

Inveralmond Community High School



Learner Pathways S3 into S4



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



ACHIEVE



CONNECT



THRIVE

Supporting Success - Together



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



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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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THRIVE

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



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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.



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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.



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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

Planning your:

- Subjects
- Skills
- Knowledge
- Experiences

Leading to:

- A sustained destination after school
- Entering the workforce
- Becoming a life-long learner



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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'



SCQF Framework

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
			National Progression Award		
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				



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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

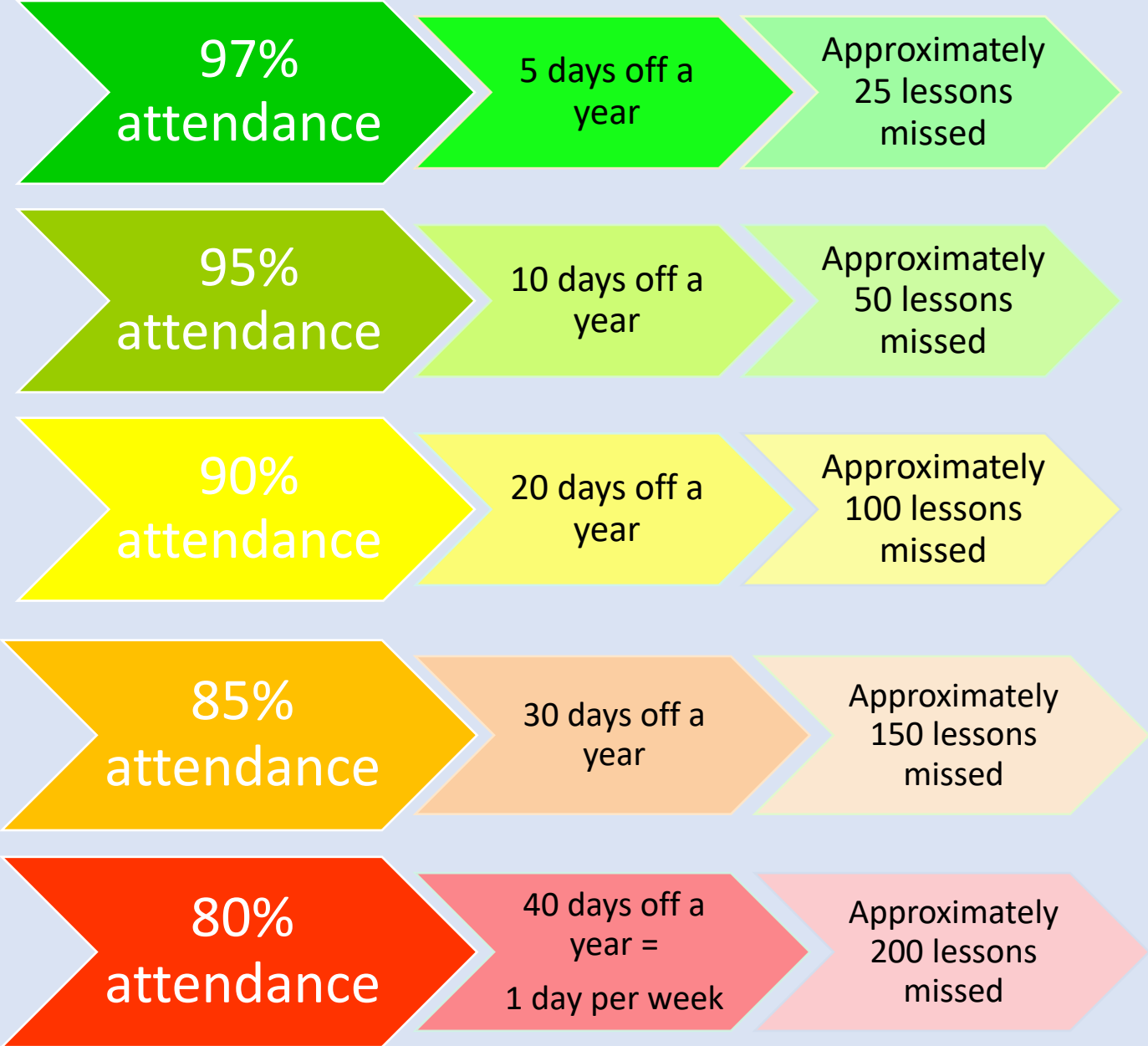
- 18% of our pupils achieve 1 or more Level 7 qualifications
(The need for a level 7 is pathway dependent)
- 46% of our pupils achieve more than 5 level 6's over 2 years
- Virtual Comparator School = 32%



