

Rationale

Our vision and rationale for our curriculum is based on our shared values of ambition, respect, and equity'. **We ARE Perth High School.** These resonate with the four capacities of *Curriculum for Excellence: successful learners; effective contributors; responsible citizens and confident individuals.*

At Perth High School, we believe in helping our pupils to take responsibility for their own learning, which reflects a genuine ambition for each pupil to achieve his or her potential. Our compassion for each other reflects our commitment to meeting the needs of individuals in the school. To these ends, we seek to create a learning experience which prepares our young people for an unknown and un-knowable future. This is a future which is bound to be full of uncertainty. We already know that for most of us and our children there will be no certainty during their working lives. Therefore, we need to teach our pupils about problem solving, working with others, resourcefulness, communication skills and self-awareness. Many of the jobs that our young people will be doing have not yet been thought of. Therefore, we need to teach our pupils how to be adaptable, resourceful and resilient as learners.

To help to prepare for this uncertain and exciting future, we are developing new courses, beginning in S1, in which we offer our pupils learning which is challenging, collaborative and enjoyable. We make connections between subjects so that our pupils build on their learning as they go from one subject to another. The changes to the curriculum affect all pupils – not just those in S1. We are placing more and more emphasis on the core skills of work, life and learning, continuing into the Senior Phase of S4 to S6. We are encouraging all of our pupils to be problem solvers and to work together to find solutions.

Relevance

During S1-S6 pupils will be involved in activities which reflect their interests and experiences beyond school. The pupils will have opportunities to develop informed views about ethical and moral issues.

Personalisation and Choice

- During S1-S6 pupils will be able to make choices about how they learn in the classroom, depending on their interests and aptitude. Choice will also be woven in to interdisciplinary experiences. In addition, the pupils will have the opportunity to make choices about how they contribute to the life of the school.
- Beginning in S1, all pupils will have the opportunity to develop and be given recognition for their personal achievement.

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Principles of the Curriculum

Our curriculum takes account of the design principles of *Curriculum for Excellence* (challenge, enjoyment, breadth, depth, progression, relevance, coherence, personalisation and choice) encompassing the entitlements of ethos and life of the school, interdisciplinary learning, subject choices and personal development.

Challenge and Enjoyment

Pupils will have learning experiences which allow them to demonstrate creativity and innovation by adopting problem solving and imaginative approaches as appropriate to the topic of work.

Aims

- To develop a growth mind set in each person.
- To provide an inclusive educational experience for pupils, which responds to the needs of the individual.
- To educate our pupils for an uncertain future.
- To promote a sense of resilience and compassion.

Breadth

Building the Curriculum 3 clearly states that pupils should achieve learning across all the experiences and outcomes to the third level. Our aim is to ensure that the vast majority of our pupils achieve this by the end of S2 – some before that.

- All pupils in S1 and S2 will have the opportunity to achieve across all the Experiences and Outcomes of the curricular areas at Level 3.
- Those pupils who achieve Level 3 by the end of S1 will have the opportunity to work towards Level 4 within their class through planned differentiation.
- Each pupil will participate in an interdisciplinary project in S1, 2 and 3. In addition, related subjects will liaise to deliver highly effective interdisciplinary learning.
- Pupils will have opportunities for outdoor learning arranged by subject areas as well as whole school events and opportunities for learning outside the classroom.
- Perth High School will work in partnership with a variety of community and employer partners to enhance the curriculum and learning experience of the pupils.
- All pupils will be given recognition for their personal achievement and will have the opportunity to complete individual challenges and to develop skills for life, learning and work.
- During S3 all pupils will participate in an innovation & enterprise project to further develop skills for life, learning & work.

Depth

Pupils will have the opportunity to experience increasingly sophisticated learning as they progress from Level 3 to Level 7. During this time, the pupils will develop their skills for learning through engagement in critical skills teaching and AifL techniques.

Coherence

- During S1-S3 each curricular area will map experiences and outcomes with related subjects to allow pupils to make connections with different areas of learning, creating regular opportunities for interdisciplinary learning and continuing into the Senior Phase.
- Where possible, pupils will be taught related subjects by one teacher during S1 and S2.
- The delivery of literacy and numeracy will be delivered according to the school's strategy in each curricular area from S1-S6.
- The school promotes skills for life, work and learning beginning with S1- S3 pupils and continuing into the senior phase of S4-S6.

Progression and the Senior Phase

- Each pupil is assigned a Personal Support teacher who offers support, encouragement and advice to ensure that no pupil is left behind. If any pupil is giving cause for concern, the personal support teacher will liaise with the Guidance teacher to provide the necessary support and to liaise with the parents.
- We are committed to helping all of our pupils to achieve positive destinations.
- During the Senior Phase all pupils will have the opportunity to work at National 3 to Advanced Higher at an appropriate level for their age and stage.
- Having achieved Level 3 in each curricular area, each pupil will progress to study at Level 4, normally during S3, but sooner in some cases. Pupils are able to choose which subjects they would like to study at Level 4. All pupils will continue to study chosen subjects within each curricular area. The choice which our pupils make at the end of S2 are planned to avoid "locking in" young people to very specific pathways too early, but rather seeks to preserve options and opportunities for progression into qualification routes in the senior phase. Each pupil is given the opportunity to change course leading up to the beginning of the senior phase in January of S3. Our pupils currently select seven options from each of the curricular areas, including modern languages.
- During the Senior Phase each pupil will have the opportunity to continue to develop his or her skills for work, life and learning, including literacy, numeracy and health and well-being. Planned opportunities for interdisciplinary learning will continue to be regular feature of the learning experience.

