

Curriculum Pathways S3 to S5

PARENT INFORMATION EVENING

THURSDAY 16 JANUARY 2020



Aims

- To describe what we mean by curriculum and pathways
- To share our aspirations for the Bell Baxter curriculum offer 2020/21
- To show examples of potential pathways
- To outline our supported course counselling processes for 2020



What is curriculum?

“...the total structure of ideas and activities developed by a school to meet the learning needs of students, and to achieve desired educational aims”

or “the totality of all that is planned” (Education Scotland)

When considering our curriculum we think about...

...**why** (i.e. what are our aims/outcomes for our young people?)

...**what** we want to deliver (i.e. content and skills, subjects and qualifications)

...**how** (i.e. learning & teaching strategies; curriculum frameworks, learning blocks, processes)

...**assessed how** (i.e ongoing **formative** for feedback to help progress or **summative** to provide a grade on progress and ascertain whether or not teaching has been effective)



Scottish Government Aims Successful Learners

Successful Learners

with:

- > enthusiasm and motivation for learning
- > determination to reach high standards of achievement
- > openness to new thinking and ideas

and able to:

- > use literacy, communication and numeracy skills
- > use technology for learning
- > think creatively and independently
- > learn independently and as part of a group
- > make reasoned evaluations
- > link and apply different kinds of learning in new situations

The Four Capacities



Scottish Government Aims

Confident Individuals

The Four Capacities



Confident Individuals

with:

- > self respect
- > a sense of physical, mental and emotional wellbeing
- > secure values and beliefs

and able to:

- > relate to others and manage themselves
- > pursue a healthy and active lifestyle
- > be self aware
- > develop and communicate their own beliefs and view of the world
- > live as independently as they can
- > assess risk and take informed decisions
- > achieve success in different areas of activity

Scottish Government Aims Effective Contributors

The Four Capacities



Effective Contributors

with:

- > an enterprising attitude
- > resilience
- > self-reliance

and able to:

- > communicate in different ways and in different settings
- > make informed choices and decisions
- > work in partnership and in teams
- > take the initiative and lead
- > apply critical thinking in new contexts
- > create and develop
- > solve problems

