

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

## *Our Curriculum*



Bathgate  
Academy

# Bathgate

Regeneration Plan 2017-2027

Updated April 2018

**23,109**

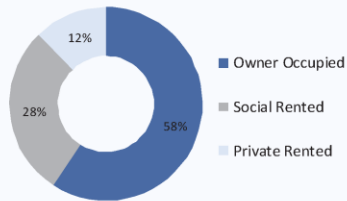
Estimated population of Bathgate<sup>1</sup>

6,330 estimated population of Bathgate East



## Community assets and strengths

- Partnership Centre
- Bennie Museum
- The Regal Community Theatre
- Xcite Bathgate
- Nature reserves
- Cycle routes



There are 10,152 dwellings in Bathgate.<sup>1</sup>

**3 out of the 29** Neighbourhoods in are within the 20% most deprived in Scotland according to the SIMD.<sup>4</sup> Two of these are situated in Bathgate East.



## OUR COMMUNITY CHALLENGES

**5.6%** are unemployed in Bathgate East compared to the West Lothian average of 5%<sup>1</sup>



**19.4%** of the population prescribed drugs for anxiety/ depression/psychosis in Bathgate East compared to West Lothians 18.3%



**18%** is the percentage of children in low income families in Bathgate East compared to West Lothians 16.9%.<sup>2</sup>



**19.6%** is the percentage of people living in 15% most 'access deprived' areas in Bathgate West compared to the West Lothian average of 11.7%

**51.7% (East) and 46.3 (West)** are the percentages of the population within 500 metres of a derelict site in Bathgate East compared to West Lothians 20.1%



**15.1%** are in income deprivation in Bathgate East compared to the West Lothian average 12%



## Our Community

The school roll for Bathgate Academy in session 2017-18 was 851 pupil. 48% of our school population live in quintiles 1 and 2 with a FME of 16.97%, higher than the WL average of 15.63%.

The school's attendance for session 2017-18 sits at 89.21% (a drop of 0.98 on last session) and we continue to work very hard to ensure all pupils work towards at least a 90% attendance rate. Attendance figures indicate a gap between S1 –S3 receiving or not receiving FME. SIMD data similarly reflects a trend of better attendance in the least deprived Quintiles. Poorer attendance figures impacts negatively on attainment figures both at exit point and through each academic year.

Our exclusion rates for the school are now at their lowest level of 0.06%, with a less obvious trend of pupils from lower SIMD and receiving FME being excluded as was the case last session. However, engagement and participation in classroom and extra-curricular activities also indicates a trend towards more positive involvement from pupils living in least deprived deciles.

L3 and L4 numeracy and literacy milestones indicate an overall improving trend, however there remains a gap in attainment between our most and least deprived pupils. SQA results across all indicators show a positive trend upwards.

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

## **We believe in the values of**

- ✓ **Respect**
- ✓ **Ambition**
- ✓ **Achievement**
- ✓ **Confidence**
- ✓ **Support**
- ✓ **Success**



## **And aim to**

- place young people at the heart of everything we do and to be the best they possibly can be*
- prepare our young people for the 21st century's ever changing employment landscape by ensuring a clear and positive ethos that recognises all our young people can achieve*
- be fully responsive to evidence, so perpetual change is seen as a strength, not a weakness*
- actively seek feedback and ideas to help our school improve*
- ultimately ensure that barriers to progress are knocked down, through a strong commitment by a dedicated staff to ensuring all pupils learning and social needs are addressed*

# Our Curriculum

Bathgate Academy

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



Our focus continues to be on the quality of our curriculum as experienced by learners across all stages and transition points. We believe our curriculum is based around the vision and values of our school and focuses on pathways for learning which enables our learners to progress and experience success.



**Achievement**

**Confidence**

**Success**

Our focus is on the quality of the curriculum as experienced by learners across stages and transition points.

We believe our curriculum is based locally around the context, vision and values of the school and focuses on pathways for learning which enable young people to progress but do not tie them to a single pathway.

