

Notre Dame High School

S3 Profiling



Skills for Learning, Skills for Life, Skills for Work

S3 Skills and Achievement Profile Pupil: _____
Notre Dame High School Class: _____

Expressive Arts	Health and Wellbeing	Languages and Literacy	Numeracy and Maths	Rel in Catholic Schools	Sciences	Social Studies	Technologies
Art Music	Home Economics Personal Support PE Physical Education	English French	Maths	Religious Education	Science	Geography History Modern Studies	Business & Technology Creative Communications

Recent and Best

Expressive Arts	Health and Wellbeing	Languages and Literacy	Numeracy and Maths

S3 Skills and Achievement Profile Pupil: _____
Notre Dame High School Class: _____

Health and Wellbeing	Literacy	Numeracy

S3 Matterclass Curriculum

Outdoor Learning

Wider Achievement

Aspirations and Skills for Work

University (UE) College (CE)

Thinking Skills

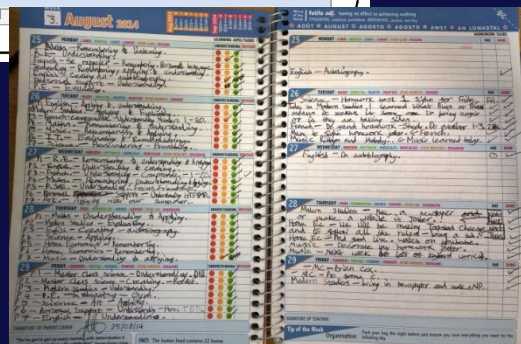
- Creating
- Evaluating
- Analysing
- Applying
- Understanding
- Remembering

curriculum for excellence

Skills for Work

- Employability
- ICT
- Working with others
- Enterprise
- Leadership
- Citizenship

curriculum for excellence



Name: _____

Class: _____

S3 Profile

Throughout the school year you have been encouraged to 'profile' your learning on a daily basis. Near the end of S3 you will create your own S3 profile.

Why do I need an S3 profile?

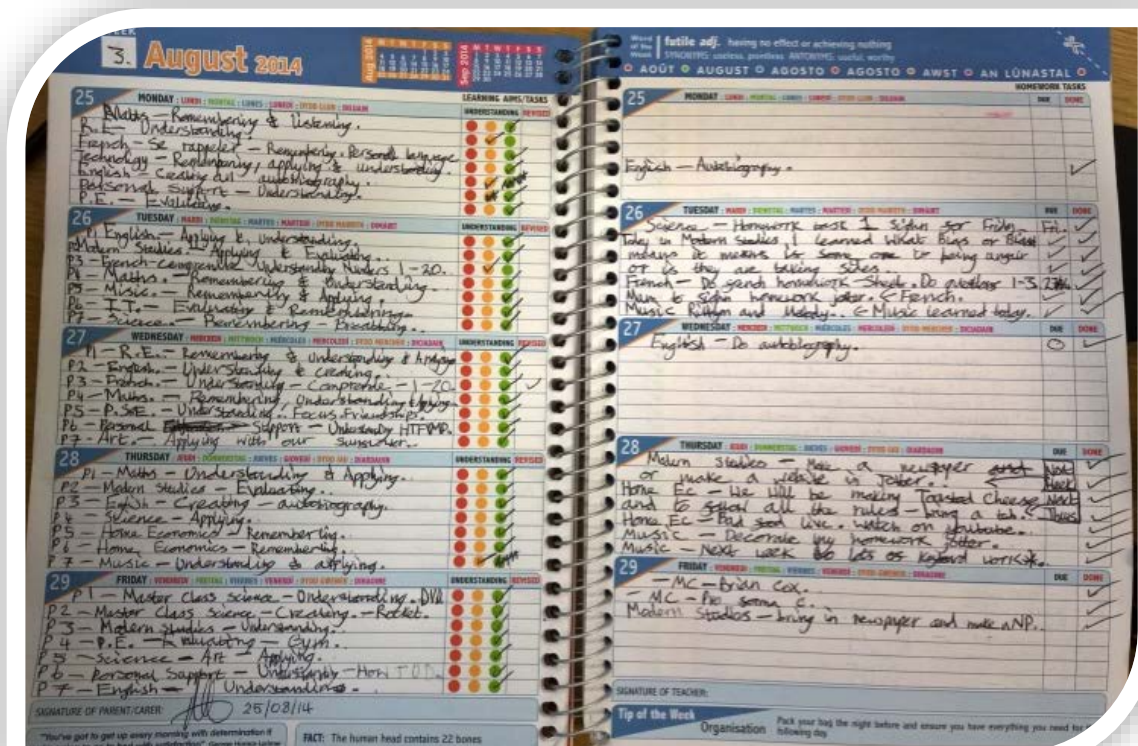
A profile is really a chance for you to share your most recent and best learning with others. In P7 and S3, every pupil in Scotland creates a profile.