Scottish Government Aims Responsible Citizens

The Four Capacities

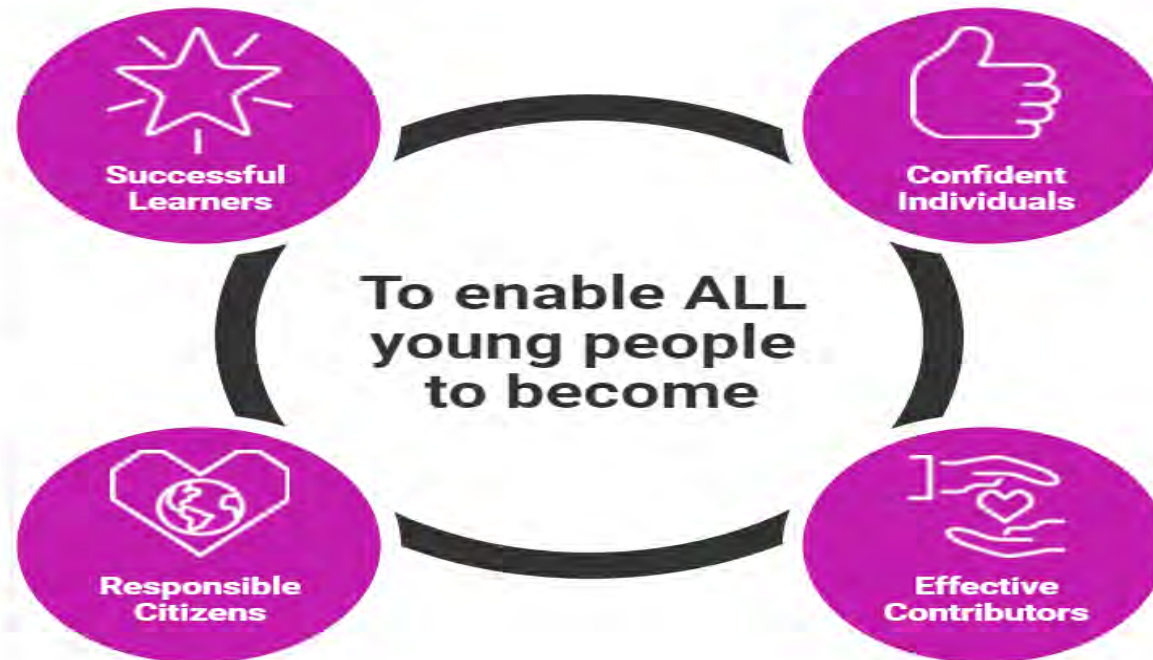
Responsible Citizens

with:

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

and able to:

- develop knowledge and understanding of the world and Scotland's place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues



Bell Baxter High School

2020 Vision

We aspire to offer a curriculum that:

- is **broad** across the range of curriculum areas from S1-3 (Broad General Education) i.e. English, maths, modern languages, science, social subjects, expressive arts, technologies & health and wellbeing (breadth and depth)
- provides ongoing opportunities for young people to **specialise and deepen their learning** throughout the BGE (personalisation and choice)
- is **well planned**, appropriately **challenging** and **relevant** to young people, engaging their different interests, providing **strong progress** through S3 and into excellent S4, S5 and S6 attainment and achievement (coherence, challenge, enjoyment, progression and relevance)
- delivers the **best learning experiences** for all young people across different contexts through the highest quality learning, teaching and assessment practices
- develops a framework that is responsive enough to plan **flexible pathways** for young people in line with their needs and interests



Bell Baxter's 2020 Vision – Aspirational Outcomes

We aspire to support the development of:

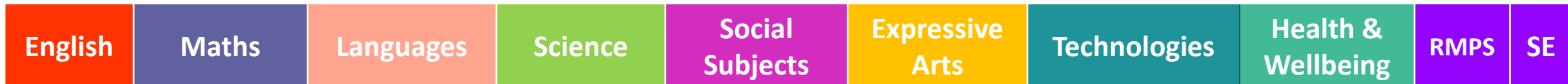
- young people who can clearly evidence the skills set out in the **four capacities**
- young people who are included and can clearly evidence the outcomes of the **wellbeing indicators** i.e. who are safe, healthy; achieving; nurtured; active; responsible; respected and included
- young people moving in a **flexible** and relevant way through different **pathways** in our curriculum framework
- young people who are achieving the **highest possible qualifications and achievement**
- young people who are moving to **100% positive destinations** with a clear pathway for all



Bell Baxter's 2020 Vision – How? S1/2 Frameworks and Pathways

- All young people engage with learning experiences across all curricular areas, planned according to their needs at the appropriate level (level 1 – level 4)

Curricular Areas are as follows:



Bell Baxter's 2020 Vision – How? S3 Frameworks and Pathways

- 9 courses are currently studied in total across all curricular areas.

English	Maths	Languages	Science	Social Subjects	Expressive Arts	Technologies	Health & Wellbeing	
English	Maths Applications of Maths	French German Spanish Modern Languages for Life and Work	Biology Chemistry Physics Lab Skills	Geography History Modern Studies Media RMPS	Art Dance Drama Hospitality Music Music Technology	Accounting Administration Business Mgt. Computing Design & Manufacturing Graphic Communication	PE	SE/ RE



Bell Baxter's 2020 Vision – How? S4 Frameworks and Pathways

- Specialising and continuing with 7 subjects from the existing 9
- English + maths + 5 from existing courses

English	Maths	Languages	Science	Social Subjects	Expressive Arts	Technologies	Health & Wellbeing	
English	Maths Applications of Maths	French German Spanish Modern Languages for Life and Work	Biology Chemistry Physics Lab Skills	Geography History Modern Studies Media RMPS	Art Dance Drama Hospitality Music Music Technology	Accounting Administration Business Mgt. Computing Design & Manufacturing Graphic Communication	PE	SE/ RE/ Skills



