

# Monifieth High School

## Our Vision of Excellence

In our school community, we will endeavour to teach our young people to the best possible standard and to encourage them to use their unique talents and great potential to improve lives. In this context, the development and delivery of Curriculum for Excellence is focused on achieving our Vision of Excellence stated below:

We will deliver on Attainment, Health and Community by providing:

- The highest levels of attainment and wider achievement for every individual young person to progress to a sustained positive destination.
- The promotion of positive health to improve the lives and life chances of all our young people
- The fostering of community spirit and involvement in school and the wider community

We will do this through:

### **Learning and Teaching**

By providing the highest quality education for all the young people and a belief that every child matters. We provide a range of progression pathways to meet learner's needs allowing learners to progress at different rates and in different ways at a good pace appropriate to their prior learning in line with the highest aspirations.

There are opportunities to develop skills for learning, skills for life and skills for work with a continuous focus on literacy, numeracy and health and well-being.

Our staff promote the encouragement of life long learners and ensure our pupils are fully equipped with skills for future life. They design and refresh programmes and courses using the experiences and outcomes and in qualifications and awards to plan a coherent approach to learning, teaching and assessment. The staff respond to and meet the needs of all learners and are delivering the CfE entitlements.

Our staff develop courses to ensure our curriculum is dynamic and challenging, to reflect innovation, but are also flexible to meet the needs and interests of young people to allow them to thrive. In every classroom we nurture positive relationships.

Our pupils experience active and collaborative learning experiences; are given responsibility for their own learning and opportunities to cooperate with others in their learning.

We believe in promoting the four capacities to become successful learners, confident individuals, responsible citizens and effective contributors to society to encourage a culture, ethos and vision that reflects the belief that every child matters.

Teachers model respect for one another and all members of the school community.

## **Ethos and Life of our school**

We as a school community create a safe, secure and happy environment in which young people will flourish, built on mutual respect.

Our young people have opportunity to demonstrate their talent and skills and achieve recognition from the school community and be celebrated in various achievement ceremonies.

The pupil and parent voice is key in the on going improvement cycle of our school and we have several ways of capturing their views in our school self-evaluation process.

## **Whole School Curriculum Rationale**

The six years of learning at Monifieth High School have been considered together to give a coherent and progressive experience for all young people from 11 to 18. Transition to secondary school from primary school and from secondary school to other destinations, college, apprenticeship, employment, university, volunteer internships must also be considered to provide a continuity of learning experience for all.

In Broad General Education (BGE)(S1-3) we intend to support learning that develops the knowledge and understanding, skills, attributes and capabilities which contribute to the four capacities. We want to give assurance to parents, learners themselves, and others, that young people are progressing in their learning and developing in line with expectations. Our tracking monitoring and reporting will provide a summary of what learners have achieved, including the qualifications and awards gained. Baseline assessment of learner progress will be used to track pupil progress through BGE.

## **Literacy, Numeracy, Health & Wellbeing, IDL and Wider Achievement**

Our personalization and choice option at the end of S2 contributes to planning the next stages of learning and helps our learners' progress on their learner pathway to further education, higher education and employment.

S3 has been developed to provide suitably challenging progression pathways to ensure success in the senior phase. It should provide learners with increasing opportunities to specialise in their chosen subjects across different curriculum areas, in line with their entitlement to a broad general education.

Fourth to the sixth year is the Senior Phase where there is continued specialisation. We hope to provide a curriculum for the senior phase which allows all learners to achieve the qualifications and experiences, skills and capacities necessary to move to a positive destination at the end of the fourth, fifth or sixth year of the learner's secondary schooling.

There will be different pathways through Senior Phase these are designed to meet the needs of the learners. There will be opportunity for exit points where pupils may choose to move from school to college; apprenticeship, work and their needs must also be catered for in this phase.

All within the senior phase are entitled to

1. A curriculum which is coherent and is sufficiently flexible to provide a variety of learner pathways reflecting the interest and aptitude of the individual learner
2. A 'blended' curriculum that provides opportunities to achieve vocational qualifications alongside traditional academic subjects
3. Opportunity to obtain qualifications as well as to continue to develop the attitudes and capabilities of the four capacities
4. Personal support to enable them to gain as much as possible from the opportunities that Curriculum for Excellence can provide
5. Engagement with partners and other agencies to embed the recommendations of the 'Wood Commission Report' (Developing Scotland's Youth Workforce) and STEM (Science, Technology, Engineering and Maths)
6. Support in moving to a positive and sustained destination beyond school should be a major priority of senior phase

#### Proposal for the Senior Phase

1. Learners in S4, S5 and S6 will be considered together as a single cohort for timetabling of classes of particular subjects and levels. Learners' needs and levels must be appropriate and secure. Adopting a unified schematic in the senior phase provides more curricular choice than was possible with previous structures. Learners have the opportunity for lateral progression as well as continuing a subject to the next level.
2. Selection of subjects in the Senior Phase will follow a process of subject choice at the end of the third year. At present the choice of six subjects for almost all learners in S4 with learners then choosing from their five best for S5. This would be the case for pupils aiming for 5 Highers. Some pupils may wish to discontinue with one or more subjects studied in S4 and either pick up N4/5, NPAs, or possibly look to work based qualifications/apprenticeship in partnership with college. Learners will have access to any course on offer in the Senior Phase (over a two year period) to construct their own programme of study according to their needs and abilities.
3. The balance of S4, S5 and S6 in a class will depend on attainment achieved in previous years. The level advised for a pupil will be dependent on progress made on previous experience.
4. Learners should be able to move into the new qualifications framework at a level that is appropriate to their needs. The range of provision could be from a mix of Access courses, discrete literacy units and numeracy units, life skills, work readiness skills, supported work experience college input, intensive careers input, wider achievement opportunities e.g. Duke of Edinburgh Award, Skills for Work units, Princes' Trust, John Muir Award through to opportunity for some learners being presented for Higher in their fourth year.

5. There is built in to the school week, dedicated time for Physical Education, PSE/RME, and study time. Principal Teachers of Pupil Care and Support will monitor progress in all aspects of the curriculum to offer support and advice during one to one conversations.
6. An evaluation of progress is made just after the Prelims which may lead to a more suitable pathway for learners. The majority will continue on their chosen course of study, others might complete units and have these assessed and then leave school. Whilst others might choose to move into a more 'blended learning' model and have the opportunity to opt for a reduced number of formal subjects using the remaining time to follow a personalised planned programme in association with school partnerships.
7. Learners returning for a sixth year of school will be expected to follow a full programme of formal challenging courses and a leadership team involvement which will provide them with an S6 portfolio.
8. AH courses are considered the best preparation for the style of teaching at university and we would want to where possible continue to offer these at MHS.

Useful PowerPoint presentations to illustrate our curriculum rationale:

[Supporting your child in senior phase evening digital learning presentation Sept 2018.ppt](#)

## **Personal Support**

All staff know each individual young person's learning needs and put in place coherent support which allows them to thrive and achieve within our school.

Our staff work with our partner agencies to provide integrated services to support young people and their families and to break down barriers to success.

Our school home links are extremely important to us and we build positive relationships with parents and carers of our young people.

## **Professionalism and Professional Development**

Our staff are committed to self evaluation to identify ways that we can improve our professional skills and knowledge to the benefit of our young people.

We have an in-house training programme for Aspiring PTs and Aspiring DHTs to continue to build professional capacity.

Our staff share good practice through classroom observation and professional dialogue both within our school and with colleagues in other establishments.

Our staff use Professional Learning and Development by attending Learning Lunches and training events but also committing to professional reading to stay at the forefront of research and good practice.