



Preparing for Senior Phase S4-S6 2021-2022



Achieving Equity Post COVID-19?

Context

The COVID-19 pandemic has taken millions of lives and caused global crisis for education systems that will impact on the lives of millions of children and young people across the world. The OECD's Trends Shaping Education Spotlight 21 (OECD 2020a) highlighted equity as a key issue by suggesting that support for children faced with a "concentration of disadvantage" should be at the heart of a revised adaptive and responsive system resilience. Families and other partners in the wider community should also be part of this system to build resilience capacity and in strategic decision making. Contingency planning should also be included depending on capacity and resources.

Overall, the focus of a revised education system should be on:

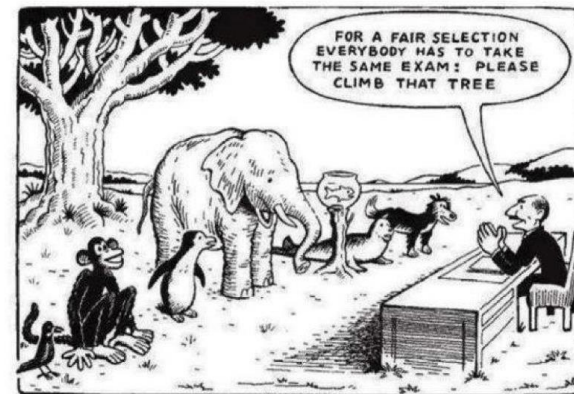
- reinforcing safety and trust – carers/parents need accurate, reliable, consistent information, through timely and well-targeted communications;
- building resilience through collective reflection, enhanced collaboration and distributed leadership, both horizontal and lateral;
- ensuring students' wellbeing and enabling learning continuity.

Most recently, Education Scotland and Scottish Government's Equity Audit (2021) has brought the challenge of mitigating the effects of the pandemic for the most disadvantaged into sharp focus with a rapid review of evidence and a number of vignettes from 54 schools. The Equity Audit identified five key themes:

1. Health and wellbeing support is required for children and young peoples' mental and physical health and wellbeing.
2. Lack of digital infrastructure and connectivity has a detrimental impact on the learning experiences of children and young people, particularly those from the most disadvantaged backgrounds.
3. Support for parents, carers and families requires effective communication and collaboration between partners and families.
4. Teaching provision and quality of learning varies and there are emerging differences in the provision experienced by those from more affluent and disadvantaged backgrounds.

Our National Priorities (and therefore our school priorities)

- Improvement in attainment, specifically in reading, writing and numeracy
- Closing the attainment gap(s) between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in sustained school leaver destinations for all young people