**Our Curriculum rationale is also informed by national priorities and documents.**

- Building The Curriculum 3/CfE Briefing papers
- National Improvement Framework
- Benchmarks
- HGIOS 4
- Developing Young Workforce

**Our Curriculum drivers are clearly focused on**

- Raising attainment
- Addressing inequity
- Improving literacy and numeracy
- Promoting health and well-being
- Ensuring all learners experience high quality learning opportunities that match their needs

**We understand our school is unique and therefore build a curriculum that reflects our**

- SIMD profile
- need to build flexible pathways from school into positive destinations
- diverse community and specific sources of employment
- our staff expertise and experiences they can offer

**Ambition**

**Support**

**Respect**

## Our Curriculum In A Nutshell

**In order to provide a totality of experience for ALL LEARNERS through the:**

|                              |                               |                            |  |
|------------------------------|-------------------------------|----------------------------|--|
| Ethos and life of the school | Curriculum areas and subjects | Interdisciplinary Learning | Opportunities for personal achievement |
|------------------------------|-------------------------------|----------------------------|--|

**Our curriculum will provide the following for ALL LEARNERS:**

|                                     |                                  |  |                 |             |                         |
|-------------------------------------|----------------------------------|--|-----------------|-------------|-------------------------|
| Well planned Experiences & Outcomes | A Broad General Education S1 –S3 | A Senior Phase with study for qualifications | Personal Choice | Progression | Challenge and Enjoyment |
|-------------------------------------|----------------------------------|--|-----------------|-------------|-------------------------|

**Through a set of LEARNING EXPERIENCES based on:**

|                 |                       |          |       |                               |          |                |              |
|-----------------|-----------------------|----------|-------|-------------------------------|----------|----------------|--------------|
| Expressive Arts | Health and Well Being | Language | Maths | Religious and Moral Education | Sciences | Social Studies | Technologies |
|-----------------|-----------------------|----------|-------|-------------------------------|----------|----------------|--------------|

**Which develop SKILLS for LEARNING, LIFE and WORK:**

|          |          |                       |                           |                  |
|----------|----------|-----------------------|---------------------------|------------------|
| Literacy | Numeracy | Health and Well Being | Confidence and resilience | Digital Literacy |
|----------|----------|-----------------------|---------------------------|------------------|

**And SUPPORT LEARNERS through ACTIVE approaches which promote:**

|                               |                   |                               |                           |                            |
|-------------------------------|-------------------|-------------------------------|---------------------------|----------------------------|
| Quality learning and teaching | High expectations | Planning for Individual needs | Timely & quality feedback | Recognition of achievement |
|-------------------------------|-------------------|-------------------------------|---------------------------|----------------------------|

**Working in PARTNERSHIP with:**

|        |       |         |                                  |                     |
|--------|-------|---------|----------------------------------|---------------------|
| Pupils | Staff | Parents | Other agencies and organisations | The wider community |
|--------|-------|---------|----------------------------------|---------------------|

**So that ALL LEARNERS can be:**

|                     |                        |                      |                       |
|---------------------|------------------------|----------------------|-----------------------|
| Successful learners | Effective contributors | Responsible citizens | Confident individuals |
|---------------------|------------------------|----------------------|-----------------------|

# Our Curriculum

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## **Purpose of the BGE Curriculum S1-3**

On leaving Primary school, most pupils will have benefited from a wide range of learning and experiences. They will have progressed at different rates and many will have reached high levels of literacy and numeracy and tackled challenging problems. They will have taken on enhanced levels of responsibility and developed interests that they will pursue both in and out of school. They will have been known well by at least one teacher. There is a need in Secondary to build on these achievements and ensure our curricular and pastoral transition is of a high quality.

During the early years of Secondary education at Bathgate Academy young people will extend their knowledge and skills substantially as well as developing their strengths and interests further. Physically, mentally and socially they will begin to develop and mature into young adults. Our young people will experience many different learning experiences and get to know many teachers and school support staff as they adjust to secondary life. Confidence, resilience, adaptability and a willingness to explore and build a healthy mindset will enable them to succeed during these early teenage years. Support will be available and strong relationships will build during this time.

The BGE phase is therefore an important period for personal development and as a learning community we will seek to assist in this journey. Our young people's motivation for learning needs to be sustained during this stage to ensure a successful transition into the Senior Phase and therefore our continued focus on creating a climate for high quality learning and teaching will be at the forefront of our professional planning.

**The BGE stage of learning at Bathgate Academy should have a clear purpose – to ensure a strong platform for later learning and for a successful transition to the new qualifications at the appropriate level for each young person. As they continue to develop the four capacities, the curriculum should enable each young person to:**

- Experience learning across a broad curriculum covering; languages, mathematics, science, social studies, expressive arts, technologies, health and wellbeing, and religious and moral education
- Achieve high levels of literacy and numeracy, with opportunities to develop these across the curriculum
- Develop skills for learning, skills for life and skills for work
- Experience opportunities for personal development and achievement
- Experience challenge and success

Our pupils should be encouraged to adopt an active and healthy lifestyle and be equipped with the skills needed for planning their future lives and careers.



