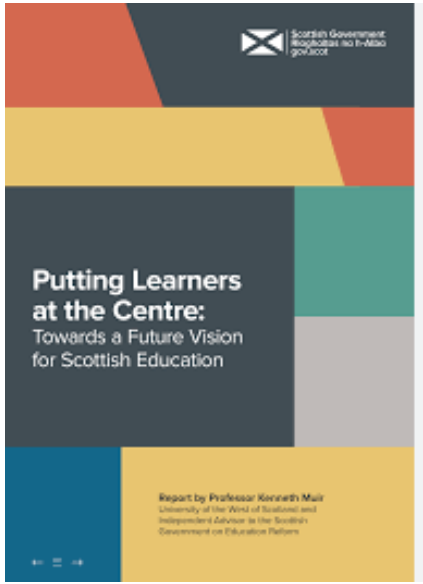
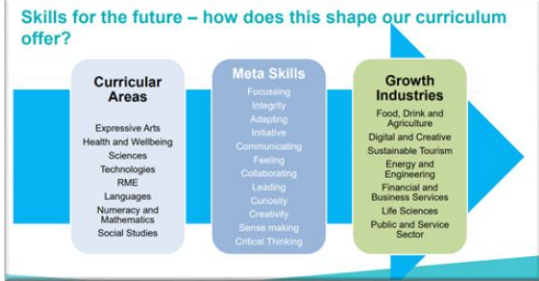




Senior Phase Curriculum S4-S6 2024-2025



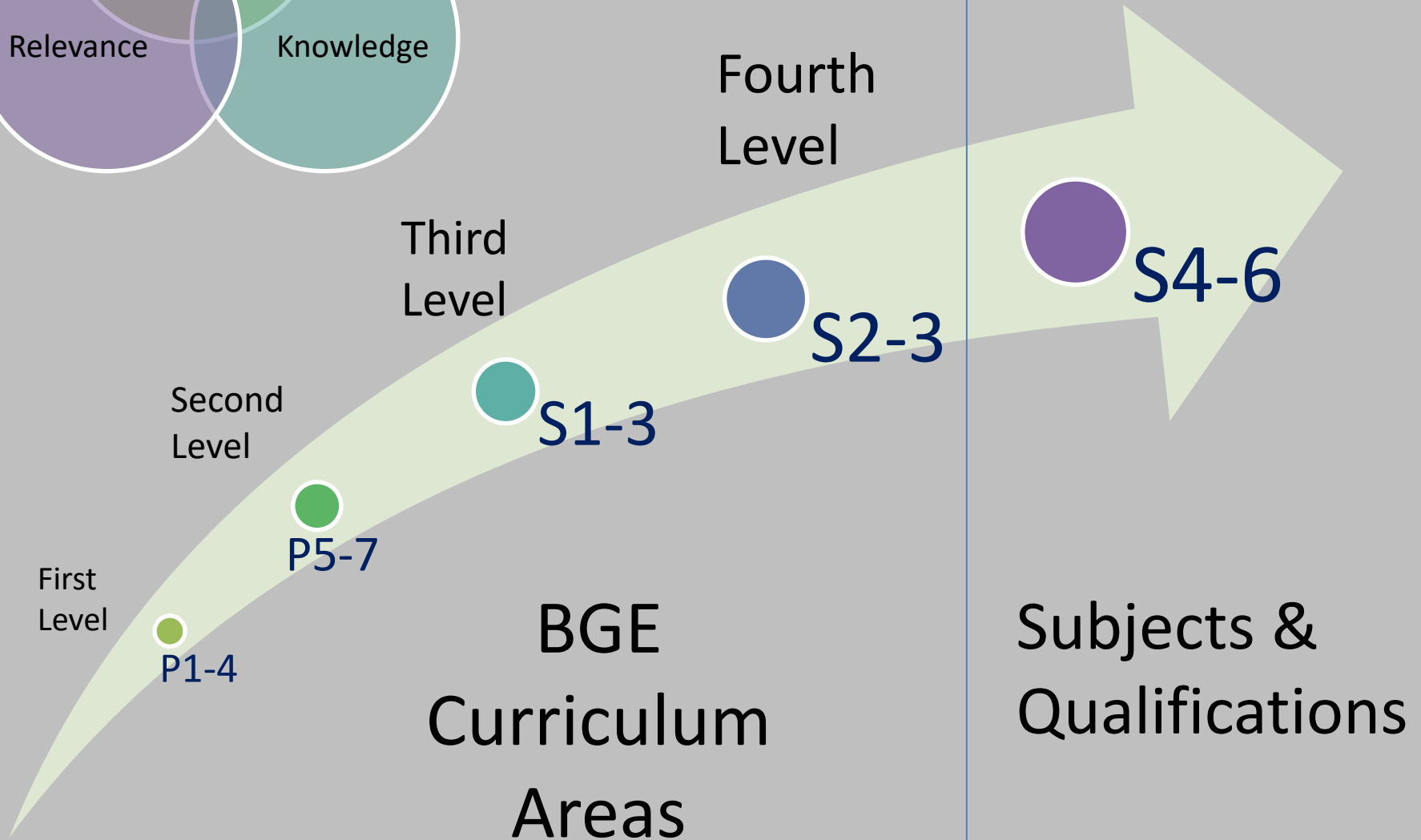
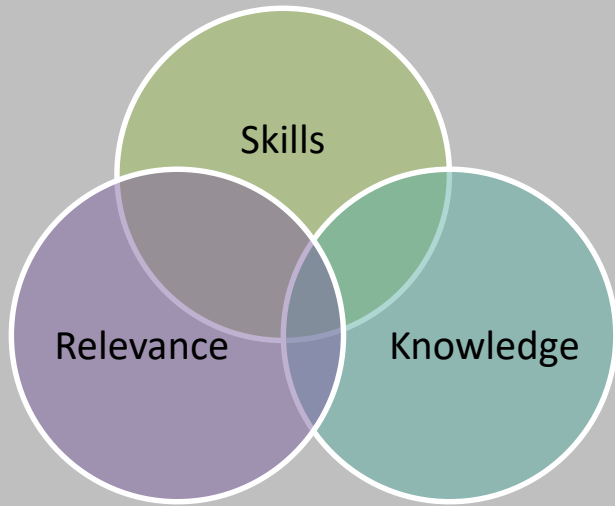


