

# Govan High School



## Curriculum Rationale

### 2015-16

*Achieving Our Full Potential*

Respect

Responsibility

Integrity

Perseverance

Excellence

## Curriculum for Excellence

Curriculum for Excellence states that every young person should:

- experience a traditionally broad Scottish curriculum that develops skills for learning, skills for life and skills for work, with a sustained focus on literacy and numeracy, that encourages an active, healthy and environmentally sustainable lifestyle and that builds an appreciation of Scotland and its place in the world
- benefit from learning and teaching that strikes a balance between equipping them with the skills for passing exams and skills for learning, skills for life and skills for work; there should be no need for groups of young people to take examinations before the end of S3
- have their learning and achievements recognised by an assessment system that supports the curriculum rather than leads it and ensures that their transition into qualifications is smooth
- produce a Learner Profile, supported by a member of staff who knows them well, which allows them to reflect upon their learning and give a reliable account of their progress and achievements

With this in mind, in Govan High School we wish to:

- Develop the curricular structure in place to meet the demands of Curriculum for Excellence
- Offer pupils in S1 to S3 a true Broad General Education across the curricular modes
- Offer pupils as they move into the senior phase personalisation and choice to meet a wide range of needs
- Increase the focus on attainment in academic subjects
- Continue to meet the needs of those who leave school and go on into apprenticeships and the world of work
- Retain pupil ability to achieve across a number of subject areas
- Create a parity of esteem between vocational and academic
- Put in place a curriculum that meets the needs of all learners
- Ensure that there remains a key adult who knows each pupil well and can have conversations with the young person to support their progress
- Build time into the curriculum for wider achievement
- Ensure that young people continue to develop skills for learning, skills for life and skills for work as outlined in BTC4

## **The Broad General Education in S1 to S3**

Breadth within S1-S3 (third and fourth curriculum level) is achieved through learning across all the experiences and outcomes in the eight curriculum areas (Expressive Arts, Health and Wellbeing, Languages, Mathematics, Religious and Moral Education, Sciences, Social Sciences and Technologies) so far as this is consistent with young people's needs and prior achievements.

- ✓ third level outcomes overtaken (by most) by the end of S2
- ✓ majority of young people at level 4 or equivalent by the end of S3

Personalisation and an element of choice will be provided in S3, whilst continuing to meet the requirement of curricular breadth and depth within the broad general education. In S3 young people will continue to study across the the curricular areas highlighted above. The choices made in S3 complete the broad general curriculum and although it is likely that these will be studied in the senior phase, this will not always be the case.

## **Wider Achievement & IDL**

Time has been built into the curriculum for wider achievement and IDL. This offers pupils a wide range of additional opportunities to achieve and also offers increased personalisation and choice.

## **SFA**

The SFA programme is offered to pupils S1 and S2 within the BGE. Pupils will undertake this as their wider achievement and time will also be taken from the Health and Well Being periods to support the programme. The programme is designed to mould better citizens and develop social and academic abilities through the vehicle of football.

- Football is used as a tool to motivate pupils to enhance social skills, communication and behaviour.
- The programme is funded by the Scottish government, cash back for the community's fund.
- The school works in partnership with the Scottish Football Association and Rangers Football Club.
- It is a two year programme, although GHS has extended this to a third year (funding permitting)
- Pupils get accreditation and work through dynamic youth awards.
- Pupils work through a classroom programme which has many IDL links

## Learner Profile

All young people will also compile a Learner Profile as they complete their Broad General Education. This will allow pupils to reflect upon their achievements across all curriculum areas, including literacy, numeracy and health and well-being. The profile will also include learning experiences out with the classroom in extra-curricular activities, as well as wider achievements outside of school. This will help develop in learners' personal ownership of their own learning and achievements and promote their understanding of their own skill development. Parents will receive a copy of these profiles and will be invited to comment on their child's learning. The advisor period will be used to ensure that pupils receive the Universal Support that they are entitled to and that have a key adult who knows them well and can have reflective conversations with them regarding their learning, attainment and wider achievements.

## The Senior Phase:

BTC 3 outlines that every young person is entitled to experience a Senior Phase which:

- Provides specialisation, depth and rigour
- Prepares them well for achieving qualifications to the highest level of which they are capable
- Continues to develop skills for learning, skills for life and skills for work
- Continues to provide a range of activities which develop the four capacities
- Supports them to achieve a positive and sustained destination

In Govan High School as pupils' progress into the senior phase they will carry out further personalisation and choice. This will involve them picking 7 options from the 8 that they are currently studying in S3. It is expected that pupils will continue to study in the subject areas that they were studying in during S3, however this may not always be the case and there will be some flexibility in this as need dictates. Subjects in S4 will be delivered at National 4 and National 5 level for the majority. All pupils must pick English in one Column.

