply knowledge and understanding of language



### Opportunities for Learners

Learners will be able to:

- use different media for learning and communication
- understand how language works
- use language to communicate ideas and information in English
- think creatively and critically
- appreciate a wide range of literature and texts
- develop detailed and complex language skills



### Assessment

- To gain Higher English, learners must pass the two Units and the Course Assessment (Portfolio and two Question Papers for 100 marks)
- Units are assessed as pass or fail by the school/centre and are quality assured by the SQA. Achievement of Units is recorded on the learner's qualifications certificate
- Unit Assessment (or 'evidence of learning') will assess each of the four language skills: reading, listening, writing and talking. The SQA has provided examples of Unit Assessments that teachers/lecturers can use as they are, or adapt to suit the needs of their learners
- The Course Assessment is a Portfolio (30 marks) and a Question Paper (exam for 70 marks overall) which has two components (see below). These are marked externally by the SQA
- Higher English is graded from A to D or as No Award.



#### Paper 1

**Reading for Understanding, Analysis and Evaluation** 1 hour 30 minutes, 30 marks

Two non-fiction pieces of writing are given, with questions

Specimen Paper [www.sqa.org.uk/files\\_ccc/EnglishReadingforUAESQPH.pdf](http://www.sqa.org.uk/files_ccc/EnglishReadingforUAESQPH.pdf)

#### Paper 2

**Critical Reading** 1 hour 30 minutes, 40 marks

Section 1 Scottish Texts prescribed at <http://tinyurl.com/qd8hor3>

Section 2 Critical Essay

Different genres (prose, poetry, drama) must be chosen for Section 1 and Section 2

Specimen Paper [www.sqa.org.uk/files\\_ccc/EnglishCriticalReadingRedactedSQPH.pdf](http://www.sqa.org.uk/files_ccc/EnglishCriticalReadingRedactedSQPH.pdf)

#### Portfolio

Two written texts of no more than 1300 words, demonstrating the learner's ability to write in different genres, for different purposes 30 marks



**Progression** Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers, the Scottish Baccalaureate and a range of qualifications within Further and Higher Education.

For course information, specimen question papers and past paper guidance visit:

Higher English: [www.sqa.org.uk/1394/47904.html](http://www.sqa.org.uk/1394/47904.html)

Curriculum for Excellence Key Terms and Features Factfile

[www.education.scot.nhs.uk/images/CEFactfileOverview\\_tcm4-665983.pdf](http://www.education.scot.nhs.uk/images/CEFactfileOverview_tcm4-665983.pdf)

Further Information for Parents and Learners: Information on assessment, skills,

progression, revision resources and summaries of National Qualifications

[www.parentforumscotland.org](http://www.parentforumscotland.org)