Our National Priorities *(and therefore our school priorities)*

- 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

"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





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.scqf.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				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				

National Qualifications

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.'

- a **senior phase** after S3, which provides opportunities to attain and achieve, including to study for **qualifications, awards** and other planned activities to develop the four capacities

S3	English	Maths	PE	RE	PSE	Mod Langs	Option 1	Option 2	Option 3	Option 4	Option 5	Option 6
S4	English	Maths	Core	PE	PSE	Option 1	Option 2	Option 3	Option 4			
S5	Option 1	Option 2	Core	PE/PA/PA	PSE/PA	Option 3	Option 4	Option 5	Option 6			
S6	Option 1	Option 2	Core	PE/PA/PA	PSE	Option 3	Option 4	Minimum 4 options	Minimum 4 options			

6 subjects

5 periods per week

Core allocation

- CONSIDER 'BACKWARD PLANNING' from your school exit point back to today. Will this be 3 years, 2 years or 1 year? This changes academic mindset and allows for a more coherent course choice experience.

S4 (6 subjects)

National
3

National
4

National
5

S5 (5 subjects + universal offer)

Higher

National 5

National 4

S6 (min 4 subjects)

National 5

Higher

Advanced
Higher

**Senior Phase Qualifications
Timetabled as a Single Cohort**

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?
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Aim

Aim for the best possible set of results

Plan

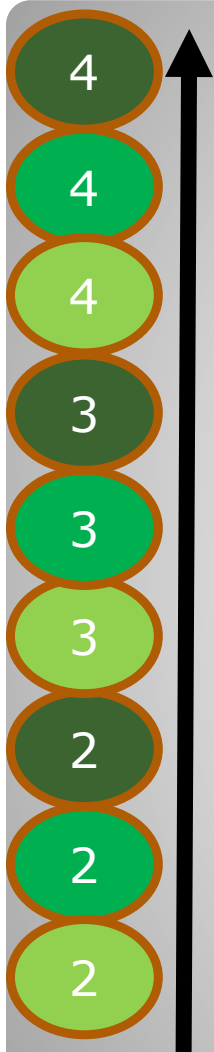
Plan for progression through the senior phase for up to three years

Consider

Consider that level of attainment is more important than having specific subjects in most cases

How?

