



# Moving Into Senior Phase 2026.2027



# TOGETHER WE THRIVE

## MOVING INTO SENIOR PHASE INFORMATION EVENING

**PARENTS/CARERS OF S3 LEARNERS**

**THURSDAY 15TH JANUARY**

### **SLT PRESENTATION 5.45PM -6.30PM (ASSEMBLY HALL)**

SLT PRESENTATION ON ARRANGEMENTS  
FOR YOUR S3 CHILD'S MOVE INTO SENIOR  
PHASE

### **SUBJECT STALLS 6.30PM-8PM**

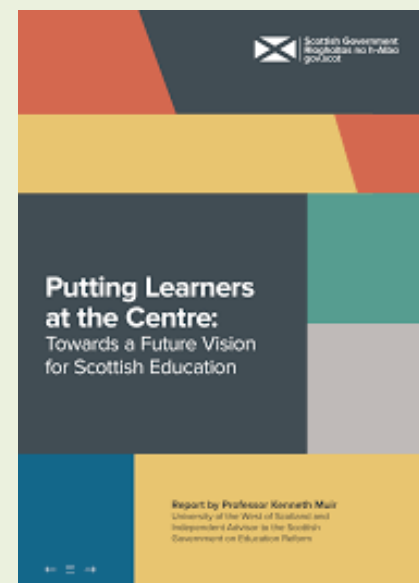
ALL FACULTIES WILL SHARE  
INFORMATION ON S4 COURSES  
AVAILABLE FOR NATIONAL  
EXAMINATIONS. A CHANCE TO ASK  
QUESTIONS AND CONSIDER COURSES  
MOST APPROPRIATE.

### **CAREERS EVENING FROM 7.15 -8.30PM SPORTS HALL**

OUR ANNUAL EVENT INVITES REPS  
FROM SCOTTISH  
UNIS/COLLEGES/BUSINESSES  
AND ORGANISATIONS.