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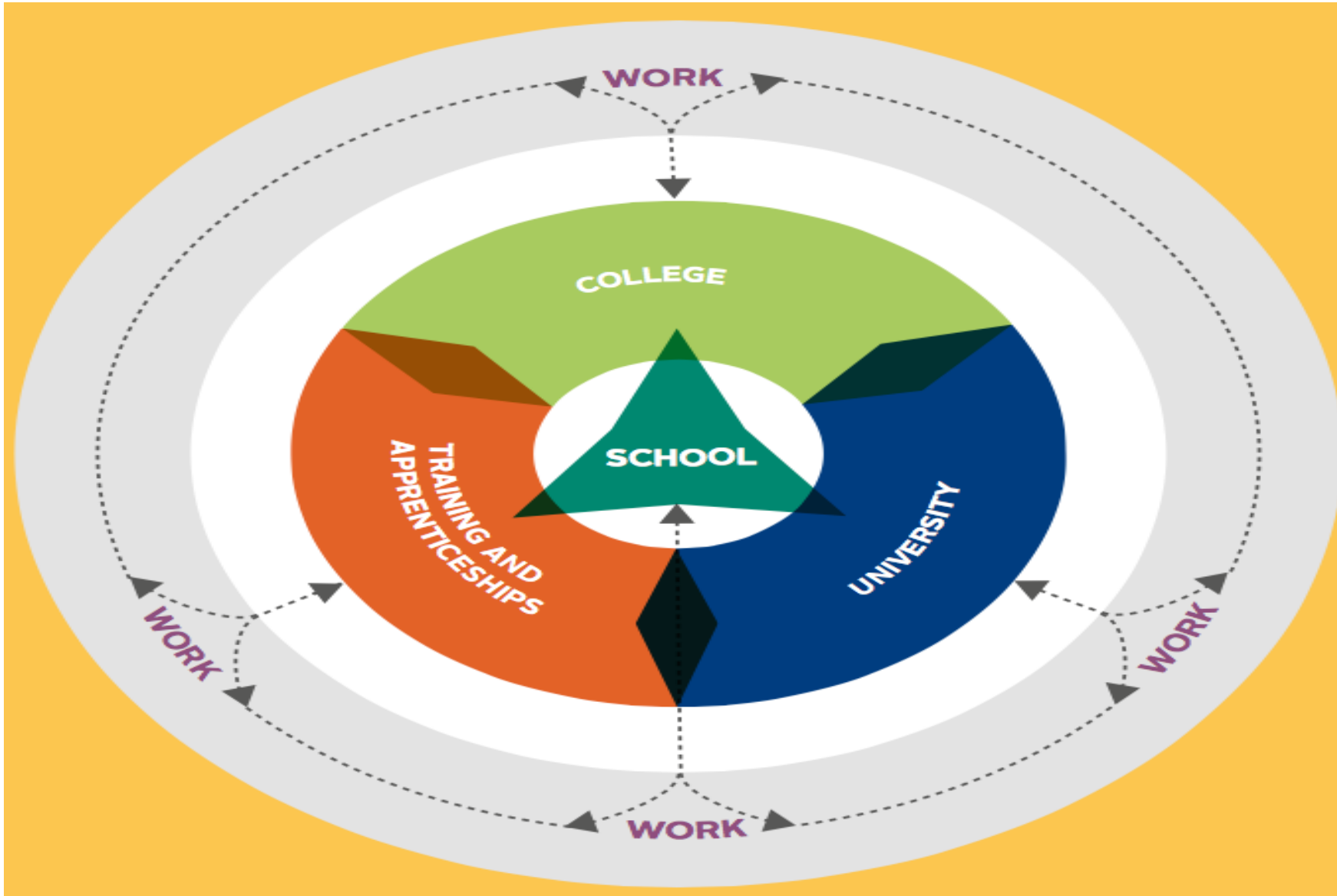
[enquiries@parentforumscotland.org](mailto:enquiries@parentforumscotland.org)

[parentforumscotland](https://www.facebook.com/parentforumscotland)

