



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:

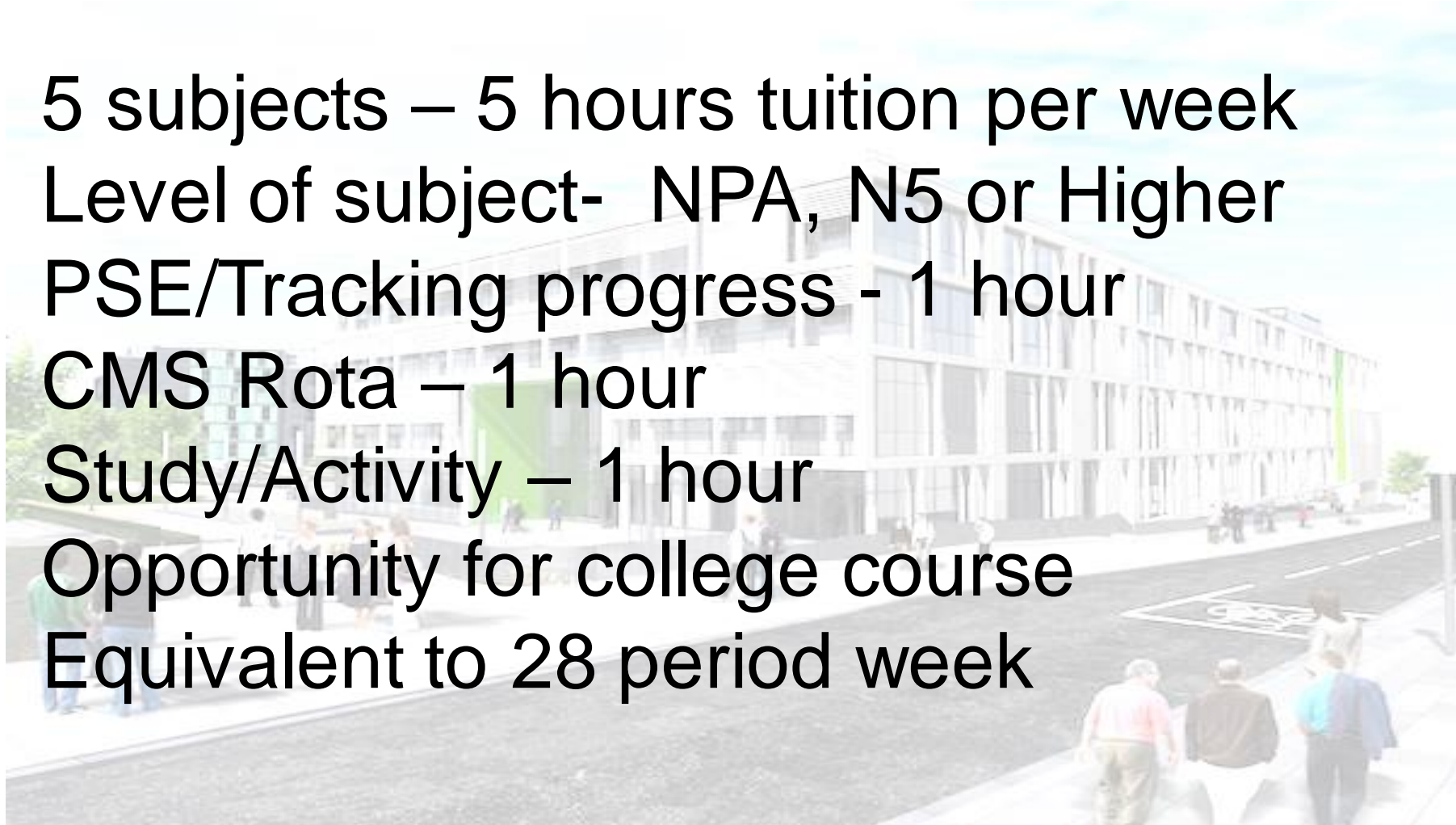
- **Structure of S5**
- **Structure of courses**
- **School support**
- **Tracking and reporting**
- **Positive Destinations**
- **AAA arrangements**