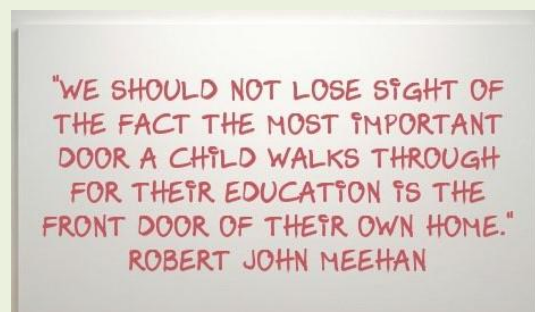


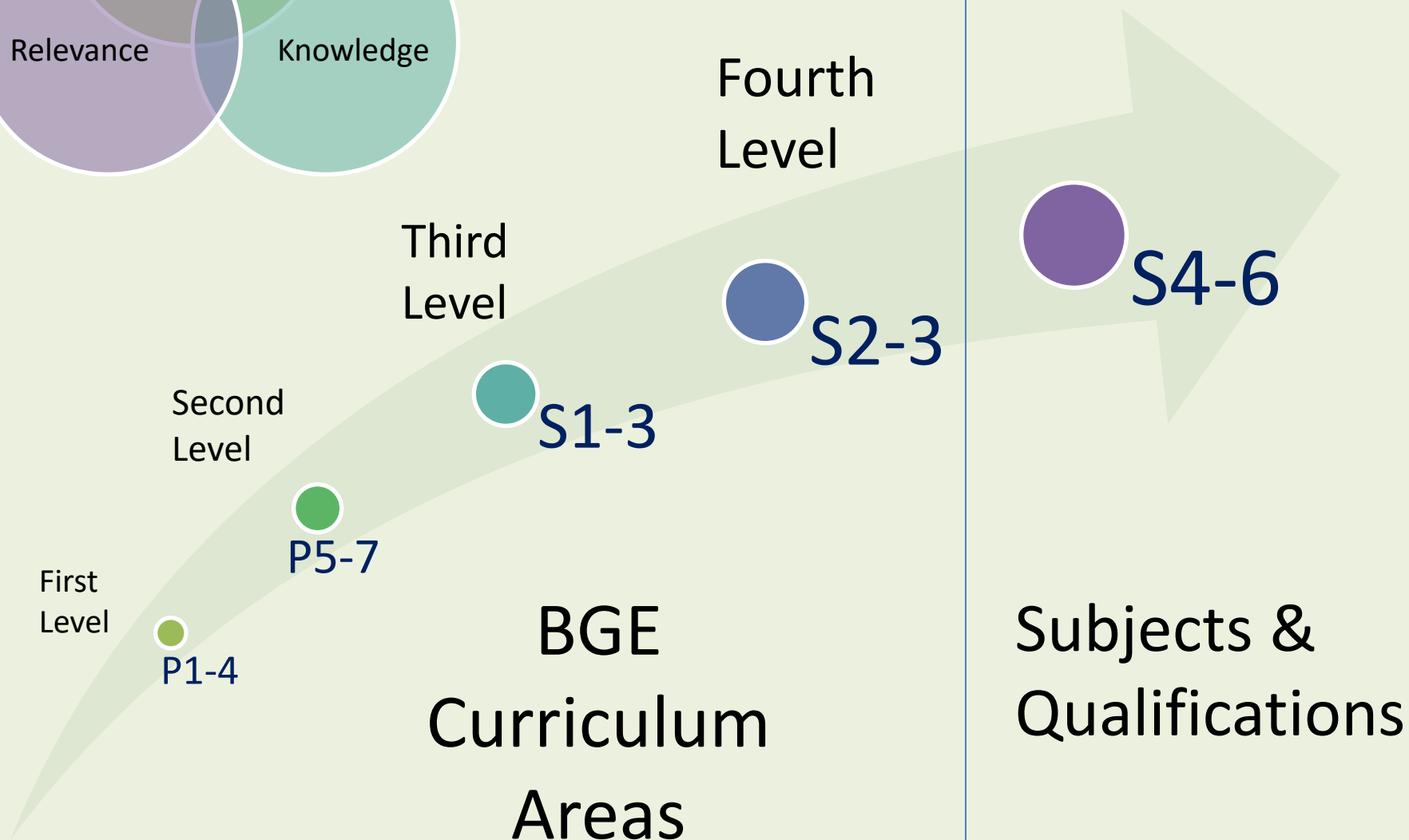
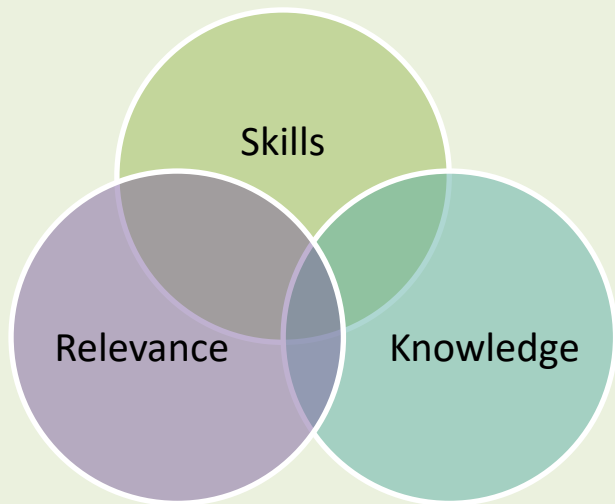
**Parents/Carers of S3 pupils are free to drop in and leave as required.**



## 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





# 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](http://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/PS	PSE/PE	Option 3	Option 4	Option 5	Option 6			
S6	Option 1	Option 2	Core	PE/PA/PS	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.

# 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.'*

**S4: 6 subjects**

5 periods per week

Core allocation

**Our S4 Curriculum structure has been discussed and consulted on over a number of years and it continues to be a discussion topic at Parent Council meetings.**

Our Senior Phase curriculum is designed to support young people in building a portfolio of qualifications while continuing to develop essential knowledge, skills, attributes, and capabilities as outlined by the four capacities of the Curriculum for Excellence. Below are the summarised key reasons why we offer 6 National Qualifications (N5) in S4, rather than 7 or 8:

**1. Local Context and Destination Data**

+

**2. Balanced Curriculum Structure**

+

**3. Depth Over Quantity**

+

**4. Pressure and Workload Management**

+

**5. Curriculum for Excellence Entitlement**

+

**6. Progression Across Senior Phase**

+

In summary, our decision to offer 6 subjects in S4 is based on a balance between maintaining **academic depth**, ensuring **manageable workloads**, and supporting **long-term progression and success** for all students.



