

# Boroughmuir High School S3 Parents' Information Evening 2020



**Mr Hembury**  
**Depute Head Teacher S3/4**





## Our Vision

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



# Content

1. Curriculum Summary
2. School Expectations for S3
3. School Support
4. S3 Assessments, Revision and Study Skills
5. Tracking & Reporting
6. Future Planning and Extra-Curricular Opportunities
7. Questions



# 1. S3 Curriculum Summary

Courses in S3 provide continuity from S2 using Curriculum for Excellence (CfE) Levels and Benchmark statements. CfE Level 2 is typically covered in S2. In S3 there is a focus on CfE Level 4 which equates to SQA National 4 qualifications and increasing SQA National 5 course content.

Tracking and reporting are based around CfE Level 4 in S3.

Pupils make a balanced course choice at end of S2 with 8 subjects from a range of curricular areas including:

- **Maths and English**
- **French, German or Mandarin**
- **Biology, Chemistry or Physics**
- **Geography, History, Modern Studies, Economics or RMPS**
- **3 additional free choices**

S3 course changes  
close on  
Friday 28th August  
2020

In addition to 8 subjects, the S4 curriculum contains:

**PE** as a double period



**Personal and Social Education (PSE)** taught by their Pupil Support Leader (PSL) / Guidance teacher

**Health and Wellbeing Award**

**Religion, Values and Beliefs Award**– spread out over S3 and S4 pupils explore factors that influence personal wellbeing, and to make decisions that contribute to improving personal wellbeing. Pupils look at connections between mental, emotional, social and physical health, and to look at different ideas of health and wellbeing at a personal, community, societal or global level. The Wellbeing Awards are Levels 3, 4 and 5.

S3 rotate around three areas:

First Aid training

RMPS

Health and Food Technology



# Boroughmuir High School: S1-3 Curriculum & Courses 2020-21

**S1-3** use CfE Working Levels 2, 3 or 4 and letters W and P to indicate *how much* of the curriculum has been covered or achieved. These appear on tracking reports as 3W, 3P, 4W, 4P.

**W = working** within the level with **less than half** of the **National Benchmarks** covered or achieved

**P = progressing** within the level with **half or more** of the **National Benchmarks** covered or achieved

Teachers track and report **Progress** at these levels using 4 categories and colours.

## Typical Learner Progression

### S1 CfE Level 3 (L3)

Art and Design  
 Business Education  
 Computing Science  
 Design and Engineering  
 Drama  
 English  
 French *and* German  
 Geography  
 Health and Food Technology (HFT)  
 History  
 Mathematics  
 Mandarin (if not studying French & German)  
 Modern Studies  
 Music  
 Physical Education  
 Personal and Social Education (PSE)  
 Religious, Moral and Philosophical Studies (RMPS)  
 Science



### S2 CfE Level 3 (L3)

Art and Design  
 Business Education  
 Computing Science  
 Design and Engineering  
 Drama  
 French *or* German  
 English  
 Geography  
 Health and Food Technology  
 History  
 Mathematics  
 Mandarin  
 Modern Studies  
 Music  
 Physical Education  
 Personal and Social Education (PSE)  
 RMPS  
 Science

### S2 Enrichment Period (Expressive and Technical)

App Development & Machine Learning, Art Attack, Design & Engineering, Digital Skills for Business, Drama, Food Manufacture & Development, Media Studies, Music, Young Sports Leader Award

### S3 Core Curriculum

- PE
- PSE
- Wider Achievement Awards in
  - 1) Health & Wellbeing
  - 2) Religion, Belief & Values



Courses new to S3 within curricular areas

### S3 CfE Level 4 / Nat 4 / Nat 5

Art & Design  
 Business Management  
 Economics  
 Administration and IT  
 Computing Science  
 Practical Woodwork  
 Design & Manufacture  
 Engineering Science  
 Graphic Communication  
 Drama  
 English  
 French  
 German  
 Spanish  
 Geography  
 Health & Food Technology  
 Practical Cookery  
 History  
 Maths – National 4/5  
 Applications of Maths – National 4  
 Mandarin  
 Media Studies  
 Modern Studies  
 Music  
 Physical Education  
 RMPS  
 Science – National 2,3,4  
 Biology  
 Chemistry  
 Physics

# Boroughmuir High School: S4-6 Curriculum & Courses 2020-21

## S4 Curriculum National 3,4,5

Administration and IT  
 Art & Design  
 Biology  
 Business Management  
 Chemistry  
 Computing Science  
 Design & Manufacture  
 Drama  
 Economics  
 Engineering Science  
 English  
 French  
 Geography  
 German  
 Graphic Communication  
 Health & Food Technology  
 History  
 Mandarin  
 Maths – National 4/5  
 Applications of Maths – National 4  
 Media Studies  
 Modern Studies  
 Music  
 Physical Education  
 Physics  
 Practical Cookery  
 Practical Woodwork  
 RMPS  
 Science  
 Spanish

