



**Lanark Grammar School**  
**A GUIDE TO LEARNER PATHWAYS**  
**AND SUBJECT CHOICE IN THE**  
**SENIOR PHASE (S4-6)**

**Parent & Student Handbook**  
**Session 2019-2020**





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## INTRODUCTION

The transition from the Broad General Education (S1-S3) to the Senior Phase (S4-S6), or transitions within it, are extremely important aspects of the individual learner journey in which all of our students are engaged. This transition sees them enter the certification phase of their secondary education and focus directly on their planned destinations on leaving school.

The Senior Phase should provide for all students the opportunity to:

- demonstrate success through the attainment of certificate awards;
- enhance further career management skills to support decisions about their future;
- progressively develop skills and competences which enable them to demonstrate to others the individual talents and qualities which they possess and which illustrate their commitment to lifelong learning;
- engage more directly with the world of work through work placements and other work-related experiences; and
- participate fully in the life of the school demonstrating their commitment to our broader community and helping to shape and enhance the educational provision which we offer.

The learning pathway which each individual student decides upon should be personal to them and linked closely to their career planning priorities. This will provide a bespoke context for learning focussed on the individual requirements of students. In order to support such a personalised approach to learning, the range of opportunities available to students in the Senior Phase is very diverse. In planning our curriculum, we work closely with staff within the school and partners such as colleges and employers to maximise the contexts for learning and attainment which are made available.

Our curriculum offers a diverse range of courses which are delivered by school staff. In addition, S4 students have the opportunity to undertake study at New College Lanarkshire, S5 students have the opportunity to undertake Foundation Apprenticeship courses at New College Lanarkshire and at other colleges in South Lanarkshire, Glasgow and West Lothian, and we shall run a number of courses in school delivered by college staff from New College Lanarkshire.

This breadth of opportunity is designed to meet individual student's needs and support will be given to ensuring they all have a clear understanding of the various contexts for learning which are on offer.

For the majority of our pupils, the Senior Phase will be seen as a three year programme of study (S4, S5 and S6) but for others it may be for one or two years. The crucial element is deciding upon the correct length of study within the Senior Phase to ensure students achieve their set goals and which will ensure success in enabling them to reach their desired post-school destination such as further study, employment, training or volunteering. Such decisions should be based on individual needs and desires, underpinned by effective use of career management skills and supported by key adults such as our Principal Teachers Pupil Support and Additional Support Needs, subject staff, Skills Development Scotland Advisers Kay Wilkie (Monday-Wednesday) and Jennifer Millar (Wednesday-Friday), parents and family members etc.

The information within this booklet is designed to offer support and guidance and to direct students and parents to resources which will help in the planning process.

Mark Sherry

Head Teacher

## CURRICULUM FOR EXCELLENCE: SENIOR PHASE TRANSITION

The transition from the Broad General Education (S1-S3) to the Senior Phase (S4-S6), or transitions within it, are extremely important aspects of the learner journey in which all of our pupils are engaged. This transition sees them enter the certification phase of their secondary education and focus quite directly on their planned destinations on leaving school.

For the majority of our pupils, the Senior Phase will be seen as a three year programme of study but for others it may be for one or two years. The crucial element is what is the correct length of study within the Senior Phase for individual pupils to achieve their set goals and desired destinations: such decisions should be based on individual needs and desires, underpinned by rigorous individual planning supported by key adults such our Principal Teachers Pupil Support and Additional Support Needs, subject staff, Skills Development Scotland Advisers Kay Wilkie and Jennifer Millar, parents and family members.

The information within this booklet is designed to offer support and guidance and to direct pupils and parents to resources that will help in the planning process. It will be shared with parents electronically but can be issued as a paper document where required. It will be emailed to parents and available on our school website through the link below:

<http://www.lanark.s-lanark.sch.uk/curricular-information/curriculum/>

We have designed our Senior Phase curriculum to best meet the needs of all our pupils within the resources at our disposal and created a wide range of course options at a variety of levels, augmented by other certificated experiences and broader achievement opportunities. Through this model we hope that all our pupils attain as best they can and, through broader learner experiences, continue to develop skills and competences out with the setting of Courses and Units. Taking up such opportunities enables pupils to make a significant contribution to our school and local community and to benefit personally from their involvement. The Senior Phase should also include opportunities for pupils to engage in work experience which is specifically relevant to their desired post school destination.

Young people have a number of entitlements within the Senior Phase, which are fulfilled by progression pathways. Within the Senior Phase, pupils have an **entitlement** to an education which:

- provides specialisation, depth and rigour;
- prepares them well for achieving qualifications to the highest level of which they are capable;

- provides opportunities to develop skills for life, learning and work and a continuous focus on Literacy, Numeracy and Health and Wellbeing
- continues to provide a range of activities which develop the four capacities (successful learners; confident individuals; responsible citizens; and effective contributors);
- provides personal support to enable them to gain as much as possible from the opportunities that Curriculum for Excellence can provide; and
- supports them to achieve a positive and sustained destination.

Learning within the Senior Phase will build directly on pupils' experiences in the Broad General Education to ensure all learners are prepared for lifelong learning, further study and employment. Learning in both the Broad General Education and Senior Phase should promote a sense of purpose and motivation to learn.