- Looking at prior attainment in reports, focus on the subjects with highest levels of attainment
- Discuss strengths and next steps with teachers at upcoming parents' evenings
- S3: 28.02.24



Progression
through
the levels of
the
Broad
General
Education.

S3:

Consider levels attainment from recent S3 report: 02.02.24

Focus on the subjects with highest levels of attainment: for example, L3 Green, Level 4 red/amber/green.

Discussion with teachers at upcoming Parents' Evening 28/2/24

BGE Tracking Update

It is part of our school policy to work closely with parents in ensuring that pupils gain maximum benefit from their education at Linlithgow Academy. As such, we will communicate regularly on your child's progress during their BGE (S1-S3) years. This means each year of the BGE you can expect a minimum of 1 Snapshot report, 1 progress report and one parents evening opportunity.

By regularly monitoring pupil performance through tracking and monitoring we are able to keep you informed about your child's progress and their current capacity to meet the experiences and outcomes of each BGE course they are taking.

Through the BGE years (S1-S3) teachers will indicate your child's current progress through a system of numbers and colour coding.

Progress reports contain CfE level information and strengths and next steps comments.

Snapshot reports only contain colour coding for homework, behaviour, class attendance and learning engagement

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	To the end of P7, but earlier or later for some.
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.

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

By 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: Light-Green 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.

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

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. This update should help you to support your child's learning. If you would like to discuss the information contained please contact the relevant Head of House in the first instance by phone or email House Heads direct via the contact form on the school website www.linlithgowacademy.org.

S3 Tracking Report Info

Tracking, Monitoring and Reporting through the Senior Phase

Senior Phase: S4-S6 pupils

WHY WE TRACK MONITOR & REPORT (TMR)

- 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

USING PROGRESS TRACKING & MONITORING

Parents can expect:

- Regular tracking reports indicating your child's progress
- Generic examples of what can be done to improve or sustain a colour code
- Specific feedback to your child on next steps for learning
- All reports available via individualised links

Pupils can expect:

- Regular learner conversations with class teachers
- Feedback identifying 'Strengths' & 'Next Steps' to inform progress in learning.

PTCs/SLT will conduct

- Analysis of pupils on or off track
- Interventions agreed and contact with home if required
- On-going whole school analysis of Senior Phase attainment

REPORTING

On 4 occasions in the academic year teachers will colour code pupil progress and indicate via 'bullet point' statements:

key strengths
next steps

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

The updated report will then be available to you via the Progress link you have been sent. A Groupcall will be sent to inform you when this update is ready



TMR Senior Phase pupils







Current Performance Grade

Each tracking period teachers will indicate the level of course being sat, a 'current performance grade' which indicates the current level of achievement in each subject taken as well as rate your child's progress through a system of colour coding. The code applies at this moment in time given current performance

Further colour coding is also given for:

- class attendance (as this may be slightly different to overall school attendance)
- Behaviour
- Engagement
- Homework

Attainment Colour Code meanings

-  Student should pass and is performing at their ability level and beyond
-  Student should pass, however is capable of performing better than current level
-  Student may achieve a D award on the basis of current performance.
-  Student will not pass on the basis of current performance



These regular tracking updates should help you to support your child's learning and give you an accurate indication of their current progress. As parents, this information should be valuable to you as you support and encourage your child through this academic year.

Please view all of the information given about your child in each report as supportive and reflecting the professional judgement of each teacher. Regular tracking reports means there is time to make changes and improve in areas requiring attention.

Teachers will indicate the level of course being sat and rate your child's progress through a system of colour coding. The code applies at this moment in time given current performance. The codes applied are as follows:

Green (G)	Amber (A)	Purple (P)	Red (R)
Student should pass and is performing at their ability level and beyond	Student should pass, however is capable of performing better than current level	Student may achieve a D award on the basis of current performance	Student will not pass on the basis of current performance

During this most recent tracking period, information about your child's progress can be viewed below. You can also view information about your child's strengths and next steps within this tracking period for each subject. Information on class attendance, engagement, behaviour and homework is also given.