## S4 (6 subjects)

National  
3

National  
4

National  
5

## S5 (6 subjects\*)

Higher

National 5

National 4

\*Level 6

## 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	2	3	4	5
How do you like to learn?	Where could they take you?	What subjects do you enjoy?	What subjects are you good at?	What do others think you're good at?

## Aim

Aim for the best possible set of results

## Plan

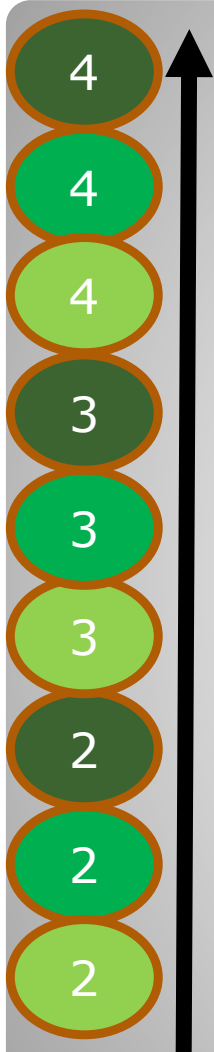
Plan for progression through the senior phase for up to three years

## 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 – Progress Report issued Friday 20th February



Progression through  
the levels of the  
Broad  
General Education.

**S3:**

Consider levels attainment from upcoming S3 report: 20.02.26

Focus on the subjects with highest levels of attainment: for example,  
L3 dark green, Level 4 greens

**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	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](http://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.

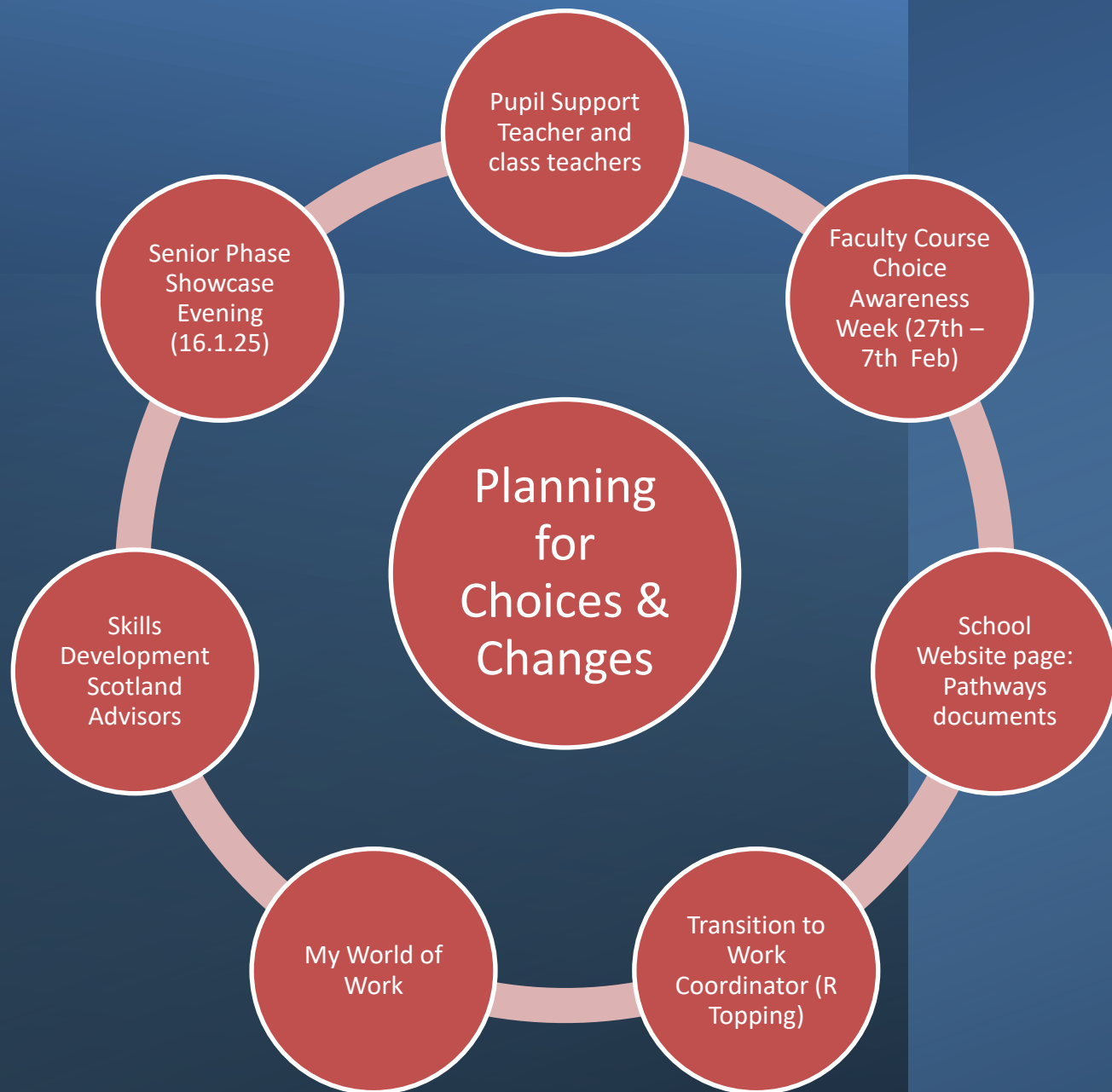
Although generic in nature you may wish to use the following as a guide as to why your child has been coded at a certain colour in each subject. This guide is not exhaustive.