## BGE Curriculum Themes and Embedded priorities

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Our BGE Curriculum and associated planning takes cognisance of particular themes and entitlements. These themes address the following priorities:

- 1+2 languages
- STEM
- Developing Young Workforce
- Pupil Equity Funding
- Literacy
- Numeracy
- Closing The Gap

Information on each of these curriculum themes can be accessed separately.

### Application of the Principles of Curriculum Design to the Bathgate Academy Model

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## Breadth

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In S1 and S2 pupils will study a broad and general curriculum across all 8 curriculum areas as indicated above. They will learn across all of the experiences and outcomes with some pupils reaching level 3 by the end of S1 and the majority during S2.

In S1 and S2, pupils will experience a skills focus period 'Inspire', allowing pupils to understand how they learn, to support and discuss progress with a teacher they know well and build the skills required to support personal reflection and target setting.

In S1 pupils will experience a Spanish Unit allowing an exposure to a second language as well as continuing with core French. In S2 pupils will experience 2 periods of French and 2 periods of Spanish. In S3 there will be 2 periods of core French and pupils can then elect to choose 3 periods of Spanish.

S3 pupils will continue with a broad and general curriculum but will be offered options to personalise their curriculum with the choice of four subjects in addition to their core periods of English, Maths, Science, Modern Language, PE\*, RME and PSE across the curricular areas.

\*3 periods of core Sport & Physical Activity in S3 progress to 2 periods of core PE in S4 which now provides our students the opportunity to achieve an award in PE at National Level over 2 years. Awards will range from N3 to N5 based on individual pupil performance. This new, 2 year initiative (introduced for S3 pupils in session 2020-21) will allow students to achieve a seventh National qualification by the end of S4

S3 courses deliberately broaden experiences and promote skills based learning, ensuring content builds on level 4 experiences and outcomes to provide smooth transition to National courses in Senior Phase. This ensures no subject is precluded as an option when moving into the Senior Phase. The option to cover 'value added units' at National 4 will be utilised where necessary, ensuring future attainment chances are not limited.

## Depth

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During the S1-S3, stage depth of learning will be provided through opportunities for pupils to engage with increasingly demanding concepts, develop progressively more complex cognitive abilities and build and learn new skills. Staff use the E's and O's and Benchmarks within and across curriculum areas and embed them in learning. This ensures clear priorities and plans are in place for achieving depth across all curriculum areas. The structure offers a 2 year timescale in S1 and S2 to provide the time to study subjects in depth. Many pupils will achieve outcomes in these curriculum areas at the third level by the end of S2 and the fourth level by the end of S3.

Depth will be enhanced through actively seeking interdisciplinary opportunities to connect learning between subject areas and across faculties, primarily through our 'Origins' theme. By embedding assessment, including reporting on progress and achievement of levels depth in learning can be planned.

## Personalisation and choice

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All pupils will experience a common curriculum in S1 and S2. Through offering a degree of choice in S3 pupil motivation will be improved. Choices ensure young people receive their entitlement to the BGE with breadth and depth in learning and ability to apply learning and confidently in different contexts to provide a firm foundation for the Senior Phase.

Faculties may also develop new courses in the BGE to offer pupils as the structure develops.

Pupils will make choices for the Senior Phase at the end of S3. Teachers across the school will continue to work towards offering personalisation and choice in pupil's learning at classroom level.

Ultimately, of course, pupils personalise their learning by assigning meaning to aspects of their learning experience at school, constructing personal narratives that inform their engagement with the curriculum. Such acts of meaning making, deepen pupils' understanding of curricular content and enhance their capacity to integrate insights across subject boundaries.

## Challenge and Enjoyment

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At Bathgate Academy we will continue to have the highest possible expectations of what our young people can achieve. Through offering two year courses in S1 and S2, with choice at the end of S2, this structure provides an opportunity to challenge pupils to cover most third level outcomes by the end of S2 and reach fourth level outcomes by the end of S3. Through offering choice and skills based type courses in addition to S3 choices pupils will be challenged to develop as well rounded, responsible and confident young people. Enjoyment comes from the satisfaction of having pushed yourself and successfully completed a challenge or mastered a difficult concept or skill. Our Curriculum structure provides opportunities for this.

