



Curriculum Consultation – Decisions

As you know, the school conducted a 4-week curriculum consultation (from Monday 21 January – Monday 18 February 2019). We proposed a range of changes to try to improve our existing curriculum and learner pathways through the school.

Thank you to all the pupils, parents, staff and partners who took the time to offer their views on our curriculum model and ideas for improvements. This information has allowed us to ensure all decisions are taken in the best interest of our learners and school community. All concerns raised will be reviewed and actions taken to minimise the negative impact of changes.

Having reviewed this feedback, the SMT are striving to implement the following changes over the next two years. All these actions are subject to change based on staffing and budgets allocated from South Lanarkshire Council and student uptake in particular subject areas.

- 1. We plan to introduce Tutor Time into the new curriculum model.** See page two for the new structure for the school day.
- 2. We strive to increase the number of National subjects studied in S4 from 6 to 7.** However, due to the concerns raised about workload and additional pressure placed on learners – we plan to review the S3 curriculum model to improve the journey from S3 into S4 and ensure all learners and teachers feel confident in the time allocated for the delivery of courses.
- 3. We strive to increase the number of periods allocated for Higher qualifications from 5 to 6.**
- 4. We will consider introducing allocated IDL slots into the BGE curriculum in session 2020/2021 after a further consultation with school staff and pupils about what could be delivered, requirements in terms of budget and staffing, and what will offer quality learning experiences for our pupils.** Further information will be issued to parents about this in due course.
- 5. We plan to remove study classes from the S5 curriculum – allowing more time to be focused on subjects and with teachers.** We will ensure young people are equipped with the skills to independently study through PSE courses and subject advice. Where young people are studying National qualifications in S5/6, we will strive to offer bespoke courses designed to maximise attainment (for example: Mental Health Wellbeing Awards, Level 5 Literacy and Numeracy, and Enterprise and Employability awards).
- 6. The school will explore and introduce a range of SCQF courses to complement the subjects already being offered.** The school will strive to improve learner journeys by offering alternative routes of learning through subject areas to ensure all can access level 5 and 6 qualifications before leaving school. We will support teachers by doing this over the next 2 years to allow development time and planning before implementation. Further information will follow.
- 7. We will review the range of SQA qualifications currently being offered and ensure opportunities to introduce new subjects / awards are taken to support learners.** A range of ideas to improve the curriculum have been offered during the consultation. We plan to reflect on this information and, working with Faculty Heads, consider what subjects could be introduced into the curriculum.

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New structure to the school day

	Tutor Time (8.40-8.50am)	Period 1 (8.50 – 9.40am)	Period 2 (9.40 – 10.30am)	Period 3 (10.30 – 11.20am)	Interval (11.20 – 11.35am)	Period 4 (11.35– 12.25pm)	Period 5 (12.25- 1.15pm)	Lunch (1.15 – 1.55pm)	Period 6 (1.55- 2.45pm)	Period 7 (2.45- 3.35pm)
MONDAY	✓	✓	✓	✓		✓	✓		✓	✓
TUESDAY	✓	✓	✓	✓		✓	✓		✓	✓
WEDNESDAY	✓	✓	✓	✓		✓	✓		✓	✓
THURSDAY	✓	✓	✓	✓		✓	✓		✓	✓

	Tutor Time (8.40-8.50am)	Period 1 (8.50 – 9.40am)	Period 2 (9.40 – 10.30am)	Interval (10.30 – 10.50am)	Period 3 (10.50 – 11.40am)	Period 4 (11.40– 12.30pm)	
FRIDAY	✓	✓	✓		✓	✓	School closes at 12.30pm on a Fri.