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

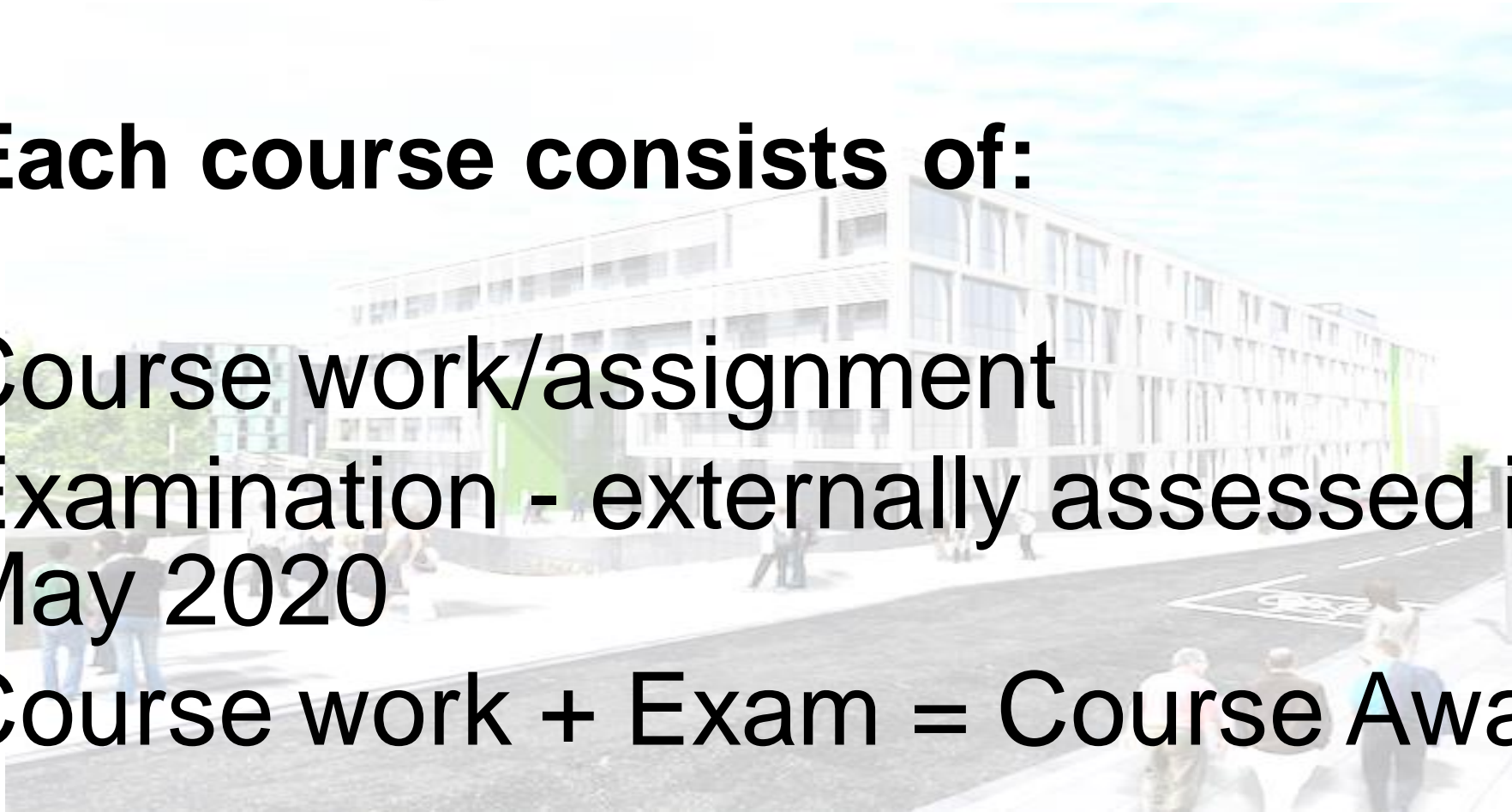
	Period 1 8.45-9.40	Period 2 9.40-10.35	Period 3 10.55-11.50	Period 4 11.50-12.50	Period 5 1.35-2.30	Period 6 2.30-3.30
MONDAY Reg 8:32-8:45	Study	Spanish	History	English	CMS Rota	Maths
TUESDAY Reg 8:32-8:45	PSE	History	Spanish	Maths	SCP - FA	SCP - FA
WEDNESDAY Reg 8:32-8:45	Maths	English	English	Study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