## Progression

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Young people should experience appropriate and challenging progression from primary into secondary and through the levels. This model will require closer working between our Cluster primaries and ourselves to ensure there is a shared understanding of curricular transitions, standards and experiences and outcomes to be covered. Joint moderation activities have supported this.

Nearly all pupils should be moving on to third level experiences and outcomes when they enter S1. Majority of learners will progress to study at the fourth level in chosen areas at appropriate points during S1-S3. Given the focus on literacy and numeracy, most young people should achieve outcomes at the fourth level in these two areas, although this continues to be a long term goal. S3 choice ensures that there are appropriate progression routes for pupils of all abilities and backgrounds reflecting the needs of our pupil population.

## Coherence

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As a school, we endeavour to provide pupils with a coherent curriculum by considering and structuring around national advice. Curriculum development at departmental and faculty levels is aligned to ensure that there is a logical connection between the courses they deliver across their curriculum. Examples of this are our integrated S1 & S2 Social Studies and S1- S3 Science courses. Strategic planning in this area is thus increasingly 'joined up' and we strive to add value to our

curriculum as a whole by supporting pupils to make connections in their learning between subject areas. To this end, we continue to develop a curriculum model in our BGE Phase based on organising principles and themes (Origins). This structure provides a context for genuine interdisciplinary learning.

## Relevance

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Pupils should understand the purpose of their learning and the activities they are engaged in. Courses should be planned so that pupils understand the relevance of their learning to their lives, present and future. This curriculum model aims to enhance relevance through offering choices in S3 that focus on laying the foundations for future success within the Senior Phase but within life in general. This will be supported through the S3 Profiling process that allows pupils to recognise and build on the skills learnt and use their prior learning to make informed decisions about their next stage of education.

Staff continue to monitor and evaluate the impact and outcomes of changes to their curriculum structure and will take necessary action. This ensures a progressive evolution of course planning and delivery allowing relevance to be maintained.

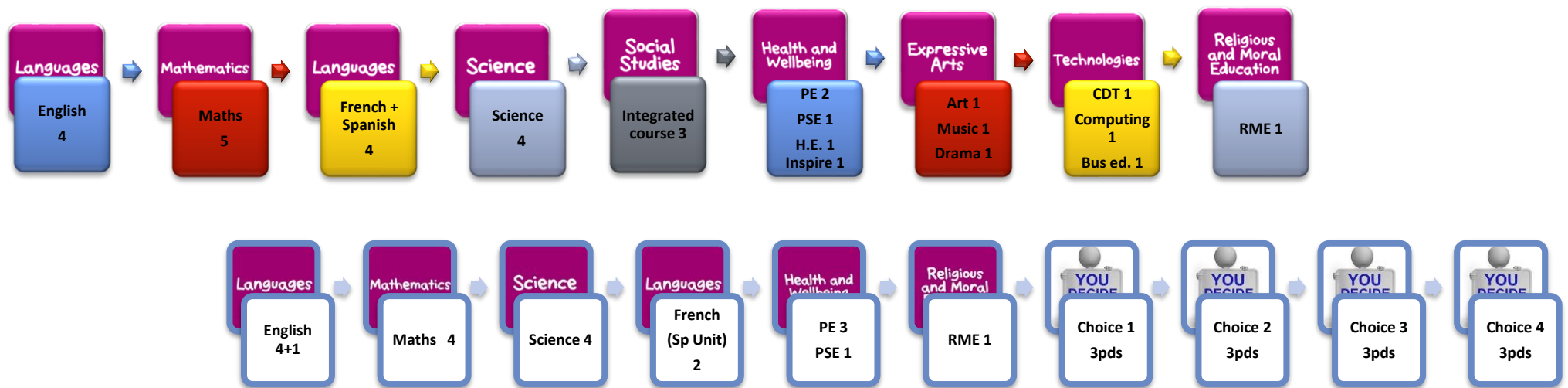
# Our S1 –S3 Curriculum

S1



S2

S3



*Core subjects*

*Although a free choice is available S3 pupils should ensure breadth across all curricular areas. This will be tracked to ensure pupil entitlements are met.*

*Pupils follow a common curriculum in S1 and S2. In S3 there is a common course with elements of personalisation and choice. S3 pupils continue to follow courses within all 8 curricular areas. Choices made do not preclude any option at the start of the Senior Phase. The S3 Pathways booklet gives more information on all courses available.*

# Purpose of the Curriculum S4-S6: The Senior Phase

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By the end of the Junior Phase (S1-S3) most pupils will have benefited from a wide range of learning and experiences through the Broad General Education. They will have progressed at different rates and many will have reached high levels of literacy and numeracy. Almost all pupils will have covered most of the Level 3 Experiences and Outcomes and many will have covered Experiences and Outcomes at Level 4. Added Values Units will have been achieved allowing additional certification if required at a later point. Pupils will have built a strong platform for later learning and for a successful transition into the Senior Phase and the new qualifications.