Bell Baxter's 2020 Vision – How? S5 Frameworks and Pathways

- Specialising and continuing with any 5 subjects
- English progression in S5 highly recommended
- S5 and S6 choose 5 columns of study; wider offer allows this
- **Exception 2 / 3 AHs permitted 1 /2 study columns**

English	Maths	Languages	Science	Social Subjects	Expressive Arts	Technologies	Health & Wellbeing	
English	Maths Applications of Maths	French German Spanish Modern Languages for Life and Work	Biology Chemistry Physics Lab Skills	Geography History Modern Studies Media RMPS	Art Dance Drama Hospitality Music Music Technology	Accounting Administration Business Mgt. Computing Design & Manufacturing Graphic Communication	PE	SE RE Extraction



Bell Baxter's 2020 Vision – How? **S4 –S5 Frameworks and Pathways**

- Continue learning from S3 - S4 – aspiration to be with the same teacher from S3-S4
- Enhanced 2020 Curriculum Offer – new prospectus on website (under construction)
- Wider range of partner providers from 2020:
 - ✓ **SRUC; Fife College; Duke of Edinburgh; Princes Trust; Youth Philanthropic Initiative; CLD**
- Wider range of qualifications:
 - ✓ **SQA National Qualifications, National Progression Awards; Skills for Work Awards, John Muir; Youth Achievement; Duke of Edinburgh at SCQF level 4, 5, 6 (Higher) and 7 (Advanced Higher)**
- Further enhanced in S5/6:
 - ✓ **Foundation Apprenticeships; HNC (study first year of university whilst still at school) ; Open University short courses**



Bell Baxter's 2020 Vision – How? S4/5 Frameworks and Pathways

- Learning is delivered mostly in 100 minute blocks from S4
- This supports deeper learning, less unsettled movement around the school at period change and the most effective pedagogical methods such as cooperative learning, independent learning, feedback, ongoing learner conversations, higher quality practical activities and stronger opportunities for both formative and summative assessment



Bell Baxter's 2020 Vision – Course Counselling Processes

- Counselling into pathways most likely to lead to success
- Informed by career aspirations
- Pathways will be informed by subject **entry requirements** and **strongest attainment**
- Principal teachers of curriculum will have a key role in ensuring appropriate pathways to success
- Guidance/Support and SLT interviewing
- S4 and S5 'mock' interview 30/31 January to gather information as to viability of courses
- Those with viable interest go forward to S4/5 course choice on 11th -13th March after prelims
- Viability of numbers. Those with sufficient numbers will go forward.
- Any students who do not receive their first choice will be offered their reserve.
- Parents are emailed the choices after interview.



Bell Baxter's 2020 Vision – Improved Offer in the Senior Phase

Traditionally a single pathway of qualifications has been offered in Scottish schools :

Qualifications	SCQF Level
• National 3	3
• National 4	4
• National 5	5
• Higher	6
• Advanced Higher	7



Bell Baxter's 2020 Vision – Improved Offer in the Senior Phase

Increasingly, schools are responding to the demands of colleges, universities and employers to offer qualifications that are relevant and develop important skills linked to labour market demand:

Qualifications/SCQF Level

- National Progression Awards/ **Levels 3 - 6**
- Foundation Apprenticeships/ **Level 6** (= Higher A or two Higher B)
- HNC/ **Level 7** (= Advanced Higher)
- Open University modules/ **Level 7** (= Advanced Higher)



Bell Baxter's 2020 Vision – Our Prospectus



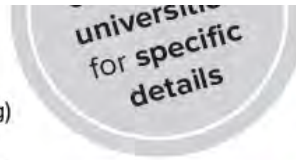
Bell Baxter's 2020 Vision – Foundation Apprenticeships

- Accountancy
- Social Services: Children & Young People
- Social Services: Health Care
- Scientific Technologies: Applied Laboratory Skills
- Software Development
- FAs are 2-year courses run over S5 & S6
- They are the equivalent of Highers (SCQF Level 6)
- They offer industry-recognised qualifications with academic studies
- Each programme includes a work based experience
- Direct pathway from FAs into a Modern Apprenticeship or to college or university



