



Grangemouth High School
Semper Paratus

Grangemouth High School

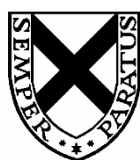


A Guide to S3 Pupil Reports



Session 2019-20





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How can I help my child be ready to learn and succeed at school?



Make sure your child attends school as often as possible and on time . Work with us to help your child maintain an attendance level above 90% . Check the information on pages 14 and 15 about the effect attendance has on your child's attainment (levels and qualifications achieved)
Ask them about what they learned in school - not just what they have been doing
Help your child take responsibility for their learning. If they are finding a subject difficult, encourage them to speak to their teacher. If they find this difficult, contact your child's Pupil Support Teacher
Remember that your child's progress is likely to vary across their subjects . Be positive and encourage them to persevere when they find things hard. Building their resilience when things are tough will help them when they move into the Senior Phase in S4
Make sure your child gets enough sleep so they are fit and ready to learn in school
If you have any concerns about your child's health or wellbeing please contact their Pupil Support Teacher
Provide a quiet space to study and do homework , away from all distractions, including mobiles phones/social media where possible
Help your child get into good study habits by regularly checking and revising their school work at home - this is homework too!
Watch out for homework referrals in your emails and letters home. Speak to your child about these. Help them take responsibility for their homework and benefit from this.
Ask to see their homework before they hand it in. If it appears to have been rushed, encourage them to do it again and take pride in their work
Homework is issued at different frequencies and times by different subjects. If you have any concerns about homework please contact your child's Pupil Support Teacher
Discuss your child's report with them to help reinforce what they are doing well and what they need to do to improve



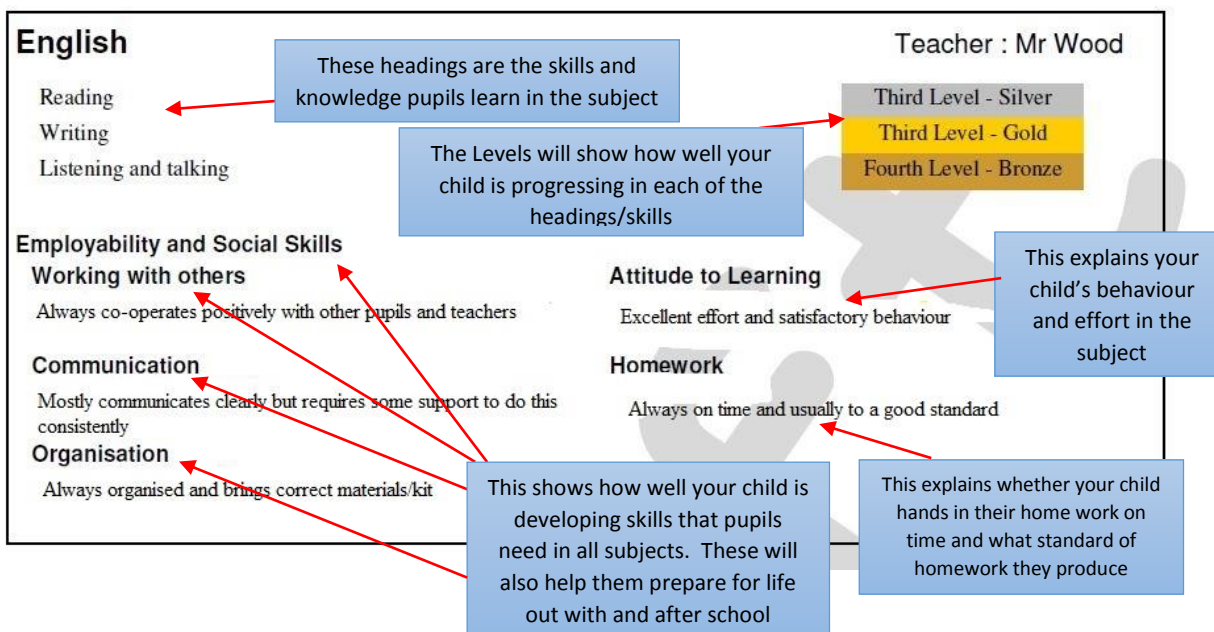
Grangemouth High School



S3 Pupil Reports Session 2019-20

Gold	Silver	Bronze	-
Your child has successfully mastered a range of skills and acquired almost all of the knowledge necessary to be able to progress to the next Level in the near future.	Your child is making positive progress at this Level. They have developed many of the required skills and acquired much of the knowledge necessary to enable them to be successful in their learning.	Your child is at the early stages of working at this Level. They are currently developing the required skills and knowledge to enable them to be successful at this Level.	indicates this has yet to be covered or yet to be assessed.