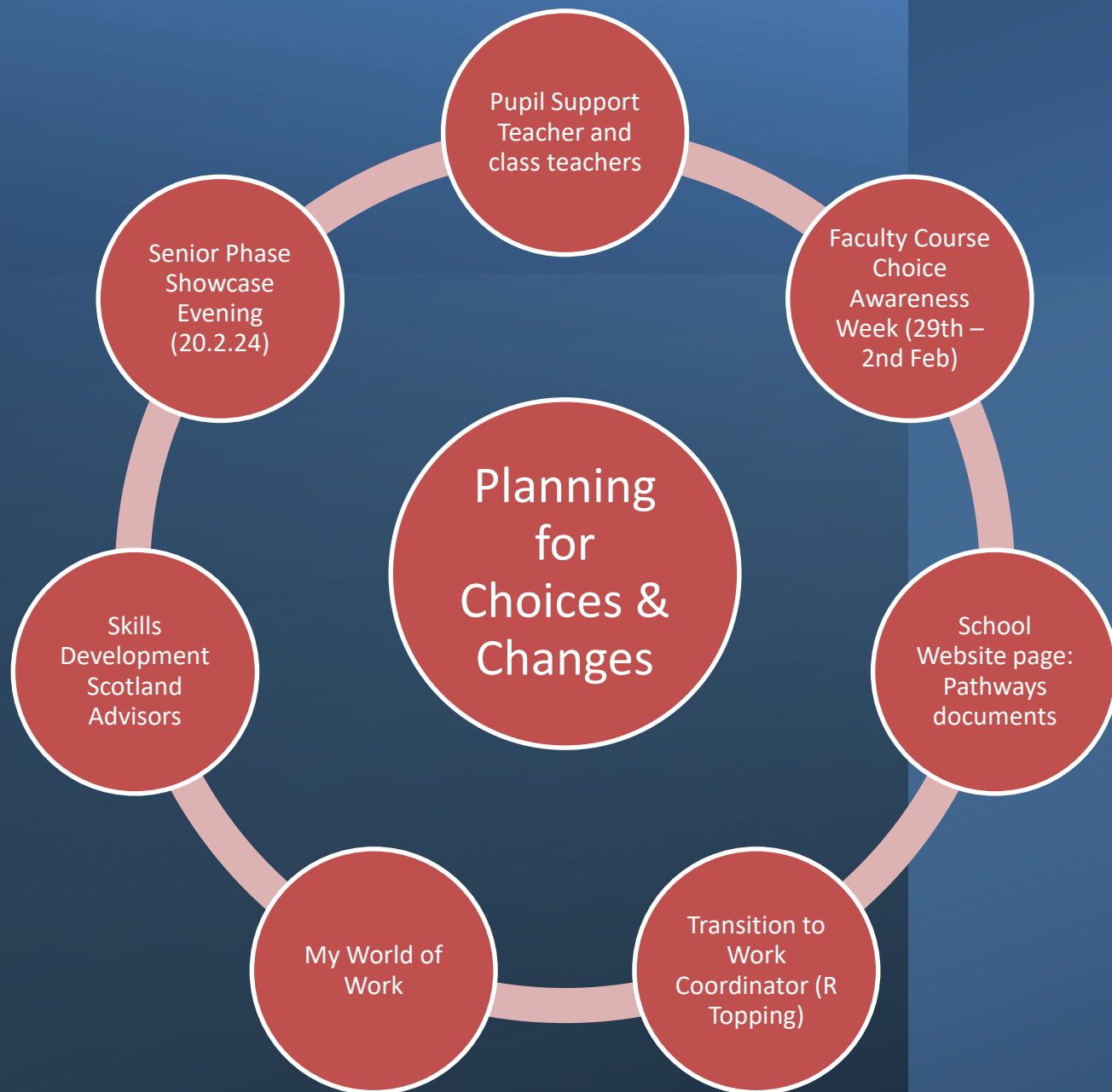
Although generic in nature you may wish to use the following as a guide as to why your child has been coded at a certain colour in each subject. This guide is not exhaustive.

If coded Green continue to...	If coded Amber, consider...	If coded Red, consider...
<ul style="list-style-type: none"> • Ask questions in class • Challenge understanding • Take responsibility for own learning • Engage consistently with homework and private revision • Have a positive mindset • Act on all feedback given 	<p>what it takes to be coded Green and...</p> <ul style="list-style-type: none"> • Ask more questions in class • Take more responsibility for own learning • Engage more fully with homework and ensure it is of a high quality • Act on all feedback given • Commence a home study plan 	<p>what it takes to be coded Amber and...</p> <ul style="list-style-type: none"> • Take more responsibility for own learning • Improve engagement (attendance/timekeeping/homework/study support) • Ask more questions to clarify understanding • Act on all feedback from learning conversations/class contact • Commence a home study plan