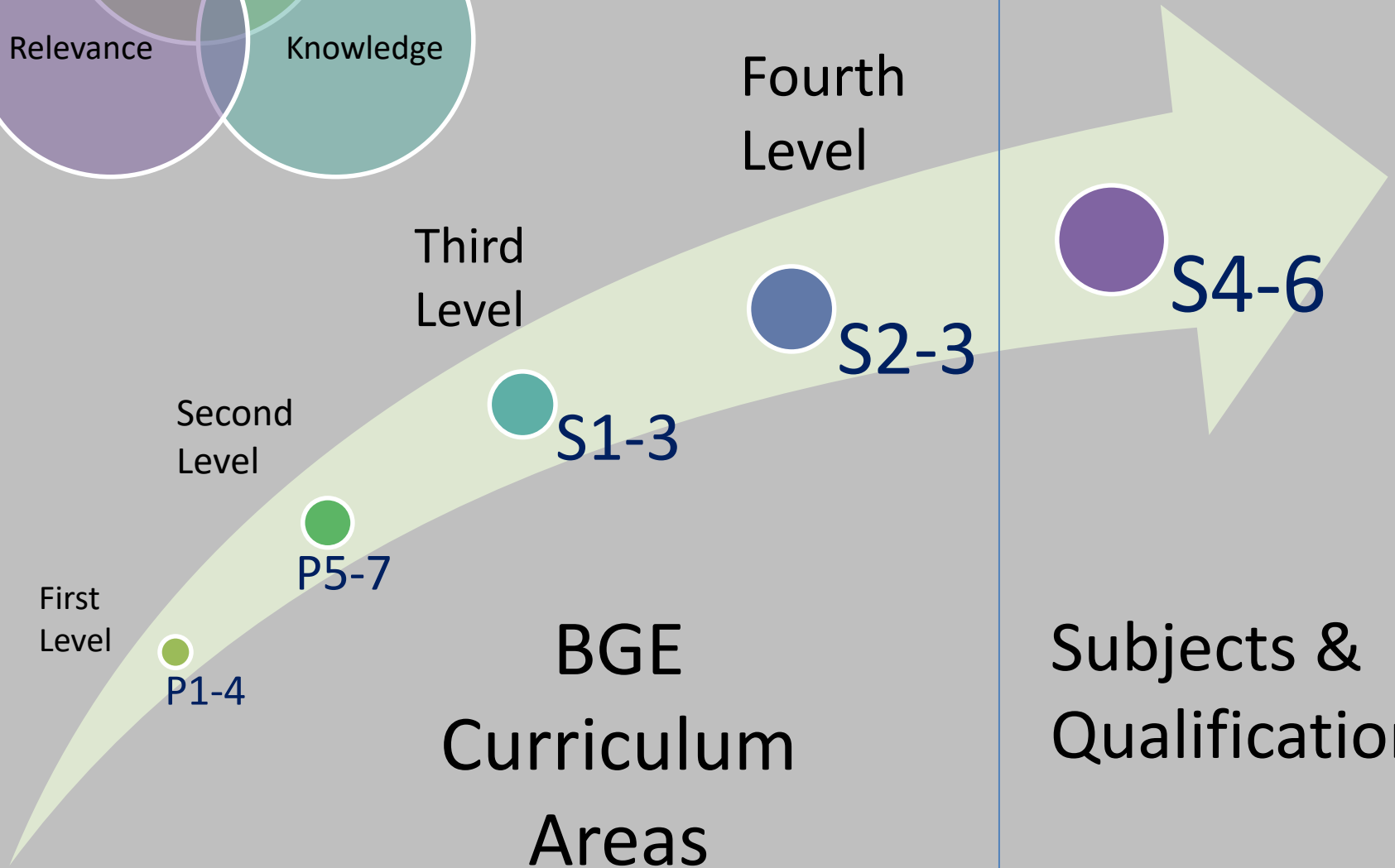
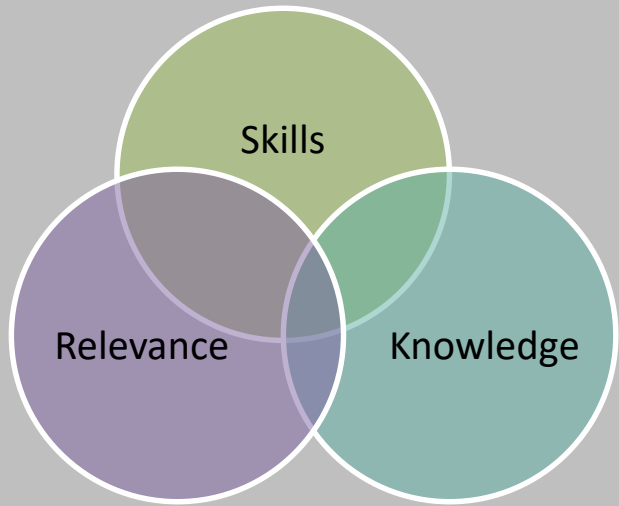
Our Education System

THE LOLBARRY.com/post/19912/

The UK education systems: home background still the best predictor of school success



"WE SHOULD NOT LOSE SIGHT OF THE FACT THE MOST IMPORTANT DOOR A CHILD WALKS THROUGH FOR THEIR EDUCATION IS THE FRONT DOOR OF THEIR OWN HOME."
ROBERT JOHN MEEHAN





Progression through the levels of the Broad General Education.

On your child's recent tracking report (access via Progress email link)

Looking at prior attainment in the S3 report focus on the subjects with highest levels of attainment (for example L3 Green/ Level 4 red/amber/green)

BGE Tracking Update

Through the BGE years (S1-S3) teachers will indicate your child's current progress through a system of numbers and colour coding. The code applies at this moment in time given current performance. The table below explains how to determine how your child is progressing.