**Note** - only 1 Maths course is chosen

### S4 Core Curriculum

- PE
- PSE
- Wider Achievement Awards in
  - 1) Health & Wellbeing
  - 2) Religion, Belief & Values

## S5 or S6

### College Courses

Schools College Partnership (SCP)  
 Courses - Various  
 Foundation Apprenticeship

### SCQF L5 NPA

Computing Science  
 Digital Media  
 Media Studies  
 Photography  
 Practical Science  
 Sports Leadership

### N5

Maths - Nat5  
 Applications of Maths  
 Practical Cookery – Hospitality  
 Practical Woodwork

### N5 or Higher

Art & Design  
 Business Management  
 English  
 Media Studies  
 Modern Studies  
 Physical Education

### Higher (H)

Biology  
 Chemistry  
 Computing Science  
 Data Science(NPA)  
 Digital Media  
 Design & Manufacture  
 Drama  
 Economics  
 Engineering Science  
 French  
 Geography  
 German  
 Graphic Communication  
 Health & Food Technology  
 Technology  
 History  
 Human Biology  
 Mandarin  
 Mathematics  
 Media Studies  
 Music  
 Philosophy  
 Physics  
 RMPS  
 Spanish  
 College Courses

### College Courses

Schools College Partnership (SCP)  
 Foundation Apprenticeship

## S6 Advanced Higher (AH)

Art & Design  
 Biology  
 Business Management  
 Chemistry  
 Computing Science  
 Database Design & Programming (Oracle)  
 Design & Manufacture  
 Drama  
 Engineering Science  
 English  
 French\*  
 Geography\*  
 German  
 Health and Food Technology  
 History\*  
 Mandarin  
 Mathematics  
 Mathematics of Mechanics  
 Mathematics - Statistics  
 Modern Studies  
 Music  
 Physical Education  
 Physics  
 Scottish Baccalaureate Interdisciplinary Projects  
 Spanish

\* Pupils attend neighbouring schools

**S6 Core Curriculum**  
 PSE – Assembly – Study

**S5 H to S6 AH**

**S5 Core Curriculum**  
 Career Management  
 Skills – PSE/Assembly – Study

Typical S3 School Timetable	1	2	3	4	5	6
Mon	English	History	Physics	Music	Maths	French
Tue	PE	PE	Maths	Graphic Com.	Chemistry	History
Wed	Chemistry	French	Physics	English	Music	Graphic Com.
Thurs	French	Music	PSE	Health & Wellbeing Rota	English	Chemistry
Fri	Graphic Com.	History	Maths	Physics		



# CfE Levels articulate with National Qualification (NQ) Levels in S3

		Stage	CfE Levels	NQs
		CfE Levels S1-3	S3-6 NQ Levels	By end of P3
By end of P7	Level 2			
S1 and S2 S3	Level 3 Level 4		National 3/4/5	
By end of S4			National 3/4/5	
By end of S5			Nat. 3/4/5/ Higher (6)	
By end of S6			Nat. 3/4/5/ Higher (6) Advanced Higher (7)	

# Assessment Structure

National 2/3/4: Ongoing Unit assessments + assignments + no final exam. Graded as Pass or Fail

National 5: Coursework assignments + final exam.  
Graded A,B,C,D or No Award

More information on course content & assessment arrangements can be found on the SQA website



## Level of National Qualification Presentation

**All pupils** are expected to work towards achieving a qualification in each of their 8 subjects by the end of S4. The level can be National 2, 3, 4 or 5. The final target level is based on their progress over S3 and S4.

All pupils remain in their subjects for S3 and S4 and target a qualification in each.

**Do all pupils sit 8 x National 5 exams?**

No, in 2019-20 121 pupils (55% of the S4 cohort *check*) were presented for 8 N5 exams. 108 out of the 121= 89% of those presented for 8 N5 exams achieved 8 N5 passes.

## 2. School Expectations for S3

**Form positive relationships** with other pupils and school staff – new S3 classes are mixed with S3s from across the year group.

