

# Inveralmond Community High School



**Learner Pathways  
S2 into S3**



As a community we are working together to become inspired and fulfilled individuals who



ACHIEVE CONNECT THRIVE

# Supporting Success - Together



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# INVERALMOND COMMUNITY HIGH SCHOOL

## OUR VISION

AS A COMMUNITY WE ARE WORKING TOGETHER TO BECOME  
INSPIRED AND FULFILLED INDIVIDUALS WHO:

- ACHIEVE TO THE BEST OF OUR ABILITIES
- CONNECT TO THE WORLD AROUND US
- THRIVE NOW AND IN THE FUTURE

## OUR VALUES



RESPECT



KINDNESS



HONESTY

## OUR PURPOSE

WE WANT OUR LEARNERS TO



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### ACHIEVE

BE CREATIVE  
BE CRITICAL THINKERS  
BE RESILIENT

### CONNECT

BE SOCIALLY AWARE  
BE ABLE TO WORK IN TEAMS  
BE EXCELLENT COMMUNICATORS

### THRIVE

HAVE SELF-EFFICACY  
HAVE A GROWTH MINDSET  
BE ABLE TO SELF-MANAGE



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# INVERALMOND COMMUNITY HIGH SCHOOL

ACT  
Skills  
Framework



## ACHIEVE

### CRITICAL THINKING

The ability to process, analyse and evaluate information in order to solve problems and make decisions. This involves logical thinking and making judgements.

### CREATIVITY

The ability to imagine and generating multiple solutions to a problem and expressing meaning. This involves curiosity, idea generation, flexibility, decision-making and self-expression.

### RESILIENCE

The ability to focus set goals, persist in completing a task even when challenges arise and recovery quickly after difficulties by trying again. This involves demonstrating initiative, perseverance and managing distractions.



## CONNECT

### SOCIAL AWARENESS

The ability to consider our impact on others. This involves having a social conscience, having a sense of responsibility for wider society and being able to resolve disagreements respectfully through positive relationships.

### COMMUNICATION

The ability to interact with others and convey thoughts and feelings. This involves sharing ideas, asking and answering questions, active listening and being able to summarise points.

### TEAMWORK

The ability to collaborate with others to convey information and tackle problems. This involves building relationships, working towards shared goals, giving and receiving feedback and learning to compromise.



## THRIVE

### GROWTH MINDSET

The ability to believe that talent and intelligence can be developed and improved through learning, practice and effort. This involves taking on feedback, seeking to learn from experiences and welcoming challenges.

### SELF-EFFICACY

The ability to have belief in your own capabilities to success in specific situations. This involves being able to reflect and to motivate yourself to be in control of your behaviour, enhancing accomplishments and personal wellbeing.

### SELF-MANAGEMENT

The ability to manage emotions, thoughts and behaviours effectively in different situations. This involves being able to focus, reflect, plan ahead, use initiative, manage stress and demonstrate integrity.



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# Curriculum for Excellence

- Subject Content & knowledge
- Skills
- Attributes
- Values
- Experiences



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# A few Terms:

- Broad General Education (BGE): S1-S3
- Senior Phase (SP): S4-S6
- Exit Point: S4, S5 or S6
- Positive Destination: the place a young person moves to from school
- Pathway: the gradual narrowing of a young person's curriculum leading to a positive destination at their exit point. Replaces what was traditional known as 'course choice'



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# S1 and S2 - BGE

All pupils receive a Broad General Education and experience learning in all the curriculum areas:

- Expressive arts
- Health and wellbeing
- Languages including English and literacy
- Numeracy & Mathematics
- Religious and Moral Education
- Sciences
- Social subjects
- Technologies



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# What does the S3 Curriculum look like?



- Learners must continue to study in each of the curricular areas.
- Learners will have some opportunities for personalisation and choice within curriculum areas.
- Learners begin to narrow their curriculum, enabling them to experience greater depth of learning in their chosen areas.
- In the Broad General Education, the majority of learners work at 4<sup>th</sup> Level in S3. This enables them to progress to National 5 in S4.