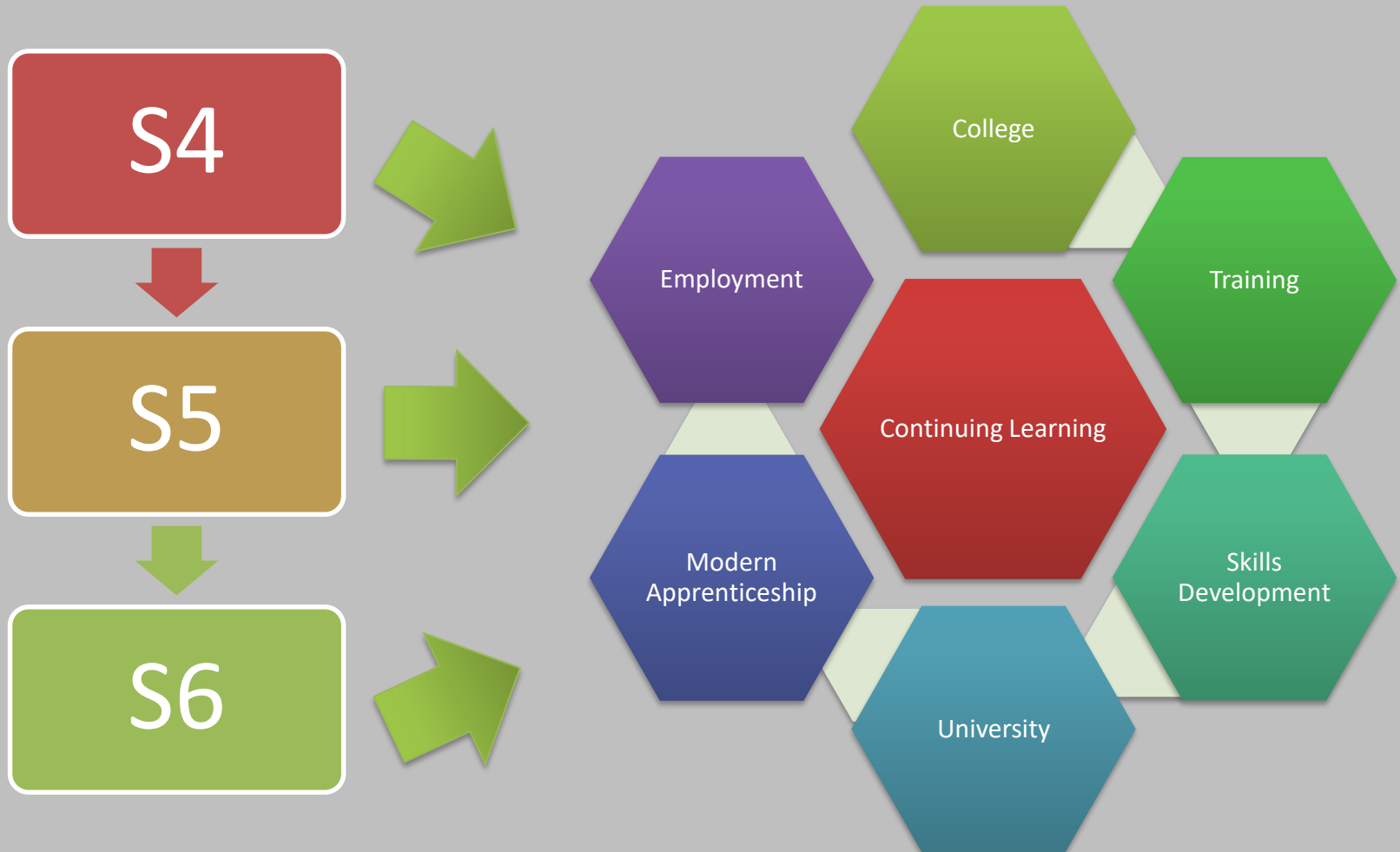
All pupils should:

- Regularly engage in Past paper practice
- Attend Study Support if offered

S4 Tracking Report Info



Positive Destinations



Course Choice Sheet 2024-2025

Senior Choice Sheet

2024-2025

Pupil Name: _____ Year Group: _____

Leaving at the end of: S4 / S5 / S6

Destination: _____

Qualification Level	Courses Available				
SCQF Levels 4 and 5 National (N4/N5)	Biology Chemistry Physics Lab Skills	Maths Application of Mathematics Business Admin & IT Comp Science Travel & Tourism	English French Spanish History Geography Modern Studies RMPS	Art & Design Drama Music Music (Technology)	PE SFW: Sport and Recreation Hosp: Practical Cookery SFW Hospitality Health & Food Tech Early Education and Childcare
SCQF Level 6 Higher & NPA/SVQ (*) S5/6 only	Biology Chemistry Physics Scientific Technologies Graph Com Design and Man PE	Maths Application of Mathematics Business Admin & IT Business and Enterprise Comp Science Cyber Security	English Communication French Spanish Geography History Modern Studies RMPS Digital Media	Health & Food Tech Art & Design Drama Musical Theatre Music Music(Technology)	College course (*) Foundation Apprenticeship (WLC) (*) WL Academy Future Skills
SCQF Level 7/6 Adv. Higher Higher & NPA S6 only	Biology Chemistry Physics	Maths Computing Science Geography	English Higher Politics History	Art & Design Refereeing WL Academy	L6 Journalism College course (*) LEAPs Transition Course Open University
Please write in a Reserve Choice in addition to your selected choices					
Please indicate opposite the course you have applied for if you have selected one of the WL Academy/COLLEGE/ Open University options.					

S4-6 What you need to know

S4 Pupils Only

6 subjects + 3 core periods
Core: PE x2 /PSE (2 gds)

S5/6 Pathway Programme

Class commitment consists of:

S5: 6 Subjects + 3 core periods - PSE/PE x 2

S6: 4 Subject minimum

Additional personalised opportunities for Leadership, Personal Development, First Aid and Wider Achievement qualifications will be undertaken across S5 and S6.

Your Subject Choices	SCQF Level	Year
1. English		S4
2. Maths/Mat hs Apps		S4
3.		S4
4.		S4
5.		S4
6.		S4
1.		S5
2.		S5
3.		S5
4.		S5
5.		S5
6.		S5
1.		S6
2.		S6
3.		S6
4.		S6
5.		S6
6.		S6

Successful
learners

Effective
contributors

Responsible
citizens

Confident
individuals

Recognition of achievement beyond the chosen subjects.

S4 pupils

First Aid Award, Wellbeing Award (S3) Customer Services (PSE)

S5 pupils

Customer Services (PSE) Future Skills

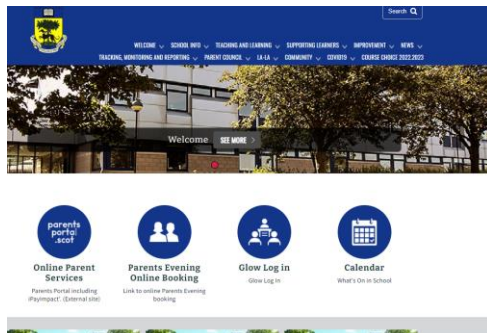
S6 pupils

• Leadership opportunities including MVP/Primary links/Mentors/ in class support/ work experience/community links

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK			
SCQF Level	SCQF Qualification	Qualification or Award	Qualification or Award
16		Advanced Diploma	Advanced Diploma
15		Higher Diploma	Higher Diploma
14		Higher National Certificate	Higher National Certificate
13		Higher National Diploma	Higher National Diploma
12		Higher National Certificate	Higher National Certificate
11		Higher National Diploma	Higher National Diploma
10		Higher National Certificate	Higher National Certificate
9		Higher National Diploma	Higher National Diploma
8		Higher National Certificate	Higher National Certificate
7		Higher National Diploma	Higher National Diploma
6		Higher National Certificate	Higher National Certificate
5		Higher National Diploma	Higher National Diploma
4		Higher National Certificate	Higher National Certificate
3		Higher National Diploma	Higher National Diploma
2		Higher National Certificate	Higher National Certificate
1		Higher National Diploma	Higher National Diploma