The profile itself is important but it is the profiling process that prepares you for creating an accurate and rich profile at the end of S3.

How have I had the chance to undertake 'profiling' at Notre Dame?

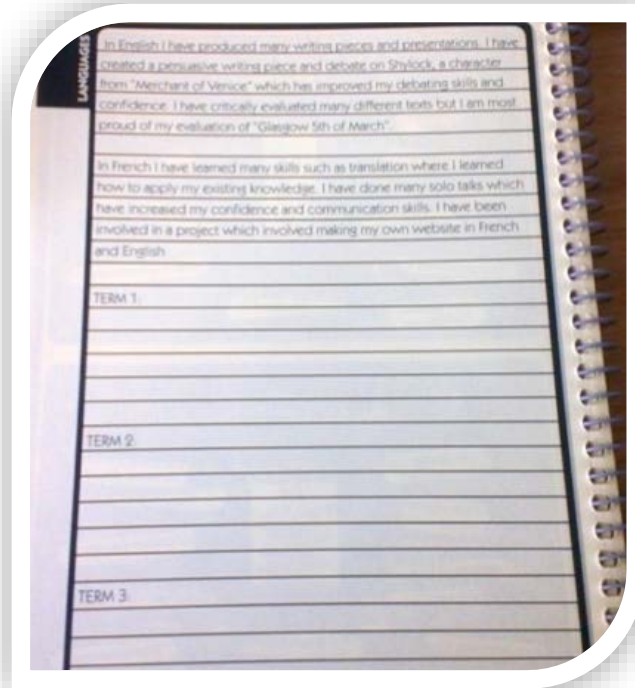
At the start of every lesson you have been encouraged to take a note of the 'Thinking Skill' focus. Your class teacher has shared the learning intention and success criteria but also identified a dominant skill.

Beside the skill you have noted a brief description of the content of each lesson. This process has helped you profile the skills you need for learning.



How have I had the chance to undertake 'profiling' at Notre Dame?

At set points during the year, the focus of your Personal Support lesson has been to reflect on the learning experiences that you have had in each curricular area.



Once per term, you were asked to note down your most recent and best achievements in each curricular area. You will use these reflections as you start to create your S3 profile.

What will be included as part of my profile?

Your profile will be no more than two pages. It should, where practically possible, allow you to include information on:

- Progress in each curricular area
- A learner statement outlining your most recent and best work and achievements
- Your most recent and best work and achievements in relation to literacy, numeracy and health and wellbeing
- The skills for life and work that you developed as part of the Masterclass curriculum
- Any opportunities you had to engage with outdoor learning
- Personal or school community based achievements from any area of your life
- Your aspirations and possible career or further education plans for the future

When will I create my final S3 profile?

You will complete the profile between March and May of S3. You will use the following items to help you complete your profile:

- Planner/Diary - Passport Section
- This booklet
- Skills for Learning, Life and Work document

During rotation three of the S3 Masterclass curriculum you will be in your tutor sections during the double period. For some of the time you will work in class to complete some written activities to prepare you for creating your final profile.