CFE Level	Descriptor
1	To the end of P4, but earlier or later for some.
2	2 To the end of P7, but earlier or later for some.
3	3 S1 to S3, but earlier or later for some.
4	The Fourth Level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the Fourth Level outcomes. It is expected many learners will reach this during S3. The Fourth Level broadly equates to Scottish Credit and Qualifications Framework level 4.

Green	Amber	Red
Signifies that the national standard for the level has been achieved in all aspects of learning (that have been assessed to date)	Signifies that the national standard for the level has been achieved in some aspects of learning (that have been assessed to date)	Red Signifies that the national standard for the level has yet to be achieved in these aspects of learning (that have been assessed to date)

Viewing the **number illustrated against a course** will indicate whether your child is working at the level in line with others of a similar age. The colour will then indicate how your child is progressing in relation to the outcomes and benchmarks **that have been assessed to date** within a subject area. Assessment opportunities will vary across different subject areas. Please note that, for example, **working at Level 4: Red indicates a level of challenge greater than working at, for example, Level 3: Green.**

Information about your child's level, strengths and next steps are indicated in this report for each subject. In partnership with their teachers, your child should be reflecting on their learning and what they now need to do in order to ensure success.

A colour code for **homework, behaviour and learning engagement** in class is also given. Colour codes for these particular aspects are defined as:

Green	Amber	Red
No concerns in this particular area that are impacting negatively on classroom attainment	Some concerns in this particular area that need to be addressed	Significant concerns in this area that will impact on ability to work at full potential

We hope this report is clear and gives you a clear indication about your child's current performance in relation to their BGE courses.

S3 Tracking Report Info

The purpose of the Senior Phase



'Young people who achieve qualifications and develop skills and qualities which allow them to move into a positive and sustained destination.'

Senior Phase Qualifications Timetabled as a Single Cohort

S4

National 3

National 4

National 5

S5

Higher

National 5

National 4

S6

National
5

Higher

Advanced
Higher

SQA Assessment

SCQF Level	New CFE qualification	Assessment	Hours
3	National 3	Internally assessed Pass or fail	160
4	National 4	Internally assessed Pass or fail	160
5	National 5	Final exam Passes graded A-D	160
6	Higher	Final exam Passes graded A-D	160
7	Advanced Higher	Final exam Passes graded A-D	160

National Qualifications

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at www.scof.org.uk to view the interactive version of the Framework or search the Database.



SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	SVQs/MAs
12			Doctoral Degree	Professional Apprenticeship
11			Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Professional Apprenticeship SVQ 5
10			Honours Degree, Graduate Diploma, Graduate Certificate	Professional Apprenticeship
9		Professional Development Award	Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Technical Apprenticeship SVQ 4
8		Higher National Diploma	Diploma Of Higher Education	Technical Apprenticeship SVQ 4
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate	Certificate Of Higher Education	Modern Apprenticeship SVQ 3
6	Higher, Awards, Skills for Work Higher			Modern Apprenticeship Foundation Apprenticeship SVQ 3
5	National 5, Awards, Skills for Work National 5			Modern Apprenticeship SVQ 2
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award	SVQ 1
3	National 3, Awards, Skills for Work National 3			
2	National 2, Awards			
1	National 1, Awards			

Planning your Senior Phase

Five big questions when you're choosing your subjects

Answering these questions will help when you're making your decision. You can use them to put together a shortlist of subjects.

1

How do you like to learn?

2

Where could they take you?

3

What subjects do you enjoy?

4

What subjects are you good at?

5

What do others think you're good at?

Remember to ...

- Aim for the best possible set of results
- Plan for progression through the senior phase for up to three years
- Consider that level of attainment is more important than having specific subjects in most cases

How?

- Looking at prior attainment in the S3 report focus on the subjects with highest levels of attainment
- Discuss strengths and next steps with teachers at parents evening (18.02.21)
- Use PSE/Careers input to identify pathway i.e career area or destination

How have we prepared pupils for course choice this year?

HE National course choice infor... Posts Files Notes + Team Meet

Mrs White 03/02 13:42 76

Miss McFadyen 07/02 18:54 Edited 36

S3 Course Choice

Monday 8th February

Good morning S3, there will not be a group call this morning, instead, can you watch the video below and then access the Course Choice information on the school website to familiarise yourself with your options for S4. Myself and Mrs McRorie will be available via the chat below to answer any questions which you may have.

Please also like this post so that we can complete the register accordingly.