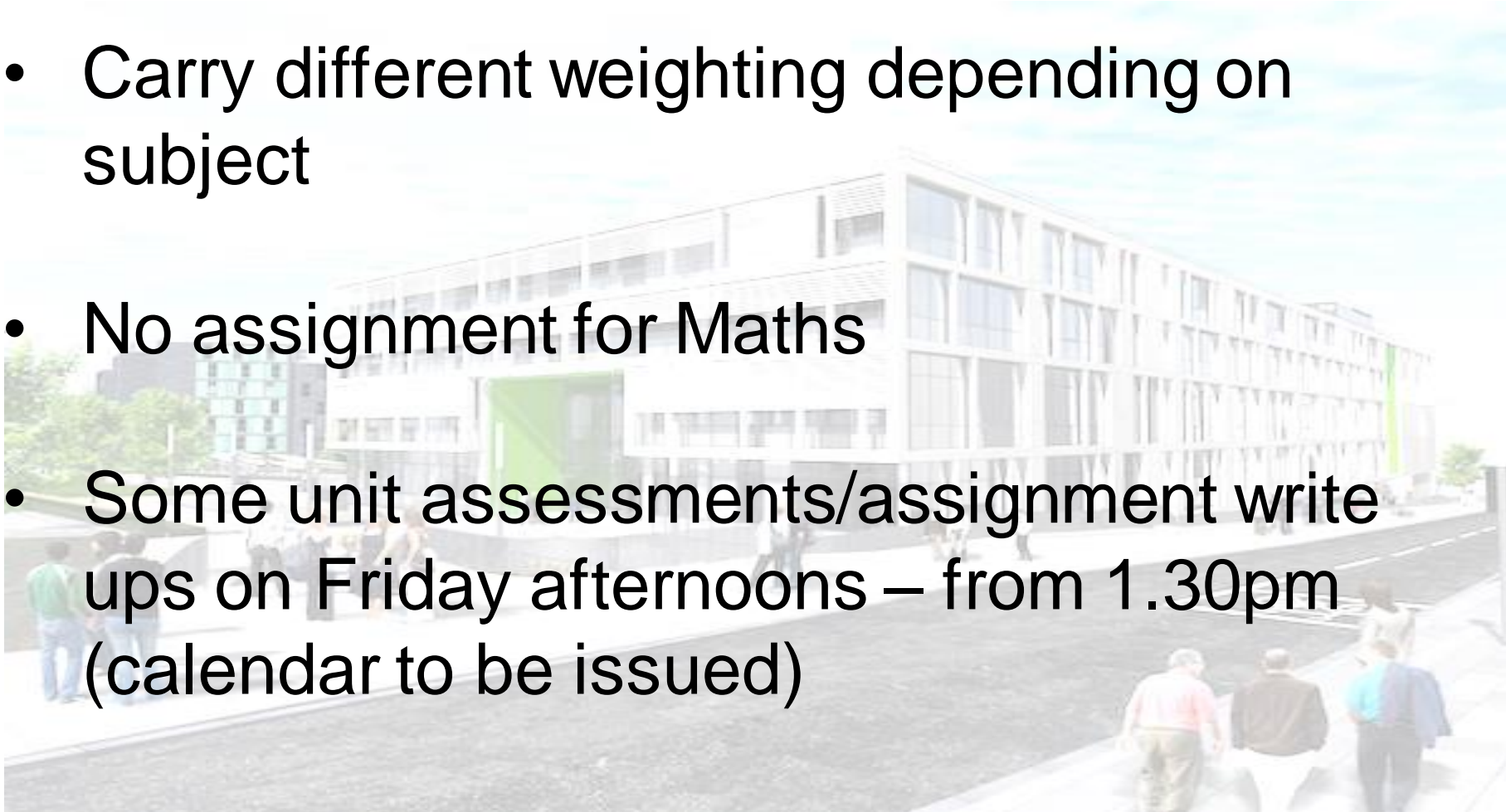
Higher English

- 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

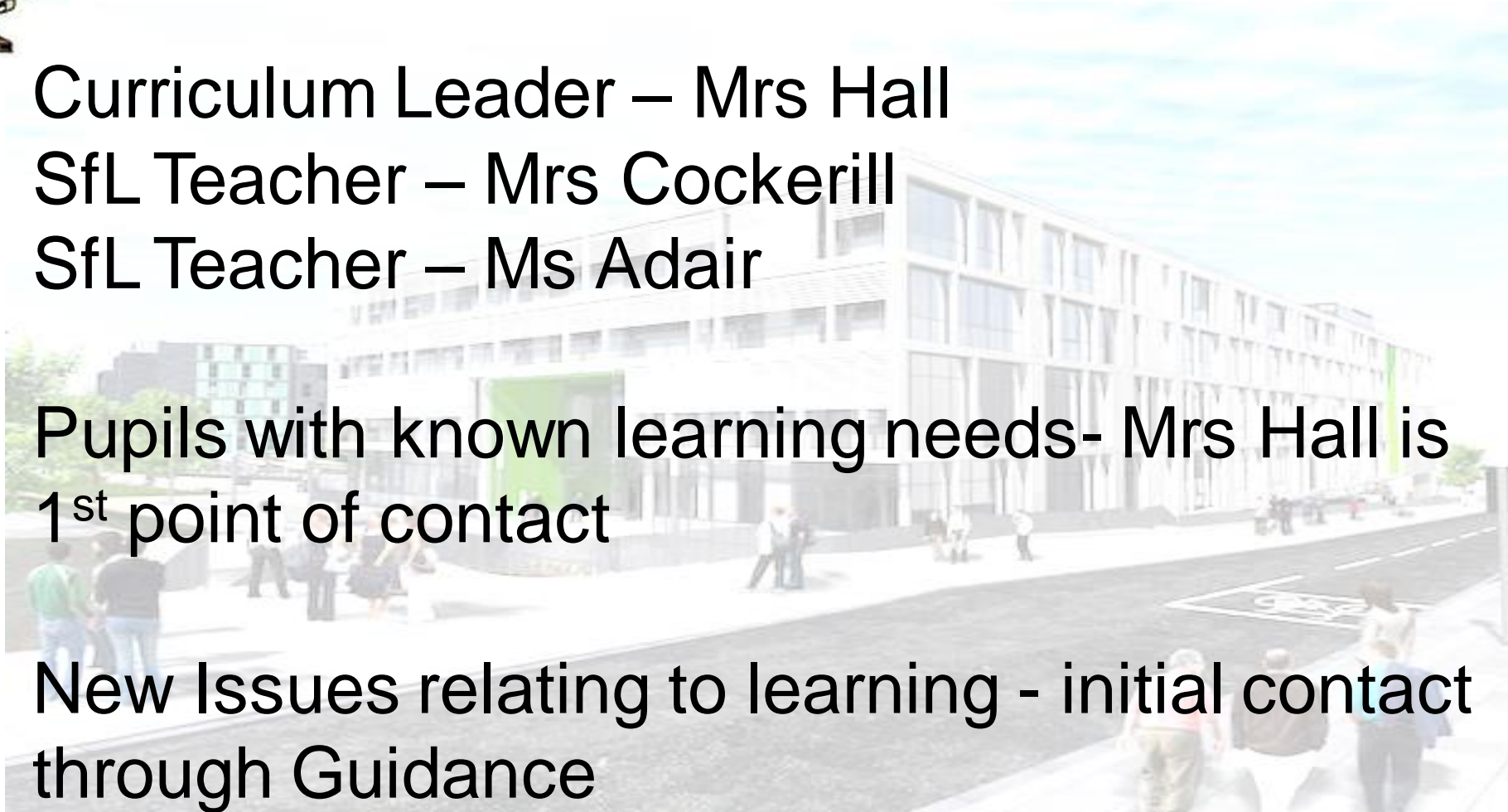
Curriculum Leader – Mrs Hall

SfL Teacher – Mrs Cockerill

SfL Teacher – Ms Adair

Pupils with known learning needs- Mrs Hall is
1st point of contact

New Issues relating to learning - initial contact
through Guidance





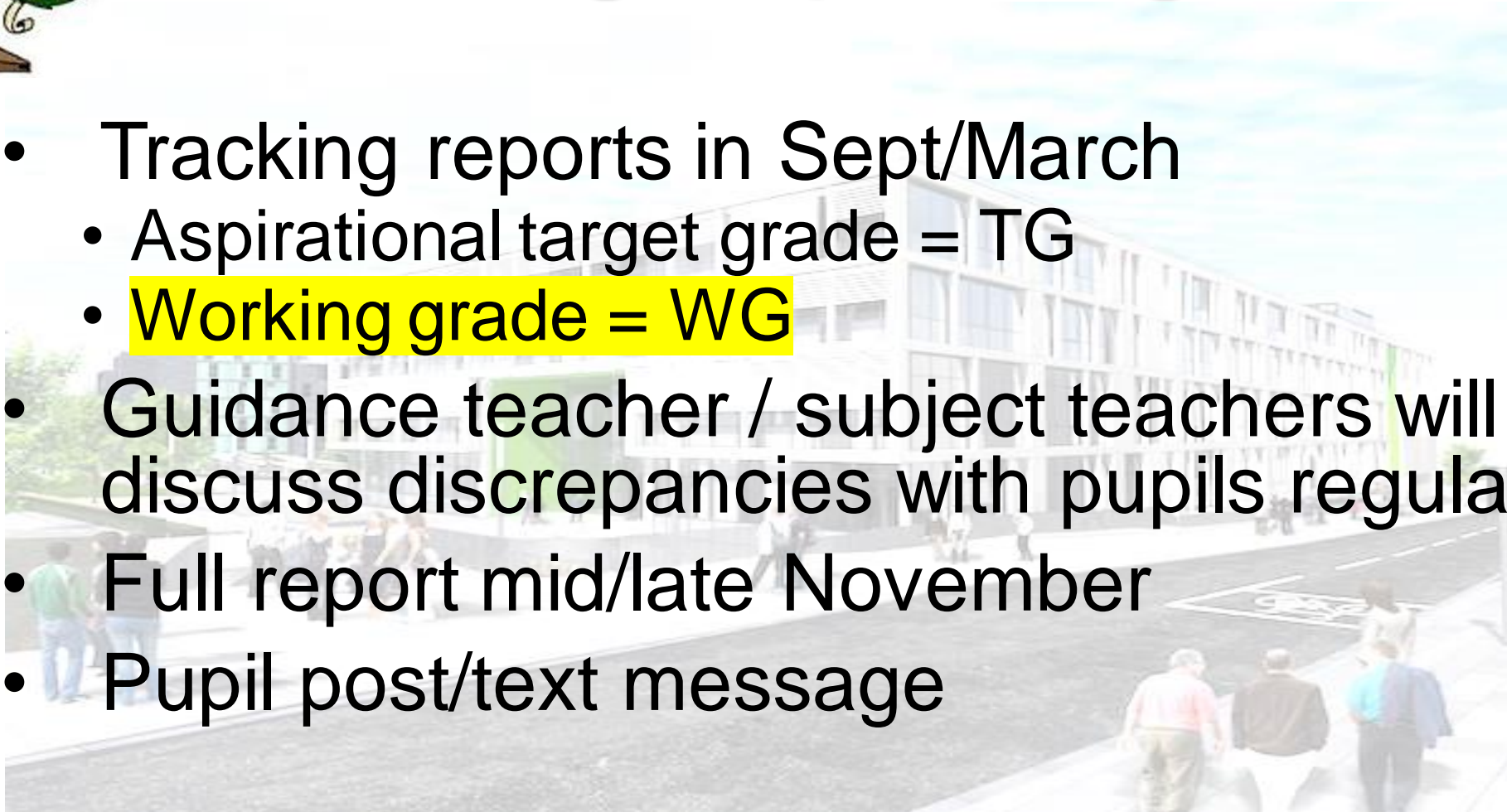
School Support

- 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

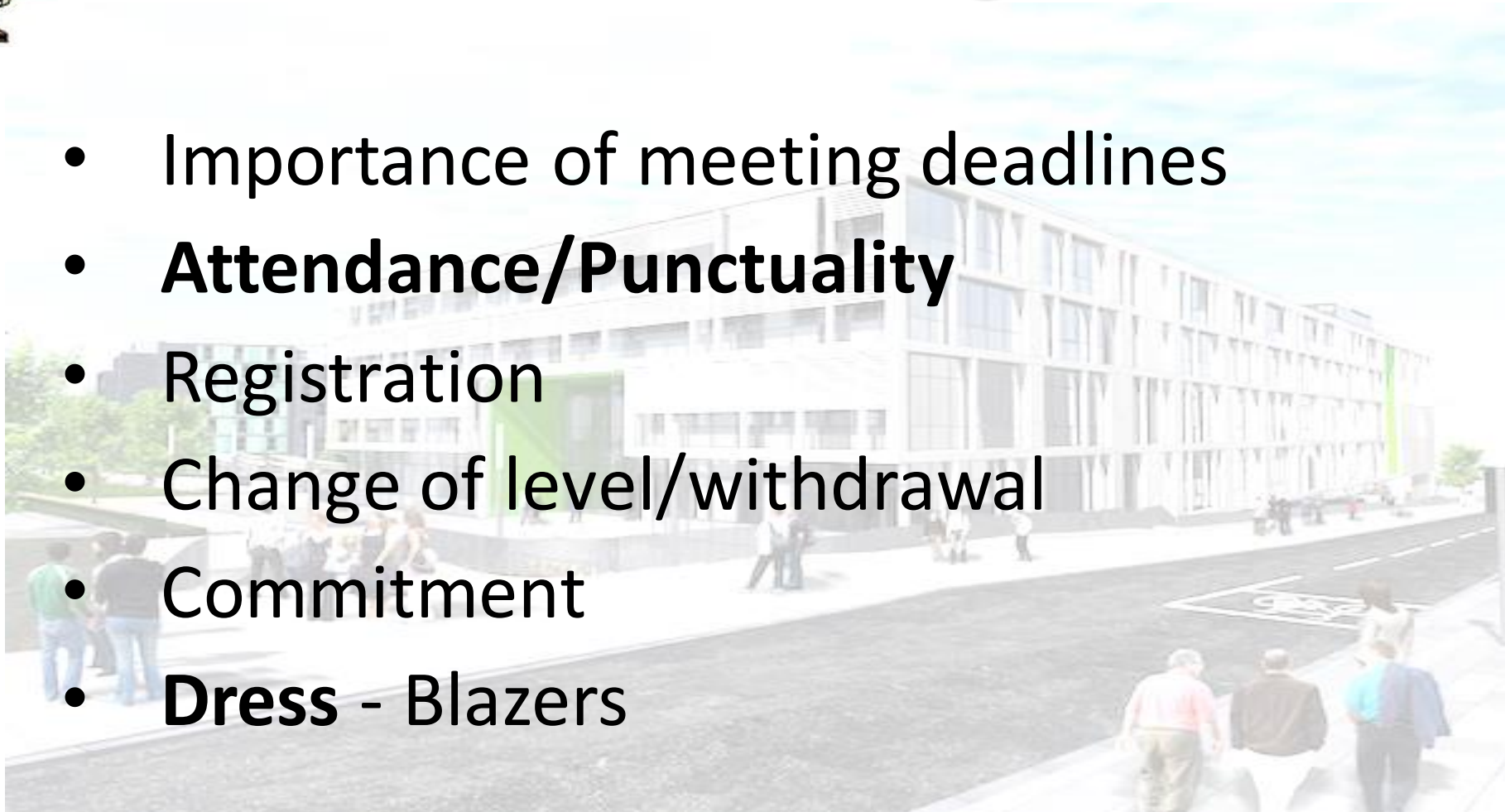
- Tracking reports in Sept/March
 - Aspirational target grade = TG
 - **Working grade = WG**
- Guidance teacher / subject teachers will discuss discrepancies with pupils regularly
- Full report mid/late November
- Pupil post/text message





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 jotter
- Place to work- bedroom/ public room
- Familiar with course structure:- www.sqa.org.uk or www.npfs.org.uk/highers-in-a-nutshell
- 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

www.sqa.org.uk/files_ccc/EnglishReadingforUAESQPH.pdf

Specimen Paper Paper 2

Critical Reading 1 hour 30 minutes, 40 marks

Section 1 Scottish Texts prescribed at <http://tinyurl.com/qd8hof3>

Section 2 Critical Essay

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

www.sqa.org.uk/files_ccc/EnglishCriticalReadingSelectedSQPH.pdf

Specimen Paper 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/1094/47004.html

Curriculum for Excellence Key Terms and Features Factfile

www.educationscotland.gov.uk/Images/CfEFactfileOverview_tcm4-665983.pdf

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

progression, revision resources and summaries of National Qualifications

www.parentforumscotland.org

The National Parent Forum of Scotland is grateful for the support of the Scottish Government, the Scottish Qualifications Authority and Education Scotland in the preparation of this series.