The Senior Phase at Bathgate Academy should have a clear purpose:

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- to enable all pupils to undertake a range of national qualifications at the appropriate level to ensure post school progression into a positive destination.
- to further develop the knowledge, skills and qualities to support our pupils to take a meaningful and worthwhile place in society.
- to further develop the skills for life, learning and work.
- to experience opportunities for personal development and achievement.
- to experience challenge and success.
- to encourage an active and healthy lifestyle.
- to support planning for their future lives, careers and lifelong learning.

## Guiding Principles

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- Learners in S4, S5 and S6 will be considered together as a single cohort for timetabling to classes of particular subjects and levels.
- Selection of subjects in the Senior Phase will follow a process of subject choice at the end of the third year. Students will choose from a 6 column structure. Column F incorporates the core requirements associated within each of the distinct year groups. In S4 pupils will receive their RME/PSE through timetabled blocks throughout the year. Young people will have access to any course on offer in the Senior Phase allowing them to construct their own programme of study according to their needs and abilities.
- There will be a full Senior Phase options process every year.

- In the initial phase of implementation it is expected, in general, that students will complete each course within a single year; however, it will be at the discretion of subject specialists, in consultation with parents and students, whether a student sits a course over two years.
- The balance of S4, S5 and S6 in a class will depend on the level. The level advised for a pupil will be dependent on progress made up to the end of the Broad General Education. Classes are based on bi-level composition where appropriate.
- All young people should be able to move into the new qualifications framework at a level that is appropriate to their needs. The range of provision could be from a mix of Access courses, discrete literacy units and numeracy units, life skills, supported work experience, college input, intensive careers input, wider achievement opportunities, skills for work units, through to learners studying for National 4, National 5 or in some cases Higher in the fourth year. The expectation is that many in fourth year will move into the new National 5 qualification although some will ultimately sit National 4 awards. Tracking throughout the year, along with professional judgment will ensure appropriate decisions are taken.
- Through the articulation of courses at Level 4 and National 4 there may be the opportunity for certain learners to bank National 4 qualifications at the end of S3. Presentation would not occur until the end of S4.
- There will be the opportunity to change course at the end of S4 and S5. Although in future years as curricular confidence grows some pupils may bypass examinations in S4 and move seamlessly onto Higher qualifications in S5. There will also be young people who have expressed a desire to leave at the end of fourth year and their programme will have been tailored to meet this desire. For pupils leaving at the end of S4 or Christmas in S5 this may allow additional qualifications to be gained in addition to their S4 qualifications.
- In Senior Phase literacy, numeracy, IT and health and wellbeing will continue to be embedded in the curriculum.
- Learners returning for a fifth or sixth year of school will study, in addition to their subject choices, from a range of wider or vocational opportunities. This will ensure additional personalisation and choice for future career paths can be secured.
- Mentoring opportunities need to be integrated, in other words delivery through each individual subject. The minimum requirement would be that each classroom practitioner engages in some aspect of learning conversation, individual review or Personal Learning Planning with each Senior Phase student on a monthly basis.



# Application of the Principles of Curriculum Design to the Bathgate Academy Senior Phase Model

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## Breadth

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The Senior Phase will cover 3 years with exit points as appropriate to individual pupil aspiration and plans. In each year of the Senior Phase pupils will study up to 6 subjects or timetabled experiences each year at an appropriate level. Breadth will be further enhanced by viewing S4-S6 as an integrated phase as pupils build on their qualifications over and up to three years. All pupils will study Maths and English in S4 at the appropriate level to ensure all pupils leave the Senior Phase with a qualification in these two areas, at the highest level they are capable of. S5 pupils will study 5 subjects in addition to their core entitlements. S6 pupils will study a minimum of 4 subjects in addition to their core entitlements. Breadth will also be achieved through ensuring a number of achievement, personal development, assertive mentoring and vocational opportunities are offered as an integral part of the curriculum. This forms the 'Senior Phase core allocation' which is personalised and dependant on the year group and amount of qualifications being sat. S4 pupils will receive their PSE/RME input through curricular inserts. S5 pupils will receive PSE, PE and Ethics to ensure an entitlement to Health and Well-being opportunities remain. S6 pupils, in addition to PSE will also be timetabled for 'school service' leading towards potential achievement awards.