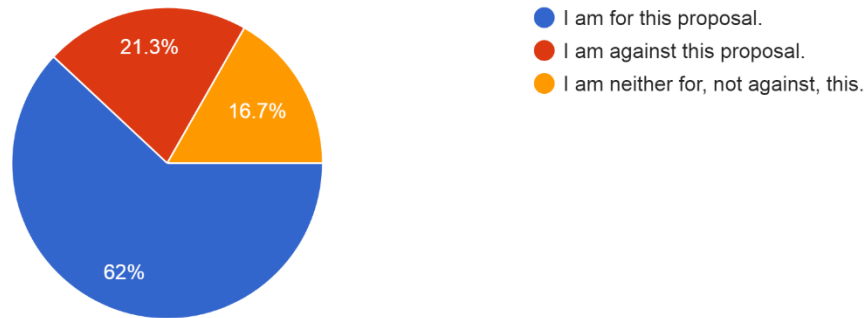
- School will start at 8.40am.
- Tutor time will run from 8.40 – 8.50am each morning.
- The new model will, **on a Monday – Thursday**, run as follows: tutor time, periods 1-3, and then a 15-minute interval from 11.20 – 11.35am, periods 4-5, then lunch from 1.15-1.55pm, and then periods 6-7 before the school day finishes at 3.35pm.
- The new model will, **on a Friday**, run as follows: tutor time, periods 1-2, and then a 20-minute interval from 10.30-10.50am, periods 3-4 before the school day finishes at 12.30pm.

Curriculum Consultation – Feedback from Pupils

We received a total of **460 responses** from current and former pupils.

Question 1: What do you think about making small changes to the structure of the school day to allow for tutor time* to be introduced for pupils?

460 responses

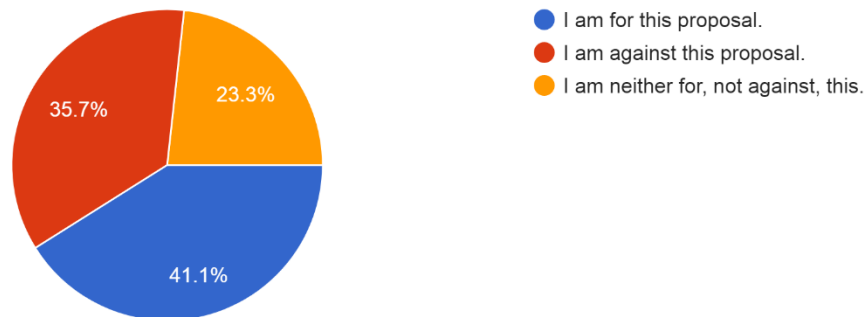


Themes from responder comments (93 comments):

- There was approximately 50/50 of positive and negative comments. Lots of responses simply offered generic statements of agreement or disagreement.
- A few commented with positive feedback – it would allow time to complete homework, it'll allow pupils to get to know staff better and get more pastoral support and to have the opportunity to talk about HWB – specifically mental health issues.
- A few commented with concerns about the short Friday and worrying about the school day starting earlier. A few felt pupils may “skive” this period. A few were concerned about what period they would lose from their timetable and whether they could arrive early enough for school. Some felt 10 minutes wouldn't be long enough to have an impact. Some worried about buses and specific timings of the school day.
- Comment: “Tutoring should be an after-school task”.
- Comment: “The tutor time will really help the students who are struggling in certain areas”.
- One suggested tutor time should be at the end of the school day, rather than the start.

Question 2: What do you think about the school increasing the number of National level subjects / awards studied in S4 from 6 to 7 subjects / awards?

460 responses

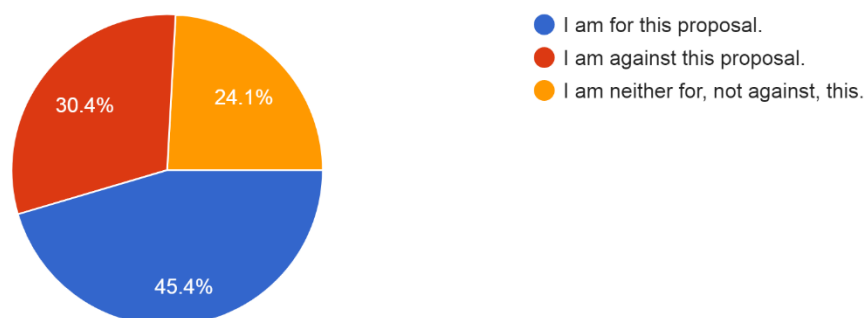


Themes from responder comments (85 comments):

- There were around 50/50 of positive and negative comments such as, “Yes”, “no – against”.
- Several comments focused on the additional workload placed on learners and feeling it could add too much pressure. A few commented on feeling it was a rush to complete National courses and this would make it worse. A few mentioned struggling to pick a seventh subject to do.
- Several others spoke about more variety, feeling better prepared for demands of higher/further education through an additional choice
- A few asked if it could be optional for students rather than compulsory.
- A few identified that S3 would need to be altered to support learning for Nationals earlier.