ENGLISH
LANGUAGES

CfE
HIGHER



the National Parent
Forum of Scotland

www.parentforumscotland.org

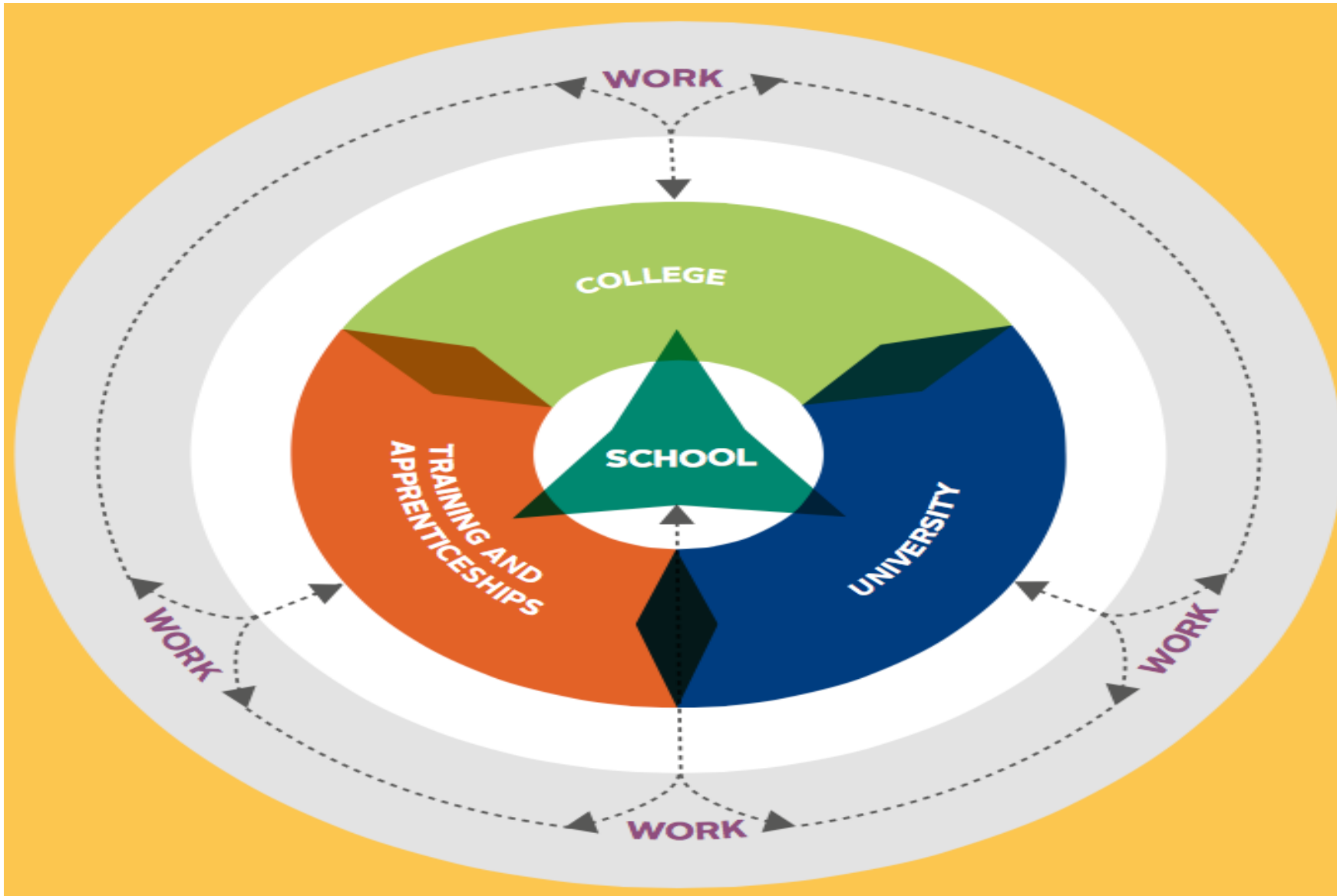
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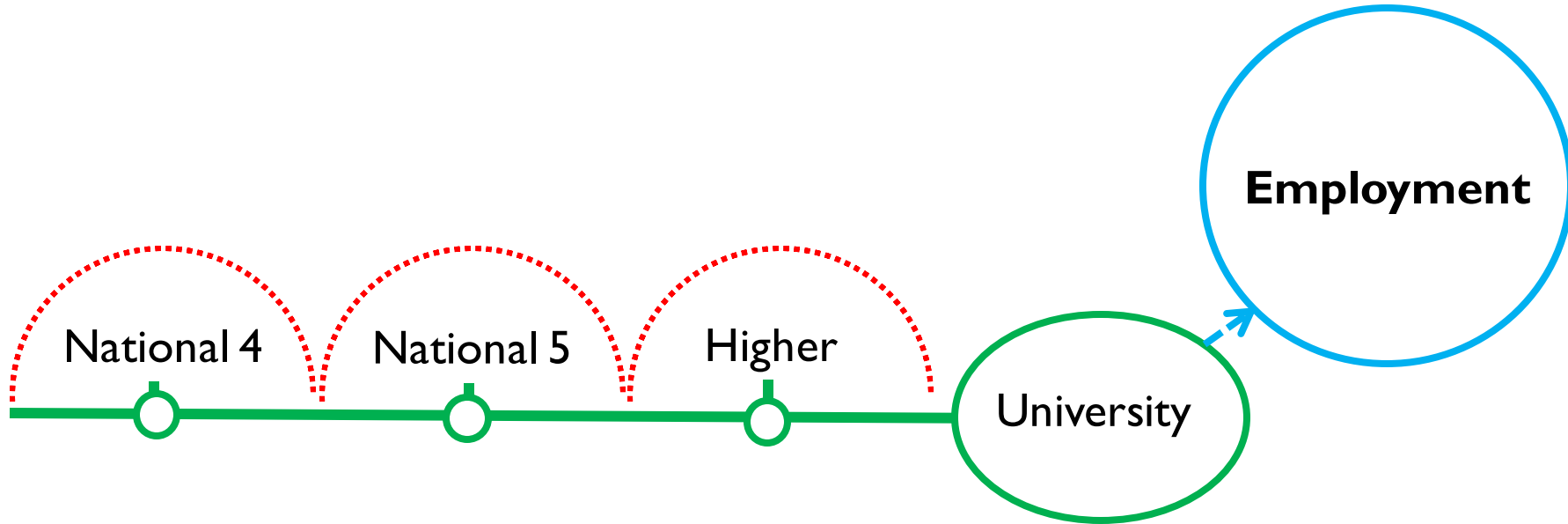