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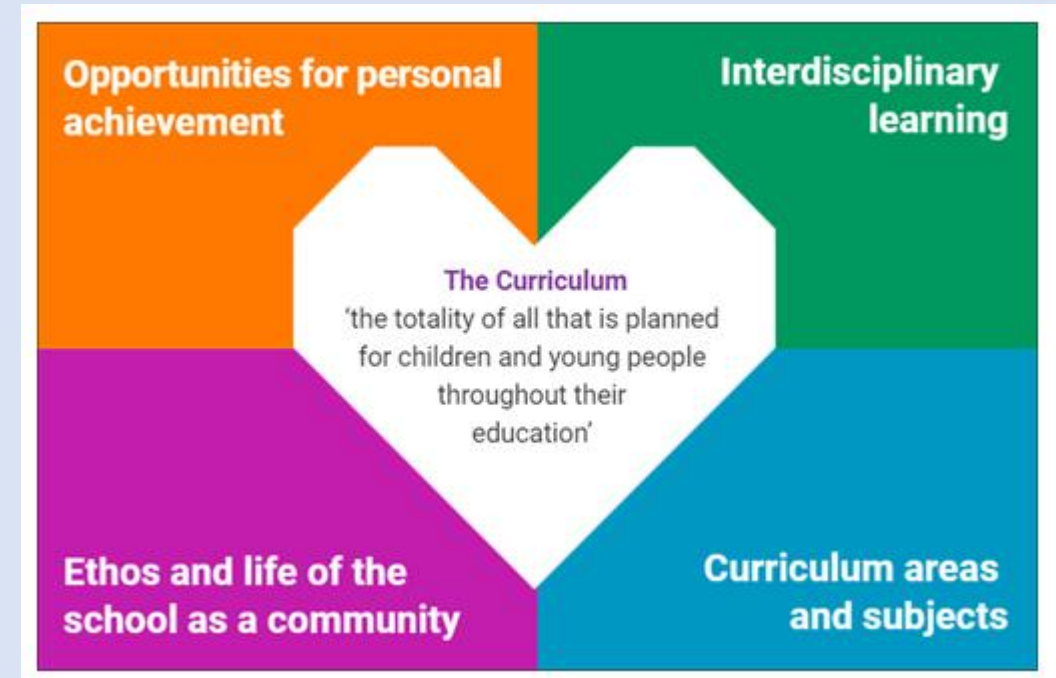




# Our Curriculum Design

## Principles of curriculum design:

- Challenge and enjoyment
- Breadth
- **Progression**
- **Depth**
- Personalisation and choice
- Coherence
- **Relevance**
- Entitlements to Personal Support
- PE and RMPS allocation
- Personal achievement



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# Inveralmond Curriculum Evolution

August – December 2023:

- Pupil consultation
- Parent/Carer Consultation
- Staff Consultation
- Partner Consultation

Session 2024/25

- Tracking impact of changes



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# Pupil Pathway Planning

- In-depth discussion about individual pathway
- Pupils supported to think about their pathway backwards
- Pupils are required to study in each curricular area, but can narrow their pathway
- Pupils focus on skills which will build towards National Qualifications
- Although S3 is 'BGE' it is the key progression year to the Senior Phase



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# School Planning

- 121 pathways meeting for all S2 pupils
- Staff are up to date with latest pathway requirements, trends and any nuances in pathways
- Teachers continually review courses, focusing on:
  - Relevance
  - Depth
  - Progression
- Tracking Progress
  - 3 periods per subject to allow for depth of learning
  - Attendance and punctuality are the key to success
  - Core subjects: maths & numeracy, english and literacy, PE, RME, PSE