This key explains what the Levels mean in terms of your child's progress



In the **final report** in each school year, we will also include an "**Overall Progress**" statement for each subject. This is explained later in this leaflet.



Grangemouth High School Pupil Reports:

Questions and Answers

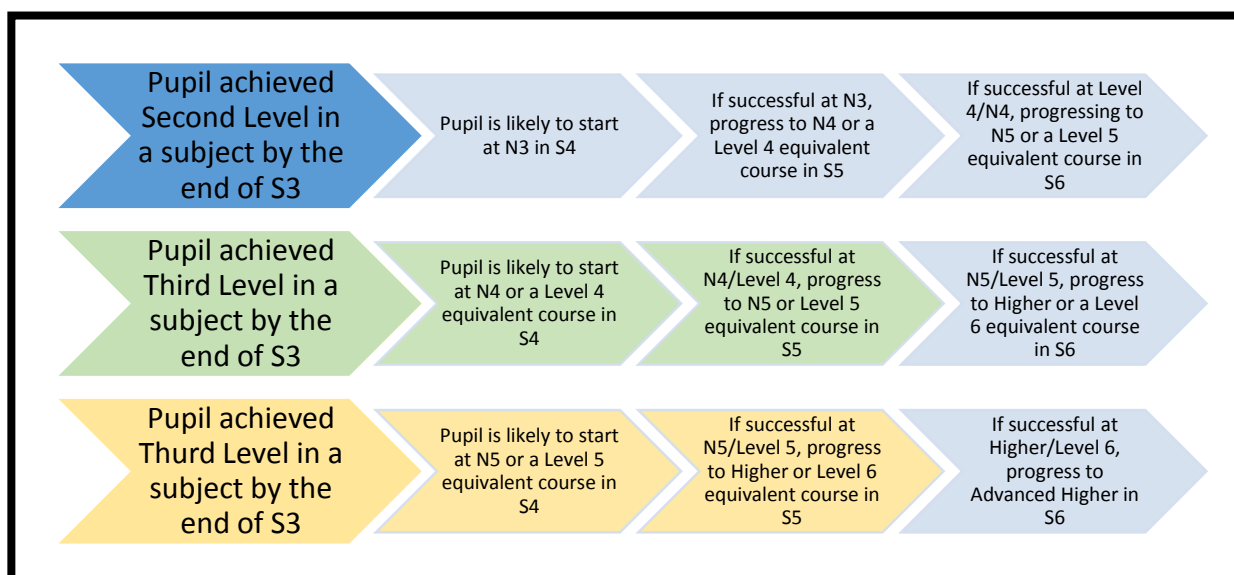


What is a tracking report?	Tracking reports will include the information shown on page 1 and give a summary of your child's progress in each subject. These are in ADDITION to the full report
What is a Full Report?	Full reports will include a written comment by each of your child's teachers identifying your child's strengths and next steps in their learning, in addition to the tracking information. ONE full report is issued for S1, S2 and S3 in each school year.
When will the Full Reports be issued?	S1: Week beginning 27th May S2: Week beginning 14th January (<i>this will support you and your child during subject pathways choices for S3</i>) S3: Week beginning 4th February (<i>this will support you and your child during subject pathways choices for S4 and will include recommended Levels for each subject</i>)
What do the subject headings/skills mean?	Please refer to the table on next page for an explanation of each subject's headers
How does a teacher make a judgement about the Level my child is at?	It is important to remember that each pupil will progress at different rates in different subjects according to their ability and level of interest. Curriculum for Excellence Levels are also very broad and it can take some time to fully achieve a Level. However, unlike the Senior Phase (S4-6) where there are qualifications, there is no test or exam to decide the Level your child is at in S1, S2 or S3. Instead, teachers use a wide range of evidence to reach a judgement about the Level a pupil has achieved. This includes what your child says, writes, makes and does in class. This could include, for example, giving a talk/presentation, a written report or test, making a model or giving a performance. From 2017, there will be National Standardised Assessments in Literacy and Numeracy. However, these <u>do not on their own</u> determine the Level a child is at. They are just part of the overall range of evidence to support teachers in making a judgement. Below is a general guide to CfE levels:

Subject Levels in S1-3: What do they mean?