Positive & Sustainable Destinations



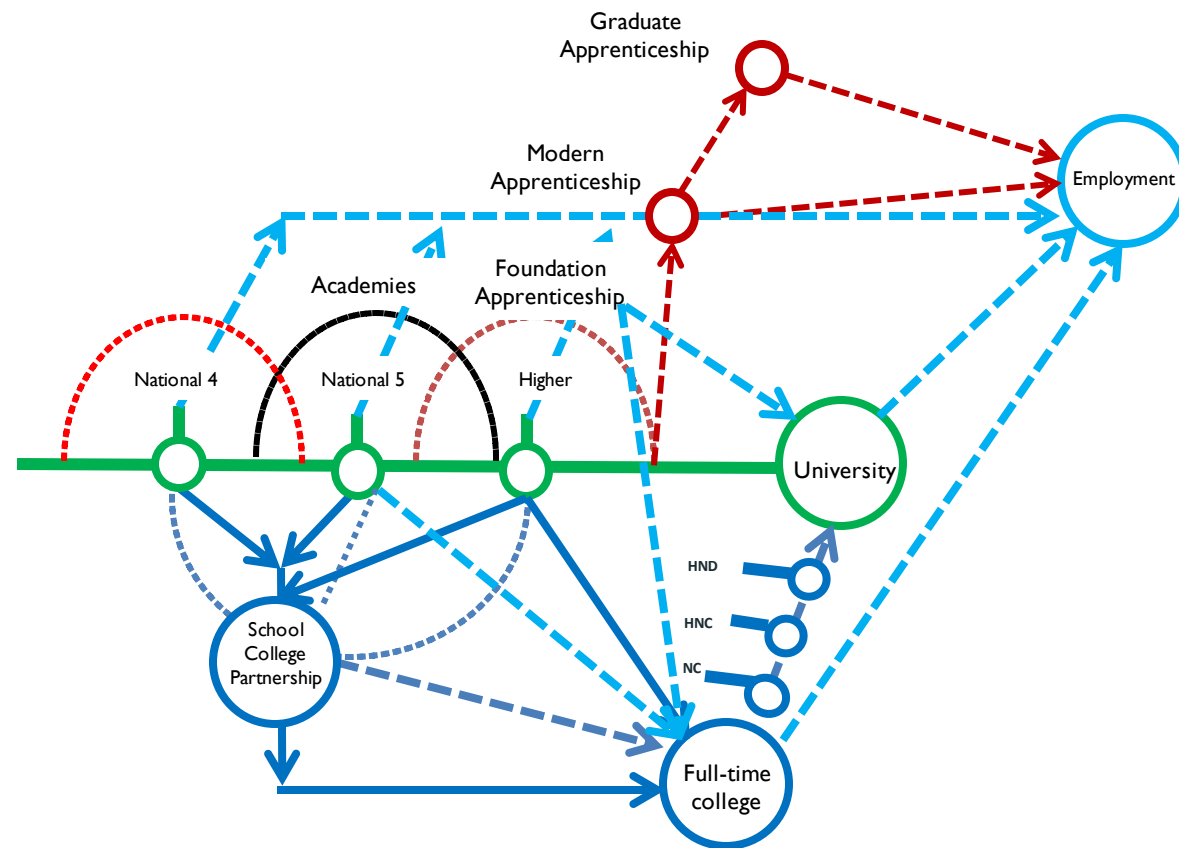


Traditional Route to University





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.

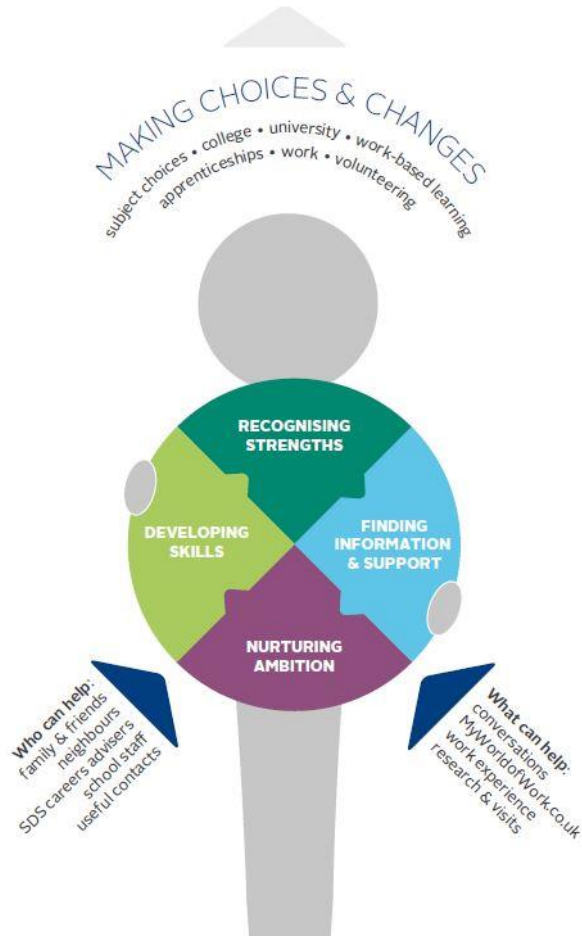
HORIZONS

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?