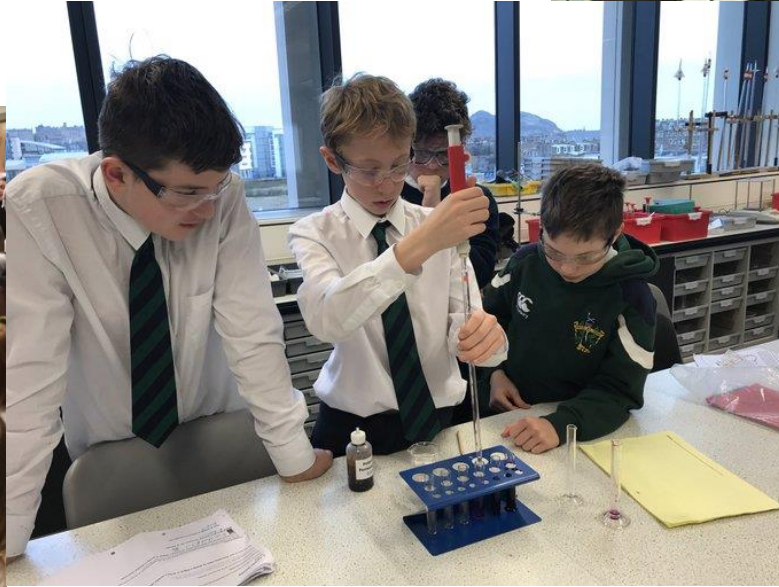
**Good punctuality & attendance** – pupils attendance is monitored each period. All must arrive on time. If pupils are consistently late or miss classes without reason parents and carers will be contacted. Pupils can be placed on attendance sheets and can lose break and lunchtime privileges.

**Dress code** is strongly encouraged, it gives a sense of belonging and pride in the school, discourages competition between pupils, bullying and victimisation. We need parents and carers support with this.

# Dress code in action!









# School Expectations for S3

**Best efforts** and **positive attitude** are required. Pupils should aim to produce **high quality** work as many of the topics covered now in S3 will be assessed in S3 assessments, S4 prelims and S4 end-of-year exam next year.

With age comes increased **responsibility**, to the school and themselves. It is important that S3 pupils see themselves as **role models** for younger year groups.

# 3. School Support

## Support for Pupils

Pupil Support Leaders (PSLs) are the Heads of each House and provide help and support to pupils as well as providing information, advice and guidance. They work in close partnership with teachers, parents/carers and other specialist agencies. In addition they:

- Deliver PSE – organisational/study skills/learning styles/note taking.
- Review tracking and teacher comment reports
- Wellbeing overview of pastoral/personal care
- Overview of educational needs
- In class support (pupil support assistant/S6)
- **Attendance** – sometimes alternative arrangements and adjustments are required. PSLs and DHTs coordinate this and liaise with teachers.



### Boroughmuir Houses – House Heads

Hartington -	Miss Grant
Leamington -	Miss Nisbet
Montpellier -	Mr McIlwaine
Viewforth -	Mr Brandie
Westhall -	Mrs Wallace

# Support for Learning (SfL)



Mrs Hall, Support for Learning Leader and the team of specialist Support for Learning Teachers, Officers and Pupil Support Assistants (PSAs)

- Provide support in classes and in 1:1 settings, to ensure that the effects of learning difficulties or disabilities are minimised
- Offer specialised teaching to develop necessary language and learning skills
- Promote understanding of additional support needs
- Develop effective teaching and learning approaches for pupils with additional support needs
- Identify and implement assessment strategies and ensure that the results are reported to parents
- Involve parents in the planning of their son's/daughter's progression throughout secondary school
- Support pupils in our Hub



# 4. S3 Assessments, Revision and Study Skills



Subjects ▼

## National 5 Chemistry

National Qualifications

Chemistry

National 3

National 4

National 5

Higher

Adv Higher

### Course Specification —

This explains the overall structure of the Course, including its purpose and aims and information on the skills, knowledge and understanding that will be developed.