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

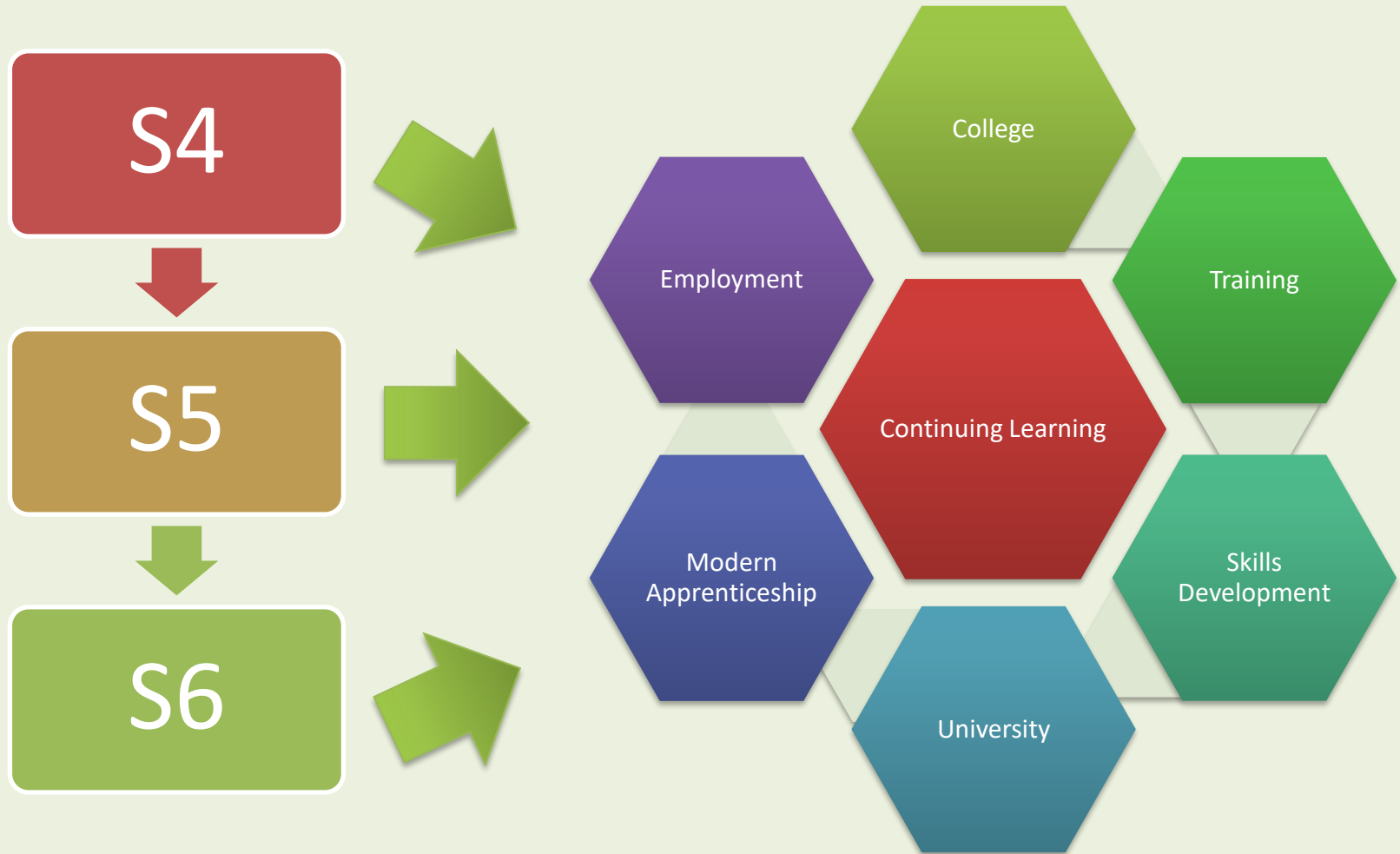
**All pupils should:**

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

# S4 Tracking Report Info



# Positive Destinations



# Course Choice Sheet 2026-2027

Senior Choice Sheet

2026-2027

Pupil Name: \_\_\_\_\_ Year Group: \_\_\_\_\_

Leaving at the end of: S4 / S5 / S6

Destination: \_\_\_\_\_

Qualification Level	Courses Available				
<b>SCQF Levels 4 and 5</b>  <b>National (N4/N5)</b>	<a href="#">Biology</a> <a href="#">Chemistry</a> <a href="#">Physics</a> <a href="#">Lab Skills</a>	<a href="#">Maths</a> <a href="#">Application of Mathematics</a>  <a href="#">Business</a>	<a href="#">English</a>  <a href="#">French</a> <a href="#">Spanish</a>	<a href="#">Art &amp; Design</a> <a href="#">Drama</a> <a href="#">Music</a>	<a href="#">PE</a> <a href="#">Sports coaching, development and organisation</a>  <a href="#">Hosp: Practical Cookery</a>
<b>SCQF Level 6</b>  <b>Higher &amp; NPA/SVQ (*)</b>  <b>S5/6 only</b>	<a href="#">Biology</a> <a href="#">Chemistry</a> <a href="#">Physics</a> <a href="#">Scientific Technologies</a>	<a href="#">Maths</a> <a href="#">Application of Mathematics</a>  <a href="#">Business</a> <a href="#">Admin &amp; IT</a> <a href="#">Enterprise and Business</a>  <a href="#">Comp Science</a> <a href="#">Cyber