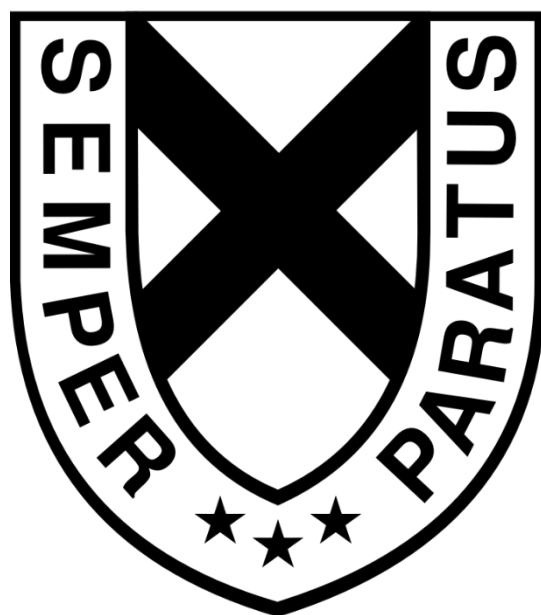




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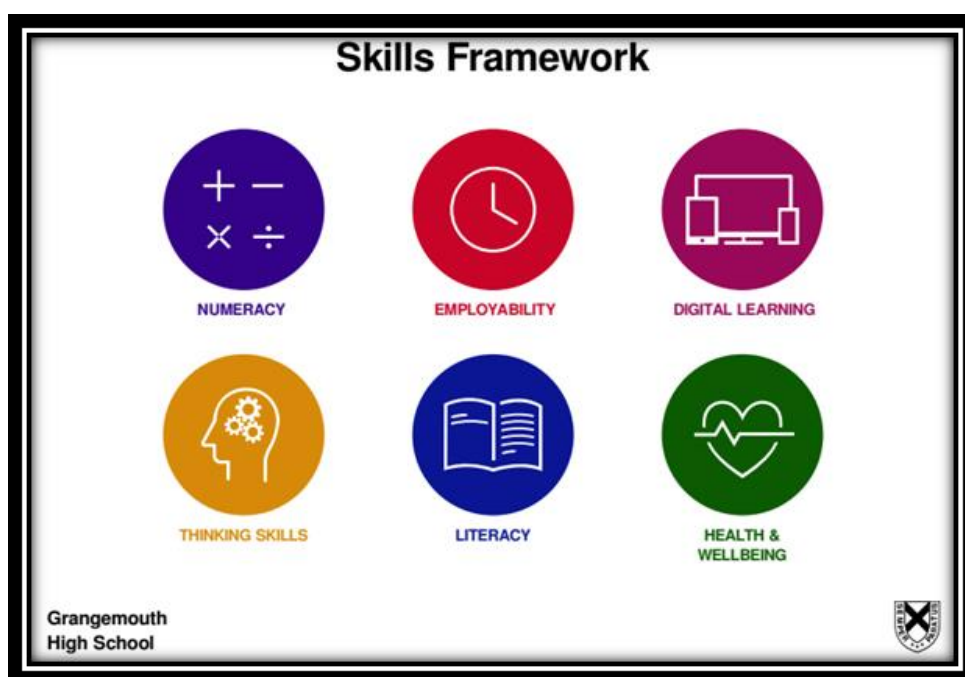
A Guide to S1 Pupil Reports





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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



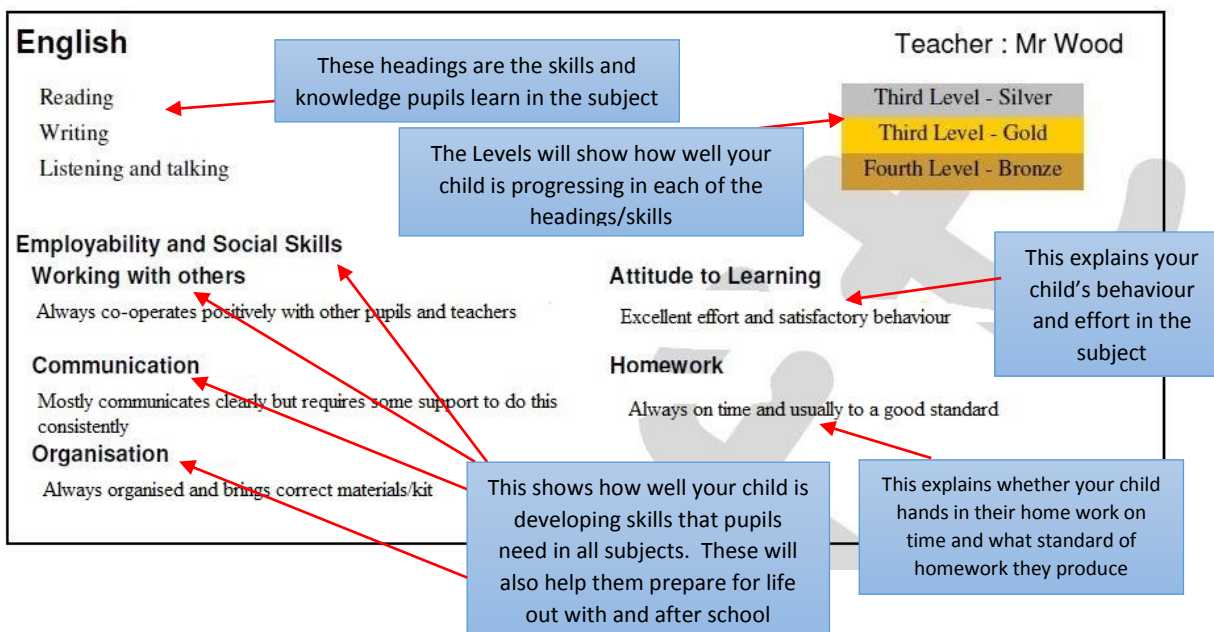
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S1 Pupil Reports Session