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# BGE to Senior Phase

## BGE – SP Transition

| SCQF Levels | SQA Qualifications                              |   |                                | Qualifications of Higher Education Institutions   | Apprenticeships & SVQs                                    |
|-------------|---|---|--------------------------------|---|---|
| 12          |   |   | Professional Development Award | Doctoral Degree   | Professional Apprenticeship                               |
| 11          |   |   | Professional Development Award | Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate | Graduate Apprenticeship, Professional Apprenticeship, SVQ |
| 10          |   |   | Professional Development Award | Honours Degree, Graduate Diploma, Graduate Certificate                                      | Graduate Apprenticeship, Professional Apprenticeship      |
| 9           |   |   | Professional Development Award | Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate                         | Graduate Apprenticeship, Technical Apprenticeship, SVQ    |
| 8           |   | Higher National Diploma, Advanced Diploma         | Professional Development Award | Diploma of Higher Education   | Higher Apprenticeship, Technical Apprenticeship, SVQ      |
| 7           | Advanced Higher, Awards, Scottish Baccalaureate | Higher National Certificate, Advanced Certificate | Professional Development Award | Certificate of Higher Education   | Modern Apprenticeship, SVQ                                |
| 6           | Higher, Awards, Skills for Work Higher          | National Certificate                              | Professional Development Award |   | Modern Apprenticeship, Foundation Apprenticeship, SVQ     |
| 5           | National 5, Awards, Skills for Work National 5  | National Certificate                              | National Progression Award     |   | Modern Apprenticeship, SVQ                                |
| 4           | National 4, Awards, Skills for Work National 4  | National Certificate                              | National Progression Award     |   | SVQ   |
| 3           | National 3, Awards, Skills for Work National 3  | National Certificate                              | National Progression Award     |   |   |
| 2           | National 2, Awards                              | National Certificate                              | National Progression Award     |   |   |
| 1           | National 1, Awards                              |   |                                |   |   |

# What is the outcome of a successful Pathway?



Sustained Leaver Destination Report (SLDR): Normally referred to as positive destinations.

- ICHS Current SLDR = 94%
- Consistently on or above Virtual Comparator



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# What is the outcome of a successful Pathway?

## S4 Attainment

- 64% of our pupils achieve 5 or more Level 5 qualifications
- Virtual Comparator School = 43%



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# What is the outcome of a successful Pathway?



## S5 Attainment

- 39% of our pupils achieve 5 or more Level 6 qualifications
- Virtual Comparator School = 20%



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# What is the outcome of a successful Pathway?