You need to open this PP on desktop APP to view the video, on the second slide if you hover over the Bathgate Academy website picture then a wee triangle will pop up, click on this to access the video.

See less

S3 Course Choice.pptx

Course Choice Sheet 2021-2022

Senior Choice Sheet

2021-2022

Pupil Name: _____ Year Group: _____

Leaving at the end of: S4 / S5 / S6

Destination: _____

<u>Qualification Level</u>	<u>Courses Available</u>					<u>Column F</u>	<u>Your Subject Choices</u>	<u>SCQF Level</u>	<u>Year</u>
SCQF Levels 4 and 5 including National (N4/N5) & NPA/SVQ (*) (*) – S5/6 only	Biology Chemistry Physics Lab Science Skills Electronics (Prac) Graph Com Design and Man Engineering Skills Woodwork Health & Food Tech	Maths Personal Finance(*) Application of Mathematics (*) Business Admin & IT Retailing Customer Service (*) Comp Science Cyber Security(*) Comp Games Dev (*)	English (S5/6 only) Media Studies (*) French Spanish History Geography Modern Studies RMPS	Art & Design Arts Academy (*) Drama Music(Performance) Music (Technology) Employability (by invite) Prospects (by invite)	PE SFW: Sport and Recreation (*) Hosp: Practical Cookery Hosp: Cake Craft Food & Drink Health & Food Tech Early Education and Childcare	S4-6 Core Entitlements (see p.7 for more details) S4 Pupils Only 6 subjects + 2 core periods Core: PE (2 pds) <i>S4 PSE/RME timetabled on alternate weeks throughout the year</i>	1. English	5	S4
SCQF Level 6 Higher & NPA/SVQ (*) (*) – S5/6 only	Biology (Human) Chemistry Physics Graph Com Design and Man PE	Maths Business Admin & IT Business with IT Comp Science Comp Games Dev (*) Cyber Security(*)	English Media Studies (*) French Spanish Geography History Modern Studies RMPS	Art & Design Photography Drama Acting & Performing (*) Music(Performance) Music(Technology) Musical Theatre (*)	College course (*) Foundation Modern Apprenticeship (WLC) (*) Travel	S5/6 Pathway Programme Class commitment consists of: S5: 5 Subjects + 3 core periods - Ethics/PSE/PE S6: 4 Subject minimum + 1 core period - PSE Additional personalised opportunities for Leadership, Personal Development, First Aid and Wider Achievement qualifications will be undertaken across S5 and S6.	6.	5	S4
SCQF Level 7 Adv. Higher & HNC (*) (*) – S5/6 only	Biology Chemistry Physics	Maths Computing	English French History	Art & Design Drama Music Travel	College course (*) Foundation Modern Apprenticeship (WLC) (*)	1.		S5	
						2.		S5	
						3.		S5	
						4.		S5	
						5.		S5	
						1.		S6	
						2.		S6	
						3.		S6	
						4.		S6	
						5.		S6	
Please indicate opposite the course you have applied for if you have selected one of the TRAVEL/COLLEGE/APPRENTICESHIP options.									

Online Course Choice entry 2021-2022



From: BATHGATE ACADEMY

OPTIONS CHOICES

09/02/21

Dear John Fleming

SP choices 2021: Entering your Choices over the Internet

Please follow these steps to enter your choices on-line using the 'TOOLS' system.

To start TOOLS, type the following URL into your internet browser:

<https://www.studentoptions.co/SeniorPhaseCourseChoices2021/>

Then login using your personal details:

Username: JFLEM
Password: 2643

Once in TOOLS, you should make your 5 Choices by following the instructions on screen.

New S4 pupils must choose 5 subjects including Maths. (English has already been added to your S4 timetable as your 6th subject choice). All S4 pupils have been working towards achieving a National Qualification (N3/N4/N5) in PE across their 'core' PE periods in S3 and this will continue for all in S4. Therefore, as all S4 pupils are currently working towards National certification in PE, **N5 PE is not a subject they can choose** as one of their 4 additional choices in this process.

New S5 pupils must choose 5 subjects.

New S6 pupils must choose a minimum of 4 subjects. If selecting only 4 subjects then please enter 'free column' as your fifth choice.

College courses and Virtual Campus. If you have chosen College, Modern Apprenticeship or Virtual Campus as an option you must answer the question at the end of the choice process indicating the course you will look to undertake with these providers.