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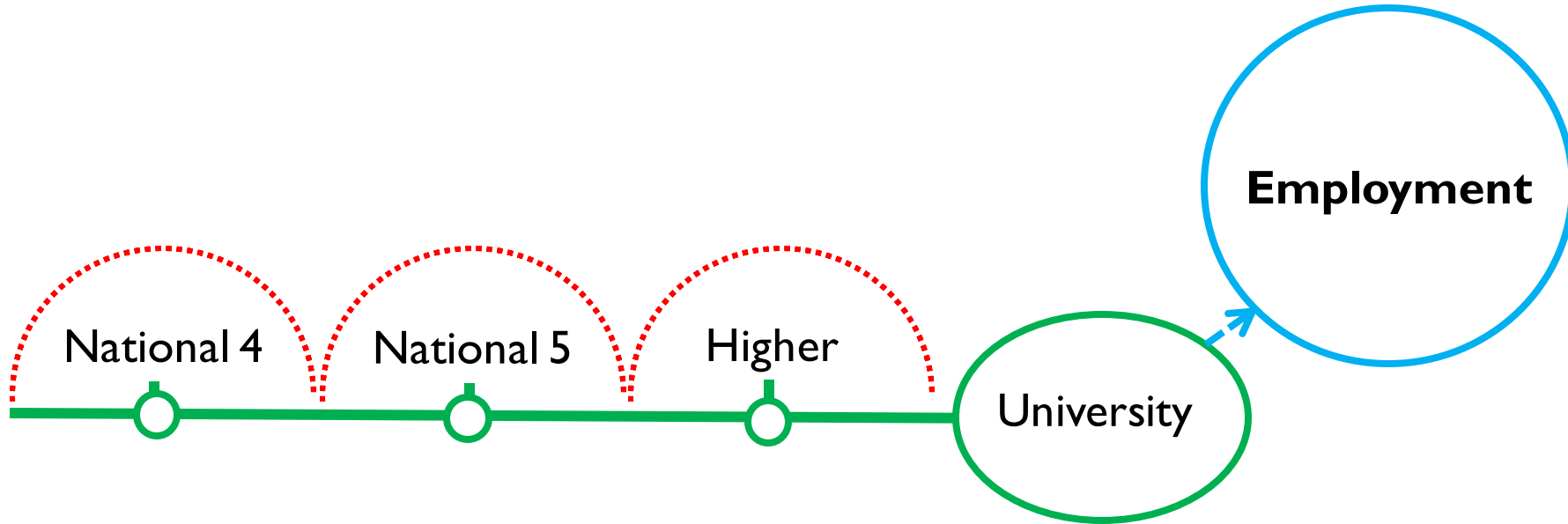
# Positive & Sustainable Destinations