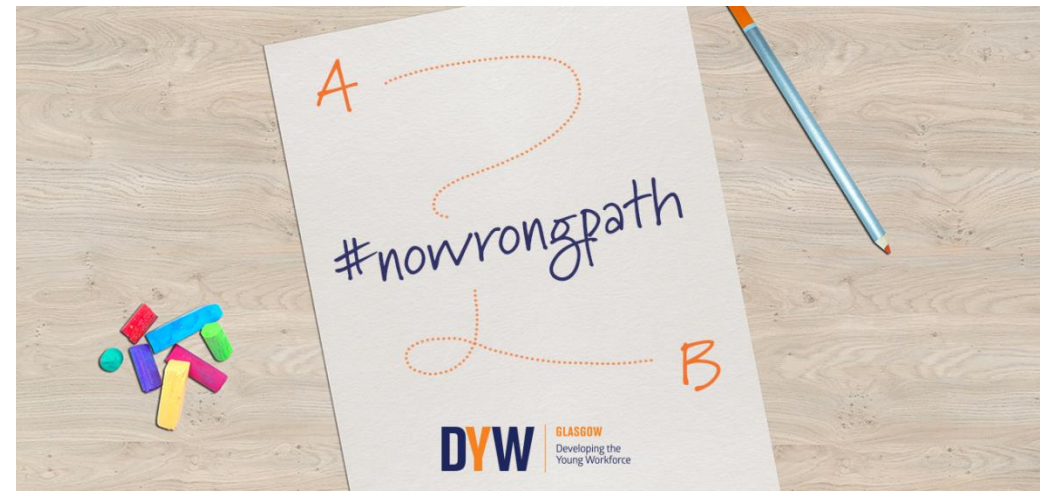


National Parent Forum Careers Conversation
Leaflets available from
www.myworldofwork.co.uk/parents



How to ensure they take ownership of their future?

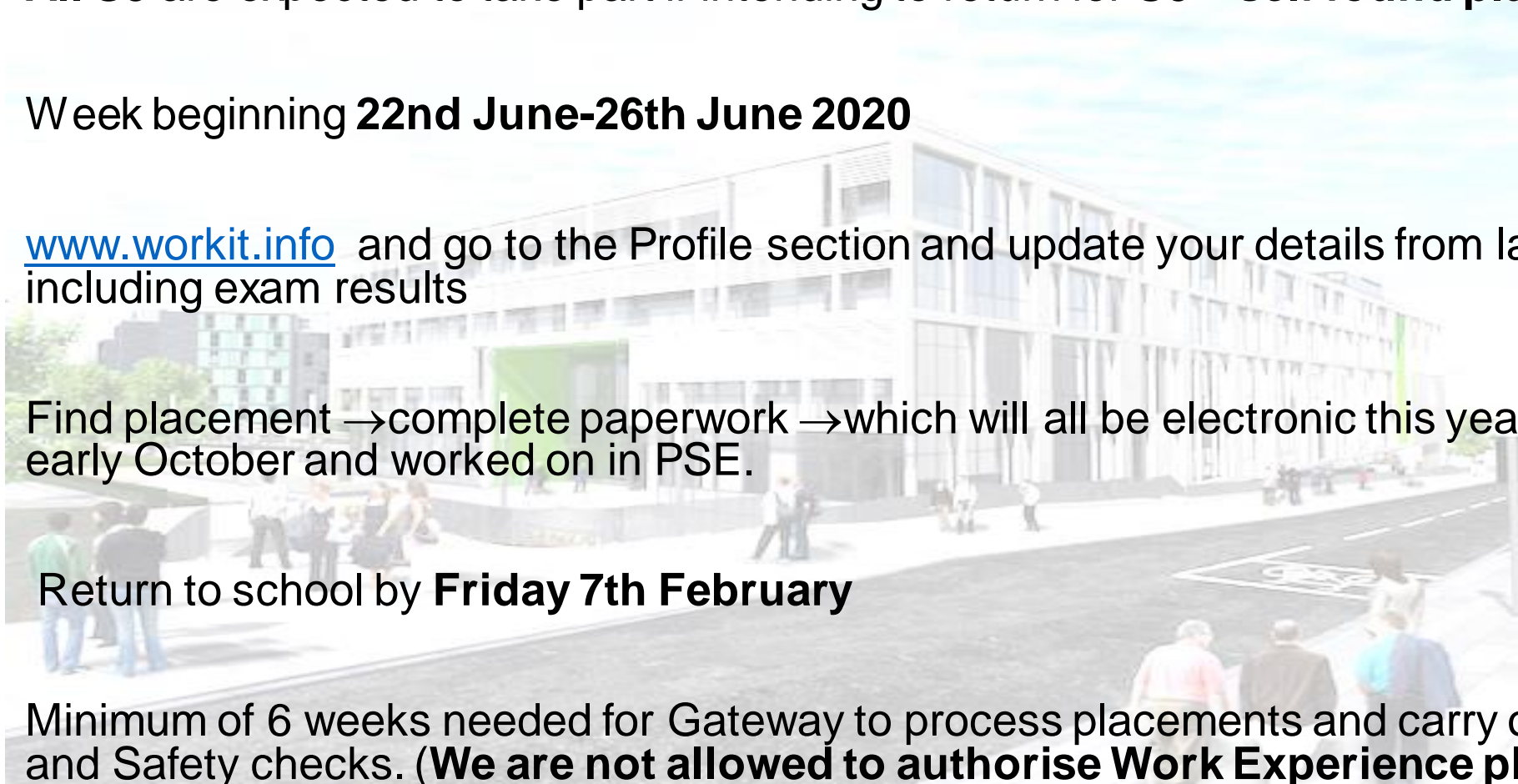
- ☐ Completion of future plans
- ☐ Compulsory attendance of PSE
- ☐ Supporting with work experience
- ☐ Attending Engage events
- ☐ Discussion after they've attended events such as HE Convention, College Open Days etc
- ☐ Signpost to resources
- ☐ AND REMEMBER...





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 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**