You must complete all college or modern apprenticeship course applications on the West Lothian College website before **28/02/21**.

Support in making these course choices is provided through timetabled on-line PSE classes.

If further support is required please contact Heads of House.

<http://www.bathgateacademy.westlothian.org.uk/article/31170/Contacting-Pupil-Support-and-other-Key-staff>

Online Course Choice entry 2021-2022

T.O.O.L.S

TimeTabler Options On-Line System



BATHGATE ACADEMY SP choices 2021

To leave without making any choices: [Log out](#)

Choices for: John Fleming Default

Extra information: Click [here](#) for an example. Click [here](#) for course information.

Step 1 of 2

[Start](#) > Free choice > Confirmation

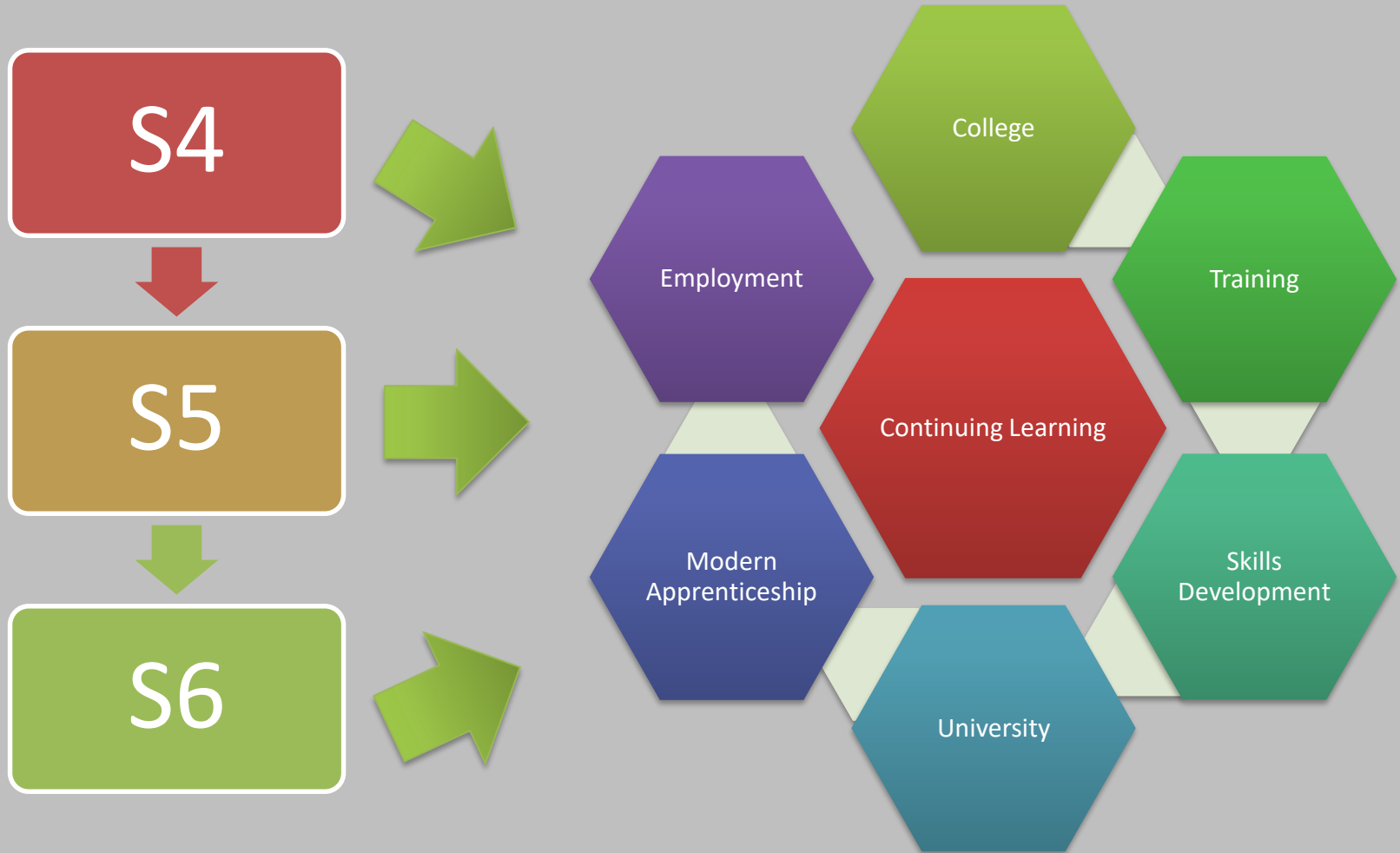
Please enter your 5 choices by entering 1, 2, 3, etc. in the box by your chosen subjects.