Question 3: What do you think about increasing the number of periods that pupils study an SCQF Level 6 qualificat...riods per week (instead of 5 periods)?

460 responses



Themes from responder comments (85 comments):

- Many of the comments highlighted concerns about losing study classes during the school day seeing it as adding pressure to learners.
- However, some of the responses acknowledged that study classes are not used well and would rather have access to their subject teachers.
- Comment “I’d prefer to learn in a classroom than a study period”.

Question 4: Do you have any further comments or views you would like to be considered while the curriculum is being reviewed?

Themes from responder comments (205 comments):

- Lots of responses simply said “no”.
- 12 comments asked for Dance courses to be introduced
- One said bring back Health and Food
- Two asked for Higher Modern Studies
- One said: Get rid of the merit system – rewarding learners for being normal.
- A few suggested starting Nationals in S3.
- One asked for Maths classes to be based on ability in S2/3.
- Five asked for Latin and Mythology to be offered
- Three requested that the library be opened every day
- A few asked for more clubs in the school
- A few people asked for additional periods of certain subjects over other subjects.
- One suggested that we allow pupils in S1/S2 to make option choices.
- Five comments asked for Spanish
- A few comments said they would like to see IDL opportunities in the BGE.
- One comment asked for Engineering
- One comment asked for Cake Decorating
- One comment said we should have 5 periods per week of English and Maths in the BGE

Questions 5: Do you have any skills / experience which could be used to help enhance our school’s curriculum?

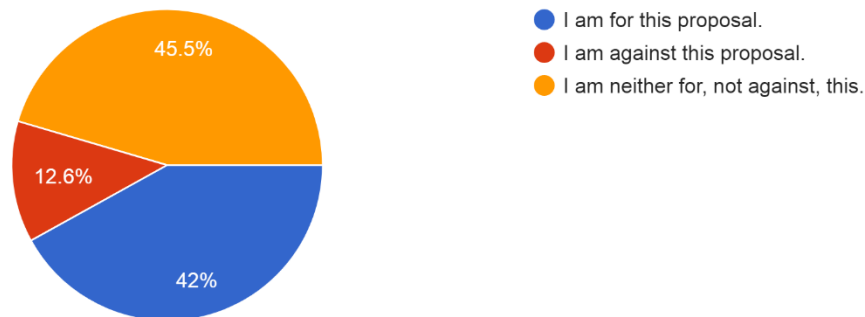
Themes from responder comments (149 comments):

- The most common response was “no”.
- A range of hobbies and interests were offered (film-making, dance, drumming, animal care, gymnastics, animating, running, football, gardening, computing, rugby, athletics, horse riding, skiing, Muay Thai, judo, MMA, boxing, Tae Kwon Do, swimming, Russian, and musical theatre).

At this point, **317 responders** completed the questionnaire, **143 continued** to the next set of questions.

Question 6: What do you think about introducing timetabled slots in the Broad General Education (BGE) curriculum (IDL) and work focusing on skills?

143 responses



Themes from responder comments (20 comments):

- Mix of positive and negative comments. Approximately 10 comments said they don't feel it is needed and 5 comments offered positive feedback on the idea.
- Comment: "Transferable skills and practical applications can help with the learning process to no end. I support this".