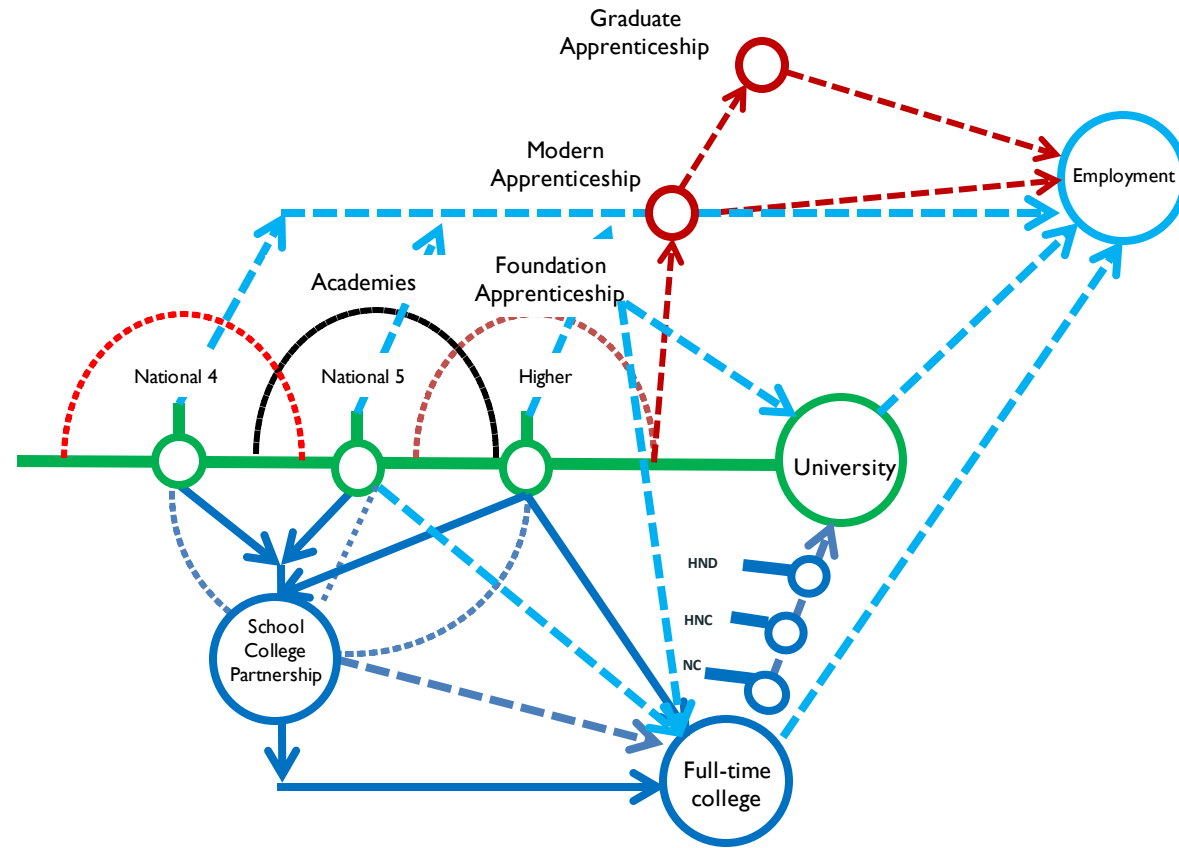


# Traditional Route to University





# Senior Phase Pathways



- Profiling
- Reflection
- S5 Rota
- PSE Lessons

Understanding your personality, interests and values is key to making the right career decisions.

## *SELF*

- School reports
- Extra curricular activity feedback
- PSE Lessons

Know how to use your talents, skills and personal qualities.

## *STRENGTHS*

- School Career Talks
- Parent Council Events
- Work Experience
- PSE Lessons in conjunction with SDS
- Subject specific visits and activities

Explore the world of work, training and learning.

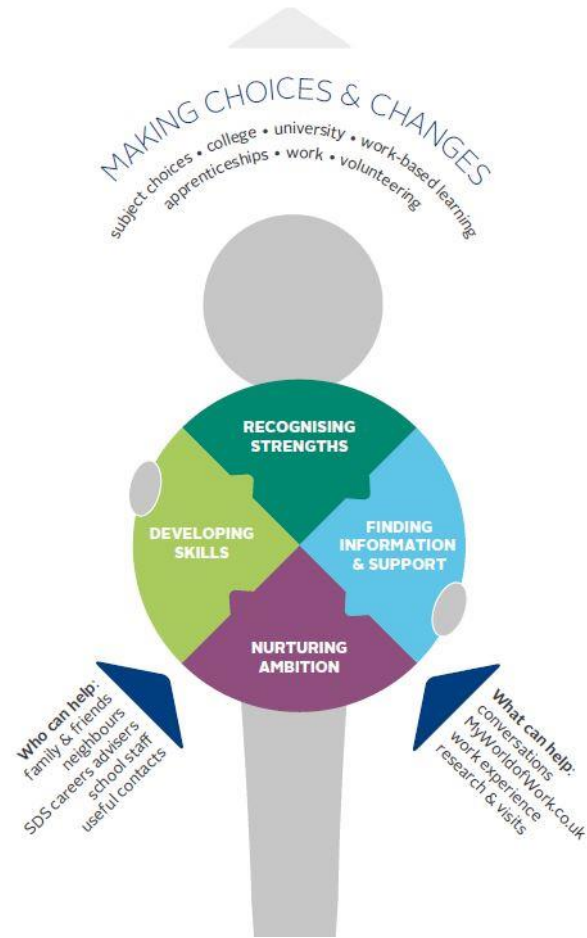
## *HORIZONS*

Identify who can help you, and how, in your career journey.

## *NETWORKS*

- Guidance Teachers
- SDS Careers Adviser
- Parents
- Family
- Friends/colleagues