Subject	Choice
Art Acad S5/6 (Aca L5)	<input type="text"/>
Act & Perf S5/6 (Act L6)	<input type="text"/>
Admin&IT H (Adm H)	<input type="text"/>
Admin&IT N5 (Adm N5)	<input type="text"/>
App of Maths N5 (App)	<input type="text"/>
Art & Design AH (Art AH)	<input type="text"/>

What happens next; Course Choice Timeline

Current stage	Date	Activity
S3	From February	<ul style="list-style-type: none"> • Senior Phase Course booklets introduced to S3 through PSE classes • Groupcall inviting parents/carers to discuss curricular choices for S4 and the senior phase with the House Leader • S3 PSE programme begins to look at planning for choices and changes
	Thursday 11 th Feb	<ul style="list-style-type: none"> • S3 Parents' Evening Senior Phase Info Session
	Thursday 18 th Feb	<ul style="list-style-type: none"> • S3 Parents' Evening
	By Friday 5 th March	<ul style="list-style-type: none"> • Course choice entered into TOOLS by pupil/parent

Positive Destinations

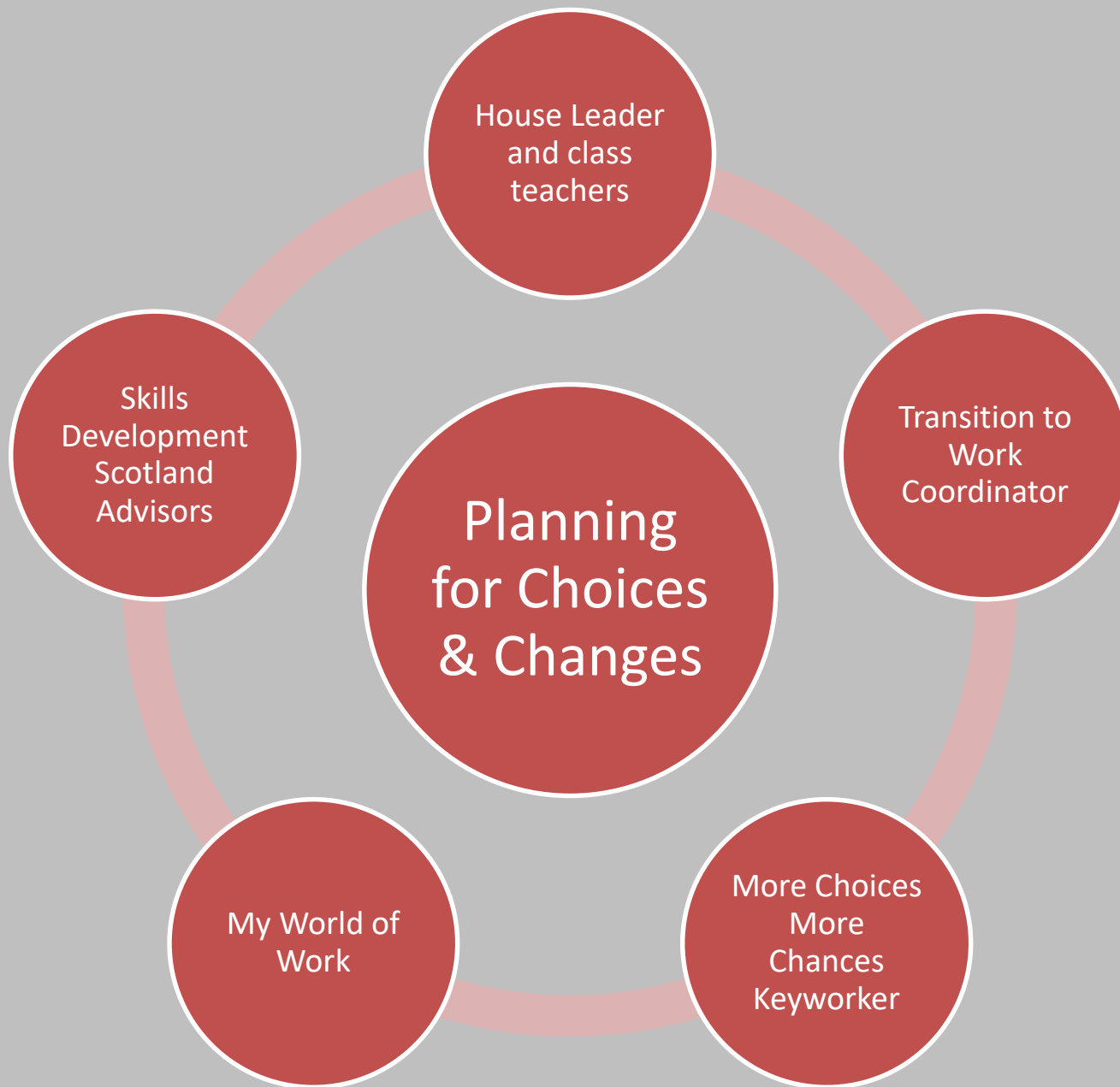


Planning your senior phase



“Young people will have the opportunity for a work placement at a time that suits their needs.”





Educating the whole person in a spirit of enquiry, to judge wisely, act fairly and live well.

Successful
learners

Effective
contributors

Responsible
citizens

Confident
individuals

As well as their chosen subjects, Senior Phase pupils experience skills-based learning in other contexts.

For example, leadership opportunities such as Classroom Council, Pupil Parliament, Prefect, S1 Buddy, Mentor in Violence Prevention

Successful learners

Effective contributors

Responsible citizens

Confident individuals

Recognition of achievement beyond the chosen subjects.

S4 pupils

- Wellbeing Award (taught in RME and PSE).
- National 5 Physical Education (covered in P.E. provision over S3 and S4).

S5 pupils

- Integrated course taught over five periods each week which includes awards in First Aid, Personal Development, Leadership, Customer Services, PC Passport and Religion, Belief and Values.

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework document has been produced to inform the mainstream Scottish qualifications already issued by SQA and FEU. It does not form part of a system 'beyond learning' programme or the framework of SCQF for the professional and technical sector as required for the new 'apprenticeship' route for SCQF awards. It is not intended to be used for the professional sector of the Framework or award the Qualifications.