Security</a>	<a href="#">English</a> <a href="#">Communication</a> <a href="#">French</a> <a href="#">Spanish</a>  <a href="#">Geography</a> <a href="#">History</a> <a href="#">Modern Studies</a> <a href="#">RMPS</a>	<a href="#">Graph Com</a> <a href="#">Design and Man</a>  <a href="#">Art &amp; Design</a> <a href="#">Drama</a> <a href="#">Musical Theatre</a> <a href="#">Acting and Performing</a>  <a href="#">Music</a>	<a href="#">College course (*)</a>  <a href="#">Foundation Apprenticeship (WLC) (*)</a>  <a href="#">WL Academy</a>  <a href="#">Future Skills</a>
<b>SCQF Level 7/6</b>  <b>Adv. Higher Higher &amp; NPA</b>  <b>S6 only</b>	<a href="#">Biology</a>  <a href="#">Chemistry</a>   <a href="#">Physics</a> <a href="#">Graph Com</a>	<a href="#">Maths</a>  <a href="#">Computing Science</a>   <a href="#">Geography</a>	<a href="#">English</a>  <a href="#">Higher Politics</a>   <a href="#">History</a>	<a href="#">Art &amp; Design</a>  <a href="#">Open University</a>   <a href="#">WL Academy</a> <a href="#">Music</a>	<a href="#">L6 Journalism</a>  <a href="#">College course (*)</a>   <a href="#">LEAPs Transition Course</a>
Please indicate opposite the course you have applied for if you have selected one of the WL Academy/COLLEGE/ Open University options.					
Parent/Carer Signature and <u>date</u> (Must be completed)					