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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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SCQF Level	Grade	SCQF Credit Points	Tariff Score
7	A	32	480
	B	32	440
	C	32	400
	D	32	380
	Individual units	Varies	17/2*SCQF Credit Points
6	A	24	204
	B	24	182
	C	24	160
	D	24	149
	Individual units	Varies	14/3*SCQF Credit Points
5	A	24	84
	B	24	74
	C	24	64
	D	24	59
	Individual units	Varies	11/6*SCQF Credit Points
4	Course – Pass	24	33
	Added value unit	6	15
	Individual units	Varies	1*SCQF Credit Points
3	Total units	18	12
	Individual units	Varies	2/3*SCQF Credit Points
2	Total units	18	6
	Individual units	Varies	1/3*SCQF Credit Points
1	Individual units	6	1



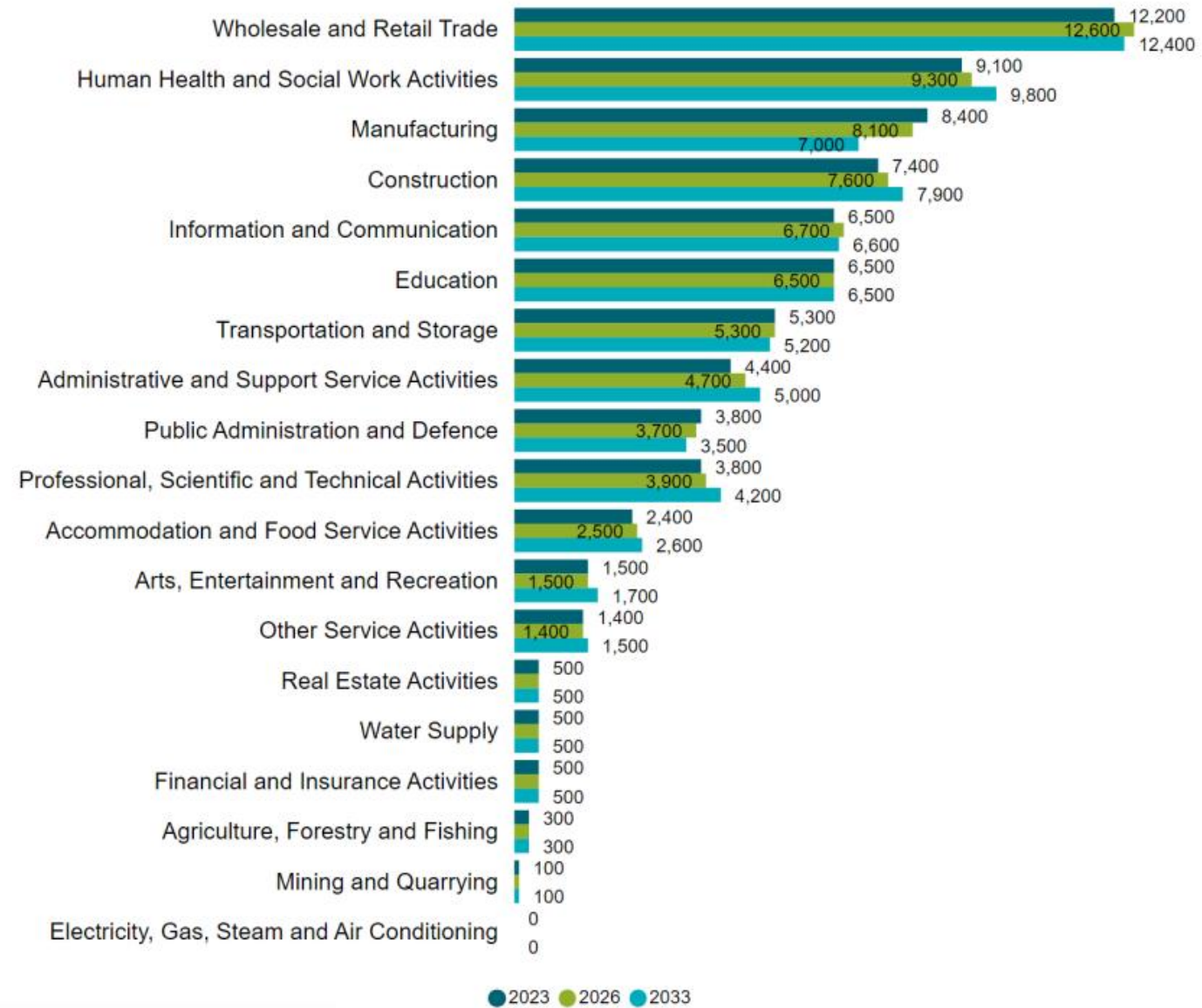
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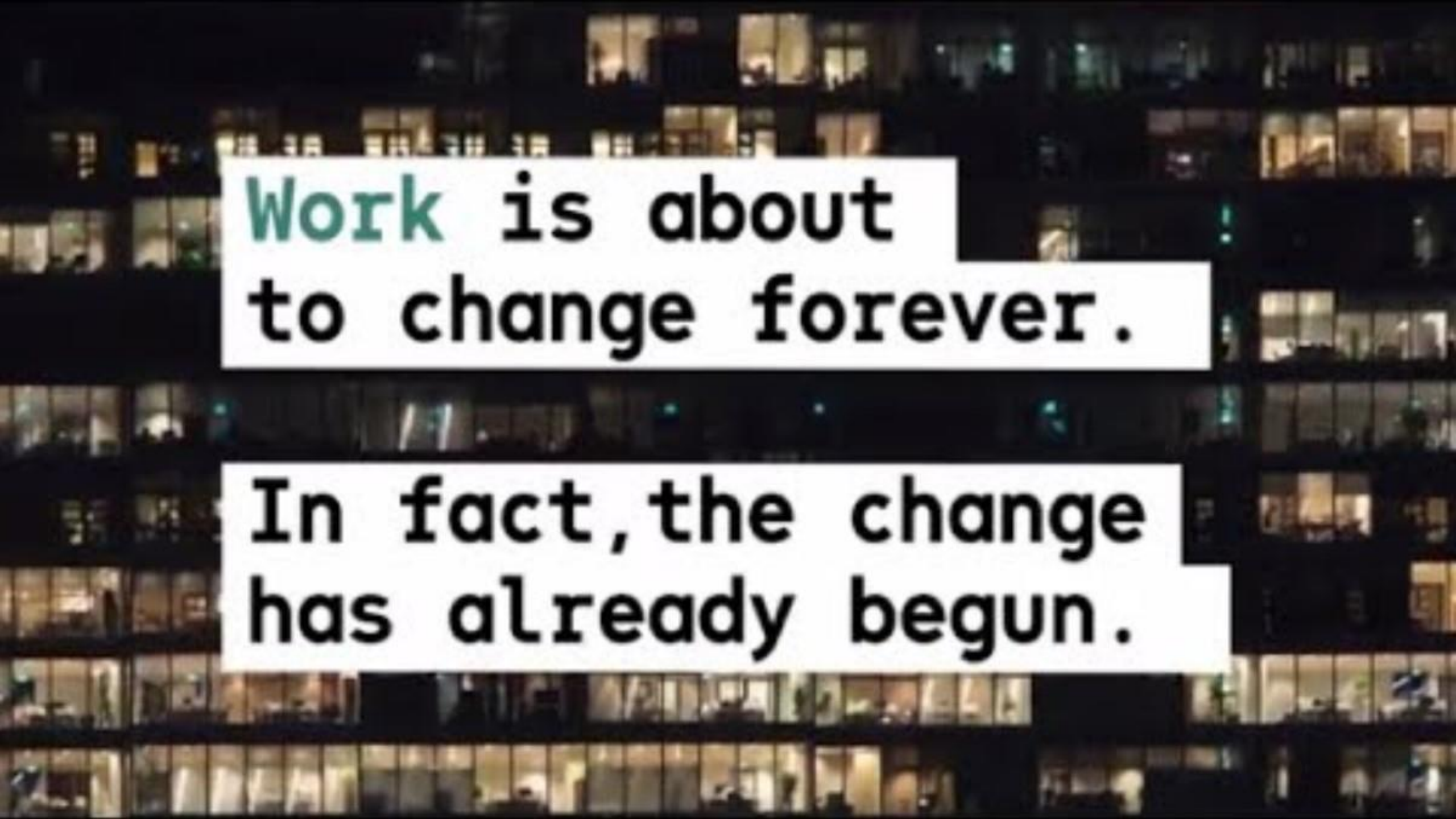
Industry Forecast