In S5 pupils will carry out further personalisation and choice, selecting 5 subject areas which will be studied over 6 periods. Vocational and wider achievement opportunities have also been written into the option structure to give pupils increased flexibility and specialisation and choice. For some pupils however, depending on ability level, their progression may be sideways into other subject areas and they will maintain their course on the Nat4/5 option structure, picking up additional qualifications in other subject areas by horizontal progression.

Pupils will continue to have Advisor with the key adult who knows them well and RME on a weekly basis. They will also take part in Health and Wellbeing which is a combination of PSE and PE.

## Delivering the Four Contexts of Learning

<p><b>The Ethos and life of the school as a community</b></p> <ul style="list-style-type: none"> <li>- Our Vision, Values and Aims</li> <li>- Our Student Council</li> <li>- Our Year and School Captains</li> <li>- Our charity work</li> <li>- Student Voice</li> <li>- Celebration Assemblies</li> <li>- Pupil leadership opportunities</li> <li>- Our work with the local community</li> <li>- I RESPECT Code</li> </ul>	<p><b>Curriculum areas and subjects</b></p> <ul style="list-style-type: none"> <li>- Implementation of Curriculum for Excellence</li> <li>- The BGE until the end of S3 which delivers breadth, depth and challenge across the curricular modes</li> <li>- A senior phase which offers progression in learning and the opportunity for pupils to achieve to the highest level possible</li> <li>- Flexible pathways in the senior phase which give a parity of esteem to the academic and vocational</li> <li>- Effective learning and teaching</li> <li>- Self-evaluation</li> <li>- Tracking and monitoring of pupil progress</li> </ul>
<p><b>Interdisciplinary Learning</b></p> <ul style="list-style-type: none"> <li>- Our focus on skills for learning, life and work across the curriculum</li> <li>- Specific IDL activities across curricular areas which allow young people to make connections in learning</li> <li>- The Advisor system which encourages young people to reflect on their learning and skills development across their subject areas</li> </ul>	<p><b>Opportunities for Personal Achievement</b></p> <ul style="list-style-type: none"> <li>- Our wider achievement programme in S1 and S2 which allows pupils to develop their skills and learning out with curricular areas and gain accreditation for their wider achievements</li> <li>- Wider achievement opportunities built into the curriculum from S3 onwards</li> <li>- Wider achievements database</li> <li>- Our partnerships which extend the curriculum and give pupils the opportunity to gain trade qualifications and work experience in a variety of settings</li> <li>- I RESPECT Merit System</li> <li>- Achievement assemblies and our annual Awards Ceremony to celebrate success</li> </ul>

## Examples of Learners' Pathways

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### **Pupil A**

#### **Preferred Career Destination – University**

In S4 pupil A selected the following 7 subjects at National 5 level: Maths, Geography, Chemistry, Art, English, Biology as well as Duke of Edinburgh (Bronze) as a Wider Achievement option. In S5 she studied 5 subjects, including English, Chemistry and Biology at Higher level. In S6 she studied Higher Business Management as well as attending the Advanced Higher Hub at Caledonian University to study Chemistry and Biology. She was part of the Focus West top up programme and UCAS preparation group. She was accepted for a Degree in Biomedical Science at University.

### **Pupil B**

#### **Preferred Career Destination – FE College**

Pupil B selected 7 subjects in S4. He studied the following subjects at National 4 level: Maths, History and English. He achieved Graphic Communications, PE and Music at National 5. Pupil B chose Work Experience for 2 afternoons in a local Primary School. In S5 he chose 5 subjects, including English at National 5, PE at Higher level and College to study Early Years at level 5. He then went on to study an HNC in Early Education & Child Care full-time at College.

### **Pupil C**

#### **Preferred Career Destination – Modern Apprenticeship**

Pupil C chose 7 subjects in S4. She studied the following subjects at National 4 level: Maths, Physics, PE, English, Graphic Communications and Geography. She chose the Pre-apprenticeship course in Construction. She then went on to a Modern Apprenticeship in Construction with Morris & Spottiswood.

### **Pupil D**

#### **Preferred Career Destination – Employment**

Pupil D selected 7 subjects in S4. He studied the following subjects at National 5 level: Maths, English, Business, and Administration. He also achieved Hairdressing, Music and Modern Studies at National 4. In S5 he chose 5 subjects, including Higher English, Business and a Foundation Apprenticeship Pathfinder in Financial Services in partnership with College and work placements. He then went on to secure employment with Lloyds TSB.