## S4-6 What you need to know

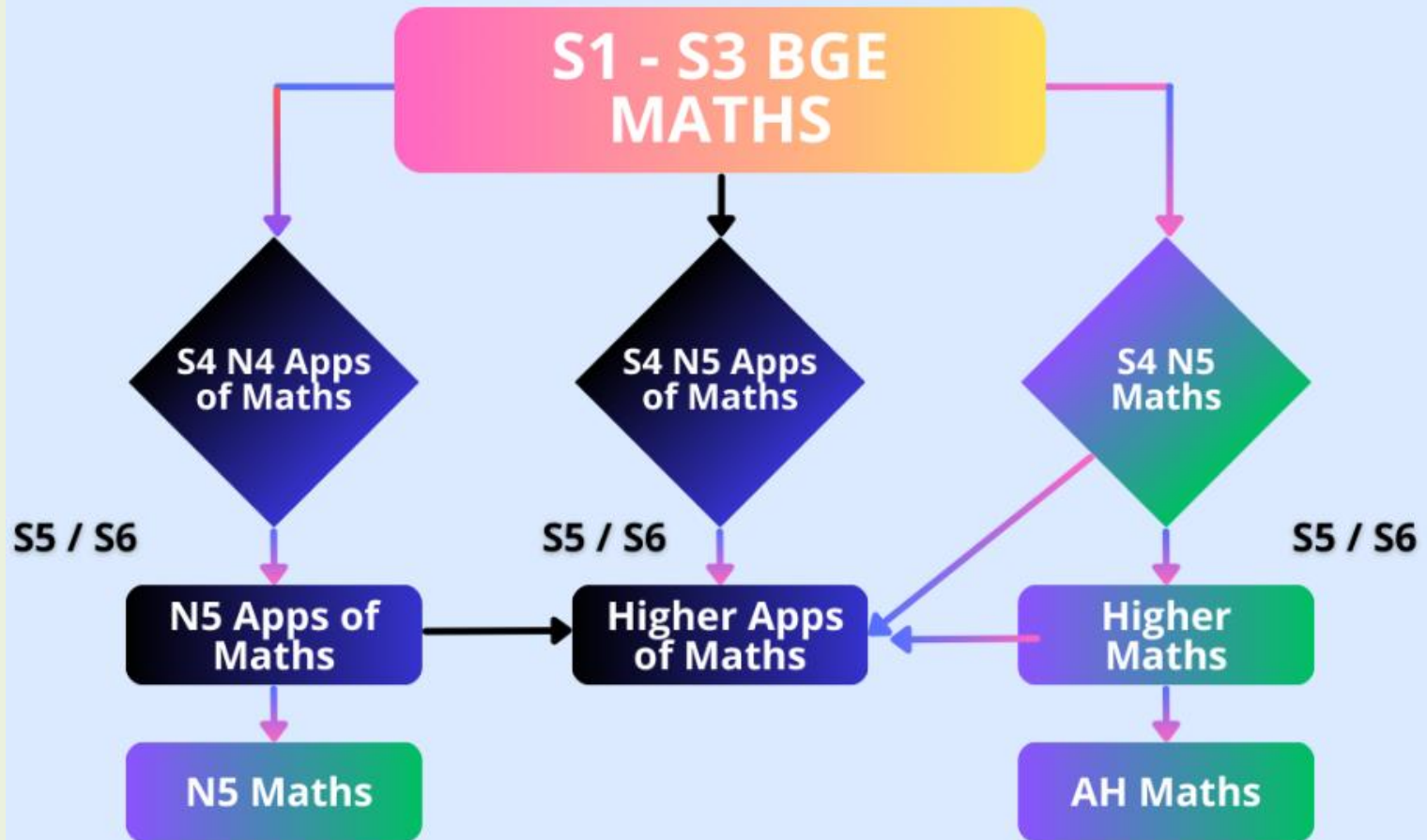
**S4 Pupils Only**  
6 subjects + 3 core periods  
Core: PE x2 /PSE (2 pds)