The characteristics of this learning include:

- learning independently;
- taking responsibility for learning;
- active learning;
- collaborative learning; and
- applying learning and skills development

The National Courses, Units and Awards implemented through Curriculum for Excellence, are designed to promote the enriched approach to learning which is a fundamental part of Curriculum for Excellence and are intended to suit the needs of all learners.

**Achievement Pathways**, or Learner Journeys, illustrate how individual pupils select a pathway through the Senior Phase which can then highlight their successes, awards and qualifications. Individual pupils will follow individual pathways based on their prior successes in the Broad General Education and ongoing success throughout the Senior Phase.

Pathways can include coursework and qualifications undertaken within school but also:

- courses available at college through South Lanarkshire Council's Gradu8 programme and new Foundation Apprenticeship programmes;

- opportunities for learning through Community Learning Development such as Universal Connections staff; and
- opportunities offered by others in the wider community such as employers or businesses.

We hope that we are able to design pathways which ensure all our pupils gain the qualifications they need and improve their achievements in a wide range of important personal skills and experiences and, through doing so, achieve their goals.

The National Parent Forum of Scotland document on 'Learning Pathways in the Senior Phase' can be accessed through the link below:

[http://www.npfs.org.uk/wp-content/uploads/2014/10/nutshells\\_pathway\\_P1.pdf](http://www.npfs.org.uk/wp-content/uploads/2014/10/nutshells_pathway_P1.pdf)

The National Parent Forum of Scotland document on 'The Curriculum for Excellence Learner Journey: Children and Young People aged 3-18' can be accessed through the link below:

[http://www.npfs.org.uk/wp-content/uploads/2013/04/npfs\\_learner\\_journey\\_coloured.pdf](http://www.npfs.org.uk/wp-content/uploads/2013/04/npfs_learner_journey_coloured.pdf)

Within our ASN provision we have a wide range of support and opportunities for our young people to create their own Learner Journeys. During the final years of their Senior Phase they will have access to:

- Courses designed for young people with Additional Support Needs at New College Lanarkshire.
- A link person from Work It Out, which is a programme run by South Lanarkshire Council, to help with transition from school to a sustainable, positive destination. Through this our young people have access to work experience opportunities, interview preparation and possible employment.
- Future Planning Meetings involving all relevant professionals. These help ensure that the transition from school is a smooth process and that our young people and their family have the appropriate amount of support during and after transition.

## PROGRESSION TO THE SENIOR PHASE

It is assumed that at the point of transition from the Broad General Education to the Senior Phase that most learners will be secure in their understanding of Third Level curriculum outcomes. Some learners will have progressed to the Fourth Level in some or all curriculum areas. A number of our ASN pupils will be working on very personal programmes and levels of study.

Level	Stage
Early	The pre-school years and P1, or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework Level 4 (see below).
And	
Fourth	The Fourth Level Experiences and Outcomes are intended to provide possibilities for choice and pupils' programmes will not include all of the Fourth Level outcomes.
Senior Phase	S4-S6 provides opportunities through the school curriculum and college provision to meet the individual needs of pupils, enabling them to achieve certification in qualifications.

As pupils move into S4, a large number will be ready to begin work at National 4 or National 5, while others will be working National 3, National 2 or National 1. Many pupils may be working across different levels of study depending on the Courses and Units they are undertaking.

Within our Fully Supported provision pupils have the same entitlements as their wider school peers. Pupils will arrive at the Senior Phase having been through the Broad General Education, this provides them with a secure foundation on which to build. However, their learning experience will differ in some ways to others within the school. Pupils will still experience subjects across all curricular areas but are likely to experience some alternative teaching styles and approaches during their school day.

Pupils have access to a wide range of courses and these have been developed by teachers who have an understanding of the diverse range of abilities within the

provision. We use a combination of National 1, 2 and 3 courses across the department and further details of these can be found in the link below:

<http://www.npfs.org.uk/nationals-in-a-nutshell>

The key desire is that we ensure a smooth progression through the learning experiences of the Broad General Education into qualifications and broader achievements and experiences within the Senior Phase. Qualifications which are undertaken should both reflect the learning that has taken place previously and develop pathways to the next stage of learning and life.

The Courses (and Units) which are available in the Senior Phase are called National Qualifications (NQs) and are explained in Section 5.3.

Within this booklet you will find a number of links to other resources which will help in providing support to your daughter/son. Many have been written by the National Parent Forum of Scotland whose website can be accessed via the link below:

<http://www.parentforumscotland.org/>

**Be Informed**

**Be Ambitious**

**Be Committed**

## **CHOOSING SUBJECTS: DO YOU HAVE A PLAN?**

You should have. Your Senior Phase is too important for you to go through it in an unplanned way. You never know where you might end up!

To arrive at a plan, you should think of the following sections and what you will do about each of them, i.e., your plan should have a: Core area which should involve Numeracy and Literacy/Communication; Qualifications Focus section; and a Wider Experiences and Achievement Focus section. You should think of a three-year plan for the Senior Phase (S4 through to S6), since most of you do three years and, even if you do not, you can continue your plan after you move on from us. It may be that you wish to give more attention to one or two areas in your Fourth and Fifth Years and leave the others till Sixth.