Bell Baxter's 2020 Vision – Foundation Apprenticeship to University

- ▲ The university offers enhanced recognition if applying for a degree in the same subject area (e.g. FA Accountancy into Degree Accountancy)
- The university doesn't offer a degree in this subject area, FA recognised as a Higher towards other subjects (e.g. FA Accountancy into Degree Engineering)
- ✗ The university does not recognise FA frameworks in this subject area (FA in this subject area is not recognised as a Higher towards same/other subjects)



University	Recognition	Accountancy	Business Skills	Civil Engineering	Creative & Digital	Engineering	Financial Services	Food & Drink	Hardware & Systems	Software Development	Scientific Technology	Social Services Children & Young People	Social Services Healthcare
Abertay University	1 Higher A, ★ 2 Highers B	★	★	★	★	★	★	★	★	★	★	★	★
Edinburgh Napier University	1 Higher A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Glasgow Caledonian University	1 Higher A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Glasgow School of Art	1 Higher A	●	●	✓	✓	●	●	●	●	●	●	●	●
Heriot Watt University	1 Higher A	✓	✓	✓	✓	✓	✓	●	✓	✓	✓	●	✓
Open University	Open Recognition	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Queen Margaret University Edinburgh	1 Higher A	✓	✓	●	✓	●	✓	●	●	✓	✓	✓	✓
Robert Gordon University	1 Higher B, ★ 2 Highers B	★	★	★	★	★	★	★	★	★	★	★	★
Royal Conservatoire of Scotland	1 Higher A	●	●	●	●	●	●	●	●	●	●	●	●
Scotland's Rural College	1 Higher A	✓	✓	●	●	●	✓	●	●	✓	●	●	●
University of Aberdeen ³	1 Higher B	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



Bell Baxter's 2020 Vision – Foundation Apprenticeship to College

How to read this table:

Same subject area applications

(e.g. FA Accounting to HNC Accounting)

- ✓ Direct entry with FA, no additional qualifications required
- ✓¹ Entry with FA plus unspecified qualifications (e.g. FA plus additional Higher and/or Nat 5s)
- ✓² Entry with FA plus specified qualifications (e.g. FA plus Higher English and/or Nat 5 Maths)

Different subject area applications

(e.g. FA Accounting to HNC Healthcare)