**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



# Maths/Applications of Maths



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

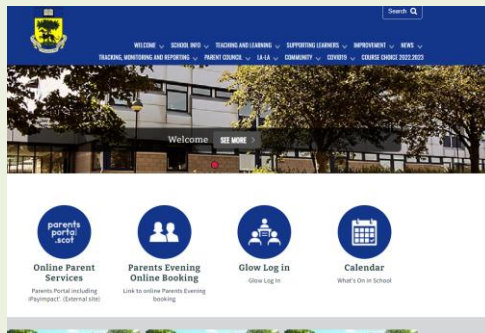
- Leadership opportunities including MVP/Primary links/Mentors/ in class support/ work experience/community links

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

SCQF LEVEL	SCQF Description	Qualifications at this level	Outcomes
16		Professional Degree	Professional Accreditation
15		Honours Degree, Honours Bachelor's Degree, Honours Bachelor's Degree with Honours, Honours Bachelor's Degree with Honours (Honours)	Honours Accreditation
14		Honours Degree, Honours Bachelor's Degree, Honours Bachelor's Degree with Honours, Honours Bachelor's Degree with Honours (Honours)	Honours Accreditation
13		Honours Degree, Honours Bachelor's Degree, Honours Bachelor's Degree with Honours, Honours Bachelor's Degree with Honours (Honours)	Honours Accreditation
12		Honours Degree, Honours Bachelor's Degree, Honours Bachelor's Degree with Honours, Honours Bachelor's Degree with Honours (Honours)	Honours Accreditation
11		Honours Degree, Honours Bachelor's Degree, Honours Bachelor's Degree with Honours, Honours Bachelor's Degree with Honours (Honours)	Honours Accreditation
10		Honours Degree, Honours Bachelor's Degree, Honours Bachelor's Degree with Honours, Honours Bachelor's Degree with Honours (Honours)	Honours Accreditation
9		Honours Degree, Honours Bachelor's Degree, Honours Bachelor's Degree with Honours, Honours Bachelor's Degree with Honours (Honours)	Honours Accreditation
8		Honours Degree, Honours Bachelor's Degree, Honours Bachelor's Degree with Honours, Honours Bachelor's Degree with Honours (Honours)	Honours Accreditation
7		Honours Degree, Honours Bachelor's Degree, Honours Bachelor's Degree with Honours, Honours Bachelor's Degree with Honours (Honours)	Honours Accreditation
6		Honours Degree, Honours Bachelor's Degree, Honours Bachelor's Degree with Honours, Honours Bachelor's Degree with Honours (Honours)	Honours Accreditation
5		Honours Degree, Honours Bachelor's Degree, Honours Bachelor's Degree with Honours, Honours Bachelor's Degree with Honours (Honours)	Honours Accreditation
4		Honours Degree, Honours Bachelor's Degree, Honours Bachelor's Degree with Honours, Honours Bachelor's Degree with Honours (Honours)	Honours Accreditation
3		Honours Degree, Honours Bachelor's Degree, Honours Bachelor's Degree with Honours, Honours Bachelor's Degree with Honours (Honours)	Honours Accreditation
2		Honours Degree, Honours Bachelor's Degree, Honours Bachelor's Degree with Honours, Honours Bachelor's Degree with Honours (Honours)	Honours Accreditation
1		Honours Degree, Honours Bachelor's Degree, Honours Bachelor's Degree with Honours, Honours Bachelor's Degree with Honours (Honours)	Honours Accreditation