In the Senior Phase (S4-6) pupils will sit assessments and exams that determine the level of qualifications they achieve. However, **Curriculum for Excellence (CfE) Levels in S1-3 are not determined by a single test, exam or assessment, as explained on the previous page.** This can make it difficult to both explain and understand what CfE Levels mean for your child. The table below gives some additional guidance and the diagram underneath is intended to show what CfE Levels might lead to when pupils start the Senior Phase in S4.

Level	Stage
Early	Age 3 - P1
First	Most pupils achieve this during P1 - P4
Second	Most pupils achieve this during P5 - P7
Third	Achieved by most pupils during S1 - S3. Pupils achieving this Level by the end of S3 would normally progress into National 3 or National 4 in the Senior Phase (S4-6).
Fourth	Achieved by some pupils during S1-3. Pupils achieving this Level by the end of S3 would normally progress into National 5 in the Senior Phase (S4-6), though this may not apply in all subjects.
Beyond Fourth	Grangemouth High School use this to indicate pupils working at a very high level in a subject. Those achieving this Level by the end of S3 would progress into National 5 in the Senior Phase (S4-6). In a few exceptional cases, possibly into Higher.



Important: Pupil progress and levels may vary across subjects. Some pupils may be recommended for 2 year options for N5 or Higher depending on their ability and progress in the subject. Breadth of qualifications (the number at a Level) can be just as important as depth (progressing to a higher level). In S2, S3, S4 and S5 all pupils will have a Pathways interview to help make subject choices and parents and carers will be invited to attend.



Explanation of Subject Headings in S3



SUBJECT: Administration & IT

HEADERS	EXPLANATION
ICT skills	Accuracy when inputting and displaying information. Simple use of appropriate software packages.
Admin Practices	Understanding how basic admin skills learned in school transfer to the world of business and work.
Communication	Presenting information gathered and use of emails and e-diaries.

SUBJECT: Art & Design

HEADERS	EXPLANATION
Creating	Pupils will use a variety of media and techniques to create work for art and design projects.
Observing	Pupils will create art and design work through observing, analysing and recording what they see.
Evaluating	Pupils will critically evaluate both the work of artists and designers and their own Art & Design projects.

SUBJECT: Biology

HEADERS	EXPLANATION
Knowledge and Understanding	Recall of factual information and the ability to show that information is understood.
Practical Investigation Skills	Plan and carry out scientific investigations. Analyse, present and explain the results of these investigations.
Data Handling	Ability to analyse numerical and factual data, present that data and use the data to explain scientific ideas.
Research and Reporting Skills	The ability to independently find out information about a various topics in Biology and use that information to prepare a scientific report.

SUBJECT: Business Education

HEADERS	EXPLANATION
Business Enterprise & Innovation	A basic understanding of Business concepts such as product design and marketing.
Researching and Collating Information	Researching and extracting relevant information.
ICT skills	Accuracy when inputting and displaying information. Simple use of appropriate software packages.

Key Functional Activities in Business	Understanding the role of different departments in business and how organisations function.
Influences on Business	Understanding internal and external factors that impact business environments

SUBJECT: Drama	
HEADERS	EXPLANATION
Creating	When devising pupils will work in teams to create stories, characters and use a variety of forms (such as play, mime, monologues). When in a production role pupils will be creative in their area (lights, sound, costume, makeup, props, set) to enhance themes and issues or moods and atmosphere.
Presenting	When performing pupils will learn lines, deliver them with good use of voice and movement. When in production pupils will operate technical equipment (lighting board/sound board) to the correct levels and at the correct time.
Evaluating	When evaluating, pupils will critically examine themselves and others. Pupils are encourage to be supportive in nature and identify their next steps.