## How can parents/carers support the development of Career Management Skills?

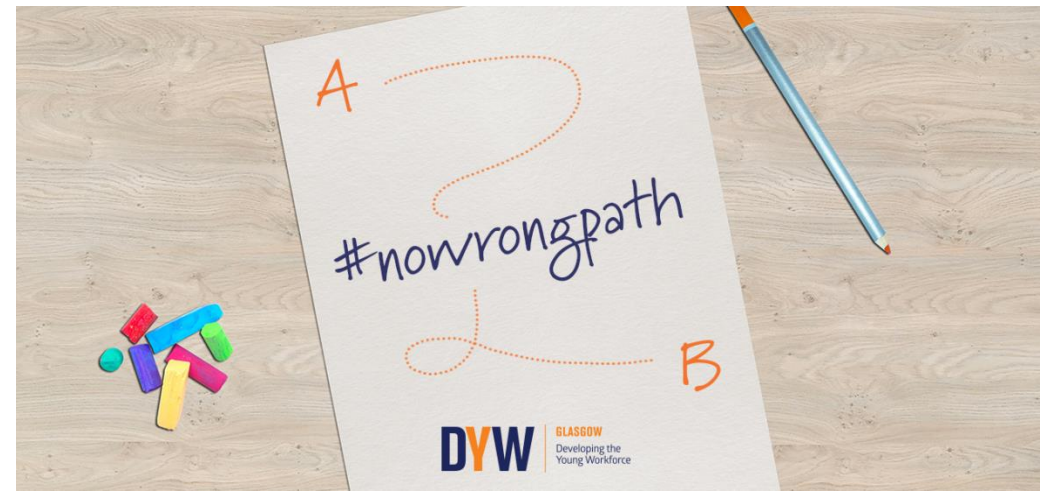


National Parent Forum Careers Conversation  
Leaflets available from  
[www.myworldofwork.co.uk/parents](http://www.myworldofwork.co.uk/parents)



## How to ensure they take ownership of their future?

- Completion of future plans
- Compulsory attendance of PSE
- Supporting with work experience
- Attending Engage events
- Discussion after they've attended events such as HE Convention, College Open Days etc
- Signpost to resources
- AND REMEMBER...