Breadth will be further expanded through the timetabling of wider achievement and employment related opportunities in addition to mentoring time all personalised for pupils in S5/S6 dependant on their attainment pathway.

## Depth

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During the Senior Phase depth of learning will continue to be provided through opportunities for pupils to engage with increasingly demanding concepts, develop progressively more complex cognitive abilities and build and learn new skills. This will be provided through working towards National Qualifications at the appropriate level for each individual pupil as well as whole school personal development opportunities in S5 and S6. For some pupils, Personal Development will be certificated at Higher level. The three year Senior Phase will allow depth of study at different levels depending on pupil interest, aptitude and aspiration. It will allow the by-passing of lower levels for pupils if appropriate and pupils at the end of the Senior Phase to pick up qualifications in new subjects at lower levels should this suit their plans.

## Personalisation & Choice

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By the end of the Broad General Education all pupils will have covered a curriculum with increased personalisation and choice introduced during S3. Personalisation and choice will be further increased in the Senior Phase with pupils choosing a minimum of four, five or six academic options each year dependant on their year group. Personalisation and choice will be further enhanced through continuing our involvement with the West Lothian Consortium travel arrangements, allowing pupils to choose subjects in other schools or WL College. This offers pupils a greater degree of flexibility of choice. Pupils will have a choice to study at the various levels across the entire Senior Phase. They will also be offered greater personalisation and choice through a number of curricular and whole school opportunities to develop new skills and further develop their own interests.

## Challenge & Enjoyment

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During the Senior Phase at Bathgate Academy we will continue to have the highest possible expectations of what our young people can achieve. Through offering an integrated Senior Phase in S4-S6 we will challenge our pupils to reach the highest levels they are capable of. Through offering choices in personal development, vocational options, leadership opportunities and extra-curricular activity our pupils will continue to be challenged to develop as well rounded, responsible and confident young people. Enjoyment comes from the satisfaction of having pushed yourself and successfully completed a difficult concept or skill. Our approach to tracking and monitoring and providing universal support in the Senior Phase through assertive mentoring will support our approach to challenging our pupils.

## Progression

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Young people should experience appropriate and challenging progression from the BGE into the Senior Phase. The main progression routes that will be available to pupils based on their prior achievement, interests and aspirations are shown within our Learner journey section. The S3 pupil profile completed at the end of the BGE has been designed to support pupils in deciding on the most appropriate progression routes into the Senior Phase.

## Coherence

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As with the BGE, learning activities in the Senior Phase should combine to form a coherent experience with clear links between different aspects of learning. The S3 personal profile will be a key document in supporting pupils to move into a coherent experience in the Senior Phase allowing reflection of strengths, interests and future career pathways.

## Relevance

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In the Senior Phase pupils should continue to understand the purpose of their learning and the activities they are engaged in. Courses should be planned so that pupils understand the relevance of their learning to their lives, present and future. This curriculum model aims to enhance relevance through offering a wide range of subjects and experiences. There will continue to be focus on developing skills for learning, life and work based on the school's framework. This will be further enhanced in the Senior Phase through links with business partners, work experience opportunities, community involvement and further and higher education partners. Within the ASN curriculum in the Senior Phase, relevance will continue to be at the heart of learning, equipping our pupils with the skills they will require to lead successful and independent lives.

