



Curriculum for Excellence Pathways from S2

Due to our unique structure, aspects of the broad general education phase (BGE) which might normally appear on transition to Secondary are delivered over 4 years from P6 to S2. The school makes a significant investment to sustain an enhanced learning experience through P6 and P7 and we do not see the 'dip in performance' in upper Primary and lower Secondary reported nationally. Indeed the opposite is evident.

For those joining us in S1 we carefully review their learning prior to entry and during S1 and into S2 and make appropriate adjustments so that they are ready to access the same range of opportunities beyond our BGE phase.

Our curriculum structure in S1 to S3 reflects these prior experiences together with our knowledge of pupil progress and attainment from P6 through to S3 and the actual pathways of pupils through the senior phase and beyond school.

Our pupils undertake course choice in S2 prior to entry to S3. We have not identified any potential gains for our young people by delaying course choice or altering the number or level of subjects which pupils can access in S4 and beyond.

"A major strength is the very well-planned transition from P6 to S2. Children and young people benefit from exciting and innovative experiences planned between primary and secondary teachers. Young people who join the school in S1 take part in a number of innovative activities to ensure they continue to make progress in their learning."

HMIe 2013

Pupils study 8 subjects in S3. These choices are based on their interests and aspirations and also on the need to ensure appropriate progression to the senior phase. In addition, all pupils continue with Religious Moral and Philosophical Studies, Personal Social and Health Education and with Physical Education.

Teaching programmes in S3 draw upon

- ♦ Any key *Level 3 Experiences and outcomes*¹ not covered hitherto
- ♦ Relevant *Level 4 Experiences and outcomes*
- ♦ Appropriate elements of National 4 and 5 to ensure articulation with these courses and to assess pupils' capacity to respond to the challenges therein

and

- ♦ Continue to develop the skills for learning, life and work integral to the course and for progression

It is important to understand that pupils do not progress through National 4 to National 5 in S3/S4. In some subjects there is a large overlap between Level 4 Es&Os and the National courses.

Prior to course choice there is an extensive programme of careers information, personal profiling and curriculum advice. Each pupil's curriculum is structured to ensure satisfactory breadth of study. Please see the Course Choice¹ and Careers² areas of the web site for further information.

¹ <http://www.jordanhill.glasgow.sch.uk/course-choice/>

² <http://www.jordanhill.glasgow.sch.uk/careers/>

Senior Phase

Pupils progress to the National Qualifications³ completing these in the summer term of S4. These courses draw on and build on the curriculum experiences and outcomes as appropriate.

Pupils could follow any one of the following pathways depending on their rate of progress to the end of S2 and how well they cope with their S3 programmes

- ♦ Complete National 3 Units
- ♦ Complete N4 Units and the N4 Added Value Unit⁴ to gain the N4 course award
- ♦ Complete SCQF Units at N5 only
 - Potentially complete the N4 Added Value Unit to gain the N4 course award
- ♦ Complete the N5 course

We aim to develop a shared understanding of how well each pupil is coping with the demands of each programme so that detailed guidance can be offered as to which of these pathways will lead to success in S4 and then to worthwhile progression in S5.

The reports and course choice advice offered in February following the S2 examinations form part of that guidance.

The overall aim of our senior phase (S4-S6) is that young people, whatever their individual interests and needs have

- ♦ A curriculum which is coherent
- ♦ The opportunity to obtain qualifications as well as to continue to develop the four attributes and capabilities of Curriculum for Excellence
- ♦ Opportunities to develop skills for learning, life and work
- ♦ A continuing focus on literacy, numeracy and health and wellbeing
- ♦ Personal support to enable them to gain as much as possible from the opportunities provided
- ♦ Support in moving to a positive and sustained destination beyond school.

Jordanhill School does **not** present candidates early for N4 and N5 awards (S3) or present for Higher in S4 or by-pass N5 to progress straight to Higher Grade except in exceptional circumstances. The main reasons for this are

- ♦ To minimise the overall burden of assessment on pupils to allow more time to be spent on learning and teaching so that ultimately higher levels of understanding and skills can be developed.
- ♦ Building a detailed profile of each pupil through S1-S3 maximises achievement in S4 and allows us to offer reliable advice on progression to S5.
- ♦ Curriculum models in which pupils gain Highers early or over two or three years do not convey any benefit for HE or FE entry.