Employment by Industry, West Lothian



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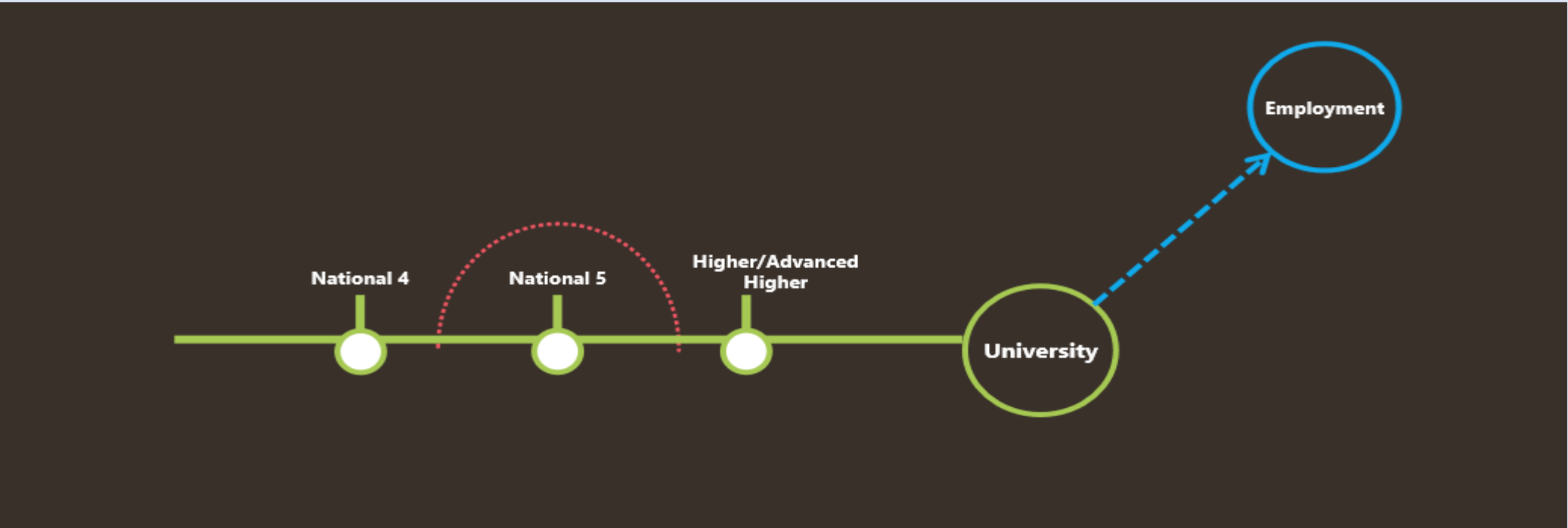




Work is about
to change forever.

In fact, the change
has already begun.

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

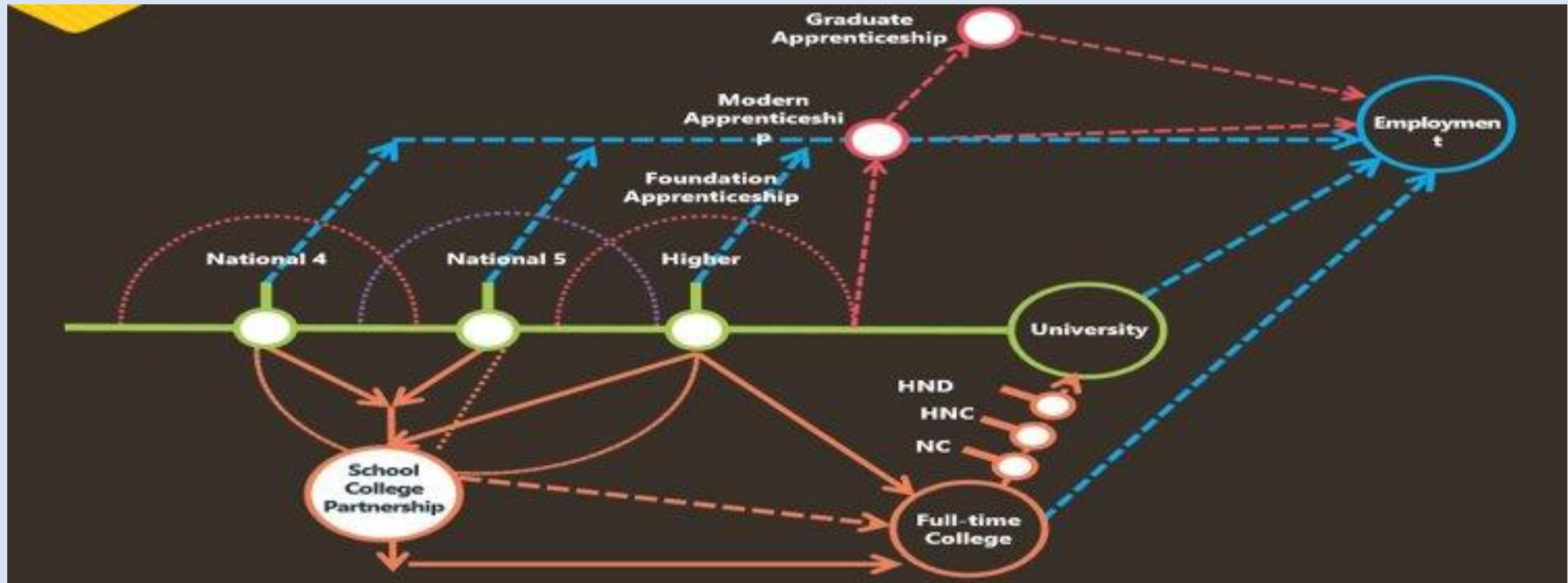


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Range of Routes



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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