Entitlements

All young people are entitled to experience:

- A coherent curriculum from 3 to 18
- A broad general education, including well planned experiences and outcomes across the curricular areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
- A senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- Opportunities for developing skills for learning, skills for life and skills for work
- Opportunities to achieve the highest levels they can through personal support and challenge
- Opportunities to move into positive and sustained destinations beyond school.

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Personal Support

We are committed to delivering personal support for each of our pupils by:

- Providing daily personal support time in which the pupil have a regular one to one interview with their support teacher and participate in peer review and mentors. These groups are arranged vertically to maximise opportunities for leading and working others
- Reviewing learning and planning of next steps with our pupils in each curricular area, using our personal leaning planning format
- Providing regular opportunities for each pupil to record significant achievements, set personal achievement targets and to review successes
- Helping each pupil to prepare for choices and changes in his or her life.

The Ethos and Life of the School as a Community

- We provide opportunities for all of our pupils to develop leadership skills through peer support, buddying, mentoring, acting as student members of pupil voice groups, assuming prefect duties or a House role or serving as part of a committee. All pupils contribute to the school's charitable work in a variety of creative and imaginative ways.
- We design the curriculum for the needs of all, including those children and young people with additional support needs.
- We offer curriculum choices for pupils at each stage, paying particular attention to the differing needs of key groups: LAAC; underachievers; gifted and talented; the vulnerable and those with challenging behaviour.
- All pupils during S3 will participate in YPI to develop citizenship and philanthropy ideologies.

Curriculum areas and subjects

During the senior phase all pupils in S4 to S6 will have the opportunity to continue to develop literacy, numeracy and health and well-being, as well as skills for work, life and learning.

The Development of the Curriculum

- We develop and refresh our curriculum and manage curriculum change and innovation to implement *Curriculum for Excellence* by consulting with our pupil voice groups, the parent council and groups of teachers. We also use audits to identify particular strengths and areas for development by using the Principles of the curriculum audit tool. These emerging priorities are then included in the school improvement plan.
- We involve partners and key stakeholders in curriculum change and innovation by establishing and developing sustainable community learning links with local businesses, organisations and charities. These links are established in response to the learning needs identified by our pupils and parents. The key areas identified are retailing, finance, health care, catering, construction and performing arts.
- We identify the benefits for learners from planned curriculum change and innovation through our quality assurance process, identifying the impact on our pupils in terms of attainment and achievement.
- We monitor and evaluate the impact and outcomes of changes in our curriculum, including in areas delivered by partners by using our quality processes to triangulate evidence. We do this by seeking the views of parents, teachers, pupils and community partners. We regard all learning activities, including activities out with the school as our responsibility.

Programmes and Courses

- Our programmes and courses balance the progressive development of knowledge and skills with flexibility for staff to determine the content to be covered.
- Our pupils participate in interdisciplinary learning in S1, 2 and 3. In addition, we plan and implement learning on a regular basis between the curricular areas in order to complement and enhance pupils' learning.
- We provide our pupils with choices about different learning routes within programmes of work as appropriate to the needs and strengths of each pupil. As appropriate, we differentiate the learning by task, resource, support and response.
- We are committed to developing our programmes and courses, matching them to the needs of all learners so that they progress well from their prior learning.
- Our programmes and courses develop skills for learning, skills for life and skills for work with a continuous focus on literacy, numeracy and health and well-being. We use personal learning planning, beginning in S1, to contextualise and embed these key skills. We provide regular opportunities for our pupils to demonstrate these skills in their personal achievements, recording and recognising them in a personal portfolio. Each pupil will complete a profile by the end of S3 with support from his or her head of house/PT Guidance.

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Courses and Qualifications

- in the senior phase qualifications will be offered up to SCQF level seven where appropriate
- as a general rule it is expected that most students will complete seven Nationals and/or other relevant qualifications by the end of S4
- collection of evidence for the added value component can be integrated into the learning and teaching which takes place during the BGE or later
- in S5/6 pupils will continue to be offered a wide curriculum but with the opportunity to specialise where and when appropriate
- some courses studied in the senior phase may be offered in another school, college or online
- cohorts or classes will not be presented early. Learners should be presented for qualifications at the time which is right for them
- by-passing qualifications where appropriate can allow time for deeper learning to take place.
- Although SQA National Courses are designed to be completed in 160 hours of directed study this is not exclusive to the learning which takes place in the BGE.

The Perth High School Experience

- All pupils have an entitlement to progress through all the elements of the PHS experience starting in S1 achieving at Bronze, Silver and Gold levels as they progress through the school

Employability

Enterprise & Creativity

Volunteering

Excursion/Residential & Outdoor

Cultural

Leadership & Initiative

Citizenship

Challenge