The important thing is that you have a plan, that it challenges you and, therefore, takes you forward, and that you set out to achieve it to the best of your ability, knowing that we shall help you all along the way.

### **Core Skills**

The development and acquisition of skills are an essential part of the Senior Phase. Core skills are the broad skills that help people achieve success in many situations in life and work. They provide a basis for learning throughout life, for working effectively, and for handling problems. These are as follows:

Communication/Literacy,

Numeracy,

Problem Solving,

Using Information Technology, and

Working with Others

The best advice is that you take these skills as far forward as you can manage.

## Qualifications

It is of course the case that people have different interests. Some might particularly enjoy science subjects, others might prefer Social Subjects, Languages, Technological subjects, Creative and Aesthetic subjects, Physical Education or Religious and Moral Education. You have to think of what you want to be and do in life and make sure that you choose subjects which will help you. Many courses or employment opportunities require attainment in specific courses therefore researching potential pathways and associated course requirements is an essential aspect of your planning.

## Wider Achievement

It is important that you can show that you have a range of interests, skills and qualities. Employers, colleges and universities are often very interested in people who have this range. It is not enough to have the kind of qualities and skills which are thought to be very important and appear often in application forms or are asked about when we have to give a reference on you; you have to be able to show that you have them, or we have to have seen that you have them, and can write about them in a reference or report. In addition, you have to be able to talk about them in an interview giving precise examples. Some of the common ones are about leadership, teamworking, creativity, reliability, commitment, timekeeping and attendance. Others may be included for particular careers.



This Wider Experiences and Achievement Focus section may include subjects which keep your career or further study options open, especially for you if you are not very sure of what career you wish to take up. It may also include our excellent range of School Involvement Activities, Social Education provision, events and extra-curricular activities within school or in the community.

## OPTION CHOICE PROCESS

### Stage One: Predictive subject choice (February/March)

Our Senior Phase timetable allows for each young person to tailor their studies and work at the right level for them to achieve their potential. Firstly, young people are asked to submit a request for their chosen subjects which is a free choice from a menu of available subjects and as best as can be achieved, we seek to construct a timetable that meets those individual requests. Each young person will then be confirmed to the courses that can be offered at the appropriate level for their progress. For current third year pupils, a summary of recommended levels of progress will be provided within S3 Full Reports in February, and for current fourth and fifth year pupils, performance within current courses, particularly in the January assessment diet, will be the guiding factor in determining future levels of study. Subject and Pupil Support assistance is available throughout to help young people in making their choices at this time, and input from Skills Development Scotland Careers Advisers can also be made available at this time.

Activity	Date
Curriculum Information Evening	31 January 2019
S3 Full Reports issued and S3-S5 Indicative Option forms issued Pupil Support Dialogue with students	1 February 2019 onwards
S3 Parents' Evening	7 February 2019
Indicative Option Choice form returned to tutor	22 February 2019
S4-S6 Full Reports	1 March 2019
Course options offered on individual summary Discussion with Principal Teachers Pupil Support Reviewed with parents	15 April 2019
Confirmed Options signed and returned to tutor	19 April 2019

## **Advanced Highers**

You will be asked to indicate any subject you would wish to study at Advanced Higher level. Advanced Higher courses will not be able to be confirmed until we return in August and SQA results are known. In such cases Principal Teachers/Faculty Heads will issue potential students with background reading during June where numbers appear sufficient. In all cases parents will be informed by letter of our arrangements. Where there are insufficient numbers of students for a particular subject the course will not run. We will continue to liaise with other secondary schools in Clydesdale regarding their Advanced Higher provision should a student wish to access such opportunities.

## **Menu of Courses**

Learners have an entitlement in the Senior Phase to a continued focus on Literacy, Numeracy and Health and Wellbeing and so English and Mathematics are compulsory until a young person has reached their maximum level of progression; two periods of quality physical activity is timetabled through mandatory PE classes. The menu of courses available at each stage for the current session is attached to the Indicative Option Choice sheet with short descriptors; more detailed information about courses can be obtained from Principal Teachers and can be given in brochure format.

## **Stage Two: Final subject choice (August)**

For pupils in current fourth and fifth year, your final choices can only be made after the summer holidays when you know your examination results. Any necessary adjustments to your chosen courses will be made at this time and your timetable finalised after consultation with Principal Teachers Pupil Support/Additional Support Needs, subject departments and the Depute Head Teacher S5/6, Miss Pollock and Depute Head Teacher S3/4, Mr Falconer. For many years, Principal Teachers Pupil Support/Additional Support Needs and SLT have been available in school on a specified day after the SQA have issued results and before school commences to assist you with any changes to your course choices which may be required. Further information about the timing of this meeting will be issued in due course. Attending on this day is highly recommended as spaces in many courses and classes fill up quickly. It also means that you can settle into your work on the first day of session and get off to the very best start. After coming back to school in August the subject changes you make will be final.