- [N5 Chemistry Course Specification](#)  September 2019

### Past Papers and Marking Instructions +

### Coursework —



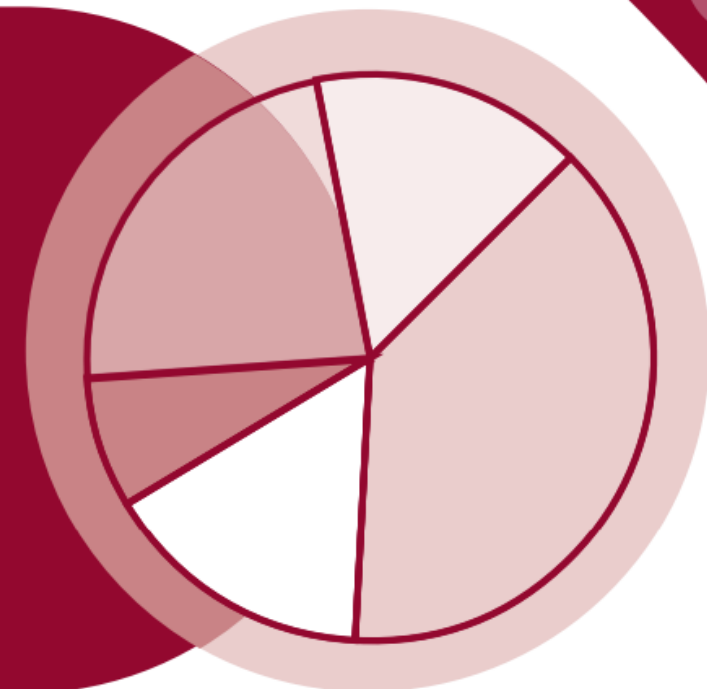
# Nationals in a Nutshell

- What skills will my child develop?
- What will my child experience during the Course?
- Assessment

## Mathematics

### What skills will my child develop?

- Understanding and applying mathematical skills in algebra, geometry, trigonometry, and statistics
- Simplifying and solving problems
- Selecting and applying mathematical techniques to real-life contexts
- Making connections and informed predictions
- Using mathematical language and exploring mathematical ideas
- Resilience and confidence in problem-solving
- Analytical and evaluative skills
- Interpreting, communicating and managing information in mathematical form
- Logical reasoning skills
- Assessing risk and making informed decisions
- Creativity and the ability to think in abstract ways
- The manipulation of abstract terms to solve problems and generalise



the National Parent  
Forum of Scotland

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

### WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning will develop confidence and self-motivation as learners experience a range of tasks and activities
- A blend of classroom approaches including whole class, small group or one to one discussions; direct interactive teaching
- Space for personalisation and choice for developing areas of interest

### ASSESSMENT

- The course will be assessed through two question papers (exams), which will be marked by SQA and graded A to D.
- Question paper 1 (non-calculator) is worth 50 marks and makes up 45% of the total assessment mark. Learners answer a series of questions that demonstrate their mathematical skills and their understanding of mathematical processes. They must show their working in their answers.

# Homework and Home Study

## SCHOLAR



Heriot Watt University SCHOLAR courses have been running for over 20 years and offer 37 high quality online courses for Scottish schools aligned to the SQA curriculum at National 5, Higher and Advanced Higher level.

Each pupil is provided with their own username (their SCN number) and a password.

Science and Mathematics			
	N5	H	AH
Biology	✓	✓	✓
Chemistry	✓	✓	✓
Computing Science	✓	✓	✓
Human Biology	**	✓	**
Mathematics	✓	✓	✓
Physics	✓	✓	✓

Languages			
	N5	H	AH
English	✓	✓	✓
ESOL	✓	✓	**
French	*	✓	✓
Gaelic	*	✓	
German	*	✓	✓
Mandarin	✓		
Spanish	*	✓	✓

Business			
	N5	H	AH
Accounting		✓	✓
Art and Design		✓	
Business Management		✓	✓
Economics		✓	✓
Psychology		✓	**

\* Please note: these National 5 courses are support materials only.

\*\* Please note: SQA do not provide a qualification for this subject at this level.

# Homework and Home Study



# Bitesize

[Home](#)[Daily lessons](#)[Learn](#)[Support](#)[Careers](#)

[Application of Maths](#)



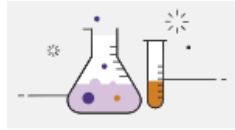
[Art and Design](#)



[Biology](#)



[Business management](#)



[Chemistry](#)



[Computing Science](#)



[Dance](#)



[Design and manufacture](#)



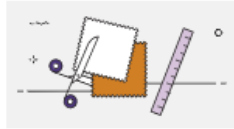
[Drama](#)



[Engineering science](#)



[English](#)



[Fashion and textile technology](#)



[French](#)



[Gaelic \(Learners\)](#)



[Geography](#)



[German](#)



[Graphic communication](#)



[Health and food technology](#)



[History](#)



[Hospitality](#)



[Maths](#)



[Modern Languages](#)



[Modern Studies](#)



[Music](#)



[Music Technology](#)



[Physical Education](#)



[Physics](#)



[Religious, moral and philosophical studies](#)



[Spanish](#)



[Technologies](#)



# Boroughmuir High School

## Subject Resources Information Booklet

### S3 and S4 Courses

Updated version – March 30<sup>th</sup> 2020

#### Introduction:

This resource is for our learners, parents and carers to support individual home learning and also learning that occurs within the school day. Examples of these materials include *course outlines, topic benchmarks, class notes, teacher's slides and revision notes*.