ICHS Learner Pathways

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 (wlinveralmond-chs@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

S4 Curriculum

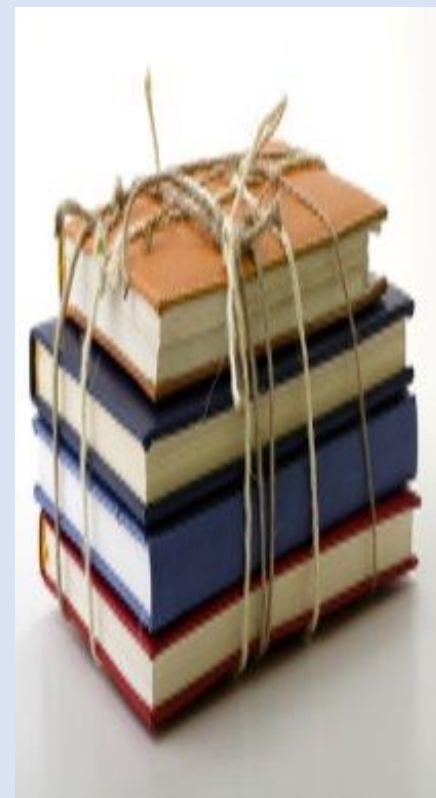
- Pupils will make a course choice to study **6 subjects**. There should be progression from their S3 BGE subjects into their courses for S4.
- Pupils must study English alongside **5 other options**.
- 5 periods per week for each class.
- The majority of pupils in Scotland study at level 5 in S4
- Pupils may also elect to attend college (college options will be explained via PSE lessons)
- S4 pupils must also study core subjects such as PE, PSE and RME.

Mandatory 1	Choice 1	Choice 2	Choice 3	Choice 4	Choice 5	Core
English Nat 3/4/5 5 ppw	Nat 3/4/5 NPA 4/5 5 ppw	Nat 3/4/5 NPA 4/5 5 ppw	Nat 3/4/5 NPA 4/5 5 ppw	Nat 3/4/5 NPA 4/5 5 ppw	Nat 3/4/5 NPA 4/5 5 ppw	PE 2 ppw PSE/RME 1 ppw rotation



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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 (this week)
- Pathways meeting with school staff
 - Attendance
 - Tracking
 - Effort
 - Pathway discussion
- Follow-up conversation if needed



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S3 into S4 Pathways 2023

The learner journey planning section of this form should be completed following research and reflection on your future. Using the ICCHS 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					
	Other					
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.						

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.



Self

Knowing who you are

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

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



Strengths

Knowing what you are good at

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.



Horizons

Knowing what is out there

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.



Networks

Knowing who can help you

Pathways Form

S3 into S4 Available Subjects						
Level of Study SCQF Levels 3 – 5	English	Administration and IT	Drama	Hospitality	Physics	Team Sports
		Application of Mathematics	Early Learning and Childcare	Laboratory Sciences	Practical Cookery	Travel & Tourism
		Art and Design	Engineering Science	Mathematics	Practical Metalworking	
		Biology	French	Modern Studies	Practical Woodworking	
		Business Management	Geography	Music	Retailing	
		Chemistry	Graphic Communication	Music Technology	School College Partnership Courses	
		Computing Science	Health Sector	Photography	Spanish	
		Dance	History	Physical Education	Sport and Recreation	

Pick any five subjects from the box above and then two reserve subjects.

All S4 students will study English and Core PE.

Maths or Applications of Maths are available, but these are not compulsory.

Your Maths teacher will provide you with advice on your recommended Maths pathway.

School College Partnership Courses must be chosen in reserve subject 2 as places on these courses are not guaranteed. Should you be offered a place on a college course this will be swapped with Subject 4 choice.

Subject 1	English	Subject 5	
Subject 2		Subject 6	
Subject 3		Reserve Subject 1	
Subject 4		Reserve Subject 2	

This Evening:

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



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