# Sources of Information



# Course Choice Timeline

Timeline of Course Choice Activities for Session 2025-2026

Current stage	Date	Activity
S2	Monday 19 <sup>th</sup> January	<ul style="list-style-type: none"> <li>S2-S3 Course Choice booklet available.</li> </ul>
	Monday 26 <sup>th</sup> Jan– Friday 6 <sup>th</sup> Feb	<ul style="list-style-type: none"> <li>Pupil course choice awareness raising timeslot; Faculty planned activities to ensure pupils have a clear understanding of all courses offered. (Faculty Specific plans required)</li> <li>PSE Input/ S2 Assembly</li> </ul>
	Week beginning 16 <sup>th</sup> Feb	<ul style="list-style-type: none"> <li>Course Choice completed in PSE classes</li> </ul>
	<u>Week</u> beg 2 <sup>nd</sup> March	<ul style="list-style-type: none"> <li>Quality Assurance Checks and follow ups</li> </ul>
S3	January	<ul style="list-style-type: none"> <li>S3 PSE programme begins to look at planning for choices and changes</li> </ul>
	Thursday 15 <sup>th</sup> January	<ul style="list-style-type: none"> <li>Moving into Senior Phase Parents' Information Evening/ Careers Evening/Faculty Course Choice evening</li> </ul>
	Monday 19 <sup>th</sup> January	<ul style="list-style-type: none"> <li>Senior Phase Course booklets available</li> </ul>
	Monday 26 <sup>th</sup> Jan– Friday 6 <sup>th</sup> February	<ul style="list-style-type: none"> <li>Pupil course choice awareness raising timeslot; Faculty planned activities to ensure pupils have a clear understanding of all courses offered. (Faculty Specific plans required)</li> </ul>
	Friday 20 <sup>th</sup> February	<ul style="list-style-type: none"> <li>Progress report issued</li> </ul>
	Week beginning 23 <sup>rd</sup> February	<ul style="list-style-type: none"> <li>Course Choice Input week</li> </ul>
	<u>Week</u> beg 9 <sup>th</sup> March	<ul style="list-style-type: none"> <li>Quality Assurance Checks and follow ups</li> </ul>
S4	Thursday 15 <sup>th</sup> January	<ul style="list-style-type: none"> <li>Careers Evening/ Faculty Course Choice evening</li> </ul>
	Monday 19 <sup>th</sup> January	<ul style="list-style-type: none"> <li>Senior Phase Course booklets available</li> </ul>
	<u>Wk</u> beg 19 <sup>th</sup> Jan	<ul style="list-style-type: none"> <li>S4 Parents Evening</li> </ul>
	Monday 26 <sup>th</sup> January – Friday 6 <sup>th</sup> February	<ul style="list-style-type: none"> <li>Pupil course choice awareness raising timeslot; Faculty planned activities to ensure pupils have a clear understanding of all courses offered. (Faculty Specific plans required)</li> </ul>
	PSE lessons in January & February	<ul style="list-style-type: none"> <li>S4 PSE programme begins to look at planning for choices and changes</li> </ul>
	Week beginning 2 <sup>nd</sup> March	<ul style="list-style-type: none"> <li>Course Choice Input week</li> </ul>
	<u>Week</u> beg 9 <sup>th</sup> March	<ul style="list-style-type: none"> <li>Quality Assurance checks and follow ups</li> </ul>
S5	<u>Wk</u> beg 5 <sup>th</sup> Jan	<ul style="list-style-type: none"> <li>S5/S6 Parents Evening</li> </ul>
	Thursday 15 <sup>th</sup> January	<ul style="list-style-type: none"> <li>Careers Evening/ Faculty Course Choice evening</li> </ul>
	Monday 19 <sup>th</sup> January	<ul style="list-style-type: none"> <li>Senior Phase Course booklets available</li> </ul>
	Monday 26 <sup>th</sup> January - Friday 6 <sup>th</sup> February	<ul style="list-style-type: none"> <li>Pupil course choice awareness raising timeslot; Faculty planned activities, to ensure pupils have a clear understanding of all courses offered. (Faculty Specific plans required)</li> </ul>
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	<u>Week</u> beg 9 <sup>th</sup> March	<ul style="list-style-type: none"> <li>Course Choice Input week</li> </ul>
	<u>Week</u> beg 16 <sup>th</sup> March	<ul style="list-style-type: none"> <li>Quality Assurance Checks and follow ups</li> </ul>

# Course Choice Timeline

S3	January	<ul style="list-style-type: none"> <li>S3 PSE programme begins to look at planning for choices and changes</li> </ul>
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	Week beg 9 <sup>th</sup> March	<ul style="list-style-type: none"> <li>Quality Assurance Checks and follow ups</li> </ul>

## Faculty Stalls

**Faculty stalls with teachers available until 8:00 PM to discuss course options for S4.**

### **Maths corridor**

A30 -Technologies

A31 - Humanities and future skills/ SCQF Pathways

A20 - Sciences

A21 - Creative

A22 - Maths and Computing

A23 - Languages

Followed by the opportunity to attend the Careers Fair in the Sports Hall until 8.30pm.

# Careers Evening