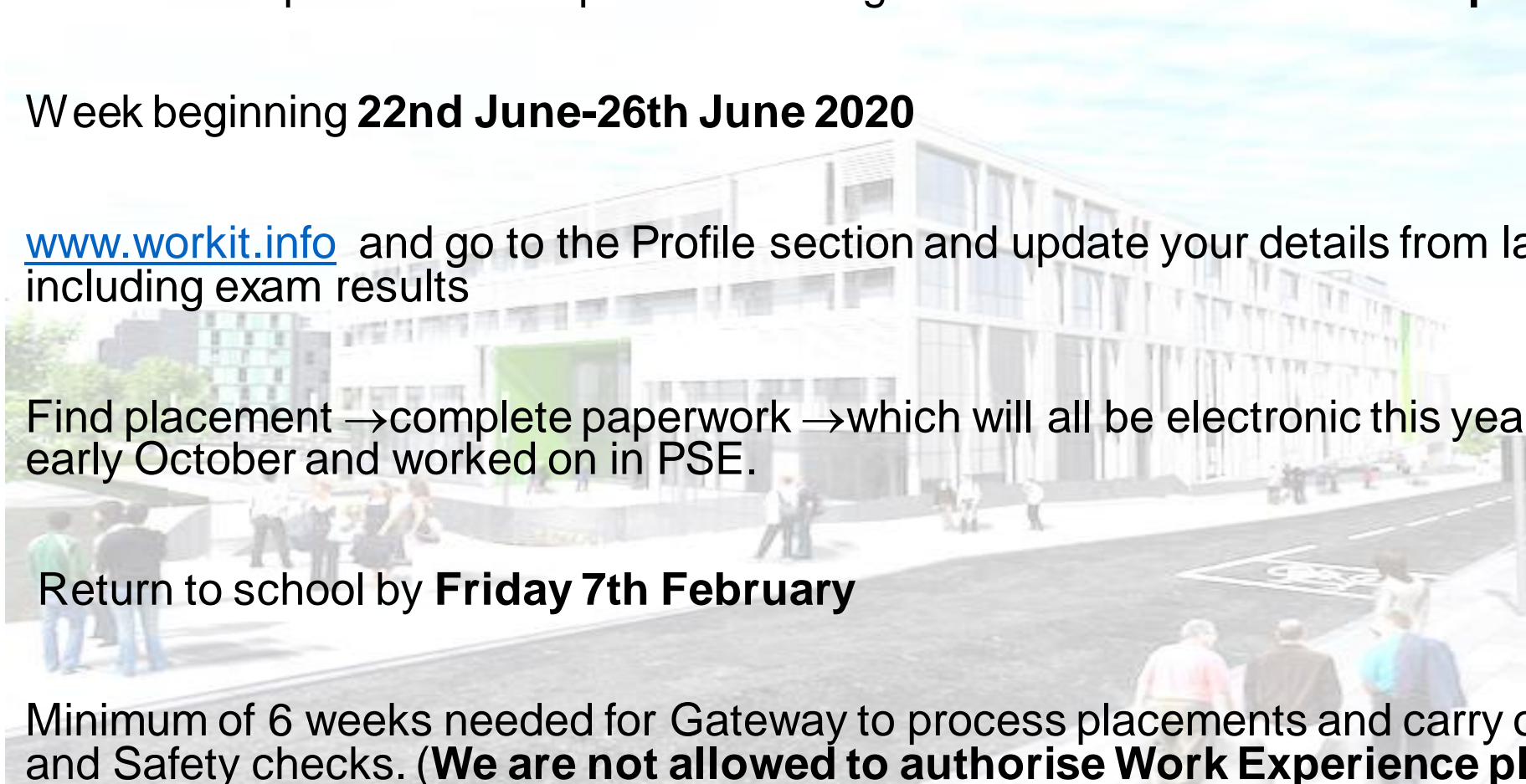






# Work Experience 2020

- **All S5** are expected to take part if intending to return for S6 – **self found placement**
- Week beginning **22nd June-26th June 2020**
- [www.workit.info](http://www.workit.info) and go to the Profile section and update your details from last year, including exam results
- Find placement → complete paperwork → which will all be electronic this year, issued early October and worked on in PSE.
- Return to school by **Friday 7th February**
- Minimum of 6 weeks needed for Gateway to process placements and carry out Health and Safety checks. (**We are not allowed to authorise Work Experience placements which have not been checked**)



# Aims

## To give an overview of:

- ▶ The principles behind Assessment Arrangements
- ▶ The Assessment Arrangements process
- ▶ Evidence to support requests

# Assessment Arrangements

## The Principles

- ▶ Assessment arrangements allow candidates with an additional support need to demonstrate their attainment
- ▶ Candidates have a diverse range of needs and these need to be considered when looking at assessment arrangements
- ▶ Assessment arrangements are looked at on a subject by subject basis and there should be no assumption that the same level of support will be given for every subject
- ▶ Assessment arrangements must be a candidates **normal** way of learning and producing work

# Identification of Candidates

- ▶ Teachers are aware of pupils with additional support needs (Support Directory)
- ▶ SFL department monitor pupils and review effectiveness of support strategies
- ▶ Subject teachers build a portfolio of evidence gathered from class work, assignments and assessments



# Identification of Candidates

## Late identification:

- ▶ Need may emerge as young person progresses through school
- ▶ Needs may change over time - a pupil who did not require an arrangement at Nat 5 may require this at Higher, due to increased level of difficulty and impact on processing time

# Assessment Arrangement Process

- ▶ Subject teachers - consult and liaise with SFL department
- ▶ Subject teachers - discuss needs and arrangements with pupils
- ▶ Evidence should be gathered over a period of time to show ongoing need
- ▶ Evidence can be samples of class work, jotter work, class tests, assignments, assessment evidence

# Assessment Arrangements Process

- ▶ SFL teacher will discuss with pupils and liaise with subject teachers
- ▶ Once arrangements have been agreed with pupils/teachers a letter will be sent home to be signed by parent/carer/pupil
- ▶ All evidence and signed letters are verified by Educational Psychologist at Verification meeting



# Important dates

- Sept Tracking Report - issued the first week of October.
- Full Progress Report – by pupil post mid November 2019
- S5 Parents' Evenings:
  - Thursday 6 February H & L
  - Wednesday 19 February (M, V & W)
- Work experience forms due back **7 February**
- Prelims: **10-23 January 2020**





**Questions**