FA recognised as a Higher

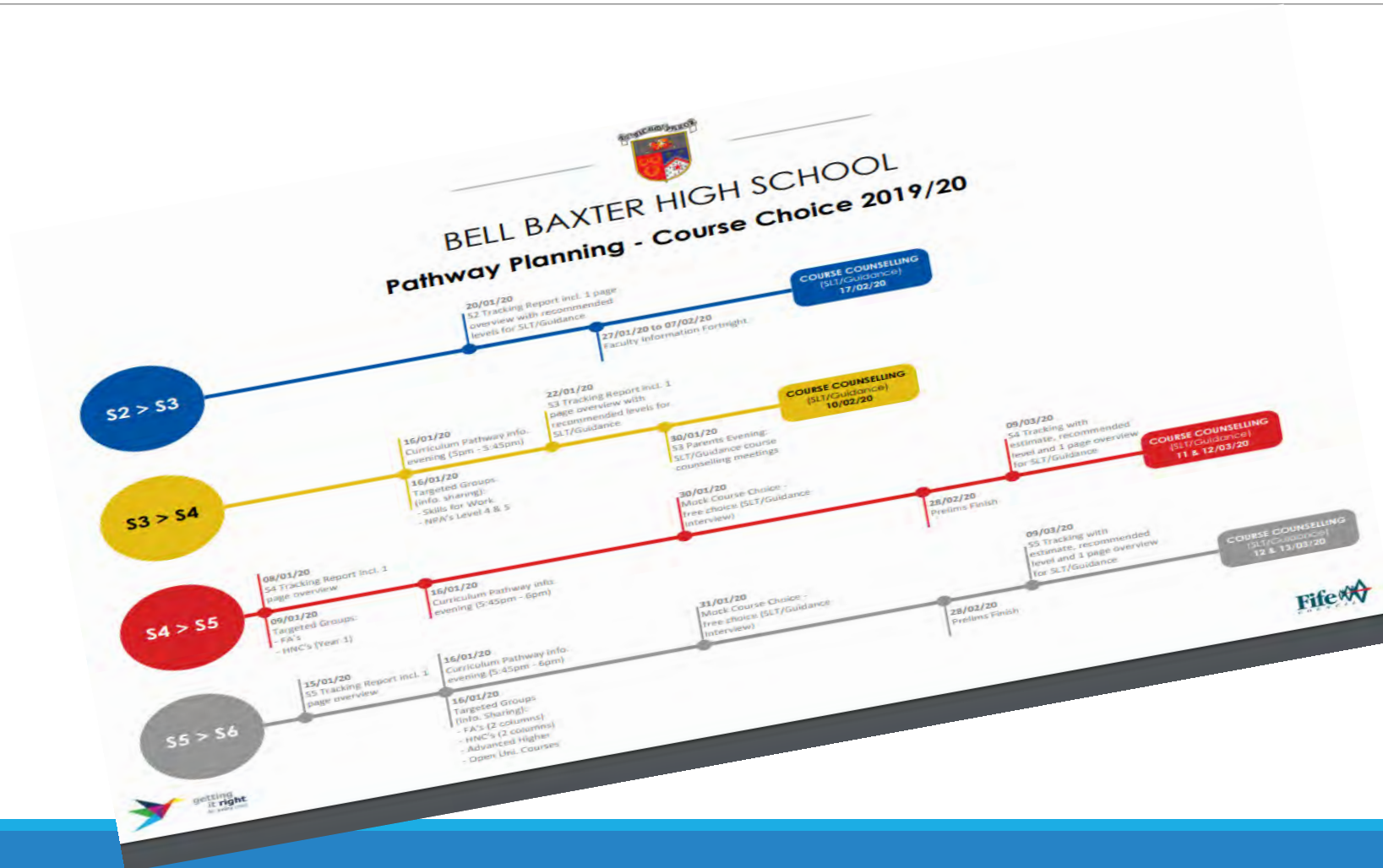
- No HNC/D provision for this FA (e.g. FA will be recognised as a Higher)



College	Accounting	Business	Civil	Creative	English	Finance	Food	Healthcare	Software	Other
Ayrshire College	●	✓	✓	●	✓	●	●	●	✓ ²	✓
Borders College	●	✓	●	✓ ²	✓ ²	●	●	✓	✓	✓
City of Glasgow College	✓	✓	✓	✓ ²	✓	✓	●	✓ ²	✓ ²	✓
Dumfries & Galloway College	✓	✓	●	✓	✓	✓	●	●	✓	✓
Dundee & Angus College	✓	✓	✓	✓	✓	●	●	✓	✓	✓
Edinburgh College	✓	✓	✓	✓	✓	✓	●	●	✓ ¹	✓
Fife College	✓ ¹	✓ ¹	✓ ²	✓	✓	●	●	✓ ¹	✓ ¹	✓
Forth Valley College	✓	✓	✓	✓ ²	✓	●	●	✓ ²	✓ ²	✓
Glasgow Clyde College	✓	✓	●	✓	✓	✓	●	✓	✓	✓
Glasgow Kelvin College	●	●	✓	✓	✓	●	●	✓	✓	✓
New College Lanarkshire	✓	✓	●	✓ ²	✓	✓	✓ ²	✓ ²	✓ ²	✓
North East Scotland College	✓	✓ ¹	●	✓ ¹	✓ ²	●	●	✓ ²	✓ ²	✓
South Lanarkshire College	✓	✓	✓	✓	●	●	●	●	●	✓
University of Highlands and Islands	✓	✓	✓	✓	✓	●	✓ ²	✓	✓	✓
West College Scotland	✓	✓	✓	✓	✓	●	●	✓	✓	✓
West Lothian College	✓ ²	✓ ²	✓	✓ ²	✓	●	●	✓ ²	✓ ²	✓



Bell Baxter's 2020 Vision – S2 – S5 Course Counselling Timeline



Bell Baxter's 2020 Vision – S2 into S3 Course Counselling Timeline