SUBJECT: Chemistry	
HEADERS	EXPLANATION
Knowledge and Understanding	Recall of factual information and the ability to show that information is understood.
Practical Investigation Skills	Plan and carry out scientific investigations. Analyse, present and explain the results of these investigations.
Data Handling	Ability to analyse numerical and factual data, present that data and use the data to explain scientific ideas.
Research and Reporting Skills	The ability to independently find out information about various topics in Chemistry and use that information to prepare a scientific report.

SUBJECT: English	
HEADERS	EXPLANATION
Reading	Reading for enjoyment and choosing texts to read. (A text can be a story, poem, film, advert etc.) Using a range of reading strategies to understand texts. Finding and using information from a text. Developing the skills of understanding, analysing and evaluating a text.
Writing	Creating a range of written texts, including informative, creative and personal writing. Using knowledge of spelling, punctuation and grammar to communicate ideas.
Listening and Talking	Listening and responding to a range of texts. Taking part in group discussions and individual presentations. Demonstrating the ability to understand, analyse and evaluate a spoken text.

SUBJECT: Geography	
HEADERS	EXPLANATION
Knowledge and Understanding	Pupils will be able to describe/explain key geographical issues.
Evaluation and Analysis	Pupils are able to give detailed descriptions and can make clear judgements.
Practical Skills	Pupils will demonstrate straightforward mapping skills and will be able interpret a range of numerical and graphical information.

SUBJECT: History	
HEADERS	EXPLANATION
Knowledge and Understanding	Pupils will be able to describe/explain key historical events.
Evaluation and Analysis	Pupils are able to give detailed descriptions and can make clear judgements.
Source Handling	Pupils will be able to identify relevant information from sources and use this information to answer the question.

SUBJECT: Mathematics	
HEADERS	EXPLANATION
Number, Money and Measure	Operations with whole numbers, decimals, fractions and percentages and applying skills to work with money and measure.
Shape, Position and Movement	Investigating the properties of 2D and 3D shapes and applying mathematical skills and processes to solve problems in real life contexts.
Information Handling	Collecting, displaying and interpreting data to look critically at statistics and draw conclusions.
Algebraic Operations	Developing understanding of algebra and its use to represent quantities in formulae and equations and applying processes to simplify expressions and solve problems.

SUBJECT: Modern Languages	
HEADERS	EXPLANATION
Listening and Talking	In the foreign language, listening for information from a range of texts and showing understanding of familiar contexts such as self and school. Talking with others using an increasing vocabulary, showing understanding of language and culture and developing conversational skills.
Reading	In the foreign language, reading a range of texts and showing understanding of an increasing number of words and phrases. Learning how to deal with unfamiliar vocabulary and making use of a bilingual dictionary.
Writing	In the foreign language, planning writing and producing written work of an increasing length and range of vocabulary. Demonstrating an awareness of grammar rules and checking writing for accuracy.

SUBJECT: Music	
HEADERS	EXPLANATION
Performing	Pupils will perform on a range of instruments and develop their skills.
Composing & Technology	Pupils will create their own music using various stimuli and technology.
Listening & Evaluating	Pupils will listen to a range of music and identify concepts within the music. They will also critically evaluate their own performances and the performances of others.

SUBJECT: Modern Studies	
HEADERS	EXPLANATION
Knowledge and Understanding	Pupils will be able to describe/explain key social, political and economic issues.
Evaluation and Analysis	Pupils are able to give detailed descriptions and can make clear judgements.
Source Handling	Pupils will be able to identify relevant information from sources and use this information to answer the question.
Research	Pupils will use a number of sources to research a give topic and present their findings.

SUBJECT: Music Technology	
HEADERS	EXPLANATION
Creating	Pupils will use technology to design and create sound for radio broadcasts, film and gaming clips, audio books and multi-track songs.
Presenting	Pupils will analyse and create presentations based on musical styles from the 20 th and 21 st Century.
Evaluating & Appreciating	Pupils will critically evaluate their own planning and implementation of sound production projects.