You will then use the ICT facilities to create your profile. It will be saved on the network and then printed.

The online copy will be accessible to teachers and the careers advisor.

You will receive a printed version during the S3 awards ceremony.

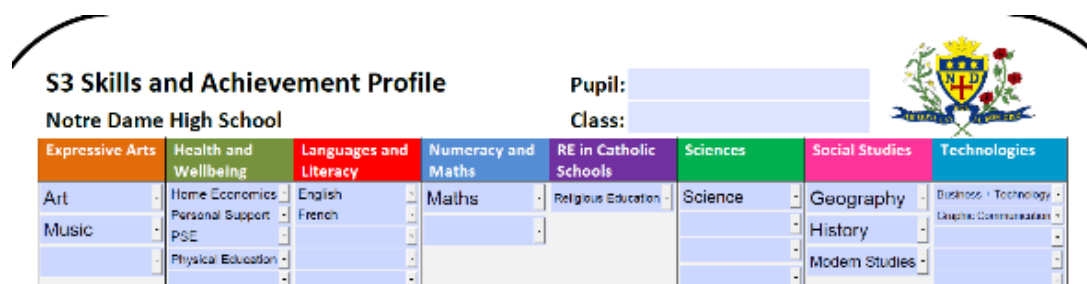
What will happen to my profile after S3?

During personal support time at the start of S4, your teacher will talk to you about your profile. Your teacher may talk to you about your aspirations and targets for the future and will have a better idea of your aims and ambitions.

Completing your S3 profile

This section will assist you as you prepare to complete your profile. In the first section of your profile you should select the subjects that you have studied since S1. The profile comments will be a reflection of your most recent and best work and achievements but this section will allow you to reflect on the breadth of content that you have engaged with since S1.

Enter your name and tutor class at the top of the profile. Then select the subjects that you have studied under each curricular area.



S3 Skills and Achievement Profile
Notre Dame High School

Pupil:
Class:

Expressive Arts	Health and Wellbeing	Languages and Literacy	Numeracy and Maths	RE in Catholic Schools	Sciences	Social Studies	Technologies
Art	Home Economics	English	Maths	Religious Education	Science	Geography	Business - Technology
Music	Personal Support	French				History	Language Communication
	PSSE					Modern Studies	
	Physical Education						

Recent and Best

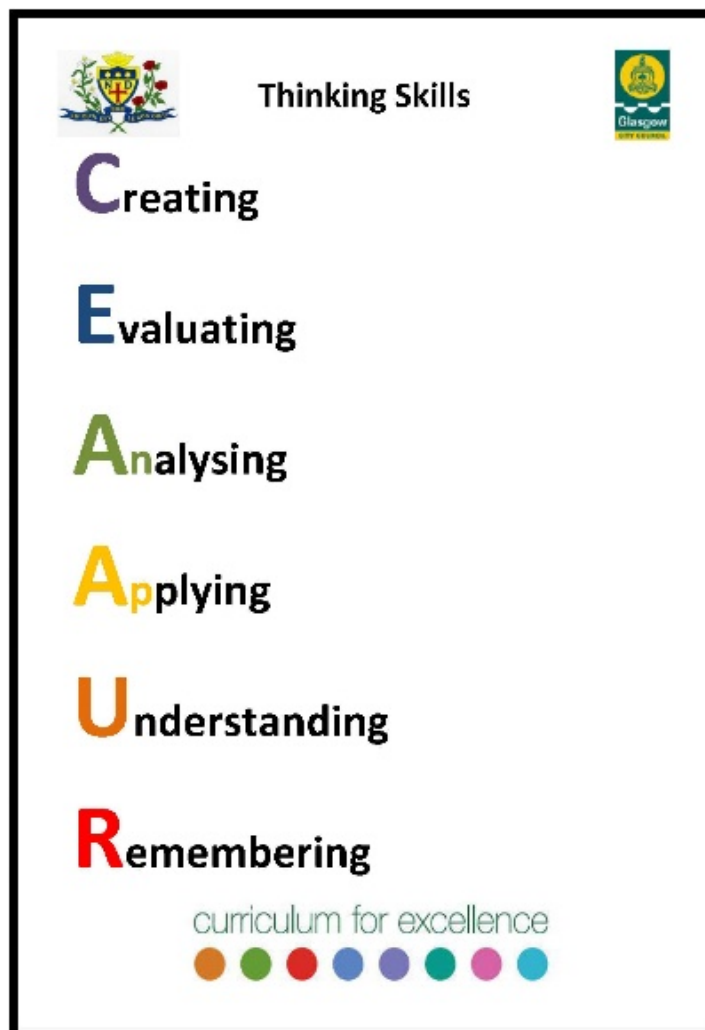
In the next section of your profile, you will add comments under the headings of each curricular area.