### **Stage Three: Enrolment (August)**

This is the final part of the Course Choice procedures, the stage where your name is added to the list of students in various classes. Discussion may take place on changing levels due to your SQA results (e.g. National 5 instead of Higher) and you should again think about your Senior Phase plan. You will be asked to complete a copy of the Senior Phase Agreement, which is your formal commitment to attend classes and School Involvement activities regularly and punctually. The Senior Phase agreement is no more than a statement of commitment to work in an adult fashion. Please ensure all the sections are completed and countersigned by your parent/carer and return the form to your Principal Teacher Pupil Support/Additional Support Needs

## **WHICH COURSES ARE FOR YOU?**

### **Finding out more about courses**

Before selecting a course of study, you must carry out research to ensure that you understand fully what you are going to study, how demanding it will be for you as an individual, and how you will be assessed. You also need to know why you are taking the course. Is it because it is an essential entry requirement for further study or employment, because you enjoy the area of study and/or because you feel you have expertise in this field? It might even be all three! There are two important ways to find out information about courses, through subject teaching staff and through the guidance and support of Principal Teachers of Pupil Support / Additional Support Needs.

### **Subject teachers**

Subject teachers are experts about the courses available in their departments and they will speak to you formally about what is on offer. You should liaise closely with your current teacher, or the teacher you know best within each department, about which courses would be best for you. When entering S4, S5 or S6 it is normally the case that you would select courses which provide direct progression from your prior attainment or based on attainment prospect and enjoyment. However, if you are thinking of taking a course for which you have no prior experience you must discuss this with the Principal Teacher/Faculty Head concerned who will ask you about your attainment in the other subjects you have taken.

### **Principal Teacher Pupil Support / Additional Support Needs**

Your Principal Teacher Pupil Support/Additional Support Needs is the teacher who knows you best. She/he will know about your attainment, the targets you have negotiated with subject departments and your long term aspirations and goals. She/he will also know you as a person and will have had a lot of contact with your parents/carers over the last three, four or five years. Working in partnership with you and your parents/carers she/he is well placed to offer support and guidance throughout your time in the Senior Phase.

## Course Structures

The courses which are available in Senior Phase are called **National Qualifications** (NQs) and may be offered at the following levels:

Advanced Higher
Higher
National 5
National 4
National 3
National 2
National 1

National Parent Forum of Scotland document on 'Progression in the Senior Phase' can be accessed through the link below:

[http://www.npfs.org.uk/wp-content/uploads/2014/06/nutshells\\_progression\\_E-1.pdf](http://www.npfs.org.uk/wp-content/uploads/2014/06/nutshells_progression_E-1.pdf)

You can find out more about the new qualifications and how they compare with existing qualifications at [www.sqa.org.uk/scqf](http://www.sqa.org.uk/scqf)

Courses at National 1, National 2, National 3 and National 4 will be assessed on a pass or fail basis. Courses at National 5, Higher and Advanced Higher will be graded A to D or No Award.

At National 5, Higher and Advanced Higher Departments will set class tests which will be designed to test knowledge beyond course competence to help you to prepare for the external examination and its range of bands. It is important to note that as the external examination will test your abilities beyond that of class tests therefore you must not assume that if you have passed the course tests that success in the external examination is guaranteed.

It is for this same reason that students taking these courses will be asked to sit assessments in an assessment diet which will be designed to replicate the demands and style of the external examination. While this may be demanding for you it is essential preparation for the demands of each course.

Under Results Services processes two services are in operation for pupils. These are: Exceptional Circumstances Consideration; and Post-Results Service. The 'Exceptional Circumstances Consideration' provides opportunity for the school to submit alternative evidence of demonstrated attainment before results are published on behalf of candidates if the school believe they have suffered as a result of exceptional circumstances, such as bereavement or illness. This 'alternative evidence' takes the form of coursework, class assessments or assessments from the assessment diet. There is no guarantee evidence submitted by the school will alter the final result. The 'Post-Results Service' ensures that if, after results day in August, a school is concerned by a candidate's result, it can request an administrative review of the script and/or a request to have the marking of the script checked. This can result in a candidate's grade going up or down.

There will be no consideration of 'alternative evidence' with this service and, to ensure that costs are covered, there is a charge to the school for an unsuccessful request.

### **Levels available and progression from prior attainment**

Given the wide variety of courses on offer it should be possible for you to select an appropriate course and level from those available to provide progression from your previous attainment (please refer to Table 1 in section 5.3).

You are able to progress from one level to another in an upward direction when success has been achieved or, at times, to a different course at the same level of difficulty if this is more appropriate for your needs.

It is important to consider the content of potential courses of study and related assessment requirements to help you discuss potential progression with your teachers. For example, learners attaining National 5 C in S4 may be asked to consider upgrading this qualification in S5 depending on evidence of their learning. Candidates attaining a course award of Grade D at National 5 or Higher are not recommended to proceed to the next level of learning, but should consider consolidating and improving their attainment within this level.

### **Changing level during a course**

Recommendations about a pupil's progress in courses is always aspirational, with appropriate planning and support in place so that individual students reach their potential. However, realistically many factors throughout the course of a year will determine a young person's readiness to tackle each aspect of the course and complete the qualification to gain an award.