SUBJECT: Physical Education	
HEADERS	EXPLANATION
Physical Fitness	Learners focus on improving different types of fitness through a range of activities.
Physical Competencies	Learners focus on refining their skill level within a range of activities through partner or individual practices.
Cognitive Skills	Learners can process information and feedback and create a solution to the task set.
Personal Qualities	Learners demonstrate a positive mind-set throughout all activities taught.

SUBJECT: Photography	
HEADERS	EXPLANTION
Creating	Pupils will create and compose photographs as well as develop their basic camera skills in photography.
Observing	Pupils will follow compositional and editing techniques, producing fully competent photographs
Evaluating	Pupils will critically evaluate their own planning and implementation of photography photo shoots.

SUBJECT: Physics	
HEADERS	EXPLANATION
Knowledge and Understanding	Recall of factual information and the ability to show that information is understood.
Practical Investigation Skills	Plan and carry out scientific investigations. Analyse, present and explain the results of these investigations.
Data Handling	Ability to analyse numerical and factual data, present that data and use the data to explain scientific ideas.
Research and Reporting Skills	The ability to independently find out information about various topics in Physics and use that information to prepare a scientific report.

SUBJECT: PSE	
HEADERS	EXPLANATION
Planning for choices and change	Pupils will expand on the work carried out in S2 and learn about further about skills, qualities and values, reflect on their own, and how their skills relate to their pathway options through and beyond school. Pupils will then use this information to plan for their transition into the senior phase. Pupils will also work through the SCQF Level 4 employability award unit 3 – responsibilities of employment focusing on: • Responsibilities at work • Differences in the workplace • Behaviours in the workplace
Substances	Pupils will focus on the social, physical and behavioural impact of cannabis on individuals and the community through the following topics: - Adults and young people views on cannabis - Sources of information relating to cannabis - Key information related to effects/impact/law relating to cannabis
SHARE	Pupils will develop knowledge, understanding, values, attitudes and skills to promote positive sexual health and relationships through the following topics: - Myths around sex - Accuracy of information regarding sex - Contraception - Sexually Transmitted Infections

SUBJECT: RMPs	
HEADERS	EXPLANATION
Knowledge and Understanding	Pupils will be able to describe/explain key religious, moral and philosophical issues.
Evaluation	Pupils will be able to use their knowledge to come to a clear judgement.
Analysis	Pupils will be able to use their knowledge to give a detail explanation of key religious, moral and philosophical issues.



Employability & Social Skills



We report on three **Employability & Social Skills** which are connected to our new **SKILLS FRAMEWORK** launched in August:

- **Working with Others**
- **Communication**
- **Organisation**

These are essential skills for life and work and we aim to develop these in your child across all subjects in S1-3. These skills help to prepare your child for the Senior Phase (S4-6) and life after school as well. On the next pages are **the range of statements teachers can choose from** to describe the progress your child is making in these skills. You will also see the **posters** teachers use to help pupils understand and assess their progress in the development of this vital skills.

*In addition to these skills, we also report on your child's **Attitude to Learning and Homework**.*

Continued on next page

Employability and Social Skills

In Grangemouth High School

Working with Others



What does it mean?

In Grangemouth High School, our shared understanding of working with others is the ability of learners to **interact**, **co-operate**, **collaborate** and **manage conflicts** with other people in order to achieve tasks and shared goals.

Success Criteria

I work successfully with others when I:

Interact which means I can:

- Talk positively to others
- Listen actively to others
- Use positive body language

Co-operate which means I can:

- Share ideas
- Look for the strengths in others

Collaborate which means I can:

- Share ideas
- Agree on the approach to take to a task
- Agree on the solution to a problem

Manage conflicts which means I can:

- Listen to others politely
- Value the opinions of other people
- Show respect for others

Employability and Social Skills

In Grangemouth High School

Communication



What does it mean?

In Grangemouth High School, our shared understanding of communication is when learners share information effectively in different ways including **speaking**, **writing**, **listening** and **body language**.

Success Criteria

I communicate effectively when I can:

Speak confidently and clearly to express an informed opinion and use a respectful tone of voice

Listen actively to others to develop my knowledge and understanding

Clearly express my ideas in **writing**

Use **body language** to show that I am participating and being respectful. I can do this by making eye contact, sitting up in my chair, making appropriate gestures to communicate my feelings.