You don't need to focus solely on work you have completed on your own. You should think of the role that you played in group work activities.

You should also think about your work in terms of what you have made, what you have said, what you have written and what you have done.

To prepare to complete this section, use the following two pages to create bullet point lists of recent work and achievements that you are proud of or that you enjoyed completing.

Try to think about the skills for learning that you have applied when completing your work in each area. You can use the poster on the wall of your class as a reminder.



Expressive Arts

Health and Wellbeing

Languages and Literacy

Numeracy and Maths

Remember to use the space below to bullet point reminders about your most recent and best achievements in each curricular area.

RE in Catholic Schools

Sciences

Social Studies

Technologies

Learner Statement

Within the learner statement box, you are to select the achievements that you are most proud of. The achievements and examples of work you select should:

- Relate to learning in school
- Give the reader an insight into what you are passionate about in terms of learning
- Be based on recent activities and experiences
- Describe the skills that you have developed
- Focus on four or five areas only

This section should be fairly detailed. You need to take some time to think about what you are going to write.

Use the space below to create a draft version of what you want to write about as part of your learner statement.

Learner Statement - Draft

Health and Wellbeing

By *Health and Well Being* we don't just mean that you are fit and physically strong- we mean you should have the opportunities in school to help you develop and feel well in the following ways:

- Physically
- Spiritually
- Emotionally
- Socially

Use the boxes below to note down some activities, subjects or experiences where you feel you have had the chance to develop in terms of Health and Wellbeing

Physically	Spiritually
Emotionally	Socially

Literacy

Literacy is very important in our lives because it is all about being able to communicate to other people in the world so that we feel part of the world and we can contribute, have our thoughts, feelings and beliefs heard.

Literacy in its simplest term involves the skills of:

- Reading
- Writing
- Listening
- Talking

So, we don't just do this when we are in our English class. Almost everything we do involves one of these skills.

Let's take a minute to think of all the ways in which we might find ourselves using and developing our Literacy Skills:

- Reading books, plays and poems
- Researching topics in the library
- Giving a talk or presentation to your group or class
- Using IT to present a research project
- Studying maps or graphs
- Studying timetables
- Looking at or producing adverts or promotional materials
- Reading comics, papers or magazines
- Studying recipes or instruction manuals
- Writing reports or reviews
- Using sites like edmodo or GLOW to research or complete homework

Now, think of three occasions in each area when you think you had to use your literacy skills in school during S3.

Reading	Writing
Listening	Talking

Numeracy

Numeracy is a critical life skill. In this section of your profile, you will enter comments on your most recent and best work and achievements. You might find that you have developed skills in numeracy out with class, for example, when competing in sport, preparing food or using ICT.

Briefly note down your engagement with numeracy under the following headings:

Time	Decimals, Decimal Fractions and Percentages
Money	Estimation and Rounding

S3 Masterclass Curriculum

The masterclass curriculum has allowed you to develop new skills in range of different contexts. The classes have allowed you to learn about activities that are often not part of your classroom experience.

You have also had the chance to focus on particular aspects of a subject area that you may not have had time to learn about in class.

Here is a reminder of some of the Masterclass activities that you have been able to participate in.