Only in *exceptional cases* the initial level of presentation may change following an agreed process. This takes account of a range of evidence in class, intervention as a school and the views of staff, pupils and their parents before a decision is made. This will be authorised by the relevant Depute Head Teacher, Ms Pollock for pupils in S5/6 and Mr Falconer for pupils in S4. However, it is imperative when a student is experiencing difficulty at the earliest opportunity they raise this with the relevant teacher to allow for dialogue and support measures to be put in place that will help the student to overcome the difficulties.

## **Developing the Young Workforce**

A consistent focus for school personnel has been in ensuring that all our students make the transition from school to a positive and sustained destination. This may be through transition to further study at college or university or through employment, training or volunteering. Positive post-school destinations provide a platform from which further success can be achieved and help to set our students off on the broader life and career journey which they will make.

'Developing the Young Workforce' is a major national priority designed to support young people to enter and sustain positive destinations beyond school. Within this area there is a strong emphasis on maintaining programmes of study and activities which have been of benefit to students previously but a strong desire to extend opportunities to those which are considered to have a more directly vocational focus.

Within school, this has seen us extend the range of courses on offer to include Leadership Award, Laboratory Science, Legal Studies, Cyber Security, Environmental Science, Travel & Tourism, Practical Metalworking and Practical Woodworking, Sports Leadership Award, Dance and Photography – availability is dependent on uptake and timetabling arrangements. It also includes opportunities for study through college provision. The "GRADU8" college-based programme for students in S4 (see next section for more information) and Foundation Apprenticeship opportunities for students in S5 and S6 extend further the vocational opportunities which will be on offer from session 2019-2020.

We are also in the process of extending opportunities for students to engage more directly with employers and enhance their knowledge of potential career pathways. While in the senior phase, many students take the opportunity to engage in work placements with employers to gain a deeper level of understanding about chosen career pathways. This involves the student securing a placement of a few hours per week over an extended period of time such as 6-8 weeks – or longer where this is possible. This time is set within the school day where timetable arrangements permit.

Mrs McWilliams of our Computing Department has a lead role in Developing the Young Workforce within the school.

### **Vocational Development Programme: GRADU8**

The GRADU8 Vocational programme provides pupils in the Senior Phase (S4-6) with vocational training opportunities through weekly access to formal courses at local colleges, most often the New College Lanarkshire campus in Motherwell. The vocational focus enables our pupils to develop job related skills in a variety of different areas, skills which will complement the school-based courses which they are also undertaking. These include Beauty, Construction Crafts, Early Education and Childcare, Engineering, Hairdressing and Uniformed and Emergency Services at National 4, and some at National 5. These are Skills for Work qualifications with equal standing to school-based courses.

### **Course provision**

GRADU8 courses sit within the SQA menu of qualifications and further information can be obtained through the SQA link below:

<http://www.sqa.org.uk/sqa/5951.html>

Transport, Personal Protective Equipment and lunch (for whole day courses) are provided. Pupils who express an interest in the GRADU8 programme are asked to come forward for a focus group interview led by South Lanarkshire Council personnel. Places are limited and are offered to those individuals who demonstrate a genuine interest in the subjects offered, who are motivated to participate, and who would benefit from a place on the programme.

## HAVE YOU TAKEN ON ENOUGH?

### Workload

A frequently asked question by pupils within the Senior Phase is 'how many courses should I take?' The answer to that question is quite straightforward: **in almost all cases it is expected that all students would take six courses, up to National 5 Level or five courses where there are a combination of National 4/5, Higher and Advanced Higher courses.** The balance of courses being undertaken must be discussed with your Principal Teacher Pupil Support/Additional Support Needs and either Mr Falconer, Miss Pollock or Mrs Brown.

You may not realise it, but you are in a competition with your fellow-students in Lanark Grammar School and with those in other South Lanarkshire schools and beyond. This competition extends beyond school attainment to gaining employment and seeking college and university places and I am afraid it doesn't stop there. Once you have achieved your short-term goal of employment, training or further study the competition begins again.

You can guarantee that if you are not maximising your attainment then another student in this school or beyond will be. When you are not working, they will be. When you are opting out of courses, they will be opting in. It is in your best interests to undertake six courses at the appropriate levels in order to maximise your attainment. It is our experience that the majority of students who elect to take less than six courses do not put any 'additional' study time to good use and there is no discernible gain in awards achieved. However, those students undertaking six courses remain focussed, manage their time well and, ultimately, achieve greater success.

All students in S4 must continue to undertake courses in English and Mathematics. These subjects are of key importance regardless of your future intentions and they also deliver Core Skills in Literacy/Communication and Numeracy respectively.

When you hand in your Course Choice Form to your Principal Teacher Pupil Support/Additional Support Needs she/he will discuss your choices with you and if necessary contact your parents/carers if any concerns arise.

Many areas of employment and training, and all courses at college and university, have minimum entry requirements. But that is exactly what they are - **minimum**. Competition is stronger than ever!

## **Five Higher Candidates**

Over the years there has been a great deal of debate as to whether it was beneficial for certain students to take a smaller number of Higher Grades in order to gain better quality awards. For example, would it be beneficial for certain students to take four Higher Grade courses as opposed to five and concentrate all their efforts on achieving high quality results in a smaller number of subjects? If they had taken five courses, would this have placed too high a demand on them and as a result the overall quality of their results would suffer?