# Our Senior Phase Model: S4 –S6

|  | Column F   | Column A   | Column B   | Column C  | Column D   | Column E   |
|--|--|--|--|---|--|--|
|  | Senior Core<br>(7pds)  | 5pds<br>S4 –S6 Choose from                       | 5pds<br>S4 –S6 Choose from                       | 5pds<br>S4 –S6 Choose from                                | 5pds<br>S4 –S6 Choose from                       | 5pds<br>S4 –S6 Choose from                       |
| <p><b>S4</b></p> <p>RME and PSE will be timetabled as curricular inserts throughout the academic year.</p>   | <p><b>S4</b></p> <p><b>English (National s) 5pds</b></p> <p><b>Physical Education 2pds</b></p>             | <p><b>Nationals</b></p><br><p><b>Highers</b></p> | <p><b>Nationals</b></p><br><p><b>Highers</b></p> | <p><b>Nationals</b></p><br><p><b>Highers</b></p>          | <p><b>Nationals</b></p><br><p><b>Highers</b></p> | <p><b>Nationals</b></p><br><p><b>Highers</b></p> |
| <p><b>S5</b></p> <p>Bespoke options involving 4 periods of wider achievement/vocational and/or assertive mentoring periods dependant on ind. circumstances. See pathways booklet for more info</p> | <p><b>S5</b></p> <p><b>Ethics (1pd)</b></p> <p><b>PSE (1pd)</b></p> <p><b>Physical Education (1pd)</b></p> | <p><b>Advanced Highers</b></p>                   | <p><b>Advanced Highers</b></p>                   | <p><b>Advanced Highers</b></p>                            | <p><b>Advanced Highers</b></p>                   | <p><b>Advanced Highers</b></p>                   |
| <p><b>S6</b></p> <p>S6 pupils choose 4 subjects + Col A options</p> <p>Other bespoke options available dependant on pupil pathways.</p>  | <p><b>S6</b></p> <p><b>PSE (1pd)</b></p> <p><b>School Service (2pd)</b></p>                                | <p><b>NPA' s/SVQ ' s</b></p>                     | <p><b>NPA' s/SVQ ' s</b></p>                     | <p><b>NPA' s/SVQ ' s</b></p> <p><b>Travel Options</b></p> | <p><b>NPA' s/SVQ ' s</b></p>                     | <p><b>NPA' s/SVQ ' s</b></p>                     |
| See Senior Phase Pathways booklet for more information on all courses offered  |  |  |  |   |  |  |

# Learner Journeys

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By the end of a student's learning journey they will leave Bathgate Academy with approximately the same number of SQA Qualifications as they did in the previous system.

S3 students going into S4 will choose 6 National Qualifications over 1 year as opposed to 8 National Qualifications over 2 years.

S4 students going into S5 will choose a combination of 5 National Qualifications such as Highers, National 5 or National 4 courses. An additional column will give them access to mandatory health and well being and wider achievement options.

S5 students going into S6 will choose a combination of up to 5 National Qualifications such as Advanced Highers, Highers, National 5 and/or National 4 courses. 'School service' will be mandatory for 2 periods.

A minimum requirement for students in CfE cross-cutting themes Literacy, Numeracy and Health & Well-being is National 4 (principally English, Maths, PE, HE and Social Education). If National 4 has been achieved by the end of S4, students can choose to drop English and Maths, however under normal circumstances some form of Literacy, Numeracy and Health & Well-being will continue in S5.

At the end of S4, if a student has achieved the minimum competence of National 4 in a subject then they can choose to drop it and choose another subject.

Qualifications are taken at the appropriate stage for the individual student over the three years of the Senior Phase; however it is likely that the majority of S4 students will complete either National 3, National 4 or National 5 by the end of S4.

Opportunities for formal recognition of progress, i.e. certification, should be exploited where appropriate to ensure certification is maximised before school leaving. Although students could possibly leave school at the end of S4, it is our intention to adhere to the principle that students should leave Bathgate Academy with a minimum of 5 SQA qualifications including the core subjects of English and Maths.

It is expected that the most able students should be able to sit National 5 at the end of S4 and Higher at the end of S5. There is a need to profile all our students so that no one is penalised for early certification. Although the vast majority of our most able students will sit Highers at the end of S5 the option to sit at the end of S4 is available.

The continuation of a fully integrated S4 –S6 Senior Phase will provide a much wider diversity of one and two year courses for all students.

**It is very challenging to visualise the wide variety of pathways that students might take but some illustrative examples are given below. Whether every option is possible will be dependent on various factors inherent to each year group.**



In S4 John sat four National 5 subjects and two National 4 subjects

In S5 John then sat three more National 5 subjects and a National 4. In addition John started year 1 of two Highers.

In S6 John completed year 2 of his two Highers and sat two further National 4 qualifications.

**Total Senior Phase credit for John: two Highers, seven National 5s and 5 National 4s**



Jane planned to leave school at the end of S4 and passed six National 4 qualifications which were all internally assessed.