## S6 Attainment

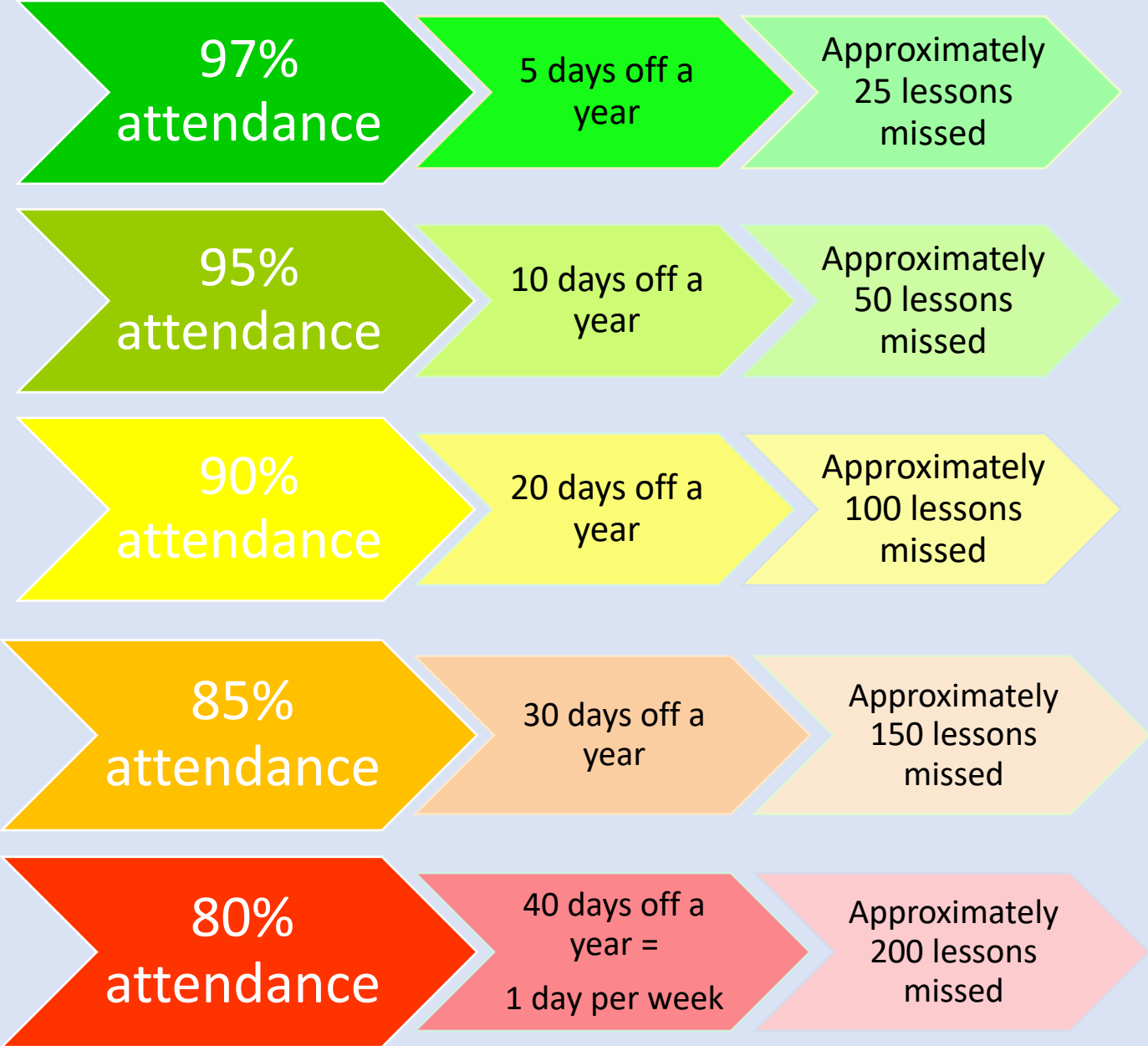
- 18% of our pupils achieve 1 or more Level 7 qualifications  
(The need for a level 7 is pathway dependent)
- 46% of our pupils achieve more than 5 level 6's over 2 years
- Virtual Comparator School = 32%



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# School Attendance



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# Punctuality

If a child is 5 minutes late a day they miss

25 minutes per week

1 hour 40 minutes per month

5 hours per term

16 hours 5 minutes per year (equivalent to over 3 days)

If a child is 10 minutes late they miss

50 minutes per week

3 hours 20 minutes per month

10 hours per term

32 hours 30 minutes per year (equivalent to over 6 days)

If a child is 15 minutes late they miss

1 hour 15 minutes per week

5 hours per month

15 hours per term (around 3 days)

48 hours 45 minutes a year (equivalent to over 9 school days)



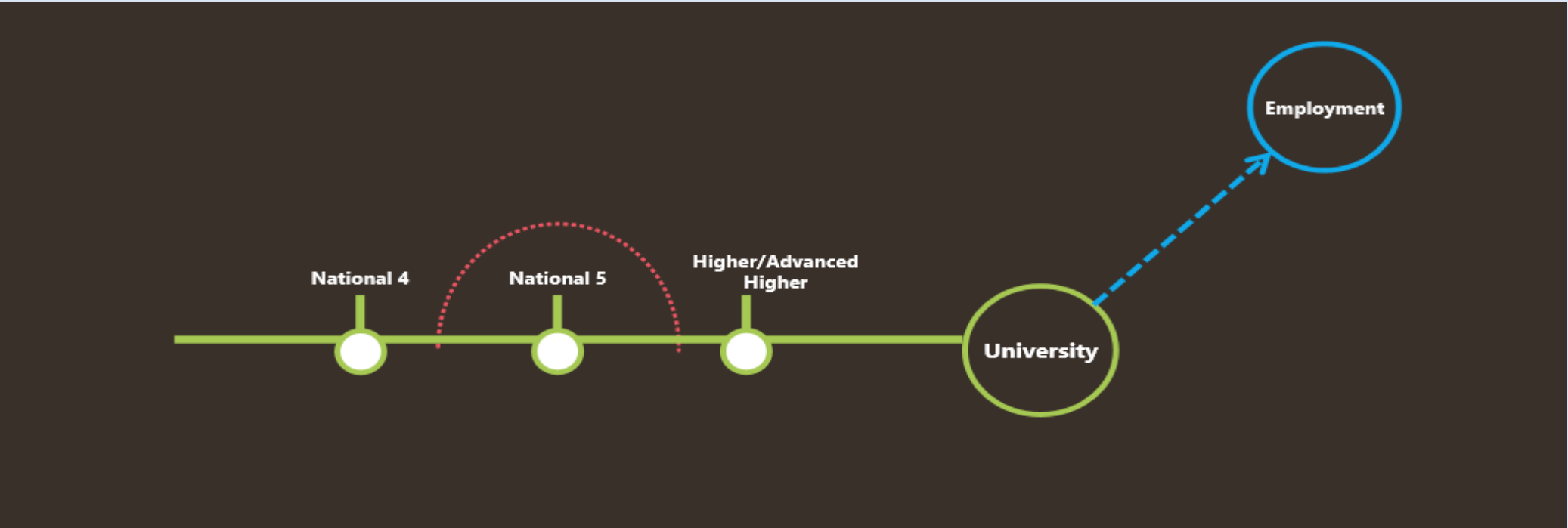
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# Traditional Route