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

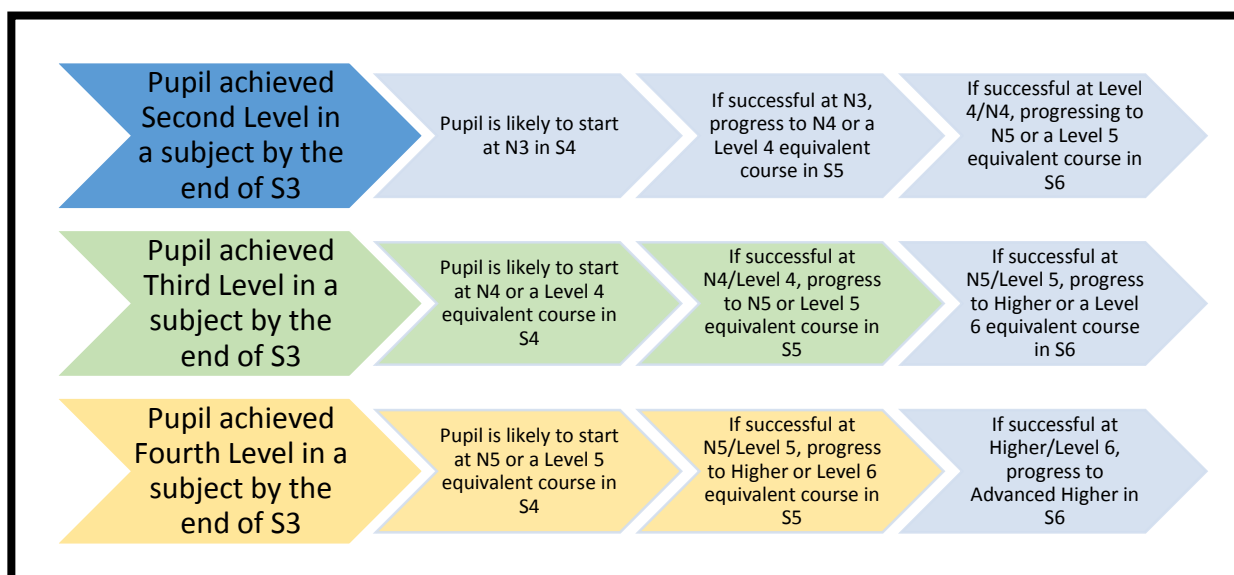


What is a tracking report?	Tracking reports will include the information shown on page 4 and give a summary of your child's progress in each subject. These are in addition to the full report. There is no teacher comment in tracking reports.
What is a Full Report?	Full reports will include a specific 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?	The S1 full report with teacher comment is usually issued in May to give a full review of your child's progress in their first year of high school.
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. The next page gives 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 S1

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: 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 in inputting and displaying information. Simple use of appropriate software packages.

SUBJECT & YEAR GROUP: 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: 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 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: 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: 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: Personal & Social Education	
HEADERS	EXPLANATION
Planning for choices and change	Pupils will be introduced to careers and pupil pathways where they will investigate different careers/occupations, ways of working. Pupils will work to identify their own skills and strengths and relate them to pathways through and beyond school
Substances	Pupils will learn about a range of substances and the potential mental, emotional, social and physical impact they can have. Topics covered will be: - The legal consequences of the misuse of substances - Positive decision making skills in relation to substance education - Reflective work giving positive advice on how to deal with peer pressure and substance use/misuse
SHARE (Sexual Health and Relationship Education)	Pupils will learn about: - The values associated with the SHARE block - Rights and responsibilities which pupils are entitled to - Skills associated with making and maintaining friendships and relationships - Positive and negative relationships - Body image - Gender Stereotyping - Changes during puberty - Body parts This block will be delivered in two parts over the year and will allow pupils to develop the knowledge, understanding, values, attitudes and skills to promote positive sexual health and relationships.