Film Making	The Big Knit	Creative Cakes	Scottish Architecture	World Music
Print Making	Games Design	Gothic Horror	Dragon's Den	Dance
Room Budgeting	Enterprise	Run your own Cafe	The Universe	Outdoor Learning
Heartstart	Textiles	Global Citizenship	Pop Factory	NDHS 60 th Anniversary
Commonwealth	Foods Around the World	Monologues and Dialogues	Skiing	Pyjama Party
Silk Painting				

Select the two Masterclass activities that you enjoyed the most and briefly note down the skills that you feel you had the chance to develop.

- Why did you enjoy Masterclass?
- What was different about it?
- Did you develop any skills that might help you in the world of work?



Outdoor Learning

Outdoor learning is not just learning about the environment or gardening. Of course, learning about the local area, wildlife and nature are important parts of the curriculum and are an obvious context for outdoor learning. However, this aspect of the curriculum is about all experiences of learning that take place out with the classroom.

School trips such as to the cinema as part of a media course, to a performance related to Drama or Music and to foreign countries as part of modern languages programmes all provide you with the chance to enhance and contextualise your learning out with school.

Briefly note some examples of any outdoor learning that you have undertaken in S3. Tick the box to the right to categorise the activities that you participated in

Outdoor Learning	Nature and Science	Geography	School Trips	Foreign Trips	Other

Did you develop any skills for life or work when participating in Outdoor Learning?

Wider Achievement

The wider achievement section is designed to allow you to reflect on your achievements outside of school or in school but not as part of your timetabled classes. For example, you may have participated in a challenge or been part of a sports club or Youth Team. Any achievements you are proud of can be included here. Take time to think about your life outside of school.

- Do you help in the local community?
- Are you an active member of your Parish community?
- Are you an active member of any Faith based groups?
- Do you play sport for a team?
- Do you train for a sport?
- Do you play a musical instrument?
- Are you part of a drama group?
- Do you look after family members?
- Do you have your own business?
- Are you developing websites or games?
- Do you run any school clubs?
- Do you attend any school clubs?
- Do you attend organisations such as the guides?

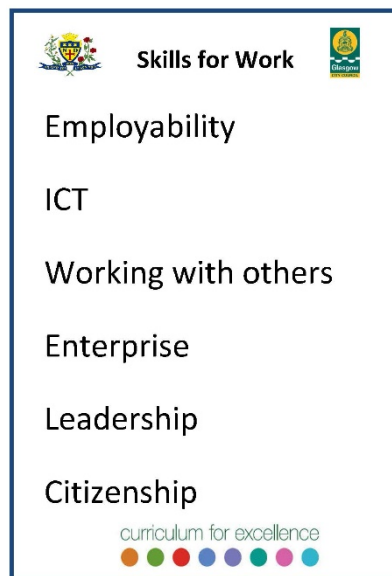
There are lots of ways that you can achieve in life. In this part of the booklet write a little more detail on your achievements, both in school and out with school.



Aspirations and Skills for Work

Within the final section of your profile, titled 'Aspirations and Skills for Work', it is important for you to think about the future.

During your time in S3 you will have had the chance to develop skills that can help you in the workplace. Increasingly, lesson plenaries (activities at the end of class) will focus on Skills for Work.



If you have aspirations to attend college or university, you may still take on part time work, and lots of Skills for Work apply to any group setting, such as project based teamwork and voluntary projects.

You may not have had the chance to develop skills in every area. However, take at least three of the headings and note down your skill set and how you think it may be of benefit to you in the future.

Skills for Work

Skills for Work

Skills for Work

Finally, what are your current plans? If you have an idea of what you would like to do in the future, note it in the space below. Also write down what you know you will need to do in order to make it happen. What subjects will you need? Are there skills you know you don't yet have that you would like to develop?

A large, empty rounded rectangular box with a blue border, intended for the user to write their current plans and future goals. The box is centered on the page and occupies a significant portion of the lower half.