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# Previous Course Choice

CRAIGSHILL HIGH SCHOOL  
Fifth/Sixth Year Options

NAME \_\_\_\_\_ CLASS \_\_\_\_\_

TICK your choice in each column

Career Intention \_\_\_\_\_  
Returning to school?  
Certain \_\_\_\_\_ Almost \_\_\_\_\_ Maybe \_\_\_\_\_  
Leaving at Christmas \_\_\_\_\_

| A                   |   | B                   |   | C                 |    | D                         |   | E               |       | F                           |    |
|---------------------|---|---------------------|---|-------------------|----|---------------------------|---|-----------------|-------|-----------------------------|----|
| English             | H | Maths               | H | Physics           | H  | Biology                   | H | Chemistry       | H     | Geography                   | H  |
|                     |   |                     |   | Secretarial Studs | H  | Food/Nutrition            | H | Accounting      | H     | History                     | H  |
|                     |   |                     |   | Art/Design        | H  | Computing                 | H | Spanish         | H     | Modern Studs                | H  |
|                     |   |                     |   | Craft/Design      | H  |                           |   | Technical Draw  | H     | Music                       | H  |
|                     |   |                     |   | Physics           | SY |                           |   | Latin           | H     | History                     | SY |
|                     |   |                     |   | Art               | SY | Art & Design              | O | Computing       | O     |                             |    |
|                     |   |                     |   | Biology           | O  | Chemistry                 | O |                 |       |                             |    |
| Communication M 1/2 |   | Maths M (Grade 3)   |   | Home Economics    | M  | Home Economics            | M | Painting        | M     | Home Economics              | M  |
| French              | H |                     |   | Art Workshop      | M  | Introduction to Computing | M | P.E.            | Gen/M | Introduction to Programming | M  |
| Money Management M  |   | Communication M 2/3 |   | Electronics       | M  | Typewriting               | M | Word Processing | M     | Introduction to Photography | M  |
|                     |   | Word Processing M   |   |                   |    |                           |   | Physics 1       | M     | Typewriting                 | M  |