It has been produced in 3 parts, each available separately, for:

S1/2 Courses

S3/4 Courses

S5/6 Courses

For each subject, information is described in 4 sections as listed below.

Course information

Resources

Home Study Materials

Assessment

The majority of this information is stored online on Office 365. Each pupil in the school has their own username and password. The Office 365 log in page can be accessed via the *Useful Links* table on the front page of the [Boroughmuir High School Website](#)

Office 365 contains a suite of programmes which contain useful learning materials. These include SharePoint, OneNote and Teams.

 Office 365



Subject Name: **Computing Science (National 5)**

Course Information	Class Resources and Revision	Home Study	Assessment
<p><b>National 5</b> The course is split into 4 sections:-</p> <ul style="list-style-type: none"> <li>• Computer Systems (CS)</li> <li>• Software Design and Development (SDD)</li> <li>• Database Design and Development (DBDD)</li> <li>• Web Design and Development (WDD)</li> </ul> <p>Each unit consists of theory work and practical tasks. This will give pupils the knowledge and skills to prepare for the course assessments.</p> <p>This qualification is developed to follow the Course Specification which can be found here: <a href="#">SQA - National 5</a></p>	<p>All classes have a OneNote class notebook. This can be accessed via Office365. <a href="http://office365.edin.org">http://office365.edin.org</a></p> <p>All teaching and learning materials can be found in the class notebook. This includes, course notes, revision notes, written tasks, practical tasks, past papers and solutions.</p> <p>Practice practical assessments will be carried out throughout the month of January/February to prepare for the SQA Practical Assignment.</p> <p>Each class also has a Microsoft Team. This allows communication with peers and teacher. Homework tasks and assessment deadlines will be shared via teams.</p> <p>Supported Study is provided for National 5 pupils on Tuesday and Thursday lunchtimes as well as Wednesday's after school.</p>	<p>Pupils should use their class notebook to revisit tasks and revise using class notes and revision material regularly.</p> <p>Revision Guides are not provided but are strongly recommended. Useful Textbooks include: <b>Hodder Gibson</b> How to Pass National 5 Computing Science: Second Edition <b>Bright Red</b> – Study Guide – Nat 5 Computing Science <b>Leckie and Leckie</b> – National 5 Computing Science Success Guide</p> <p><b>Please ensure latest version of textbooks are used as structure of course has changed.</b></p> <p>Further consolidation resources can be found at: Heriot Watt Scholar Programme <a href="#">Scholar</a> (Pupils have a unique username and password) BBC Bitesize <a href="#">BBC National 5 CS</a> SQA National 5 exemplar and past exam papers are found here: <a href="#">SQA Past Papers</a></p>	<p>Written mid unit and end of unit assessments for all sections detailed in Course Information.</p> <p>Practical end of unit assessments in Programming, Web and Databases.</p> <p>S4 Question Paper Prelim (November)</p> <p>Final SQA award consists of:</p> <ul style="list-style-type: none"> <li>• SQA Practical Assignment worth 50 marks (31%) .</li> <li>• SQA written exam (2 hours) worth 110 marks (69%)</li> </ul> <p>SQA Practical Assignment is carried out in February/March over 9 periods in class. It is an open book assessment but carried out under exam conditions. It will include a practical task involving a program, relational database and website.</p>

# Blended/Futureproof Learning, Teaching & Assessment Policy



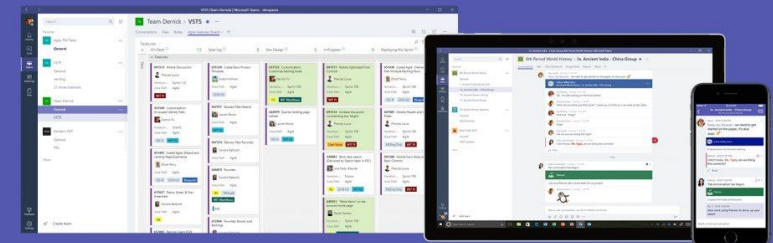
**Aim** - We will provide and deliver high quality futureproofed learning for every learner every day. To futureproof our learning, teaching and assessment we will continue to **blend our digital and face to face learning**.