A substantial amount of research has been carried out into this area with the main findings coming to the conclusion that, for certain students, it is better to take five Highers than four. This was also found to be the case in an analysis of Higher Grade results in Lanark Grammar School.

Our subject and Principal Teachers Pupil Support/Additional Support Needs will liaise with you if you find yourself in this category and will discuss your course choice arrangements with you and your parents.

## **School Involvement Activities**

This is the name given to a varied, wide-ranging set of activities open to students in the Senior Phase but particularly those of you moving into S6, when there may be a little more flexibility in your timetable. If you choose to participate in a School Involvement Activity you will either be assisting members of staff with projects, using the experience you have gained from your time at Lanark Grammar to help younger pupils with their coursework or developing your skills in the wider community. You may wish to become involved in assisting a department with which you already have close links through previous study but it is equally possible to select an area in which you have limited experience.

As with the enhancements the main value in becoming involved in such activities is that they will help broaden your educational experience and develop your interpersonal skills. This will in turn raise the quality of your CV, UCAS application form and job applications. However, it is also the case that your participation in School Involvement activities will help others within the school and community. School Involvement activities awards are made at two levels; a school certificate and/or a Saltire Award. You will hear more about this from Miss Pollock during the Induction Programme in June.

## Study Arrangements

The best place to learn is in a subject class following a specific course. The vast majority of you will be taking 6 courses and therefore will have no requirement for study time during the school day. A number of students in S6 will require study time, particularly if they are following Advanced Higher courses, but **this will not be the case for all**. Study facilities will be provided through supervised study classes.

It is important that you come to terms with the fact that working at home after school is not an extra but a requirement of all courses. To succeed in your goals you must be committed and prepared to devote sufficient time to your studies. Plan each week in advance and organise your time effectively. Creating the right balance between work and leisure is important. Be honest with yourself and get the balance right!

## **SOCIAL EDUCATION**

Our Principal Teachers Pupil Support and Additional Support Needs Teachers are responsible for the SE Programme and work as a team to develop and deliver SE to the pupils in their care.

Within our Additional Support Needs provision, SE is delivered from S2-S6 in set period allocations. Within our wider school provision S1-S3 SE is delivered through a one period per week allocation of time. In our Senior Phase, SE is delivered through enhancement events which are held throughout the session. Such arrangements reflect the diverse needs of our pupils.

Senior Phase SE, S4-S6, is organised through extracting pupils from normal classes at specific points in the session. This is done to maximise the impact of SE and target activities appropriately. The programme focuses on transition beyond school and careers, health, citizenship, finance, education, personal safety etc. In S4, S5 and S6 we have introduced a “themed” lesson where the work is developed by a member of the Pupil Support team and the lesson is delivered by classroom teachers. This way of working has been very positive for both teachers and pupils and we will continue to develop SE lessons in this manner.

## **PHYSICAL EDUCATION**

The school has a strong commitment to promoting the health and well-being of our students. One way of demonstrating this in practical terms is through our commitment to the place of physical education in the senior phase curriculum. All students have the opportunity to undertake two periods of specialist provision both within the school and through accessing opportunities at the South Lanarkshire Leisure and Culture facility “Lanark Lifestyles”.

Students elect to follow specific learning pathways which best suit their needs and promote both engagement and enjoyment in physical activity. In addition to this “core” element of physical education, certificate course opportunities also exist.

## STARTING OUT IN THE SENIOR PHASE: ARE YOU READY FOR IT?

Are you ready for the Senior Phase? Just because you are nearing the end of S3, S4 or even S5 does not mean that you are ready for the Senior Phase. The national guidelines for the Senior Phase for all schools in Scotland lists the following as important opportunities which all students should be given. All of these opportunities have been on offer in your school for years, but not everyone has taken them. Are you ready to take them?

**“To study subjects in greater depth”**: almost all of the subjects which you have taken in the Broad General Education (S1-S3) link into further study in the Senior Phase. You should be able to study in greater depth.

**“To specialise in areas of particular interest to them”**: we run a wide range of subjects for you but, like all other schools, there is a limit to what we can offer which is dependent on the resources available to us.

**“To take increased responsibility for their own learning”**: look at the list of opportunities and count how often a phrase such as “opportunity for increased responsibility” occurs. No teachers in any school in Scotland understand this idea better than yours do. They are ready to share responsibility with you, but, are you ready?

**“To develop personal interests”**: we are keen to support you in a whole range of activities. Think of all the clubs, activities and events which take place in a Lanark Grammar School year. Look at the reports in the local paper. The range is second to none. Do you take part?

**“To take increased responsibility for private study, research and investigation, project work and longer pieces of writing. To exercise responsibility through increasing involvement in activities within school and the wider community”**: note the increased responsibility again.

**“To work and learn with others beyond the school”**: are you ready to take part in events which link you with other schools, colleges, universities, local businesses, etc.?

**“To demonstrate leadership, social awareness and enterprising behaviour”**: are you ready to help younger pupils, to set an example, to wear uniform, to watch out for bullying or possible trouble and tell teachers about it, to raise funds, to come forward with good ideas and, in general, play your part in Lanark Grammar? Are you able to take on the responsibility which a Senior Phase student should display? There are many formal leadership roles available but all students should be demonstrating leadership in their everyday work within the school.