However, at the end of S4, she decided to stay on at school and went on to sit three national 5 subjects and a further three National 4 subjects, before leaving at the end of S5.

**Total Senior Phase credit for Jane: Three National 5s and nine National 4s**

In S4 Jenny started the first year of six two year Higher courses. She sat some N5 exams at the end of S4.



Jenny's very ambitious plans in S4 changed slightly in S5. She completed year 2 of five of her six Highers, but was presented for National 5 in one of her subjects.

In S6 Jenny completed a Higher in that remaining subject and sat Advanced Highers in 2 other subjects plus some work experience.

**Total Senior Phase credit for Jenny: 6 Highers, 3 National 5, 2 Advanced Highers**

In S4 Jack sat 6 National 5 courses



In S5 Jack sat 5 Higher courses and gained some additional planned study time to ensure his heavy workload could be managed.

In S6 Jack sat an additional 2 Higher and two Advanced Highers. He then arranged specific work experience opportunities to gain an insight into a future career path and to develop his University application form.

**Total Senior Phase credit for Jack: 6 National 5s, 7 Highers, 2 Advanced Higher**

**All pupil pathways will be discussed in advance of final agreement during Course Choice time. This will ensure that proposed pathways are acceptable to Further Education Colleges, Universities etc ensuring pupils will not experience any educational disadvantage when looking to progress from school.**

# University Statements on Curriculum progression

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'Our Curriculum' model exemplified within this document ensures pupils have the opportunity to progress into a positive destination when they leave school, including University. University progression routes can be accessed below.

- **University of Aberdeen**
- <http://www.abdn.ac.uk/study/undergraduate/cfe.php>
- **University of Abertay Dundee**
- <http://www.abertay.ac.uk/applying/ukeu/cfe/>
- **University of Edinburgh**
- [http://www.ed.ac.uk/polopoly\\_fs/1.112286!/fileManager/University%20of%20Edinburgh%20CfE%20statement%202013.pdf](http://www.ed.ac.uk/polopoly_fs/1.112286!/fileManager/University%20of%20Edinburgh%20CfE%20statement%202013.pdf)
- **Edinburgh Napier University**
- <http://www.napier.ac.uk/study/welcome/applicants/Documents/Edinburgh-Napier-CfE-Statement.pdf>
- **University of Glasgow**
- [http://www.gla.ac.uk/media/media\\_273068\\_en.pdf](http://www.gla.ac.uk/media/media_273068_en.pdf)
- **Glasgow Caledonian University**
- <http://www.gcu.ac.uk/study/undergraduate/howtoapply/curriculumforexcellence/>
- **Heriot-Watt University**
- [http://www.hw.ac.uk/documents/Undergraduate\\_Admissions\\_Policy.pdf](http://www.hw.ac.uk/documents/Undergraduate_Admissions_Policy.pdf)
- **University of the Highlands and Islands**
- <http://www.uhi.ac.uk/en/studying-at-uhi/first-steps/curriculum-for-excellence>
- **Open University in Scotland**
- [http://www3.open.ac.uk/near-you/scotland/p8\\_3.asp](http://www3.open.ac.uk/near-you/scotland/p8_3.asp)
- **Robert Gordon University**
- <http://www.rgu.ac.uk/future-students/parents-teachers-and-advisers/curriculum-for-excellence>
- **University of St Andrews**
- <https://www.st-andrews.ac.uk/admissions/ug/undergraduateadmissionspolicy/curriculumforexcellence/>
- **University of Stirling**
- <http://www.stir.ac.uk/undergraduate-study/entry-requirements/curriculumforexcellence/>
- **Dundee:**
- <http://www.dundee.ac.uk/cfe/lib/doc/cfe%20booklet.pdf>
- **RCS**
- <http://www.rcs.ac.uk/studyhere/how-to-apply/excellence.html>
- **University of Strathclyde**
- [http://www.strath.ac.uk/media/students/prospective/CfE\\_University\\_Admissions\\_Statement\\_July\\_2013\\_\(1\).pdf](http://www.strath.ac.uk/media/students/prospective/CfE_University_Admissions_Statement_July_2013_(1).pdf)
- **University of the West of Scotland**
- [www.uws.ac.uk/WorkArea/DownloadAsset.aspx?id=2147519513](http://www.uws.ac.uk/WorkArea/DownloadAsset.aspx?id=2147519513)
- **Note this is embedded in the undergraduate admissions policy.**