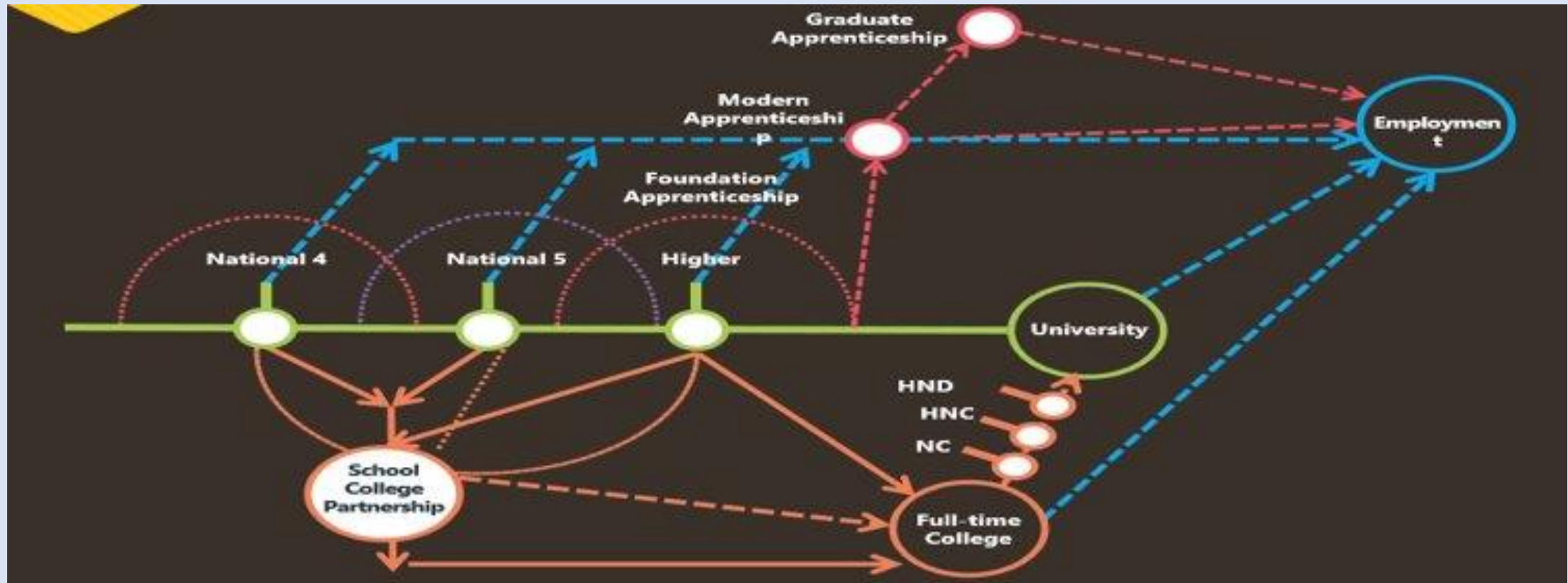


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# Range of Routes



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Home

S2 into S3

S3 into S4

S4 into S5

S5 into S6

Scottish Progression Path...

Learner Pathway: Process

UCAS

Edit

+ New Discard changes Send to Page details Immersive Reader Analytics

Draft saved 30/11/2022 Edit Report



Welcome to the ICHS Learner Pathway resource.

Throughout this resource, you will find a collection of information, content and advice that will help you navigate the learner pathways and future planning process.

If you regularly use a resource, that doesn't feature here, please drop us an email at the school email address ([wlinveralmondchs@westlothian.org.uk](mailto:wlinveralmondchs@westlothian.org.uk)) and we will add it to the resource as quickly as we can.

Please, be aware, that this is a live resource and new content is being added regularly.

E Suzie Learner Pathways Copy link



## How to Approach Choices



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# Mapping your Pathway

- What is your intended point of exit?
- What do you think your exit destination might be?
- Do you have ideas about a career pathway?
- Can you list the subjects you enjoy the most from high to low?
- Can you list the subjects you are strongest in from high to low?
- Does your 'most enjoyed' and 'strongest' list match?
- Have you researched your career pathway? What are the requirements?



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# What is the Process?

- Information evening
- Discussion about the pathways form at home
- Progress Tracking (October)
- Pathways meeting with school staff
  - Attendance
  - Tracking
  - Effort
  - Pathway discussion
- Follow-up conversation if needed



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## S2 into S3 Pathway 2023 - 24

The learner journey planning section of this form should be completed following research and reflection on your future. Using the ICHS Learner Pathways SharePoint Explore your learning options and future career goals and industries within the world of work to help you make choices.