Sources of Information



Course Choice Timeline

Current stage	Date	Activity
S2	Monday 22 nd January	<ul style="list-style-type: none"> S2-S3 Course Choice booklet available.
	Monday 29 th – Friday 2 nd Feb	<ul style="list-style-type: none"> Pupil course choice awareness raising timeslot; Faculty planned activities to ensure pupils have a clear understanding of all courses offered. (Faculty Specific plans required) PSE Input/ S2 Assembly
	21 st Feb – 8 th March	<ul style="list-style-type: none"> Course Choice Input day
	Week beg 11 th March	<ul style="list-style-type: none"> Quality Assurance Checks and follow ups
S3	January	<ul style="list-style-type: none"> S3 PSE programme begins to look at planning for choices and changes
	Thursday 18 th January	<ul style="list-style-type: none"> Moving Into Senior Phase Parents' Information Evening/ Careers Evening
	Monday 22 nd January	<ul style="list-style-type: none"> Senior Phase Course booklets available
	Friday 2 nd February	<ul style="list-style-type: none"> S3 Progress Report Issued
	Tuesday 20 th February	<ul style="list-style-type: none"> S4-S6 Course Choice: Subject Showcase Evening
	Wednesday 28 th February	<ul style="list-style-type: none"> S3 Parents Evening
	Monday 29 th – Friday 2 nd February	<ul style="list-style-type: none"> Pupil course choice awareness raising timeslot; Faculty planned activities to ensure pupils have a clear understanding of all courses offered. (Faculty Specific plans required)
	21 st Feb – 8 th March	<ul style="list-style-type: none"> Course Choice Input day
S4	Week beg 11 th March	<ul style="list-style-type: none"> Quality Assurance Checks and follow ups
	Thursday 11 th January	<ul style="list-style-type: none"> S4 Parents Evening
	Thursday 18 th January	<ul style="list-style-type: none"> Careers Evening
	Monday 22 nd January	<ul style="list-style-type: none"> Senior Phase Course booklets available
	29 th January – Friday 2 nd February	<ul style="list-style-type: none"> Pupil course choice awareness raising timeslot; Faculty planned activities to ensure pupils have a clear understanding of all courses offered. (Faculty Specific plans required)
	PSE lessons in February	<ul style="list-style-type: none"> S4 PSE programme begins to look at planning for choices and changes
	Tuesday 20 th February	<ul style="list-style-type: none"> S4-S6 Course Choice: Subject Showcase Evening
	21 st Feb – 8 th March	<ul style="list-style-type: none"> Course Choice Input day
S5	Week beg 11 th March	<ul style="list-style-type: none"> Quality Assurance checks and follow ups
	Monday 22 nd January	<ul style="list-style-type: none"> Senior Phase Course booklets available
	Thursday 18 th January	<ul style="list-style-type: none"> Careers Evening
	Wednesday 24 th January	<ul style="list-style-type: none"> S5/S6 Parents Evening
	Monday 29 th January - Friday 2 nd February	<ul style="list-style-type: none"> Pupil course choice awareness raising timeslot; Faculty planned activities, to ensure pupils have a clear understanding of all courses offered. (Faculty Specific plans required)
	PSE lessons in February	<ul style="list-style-type: none"> S5 PSE programme begins to look at planning for choices and changes
	Tuesday 20 th February	<ul style="list-style-type: none"> S4-S6 Course Choice: Subject Showcase Evening
	21 st Feb -8 th March	<ul style="list-style-type: none"> Course Choice Input day
	Week beg 11 th March	<ul style="list-style-type: none"> Quality Assurance Checks and follow ups

Course Choice Timeline

January	<ul style="list-style-type: none"> S3 PSE programme begins to look at planning for choices and changes
Thursday 18 th January	<ul style="list-style-type: none"> Moving into Senior Phase Parents' Information Evening/ Careers Evening
Monday 22 nd January	<ul style="list-style-type: none"> Senior Phase Course booklets available
Friday 2 nd February	<ul style="list-style-type: none"> S3 Progress Report Issued
Tuesday 20 th February	<ul style="list-style-type: none"> S4-S6 Course Choice: Subject Showcase Evening
Wednesday 28 th February	<ul style="list-style-type: none"> S3 Parents Evening
Monday 29 th – Friday 2 nd February	<ul style="list-style-type: none"> Pupil course choice awareness raising timeslot; Faculty planned activities to ensure pupils have a clear understanding of all courses offered. (Faculty Specific plans required)
21 st Feb – 8 th March	<ul style="list-style-type: none"> Course Choice Input day
Week beg 11 th March	<ul style="list-style-type: none"> Quality Assurance Checks and follow ups

Any
Questions on
the
presentation?