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6	Higher, Awards, Skills for Work Higher	Certificate Of Higher Education	Modern Apprenticeship / Foundation Apprenticeship (SVQ 3)
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4	National 4, Awards, Skills for Work National 4	National Certificate	SVQ 1
3	National 3, Awards, Skills for Work National 3	National Progression Award	
2	National 2, Awards		
1	National 1, Awards		



the National Parent Forum of Scotland

NATIONAL 5 IN A NUTSHELL
The National Parent Forum of Scotland Summary of English National 5

ENGLISH
LEVEL 5

ANALYSIS AND EVALUATION
- the receptive skills of reading and listening to understand, analyse and evaluate texts

CREATION AND PRODUCTION
- the productive skills of writing and talking to create oral and written texts

LITERACY
- the four skills of reading, listening, writing and talking in forms relevant to learning, life and work

ADDED VALUE UNIT-ENGLISH ASSESSMENT

What skills will my child develop?

- understanding, analysing, evaluating and comparing straightforward texts (including literature) and extended oral and written texts
- reading, listening and producing straightforward texts for different purposes
- using knowledge for communication
- using and demonstrating skills
- identifying sources, selecting and using information
- effective listening and assessment
- effective speaking and discussion
- understanding how language works and applying language skills in different contexts
- communicating ideas, views, feelings and information orally and in writing with a range of accuracy
- creative thinking

WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and experiential learning by using personal copies, videos and reflecting on progress and developing next steps
- A range of experiences appropriate to taking either class, small group or one to one lessons, direct instruction teaching
- Collaborative learning in groups or pairs to encourage team working, relationship building, the establishment of links with learners in other curricular areas to reinforce and transfer skills
- Use of personalisation and choice including texts and use of learning solutions (personalisation, e-learning, online sites) choice of engagement type
- Learning by
- Embedding literacy skills, selecting and assessing information, presenting findings, conducting ongoing learning, writing, writing
- The Added Value Unit (Assessment) allows learners to choose a topic, research and present their findings orally or in writing