Employability and Social Skills

In Grangemouth High School

Organisation



What does it mean?

In Grangemouth High School, our shared understanding of organisation is when learners show good **time management**, **participate** positively around the school, bring the **correct equipment** and arrive in full **school uniform**. Being organised means being **ready to learn**.

Success Criteria

I am organised when I:

Show good time management such as:

- Arrive at school and in class on time
- Complete class activities on time
- Complete homework on time

Participate positively in school such as:

- Apply myself fully in class
- Work positively with others
- Take responsibility for my own learning

Bring the correct equipment to school such as:

- PE Kit
- Jotters and textbooks
- Pen/pencil, rubber, ruler
- I am also organised when I know where to find the correct equipment in class.



Teacher Comment Options for Tracking Reports



Employability & Social Skills: Working With Others <i>This explains how well your child co-operates with pupils and teachers</i>
Always co-operates positively with other pupils and teachers
Mostly co-operates positively with other pupils and teachers
Needs support to be respectful and co-operate with others
Requires significant support to be respectful and co-operate with others
Employability & Social Skills: Communication <i>This explains how clearly your child communicates with pupils and teachers. This covers both talking and writing. Please refer to your child's English report for more information about these skills.</i>
Always communicates clearly and confidently
Mostly communicates clearly but requires some support to do this consistently
Requires support to communicate clearly and confidently
Requires significant support to communicate clearly and confidently
Employability & Social Skills: Organisation <i>This explains if how well prepared for class your child is by bringing the correct equipment, materials and / or kit</i>
Always organised and brings correct materials/kit
Mostly organised and usually brings correct materials/kit
Requires support to be able to co-operate with pupils and teachers
Requires significant support to co-operate with pupils and teachers
Attitude to Learning <i>This explains the level of effort and standard of behaviour your child shows in class</i>
Excellent effort and behaviour
Excellent effort and satisfactory behaviour
Satisfactory effort and excellent behaviour
Satisfactory effort and behaviour
Poor effort and satisfactory behaviour
Poor effort and behaviour
Homework <i>This explains how well your child meets homework deadlines and indicates the level of quality of the work they hand in</i>
Always on time and to a good standard
Always on time and usually to a good standard
Usually on time and always to a good standard
Usually on time but to a poor standard
Rarely on time but usually to a good standard
Rarely on time and to a poor standard
Homework is never returned
Homework is not applicable in this subject or has not yet been issued

Overall Progress

*In the final report in each school year (Report 3) this is the teacher's professional judgement of your child's progress over the year and how well your child is performing to their expectations. These expectations are **based on the teacher's knowledge of the pupil from what they say, write, make and do in class including any assessments.***

Your child is making excellent progress across all areas of the subject

Your child is making good progress across many areas of the subject and is working hard on any gaps in their skills or knowledge

Your child is making progress in some areas of the subject but is working below the level expected of them at this stage

Your child's progress in this subject is well below the level expected of them at this stage and is causing concern

The following information should be read with your child's report in February



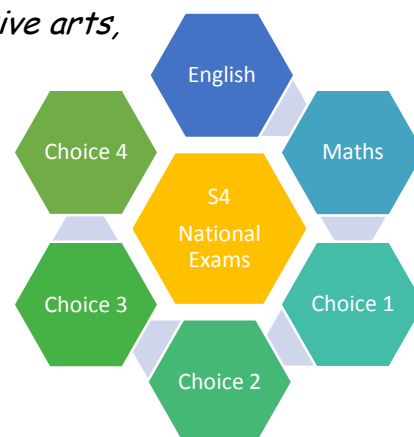
S3 Pathways Information: Subject Choices into the Senior Phase



Curriculum for Excellence experience so far:

Your child has been following a **broad general education** in 8 curriculum areas since S1. The curriculum areas are: *expressive arts, health and wellbeing, languages, mathematics, religious and moral education, sciences, social studies and technologies*

In S3 your child had the opportunity to *specialise and focus on 7 subjects* - Maths and English and at least one subject from each of the other curriculum areas.