### Learner Pathway Planning

| Please select when you are planning to leave school  | End of S4               |  | End of S5 |  | End of S6 |  |
|--|-------------------------|--|-----------|--|-----------|--|
| Please number your preferred pathway when you leave school (1 to 3)  | Employment              |  |           |  |           |  |
|  | University              |  |           |  |           |  |
|  | Modern Apprenticeship   |  |           |  |           |  |
|  | Graduate Apprenticeship |  |           |  |           |  |
|  | College                 |  |           |  |           |  |
| Please identify the industry/career area/field and/or course you are interested in pursuing  |                         |  |           |  |           |  |
| Please write a short paragraph outlining your plan/intentions to progress to your next steps after school and any requirements/qualifications/experiences that will support you on this pathway. |                         |  |           |  |           |  |



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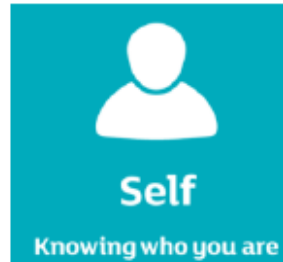
# Career Management Skills

Career Management Skills are the skills you need to make decisions about your future career, helping you to understand yourself and the world around you. Every day you are developing these skills as part of your learning across all of your subjects and experiences during your time at Inveralmond Community High School. Reflect on your own Career Management Skills below:

## Learner Pathway Planning

**Self - Understanding your personality, interests and values are key to making the right career decisions.**

e.g. quiet, thinker, work well in group but don't like leading it.  
Interested in IT. Want to feel I'm making a difference.



**Strengths - Know how to use your talents, skills and personal qualities.**

e.g. reliable, hard worker, good attention to detail



**Horizons - Explore the world of work, training and learning.**

e.g. going to West Lothian College open days to find out about courses, used My World of Work to find out about jobs in construction.



**Networks - Identify who can help you in your career journey.**

e.g. my friends mum works for Balfour Beatty - could speak to them about careers in the construction industry. Make an appointment with the career's advisor.



| English   | Maths     | Expressive Arts<br>(select one)   | Science<br>(select one)   | Social Studies<br>(select one)  | Technologies<br>(select one)   | Free Choice<br>(Please select different 2 subjects and 2 backups from the options below)   |                   |
|-----------|-----------|---|---|---|--|--|-------------------|
| English   | Maths     | <ul style="list-style-type: none"> <li>• Art with Photography</li> <li>• Dance</li> <li>• Drama</li> <li>• Music</li> <li>• Music Technology</li> </ul> | <ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Health Science</li> <li>• Physics</li> </ul> | <ul style="list-style-type: none"> <li>• Business Management</li> <li>• Geography</li> <li>• History</li> <li>• Modern Studies</li> <li>• Travel &amp; Tourism</li> </ul> | <ul style="list-style-type: none"> <li>• Administration &amp; IT</li> <li>• Computing</li> <li>• Engineering Science</li> <li>• Hospitality</li> <li>• Graphic Communication</li> <li>• Practical Cookery</li> <li>• Practical Craft Skills</li> </ul> | <ul style="list-style-type: none"> <li>• Administration &amp; IT</li> <li>• Art with Photography</li> <li>• Biology</li> <li>• Business Management</li> <li>• Chemistry</li> <li>• Computing</li> <li>• Dance</li> <li>• Drama</li> <li>• Engineering Science</li> <li>• Football</li> <li>• French</li> <li>• Geography</li> <li>• Graphic Communication</li> <li>• Health Science</li> <li>• History</li> <li>• Hospitality</li> <li>• Media Studies</li> <li>• Modern Studies</li> <li>• Music</li> <li>• Music Technology</li> <li>• Physical Education (PE)</li> <li>• Physics</li> <li>• Practical Cookery</li> <li>• Practical Craft Skills</li> <li>• Spanish</li> <li>• Travel &amp; Tourism</li> </ul> |                   |
| Subject 1 | Subject 2 | Subject 3   | Subject 4   | Subject 5   | Subject 6  | Subject 7  | Subject 8         |
| English   | Maths     |   |   |   |  | Reserve Subject 1  | Reserve Subject 2 |

# This Evening:

- ICHS Careers Fair
- Staff are now available for individual questions



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