## Our learning will be:

- Purposeful – clear learning intentions, context and purpose made clear for all learners
- Engaging – varied, active, inclusive, collaborative and appropriate for home or school, assessment as and for learning
- Successful – shared measurable success criteria, opportunities to develop and apply skills and knowledge supported by regular effective assessment and feedback on progress – face to face and virtually

## How will we do this?

- All pupils and all staff will continue to engage with MS Teams and use this as our virtual bridge/platform for blending learning digitally and learning in school.
- Moderate and quality assure standards across faculties using the “Planning Learning, teaching and assessment cycle” (Moderation cycle) and processes outlined





# Assessment Calendars

Show the key periods of assessments for each subject

End of S3 Assessments – April/May 2021

Useful for planning ahead towards S4 prelims in November 2021

2020/21 Calendars will be uploaded as soon as possible



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 <u>practised</u> in class. Conversation based on course topics. Revision class Tuesday / Thursday lunch time



# Why are deadlines important?

- They are there to help pupils manage their workload
- They are there to help teachers manage their workload
- They are needed so that teachers can “authenticate” pupil work
- If teachers are unable to authenticate pupil work they cannot submit coursework to the SQA
- Please refer to the school senior assessment calendar for deadlines

# 5. Tracking and Reporting



S3 Tracking reports give a ‘snapshot’ of how well your child is performing in each subject.

- i) Tracking - w/b 2nd Nov
- ii) Parents Evening – 21<sup>st</sup> Nov
- iii) Tracking - w/b 8<sup>th</sup> Mar –
- iv) Tracking and written report - w/b June 7<sup>th</sup>

Written reports use 3 sections:

- Course Content, Individual Progress, Next Steps

2020-21	
<b>Exceeding expectations</b>	1
<b>Meeting expectations</b>	2
<b>Use NSI for Improvement</b>	3
<b>Cause for Concern</b>	4

# 5. Changes to Tracking and Reporting 2020-21

## Change Tracking Level Titles, Colours and Descriptions

From	Level	To	Colour
Excellent	1	<b>Exceeding Expectations</b>	<b>Gold</b>
Good	2	<b>Meeting Expectations</b>	<b>Green</b>
Inconsistent	3	<b>Use NSI for Improvement</b>	<b>Orange</b>
Needs Improvement	4	<b>Cause for Concern</b>	<b>Red</b>

<b>Progress (S1-3 only)</b>	How well is pupil is performing against national benchmarks?
<b>Effort</b>	Is a pupil consistently engaging in learning?
<b>Homework</b>	Is homework completed to expected standards? This can also reflect the degree of independent home-study (if applicable).
<b>Behaviour</b>	Is behaviour meeting school expectations?

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

2020-21		<b>Progress</b>	<b>Effort</b>	<b>Homework</b>	<b>Behaviour</b>
<b>Exceeding expectations</b>	1	<b>Consistently exceeds</b> national benchmarks. Working <b>very well independently</b> and making <b>very good</b> progress overall.	Pupil is <b>highly engaged</b> and effort is <b>conscientious</b> and <b>consistent</b>	<b>Always</b> makes a <b>very good</b> attempt	Behaves <b>very well</b> at all times in class
<b>Meeting expectations</b>	2	<b>Consistently meeting</b> national benchmarks and making <b>good progress</b> at this level	Pupil is <b>engaged in learning</b> and effort is <b>consistently good</b>	Always makes a <b>good</b> attempt	<b>Behaves well</b> in classes
<b>Use NSI for Improvement</b>	3	<b>Meeting some</b> benchmarks and requires <b>support at times</b> . Some <b>gaps</b> in knowledge, understanding and skills	Pupil is <b>not always engaged</b> and effort is <b>inconsistent</b>	<b>Inconsistent</b> when completing homework	<b>Inconsistent</b> behaviour and some <b>improvements required</b>
<b>Cause for Concern</b>	4	<b>Not yet meeting</b> national working level benchmarks at this level	Pupil is <b>not engaged</b> and effort is <b>minimal</b>	<b>Rarely</b> makes a good attempt	<b>Serious concerns</b> with behavior

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





# Boroughmuir High School - Tracking Report

<b>- 3V2</b>	
Attendance : 99.68%	

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>	R	M

Next Step for Improvement (NSIs) used when a Tracking Level of 3 or 4 is used.

<u>Levels</u>	2P - Progressing 2nd level	2W - Working 2nd level	3P - Progressing 3rd level
	3W - Working 3rd level	4P - Progressing 4th level	4W - Working 4th level

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		

## 6. Future Planning and Extra-Curricular Opportunities

**JET Academy**  
YOUR PATHWAY • YOUR FUTURE

◆ EDINBURGH ◆  
YOUR COUNCIL – YOUR FUTURE

# What is JET?

- ▶ **Job** - Extended Work Placement Programme running from September to April
- ▶ **Education** - Gain a Qualification
- ▶ **Training** - Opportunity to take part in JET Training Pathways

# The Aim of JET

Supporting pupils to develop transferable skills desirable to employers such as:

- ▶ Initiative
- ▶ Planning
- ▶ Teamwork
- ▶ Communication
- ▶ Problem Solving

# Training Pathways

- ▶ JET aim to have the majority of young people access a Training Pathway
- ▶ Most of these will be from September to January
- ▶ Pathways in a variety of sectors including Construction, Health and Social Care, Sport and Leisure, Childcare and Creative Industries where young people will get hands on experience of the industry
- ▶ Delivered by Edinburgh College and other partners
- ▶ Majority of young people will access college at some point in their future

# Job/Work Placement

- ▶ Young people will be matched into a placement after completing their Training Pathway
- ▶ Placements may be for a full day
- ▶ Pupils will be expected to self travel
- ▶ The demand for placements is high and we cannot guarantee specific sector choices, sector choices can also be impacted by health and safety restrictions
- ▶ Young people are welcome to attend self found placements



# Education

- ▶ Pupils will continue to follow their school timetable
- ▶ Pupils will also work towards an Employability Award at SCQF Level 4
  - Unit 1: Responsibilities of Employment
  - Unit 2: Preparing for Employment; First Steps
  - Unit 3: Building own Employability Skills
- ▶ Some schools may offer an alternative qualification

# Pupil Commitment

- ▶ Pupils will need be available to attend for a full day every Friday
- ▶ Where possible, please arrange non urgent appointments for a different day
- ▶ If pupils cannot attend their placement please contact the JET team ASAP
- ▶ JET may not be the right choice right now, however there are lots of other opportunities available such as volunteering, career ready, Duke of Edinburgh and part time employment

# JET Commitment

- ▶ We will work hard to match young people into an opportunity which will help to develop their employability skills
- ▶ JET work placement coordinators will regularly visit young people to check on progress
- ▶ Successful placements depend on cooperation and communication between everyone involved and the JET Academy will support you in any way we can
- ▶ The JET Academy will also support young people in identifying their next steps in employment, education or training

# How to Apply

- ▶ Complete and return all sections of the application pack - due to new GDPR regulations this **MUST** be returned with a parental signature
- ▶ Attend an interview with JET Coordinator
- ▶ At interview we will discuss placement/training options
- ▶ Offers of places on the programme will be made in June with placement details given in August
- ▶ If pupils plan to attend a self found placement please let the JET coordinator know **ASAP**

**Careers Advice** - Our Careers Advisor is Ms Lou Murphy appointments can be made by request through the Pupil Support Leaders



**Careers**



**Edinburgh Guarantee Bulletin:**

[Edinburgh Guarantee Opportunities Bulletin 16-06-20](#)

[Edinburgh Guarantee Opportunities Bulletin 02-06-20](#)

[Edinburgh Guarantee Opportunities Bulletin 28-04-20](#)

**Introduction to Career Management Skills Slides**

[BHS CMS Assemblies](#)

**Developing Young Workforce Slides**

[DYW Slides – Computing and Business](#)

[DYW Slides – Drama](#)

[DYW Slides – Modern Languages](#)

[DYW Slides – Physical Education](#)

The Careers part of the website contains additional information including information as to how our subjects departments are developing skills for the young workforce.

My World of Work is a key source of careers information



**A tour of Scotland's online careers service**





## Careers Adviser Contact Details

Lou Murphy

Email: [lou.murphy@sds.co.uk](mailto:lou.murphy@sds.co.uk)

Call: 0131 376 2280 (please leave a message)

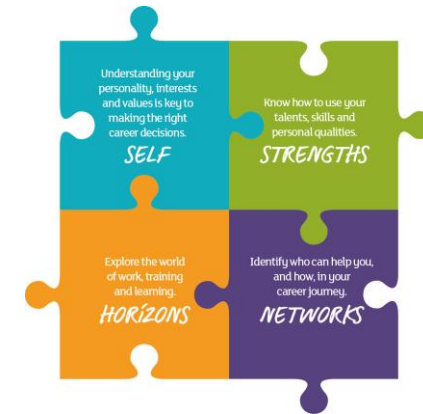
Text: 07887 830869

Available Monday – Friday

Standard working hours 9am to 5pm

(available at other times via negotiation)

Careers Advice and Guidance will be offered over the telephone or via email





# Useful Parent/Carer Resources

## Research/Support

- My Kids Career  
[www.mykidscareer.com/](http://www.mykidscareer.com/)
- My World of Work  
[www.myworldofwork.co.uk/parents](http://www.myworldofwork.co.uk/parents)
- DYW – E resources  
[www.dyw.scot/edyw.html](http://www.dyw.scot/edyw.html)
- Digital World  
[www.digitalworld.net/](http://www.digitalworld.net/)
- Articulation Routes  
[www.pathways.ac.uk](http://www.pathways.ac.uk)

