



Linlithgow Academy

TOGETHER WE THRIVE

Linlithgow Academy



OUR CORE VALUES

We encourage...



Kindness



Curiosity



Perseverance



Fairness

OUR CORE PURPOSE

Our learning...



Connects us



Sustains us



Empowers us



Inspires us

OUR CORE EXPECTATIONS

We are...



Ready



Responsible



Respectful



Safe

Linlithgow Academy

Technologies Faculty

Standards and Quality Report

2024-2025

About Our Technologies Faculty



FACULTY OF
TECHNOLOGIES



Technologies Faculty Team –Nicola McKeeman (PTC) Satbinder Sandhu, Joseph McBride, Kirsty Blades, Amanda Smith (Business Education), Ali Malone, Catherine Mackenzie, Kenneth Stewart (Food Technology) David Marshall, Chris Shearer (Design Technology) Eileen Hoggan (FT Auxiliary) Paul McCulloch (DT Technician)

The faculty of Technologies, led by a Principal Teacher of Curriculum, compromises of 10 teaching staff mixed of both full time and part time.

The faculty offer discrete subjects to all BGE learners and offer 9 courses to SP pupils including 2 Skills for Work courses and an NPA.

This year the faculty has had 2 successful approval meetings for new courses/ units with the latter receiving a High confidence in their verification (in all areas- Resources, Candidate Support and Internal Assessment and Verification).

This year the Business department received an award from Social Enterprise Schools acknowledging the work the department has done to incorporate Social enterprise into the Curriculum.

The F1 in Schools is having another successful year. VEGA are Scottish Regional Champions and have qualified for UK National Finals at the end of June.

This session 6 staff members underwent the OSIRIS training and 1 was a member of the TLC. One member of staff has been involved with the WL Introduction to Leadership course. One member of staff is studying for their Masters.

This year's pupil parliament has been strong and effective in leading discussion about the purpose of learning and what they view as to be 'an excellent lesson'. Their feedback has informed Faculty discussions and been a tool for change. The Pupil Parliament staff rep is already looking at how the group can be stronger next session.

Attainment including SQA Examinations 2023.2024

Our Current Self Evaluation of HGIOS Quality Indicators

1.3	2.3	3.1	3.2
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Leadership of Change	Learning, teaching and assessment	Ensuring wellbeing, equality and inclusion	Raising attainment and achievement

Schools will use their own self-evaluation / VSE / HMIe evidence depending on which is most recent.

Priorities from Session 2024-2025

Improve:

1. Our CORE approaches are used by all staff to engage young people in their learning

Consolidate:

1. Teachers demonstrate increased confidence in strategies to promote inclusion and wellbeing

Understand:

1. Staff apply Understanding of progression in the BGE to meet ALL learners needs in the classroom

The following definitions are used in this report:

All	Almost all	Most	Majority	Minority / less than half	A few
100%	91-99%	75-90%	50-74%	15-49%	Less than 15%

The Standards and Quality Report should include description of activities that aim to reduce inequalities due to socio-economic disadvantage and / or achieve the strategic priorities of the NIF.

Priority 1	
<i>Desired outcomes</i>	1. Our CORE approaches are used by all staff to engage young people in their learning

<i>What did we do?</i>	• Staff had opportunities to discuss and plan CORE resources to enhance pedagogical practice at both faculty and department meetings. • Staff working with exemplar materials to support practice. • Learning rounds were carried out to promote dialogue and improvement in Learning & Teaching • Professional discussions and dialogue to find new techniques and ideas to help cultivate curiosity amongst learners • Planning units of work to ensure the purpose of learning is clear and reviewed regularly. • Organised classroom culture and environment to ensure there are opportunities for more pupil and group-led learning. • Adapting questioning techniques to promote deeper learning in the classroom • Increased staff interaction with young people with more pupil led activities creating a more collaborative and supportive environment. • BGE L&T resources include visual reminders and signposts of 'the big ideas' and themes.
<i>How did we measure?</i>	• PTC Learning Walks • Learning Rounds • Teacher observation • Professional Dialogue and discussion • DM Minutes • Inset Days • BGE Pathways Progression • Department Curriculum Development review sheets (termly updates)
<i>Impact on learners and / or staff</i>	• Positive feedback from Learning rounds • Increased staff collaboration and professional discussion across departments & faculty • Increased levels of engagement in the classroom (PTC Learning walks, teacher observation) • Deeper staff awareness of national educational policy and using CORE to develop understanding of Know, Do, Understand when planning curricular content. • Increase staff confidence in curricular design
<i>Next steps</i>	• Increase staff confidence and use of CORE exemplification with launch of new learning portal • Focus on lesson planning to ensure embedding principles of CORE
Priority 2	
<i>Desired outcomes</i>	1. Teachers demonstrate increased confidence in strategies to promote inclusion and wellbeing
<i>What did we do?</i>	• Beginning to link UNCRC into courses and lessons • All Staff are using the new CARE forms appropriately to share behaviour, wellbeing, bullying and attainment concerns.

	• All staff across the faculty demonstrate clear understanding by enacting relational principles within our new updated relationships policy • Increased links with DYW • All staff using pupil data file and passports to support learners needs and to establish strategies to support learners in the classroom • Increased use of technology to support AAA at SP and BGE
<i>How did we measure?</i>	• PTC Learning Walks • Learning Rounds • Professional Dialogue and discussion • DM Minutes • Inset Days • SEEMIS Behaviour Referrals • CARE Forms
<i>Impact on learners and / or staff</i>	• All staff across the faculty demonstrate are more confident in ensuring inclusion and wellbeing in the classrooms. • Staff aware and more confident one where to record and report more accurately • Learners more engaged in classroom • Increased staff and pupil relationships • Pupils work
<i>Next steps</i>	• Celebrating success & Achievement with faculty recognition & whole school procedures • Increase industry links • Increase discussion of UNCRC • Ongoing
Priority 3	
<i>Desired outcomes</i>	1. Staff apply Understanding of progression in the BGE to meet ALL learners needs in the classroom
<i>What did we do?</i>	• All staff have been working collaboratively to focus on the big ideas and questions to ensure progression of learning from S1-S3. • Focusing on knowledge and skill building to ensure foundation is set for progression into Senior Phase and beyond. • Department Learner pathways under development for BGE to show progression • Increased shared understanding of standards through BGE courses through development of courses, discussions, (DT Handbook)

	• Courses across the faculty have been ‘stripped back’ to help connects to the broader goals or real life applications of ideas.
<i>How did we measure?</i>	• BGE Pathways • Didbook Reports • Department Meetings • Professional Discussion • Faculty Meetings • WLC Network events
<i>Impact on learners and / or staff</i>	• Increased staff confidence in designing & delivering courses. • Increased learner awareness of connections across subjects • Increased learner confidence in KU and skills preparing them for the world of work if they continue to select our subject areas or not!
<i>Next steps</i>	• Introduction of Staff handbook in DT to ensure standards and consistency of units of work including shared resources to use. • Ongoing • BGE Tracking & recording of progress • Increase learner awareness of their tracking & progress across the faculty

Other actions of note during session 2024-2025