Your child is coming to the end of their broad, general education and will be **moving into the senior phase** of Curriculum for Excellence at the start of S4. This means pupils will change from studying 7 subjects **to 6 subjects, including Maths and English** for every child. Their S4

subjects should generally be chosen from the subjects currently being studied in S3.

When will my child make their S4 subject choices?

Subject pathways which will lead to taking qualifications in S4 will be made in **February 2018** for our current S3 pupils. Your child will be able to choose a range of subjects at a level appropriate to their ability. For most pupils this will be either National 3, National 4 or National 5. There will be a **Pathways information evening** for parents/carers in **February** to ask questions about courses in S4. Pupils can then discuss the course pathways they wish to take with a member of the pupil support team during pathways meetings in school.



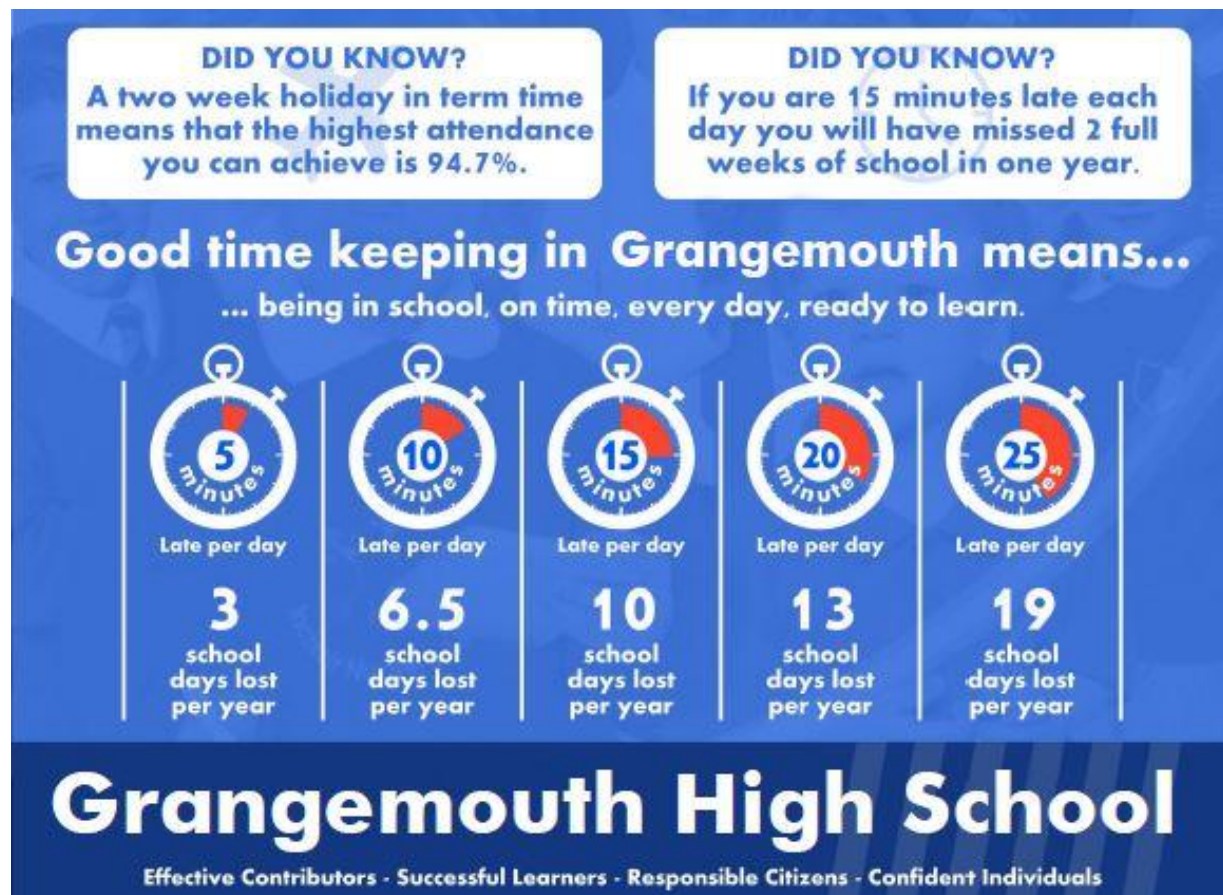
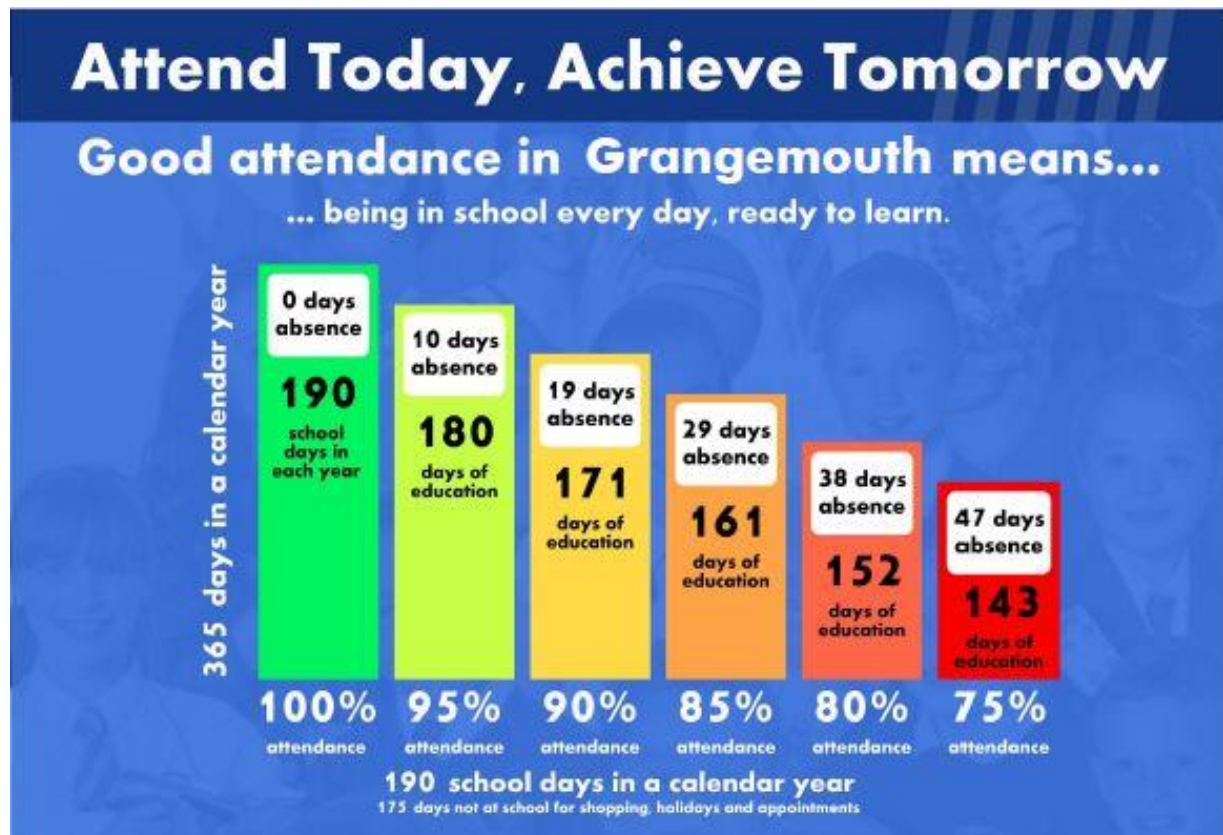
Things to start thinking about:

- Career pathways
- If unsure of what your career path might be: choose a broad spread of subjects
- Focus on subjects related to your career path e.g. engineering
- Consider your aptitude and interest;
- The progress in your learning in each subject

Important:

- If your child hopes to study a **foreign language at university**, then they should prepare for this now and continue a Modern Language in the Senior Phase.
- For pupils considering **careers in Medicine/Vets/Dentistry**, they would require Chemistry and Biology plus either Maths or Physics and continue these at Higher in S5. It would also be preferred by universities to take Biology and Chemistry onto Advanced Higher in S6.

Why Attendance Matters



Attendance and time keeping matters!

Number of National 5 Awards achieved by level of absence