## Opportunities

- Apprenticeship.Scot  
[www.apprenticeships.scot/](http://www.apprenticeships.scot/)
- The Guarantee  
[www.thegarantee.org/](http://www.thegarantee.org/)
- SDS Edinburgh Facebook  
[www.facebook.com/SDSEdinburgh/](http://www.facebook.com/SDSEdinburgh/)



## Raising Teens with Confidence

6 week course for parents and carers of teens

It aims to help adults understand how they can best support their teenage children to

- navigate increasing independence
- develop confidence, security and resilience
- promote and benefit from emotional wellbeing

The latest research around what helps support emotional wellbeing throughout life is used & includes adolescent brain development, risk taking behaviour, importance of communication and the effects of stress.

The course provides an opportunity to explore with other parents how the teenage years can be a time for the whole family to ***‘thrive rather than just survive’*** (Siegel 2014)!

Further information to course dates at Boroughmuir High School to follow in due course.

PARENTS AND CARERS COURSE

## Raising Teens with Confidence

Promoting Mental & Emotional Wellbeing



• EDINBURGH •  
THE CITY OF EDINBURGH COUNCIL



## Information for parents and carers

Adolescence is the time when young people seek increasing independence and experience physical, social and emotional change which can be difficult to manage but also creates many exciting opportunities.

Raising Teens with Confidence aims to give parents and carers increased understanding about how they can best support their teenage children to navigate this time of change and help promote resilience.

Drawing on the latest research in teenage brain development and mental and emotional wellbeing the course gives parents the opportunity to explore together how the teenage years can be a time for the whole family to *'thrive rather than just survive!'* (Siegel 2014)

The course consists of 6 x 2 hour sessions covering the following topics.

- 1 Introductory Session: Why what you do matters**  
Explores definitions of emotional wellbeing and why relationships with parents and teenagers are changing but remain critical to developing positive emotional and mental health.
- 2 The Amazing Teenage Brain: What's going on in there?**  
An introduction to the latest brain development research helping to explain some teenage behaviour.



'Understanding the teenage brain and changing my approach to dealing with day to day situations.'

'I have learned that I can't control their world anymore but that I can influence it a bit. Also, communication is key.'

'Useful sharing experiences with others as rarely meet other parents at school – unlike at primary school. Every parent should do this course.'

'The course has helped me listen to my kids, enjoy my kids, be a good role model, be kind to myself ... and be positive.'

'Being able to talk openly with other parents. FAB!!!!'

'There were some really good tips about dealing with situations. I liked the session on risk and the fact that teenagers need to experience a level of risk. This was reassuring.'



### 3 Risky Business: Managing adventure, risk and resilience

Taking risks is a normal part of the teenage years and this session looks at why this is important and ways to positively manage these experiences.

### 4 It's Good To Talk: The importance of staying connected

Conflict is common in families, especially when children become teenagers. However some communication techniques can prevent arguments becoming the norm whilst supporting positive relationships and the development of social and emotional skills in teenagers.

### 5 The Brain Under Stress: Overcoming setbacks and promoting resilience

Explores how the brain responds to stress and what parents can do to support young people to manage stress now and build resilience for the future.

### 6 Looking After Your Wellbeing: Coping with the changes

Leading on from the previous session this session explores how parents and carers can look after their own wellbeing, act as role models for their young people and cope with all the changes that come with shifting family dynamics and structure.



- Funded by SportScotland
- High quality opportunities for participation in sport and physical activity within schools
- Partnership with schools, community clubs, coaches and volunteers
- Support Young Ambassadors and Sports Leaders
- Co-ordinate school entries to events/competitions for example, swimming, athletics and team tennis championships
- Assist with clubs and teams run by school staff

Tony Segall - Coordinator





# Extra-Curricular Sport Activity at BHS

- 35 clubs and teams (Term 1, 2019-20)
- 246 males taking part
- 254 females taking part

Number (percentage) of pupils participating in Extra-Curricular sports clubs:

2017 (Term 1): 430 (36% of school roll)

2018 (Term 1): 469 (37% of school roll)

2019 (Term 1): 500 (40% of school roll)

6 paid coaches

36 volunteers:

- 12 parents/family members
- 8 senior pupils
- 7 school staff
- 6 club coaches
- 3 students





# 7. Questions

Thank you for taking the time to review this information.

If you have any queries and questions please send them to the email address below. We will collate these and issue as frequently asked questions (FAQs).

Email your questions to:

[coursechoice@boroughmuir.edin.sch.uk](mailto:coursechoice@boroughmuir.edin.sch.uk)