ASSESSMENT

- The open National 5 learners must cover all skills including the Engagement
- Units are assessed as pass or fail by the school/centre (following SQA national quality assurance to meet national standards)
- SQA Assessment (or 'evidence of learning') could be digital or written presentations, posters, leaflets, extended writing, videos or podcasts. Learners may use these to build a portfolio to show their progress through the unit
- The Assessment will involve an oral presentation or an essay

National 5 programme units: National 5

For more detailed course information: SQA English National 5: www.sqa.org.uk/EnglishNational5

Member of the National Parent Forum of Scotland (NPFOS) is a registered charity. The National Parent Forum of Scotland (NPFOS) is a registered charity. The National Parent Forum of Scotland (NPFOS) is a registered charity.

The National Parent Forum of Scotland is proud to be the support of the Scottish Government, the Scottish Government, and the Scottish Government in the provision of the unit.




Sources of Information

CHANGE TEXT SIZE A+ A- Contact Us The National Parent Forum of Scotland

OUR SCHOOL | SCHOOL INFO | NEWS | LEARNERS | SUPPORT | CURRICULUM | IMPROVEMENT | PARENTS & PARTNERS | COURSES, TRANSITIONS & PARTNERS

Welcome to Bathgate Academy [READ MORE](#)



www.bathgateacademy.westlothian.org.uk/visits/SQA_Course_Features_Paths



Parentzone SCOTLAND

myworldofwork.co.uk
Explore your options

18 Skills Development Scotland



Tracking, Monitoring and Reporting through the Senior Phase



WHY MONITOR & TRACK

To improve learning

To help learners to understand their learning and next steps

To support analysis of relative groups of learners

To provide an overview of each learners progress and achievement

To provide support and challenge in learning

REPORTING

Every 6 weeks (approx) pupils/parents will receive a colour code pupil progress report which indicates via 'bullet point' statements: key strengths next steps

This will be short/succinct and based on current tracking period.

TRACKING DATES & COLOUR CODES

Teachers will be asked to colour code each pupil's progress in their Senior Phase course on an approximate 5 week basis using the following colour code:

- Student should pass and is performing at their ability level or beyond
- Student should pass, however is capable of performing better than current level
- Student will not pass on basis of current performance

Consistent Learning Conversations

Using the 'GROW' coaching model to support learning and progress

GROW is a well established and successful coaching model. The simple GROW framework stands for (Goals, Reality, Options and Way Forward). By working through these four stages, the GROW Model raises an individual's awareness and understanding of their own aspirations, their current situation and beliefs, the strategies and support available to them, the actions they want to take to achieve their goals.



Coaching questions to establish achievable goals

What do you want to achieve?
What do you want to improve?
What is the goal you've set yourself?
How will you know you've achieved that?



Coaching questions to identify the current situation

What have you done so far?
What is happening at the moment with this?
What are you finding difficult?



Coaching questions to look at the options

What could be a way forward with this?
What do you think you need to do?
What could be your next step?
What is causing you concern?



Coaching questions to plan the way forward

What actions will you take?
What is your preferred option?
Who can help you?
When are you going to do that?



Good communication makes good coaching

Think about the questions you ask:

Open: Tell me about...? What do you think about...?
Developer: What else? Tell me more? How did you do that?
Solution creating: What would it be like if you...?

Think about how you listen:

Who is doing more of the talking: you or the learner?
Can you avoid or ignore distractions in order to focus fully on this conversation?
Are you using active listening skills?



TMR Senior Phase learners 2021-2022



Level of Attainment

The level of a National course a pupil is progressing at will be determined by teacher. National pupils will be tracked based on current progress, however...

Teachers will be asked to indicate the level of attainment a learner is currently working at various points of the year.

This allows teachers to delay final N5 presentation decisions until later in year, in line with an Aspirational agenda.



Learner Conversations

- Learner Conversations will be targeted between learner and teacher. Learners should know colour code being entered BEFORE their tracking report received.
- 'Strengths' & 'Next Steps' will form part of learning conversations in next tracking period for identified learners
- GROW model to structure these conversations is encouraged



Progress Online Portal

All tracking reports will now be accessed via the 'Progress portal.'
Over time all tracking reports for your child through S1-S6 will be accessible via this login.

Any questions?