³ Read more about the qualifications at <http://www.jordanhill.glasgow.sch.uk/school/national-qualifications>

⁴ To gain the overall course award at National 4 pupils must complete and pass an Added Value Unit in addition to the components units. National 4 awards are ungraded.

School Reports

All we ask of any child is that they achieve to the best of their ability - 'Ad summa nitor - *strive for the highest*'. The emphasis is on the striving and not on innate ability whatever that might mean.

Except very broadly (see below,) measures of 'ability' do not correlate very well with ultimate attainment. Personal characteristics of hard work, perseverance, resilience and taking responsibility are just as important. These are the qualities that parents should seek to engender.

Reports throughout Primary and early Secondary are designed to offer parents insights into whether their child is progressing to the best of their ability and also how they are progressing relative to their peers within the school and nationally. As the pace of learning accelerates from P5 to S2, the differences in pupils' rates of progress start to become accentuated.

Despite our best efforts, it sometimes comes as a surprise to parents to realise where their child is relative to national and school benchmarks.

Standardised Tests

In Jordanhill School all pupils undertake the *Progress through English* (PTE) and *Progress through Mathematics* (PTM) standardised tests in P6 and S1. They also complete a *Cognitive Abilities Test* (CAT) in S1. From 2018 pupils have also completed the Scottish National Standardised Assessments (SNSA) in Literacy and Numeracy in S3.

These tests are used primarily for diagnostic purposes to identify pupils with significant weaknesses or strengths and/or where there are anomalies amongst the constituent components of the test or divergence from progress in class. This information informs the work of Support for Learning and preparations for support provided in assessments leading to additional support in SQA examinations from S4 onwards.

The test results also provide a general indicator of ability. However, we do not teach to these tests or prepare pupils for them unlike schools in England where the outcomes can determine funding.

Pupils of all 'abilities' attending Jordanhill School perform considerably better in S4 on average than such tests would predict.

"In S4 to S6 young people's achievements in national examinations are outstanding and the school performs much better than the national average and schools which serve young people with similar needs and backgrounds."

HMIe 2013

Progress from S2

The comments that follow relate to the 'core' subjects to which pupils have had extended exposure in some form from P6 through to S1: English, Mathematics, Science, French, Geography and History.

They do not apply to other subjects to which pupils have had limited exposure to date. Self-evidently, pupils cannot be expected to be working at the same levels in these subjects. However, a pupil's 'average' performance across the core subjects does correlate strongly with likely success in all subjects.

The following information offers some insight into where pupils are now and where they might be by the end of S5.

On average it takes about 9 months for a pupil to move from the **making early progress** at a level to **progressing well** and a further 9 months to level **achieved**. Two pupils who are both assessed as **progressing well** at level 3 can be several months apart in their progress.

Analysis of the progress pupils make from S2 to S5 tells us that

By February of S2

- ♦ Strong candidates for 4 or 5 Highers are highly likely to have **achieved** level 3 in all of their core subjects by February of S2 and certainly by the end of S2.
- ♦ Pupils working at level 2 in a core subject would not normally progress to National 5 in S4 or Higher in S5.
- ♦ A pupil who is **making early progress** at level 3 may take 18 months to become secure. National 4 then becomes a more likely progression route in S4 rather than National 5 in S4.

You can read more about the Secondary curriculum, assessment and reporting in the Secondary section of the prospectus <http://www.jordanhill.glasgow.sch.uk/school/prospectus>

Further information on Curriculum for Excellence and National Qualifications including links to SQA and the National Parent Forum can be found on the school and national Parentzone web sites

<http://www.jordanhill.glasgow.sch.uk/curriculum-for-excellence/>

<http://www.jordanhill.glasgow.sch.uk/school/national-qualifications>