**“Continue to develop Skills for Learning, Life and Work”**:\_these are skills which all pupils have been developing through previous study. It is vital that you continue to take them forward and can identify clearly where this is taking place. This will enable you to plan future developments and to talk to adults within and beyond school about your competences in these areas.

All of the opportunities are here for you. The big question is, are you here for them? If you are not then you are not ready for the Senior Phase, no matter how old you are. Look around. You will see that most of our seniors are ready for the Senior Phase and do play their parts wonderfully. If you are like them then you will do well; if you are not, then you won't. It is about decisions again. If Miss Pollock, Mr Falconer or anyone else has to chase you up about absence, latecoming, effort, attitude or work rate then you have not been ready for the Senior Phase and the competition will have moved ahead of you again.



## CAREERS

There is a very close link between the school and Skills Development Scotland which will enable you to receive expert advice and assistance on a regular basis as you progress through the school. Our Careers Advisers, Kay Wilkie and Jennifer Millar, will assist you by holding individual interviews, participating in our Social Education programme and addressing small groups of students and year group assemblies. Our Careers Adviser will be available at set times throughout each week and is also available at other times, by arrangement. Should you be offered an individual interview with the Careers Adviser you should prepare extensively. This process will include an interview with your Principal Teacher Pupil Support/Additional Support Needs.

This person is called a Careers Adviser for a reason. You should come to your interview armed with information that you have acquired from personal research including prospectuses, employment information and any other relevant information. This will enable her/him to advise you on your future progression pathways. Even if no firm decisions are made as a result of your interview you will be better informed about your future and will have demonstrated clearly that you are able to carry out effective research into careers and pathways. Gaining experience in careers-related skills will be of value throughout your working life. At various times throughout the year Careers Conventions and Open Days will be held and you should attend those which are most relevant to your future.

Careers information, such as college and university prospectuses, is located in the Careers Resource Base. Parents as well as students should also make use of the Skills Development Scotland website, My World of Work

### **My World of Work - Help for Parents**

When it comes to making career decisions, parents will be one of the first people that pupils will turn to for help. Therefore, we would encourage you to use the website 'My World of Work' with your child, to help spark ideas for their career and explore the routes they might like to take. This web-based resource will help you feel confident in supporting your child to make important decisions. The website can be accessed through the link: <https://www.myworldofwork.co.uk/>

'My World of Work' can help you understand a number of challenges that your child might be facing at school. Some of these will include subject choices, finding the right career and preparing to leave school.

- **Subject choices** are an important decision for your child. They have an impact on what courses they can study at college or university. They can also affect what

careers are open to them when they leave school. Sometime between January and March, your child will pick subjects in S3-5 in preparation for their National Qualifications. But it is a good idea to start thinking about them earlier, to help support your child in the best way possible.

- **Finding the right career** is difficult for many young people. 'My World of Work' is designed to make it easy for your child to explore, and find out more about, careers that might suit them. It helps them to build [career management skills](#), so that they can make the best decisions about what's right for them.
- **Leaving school – what next?** Getting ready to leave school can be a tricky time. There are lot of options open to your child; but what will work best for them? As a parent, it helps to understand what those options are, so that you can support them in their decision. 'My World of Work' has developed a guide for parents, along with information about Modern Apprenticeships, and preparing for the many different transitions.

[Starting an account](#) will help your child make the most of 'My World of Work'. You can support your child as they complete the different areas and record their skills, ambitions, strengths and experiences within their own private account.

## Career Pathways

Pupils should make full use of the resources available and participate fully in the careers activities which are organised on a regular basis. Principal Teachers Pupil Support/Additional Support Needs liaise closely with Skills Development Scotland and provide a great deal of advice and support in this area.

The various career pathways, which can be followed on leaving school, are: Training, Employment, Further Education or Higher Education.

The school takes very seriously its role within careers education but we must work in partnership to ensure your needs are met and you are well prepared for leaving school having successfully achieved your immediate post-school goal.

The school recommends that if you are intending to follow a course at university you should remain at school for a sixth year for a variety of reasons which include improving the quality of your awards, broadening your range of extra-curricular experiences to enhance the quality of your UCAS application form and C.V., but particularly because of the high failure rate of students entering university after fifth year as opposed to sixth year. Courses on study skills are particularly important for those intending to go to university or college and are offered as part of our Social Education programme. Staying on at school for a sixth year undertaking a demanding set of subjects is ideal preparation for the demands of university.