SUBJECT: Religious, Moral & Philosophical Studies	
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.

SUBJECT: Science	
HEADERS	EXPLANATION
Knowledge and Understanding	Remembering 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 given topic and use that information to prepare a scientific report.



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**.



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 Headers



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**.*

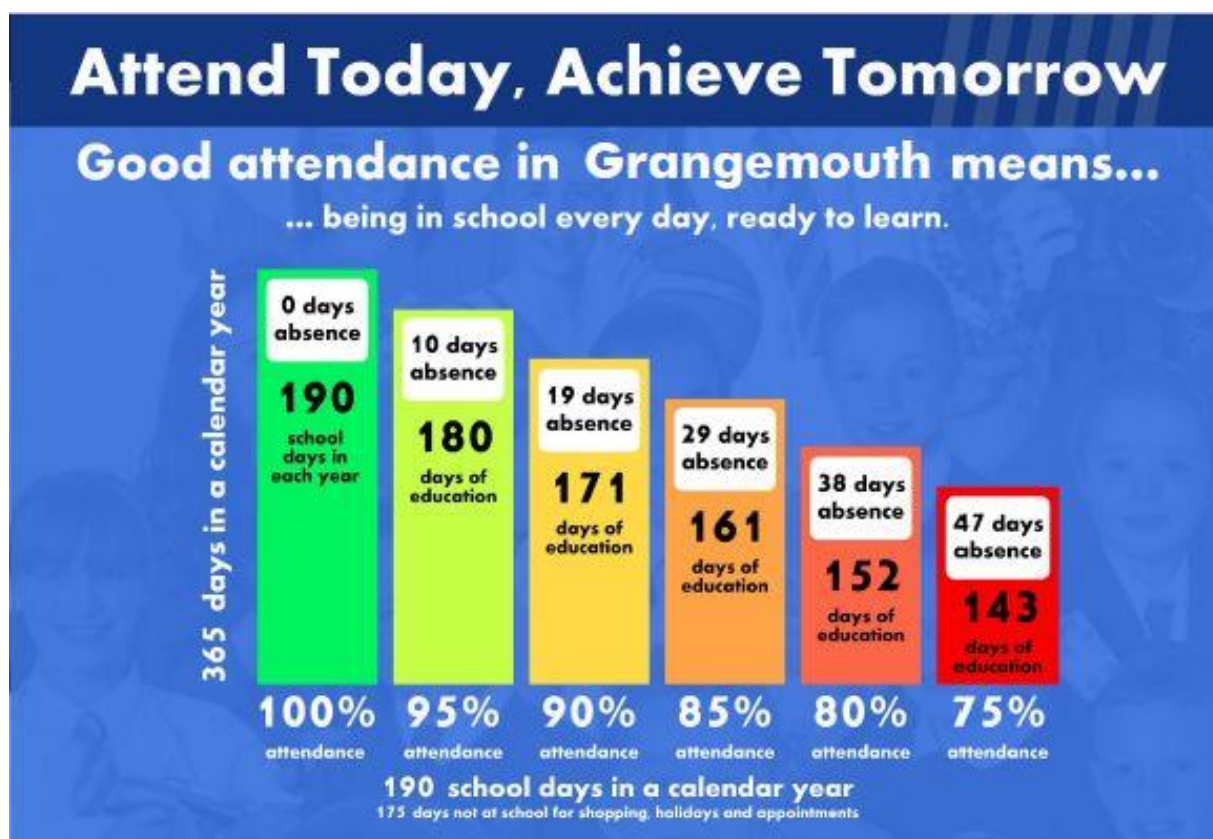
Your child is making excellent progress across all areas of the subject

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

Why Attendance Matters



DID YOU KNOW?

A two week holiday in term time means that the highest attendance you can achieve is 94.7%.

DID YOU KNOW?

If you are 15 minutes late each day you will have missed 2 full weeks of school in one year.

Good time keeping in Grangemouth means...

... being in school, on time, every day, ready to learn.

 5 minutes	 10 minutes	 15 minutes	 20 minutes	 25 minutes
Late per day	Late per day	Late per day	Late per day	Late per day
3	6.5	10	13	19
school days lost per year	school days lost per year	school days lost per year	school days lost per year	school days lost per year

Grangemouth High School

Effective Contributors · Successful Learners · Responsible Citizens · Confident Individuals

Attendance and time keeping matters!

Number of National 5 Awards achieved by level of absence