## APPENDIX 1

### Important Information

Depute Head Teacher                      Miss G Pollock  
S5/S6

Depute Head Teacher                      Mr D Falconer  
S3/S4

Depute Head Teacher                      Mr N Munogee  
Pupil Support

Depute Head Teacher                      Mrs J Brown  
Additional Support Needs

### Principal Teachers Pupil Support

	3W2, 4H2, SB3	Mr A Campbell
Braxfield House	3B1, 4B1, SB1, SB2	Mrs Watson
Hyndford House	3H1, 4H1, SH1, SH2	Mr J Thompson
Jerviswood House	3J1, 3J2, 4J1, SJ1, SJ2	Mr C Goldie
Lockhart House	3L1, 4L1, SL1, SL2	Mrs A Ewing
Wallace House	3W1, 4W1, SW1, SW2	Mrs R Jack

## Principal Teachers Pupil Additional Support Needs

Mrs K Bennett and Mrs P Kerr	Autism Provision
Mrs L Gordon (Acting)	Enhanced Support Provision
Mrs A Miller and Ms G Williams	Fully Supported Provision

Developing the Young Workforce Lead      Mrs McWilliams

School Address	Lanark Grammar School
	Kirklands Road
	Lanark
	ML11 9AJ

Telephone number	01555 667520
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Fax	01555 667521
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Email	<a href="mailto:office@lanark.s-lanark.sch.uk">office@lanark.s-lanark.sch.uk</a>
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Careers Advisers	Kay Wilkie (Monday-Wednesday)
	Jennifer Millar (Wednesday-Friday)

Skills Development Scotland	c/o Routes to Work South
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Careers Office

7-9 Wellgate  
Lanark

ML11 9DS

Telephone number

01555 707013 / 01555 707014

Opening Times

Tuesday 9.30 am – 12.30 pm

1.30 pm – 4.30 pm

Thursday As above

Websites

[www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)

[www.skillsdevelopmentscotland.co.uk](http://www.skillsdevelopmentscotland.co.uk)

## APPENDIX 2

### Option Links:

SQA Journeys

[http://www.sqa.org.uk/sqa/files\\_ccc/SQA\\_Journeys\\_Generic\\_Leaflet\\_WEB.pdf](http://www.sqa.org.uk/sqa/files_ccc/SQA_Journeys_Generic_Leaflet_WEB.pdf)

Guide to Scottish Qualifications

[http://www.sqa.org.uk/sqa/files\\_ccc/Guide\\_to\\_Scottish\\_Qualifications.pdf](http://www.sqa.org.uk/sqa/files_ccc/Guide_to_Scottish_Qualifications.pdf)

School college partnerships

[http://www.sqa.org.uk/sqa/files\\_ccc/School-CollegePartnershipsBooklet.pdf](http://www.sqa.org.uk/sqa/files_ccc/School-CollegePartnershipsBooklet.pdf)

Learning Pathways in the SP and beyond

[http://www.sqa.org.uk/sqa/files\\_ccc/National\\_Parent\\_forum\\_nutshells\\_pathways.pdf](http://www.sqa.org.uk/sqa/files_ccc/National_Parent_forum_nutshells_pathways.pdf)

Scottish Colleges – Modern Apprenticeships in Scotland

[http://www.sqa.org.uk/sqa/files\\_ccc/ModernApprenticeshipsBooklet.pdf](http://www.sqa.org.uk/sqa/files_ccc/ModernApprenticeshipsBooklet.pdf)

## **APPENDIX 3**

### **Website Addresses**

#### **Colleges:**

#### **New College Lanarkshire**

(formerly Motherwell and Cumbernauld Colleges)

[www.nclan.ac.uk](http://www.nclan.ac.uk)

#### **South Lanarkshire College**

[www.south-lanarkshire-college.ac.uk](http://www.south-lanarkshire-college.ac.uk)

#### **Glasgow Clyde College**

(formerly Anniesland, Cardonald and Langside Colleges)

[www.glasgowclyde.ac.uk](http://www.glasgowclyde.ac.uk)

#### **City of Glasgow College**

(formerly Central College of Commerce, Glasgow Metropolitan and Glasgow Nautical Colleges)

[www.cityofglasgowcollege.ac.uk](http://www.cityofglasgowcollege.ac.uk)

#### **Glasgow Kelvin College**

(formerly John Wheatley, North Glasgow and Stow Colleges)

[www.glasgowkelvin.ac.uk](http://www.glasgowkelvin.ac.uk)

**Universities:**

**Aberdeen University**

[www.abdn.ac.uk](http://www.abdn.ac.uk)

**Dundee University**

[www.dundee.ac.uk](http://www.dundee.ac.uk)

**Edinburgh University**

[www.ed.ac.uk](http://www.ed.ac.uk)

**Edinburgh College of Art**

[www.eca.ac.uk](http://www.eca.ac.uk)

**Glasgow Caledonian University**

[www.caledonian.ac.uk](http://www.caledonian.ac.uk)

**Glasgow University**

[www.gla.ac.uk](http://www.gla.ac.uk)

**Royal Conservatoire of Scotland**

[www.rcs.ac.uk](http://www.rcs.ac.uk)

**Strathclyde University**

[www.strath.ac.uk](http://www.strath.ac.uk)

**St Andrews University**

[www.st-and.ac.uk](http://www.st-and.ac.uk)

**Stirling University**

[www.stir.ac.uk](http://www.stir.ac.uk)

**University of the West of Scotland**

[www.uws.ac.uk](http://www.uws.ac.uk)

## **Others**

### **PlanIT and Progress**

Available on school network via PlanIT icon or at home at:

[www.ceg.org.uk](http://www.ceg.org.uk)

### **UCAS**

[www.ucas.com](http://www.ucas.com)