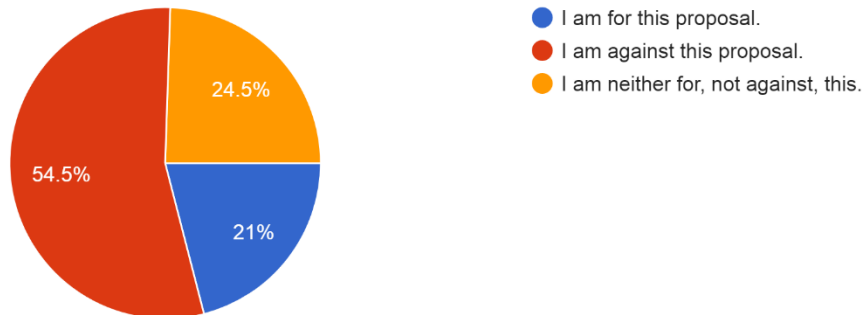
Question 7: Do you have any comments about the S1- S3 curriculum? Do you feel it meets learners' needs? What improvements would you like to suggest?

Themes from responder comments (18 comments):

- One comment asked that learners be able to pick a modern language to study in the BGE.
- Several comments said that National courses need to start being taught in S3.
- A few comments on how the BGE didn't prepare learners for the demands of the senior phase.
- Comment: "Put a heavier emphasis on PSE, still too many pupils just failing to get the risks of serious issues such as smoking and drinking - leading to pupils just outright throwing their lives whilst in a stage of immaturity."

Question 8: What do you think about removing timetabled study classes for S5 pupils?

143 responses

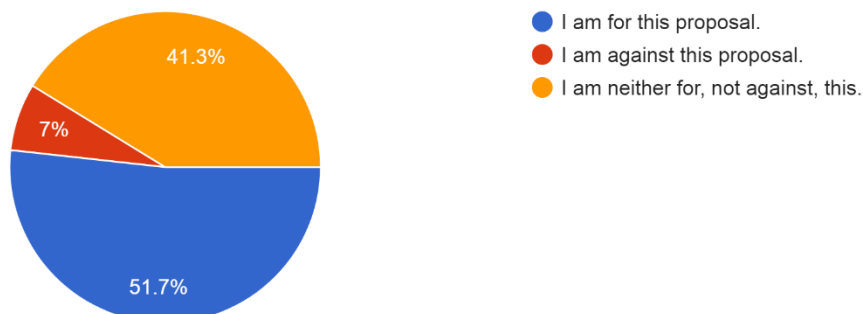


Themes from responder comments (30 comments):

- Majority of the comments were negative about removing study classes. They gave reasons such as other commitments outside of school, workload on learners,
- Comment: "People need study time for various different reasons e.g. some people are carers for their family and can't study at home, so study time is very beneficial for them and other have other commitment after school which could impact their study."

Question 9: Would you like to see an increase in opportunities for more alternative SCQF courses used alongside awards (National and Higher level)?

143 responses



Themes from responder comments (13 comments):

- Most comments expressed that they were unsure of the benefits of these courses.
- Comment: "This would be a positive experience for pupils, as I've said, practical applications are always a good thing."
- Comment: "Just keep it the way it is".

Question 10: Are there any subjects / courses / awards / learning opportunities that you would like to see the school introducing?

Themes from responder comments (69 comments):

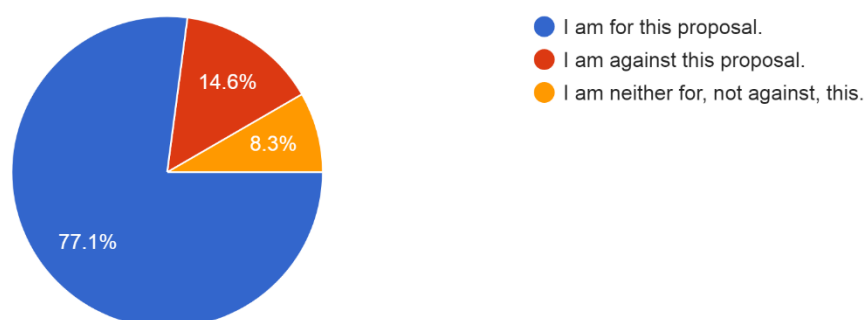
- A few comments asked for Spanish to be added. A few asked for more range in Modern Languages (Dutch, Portuguese and Gaelic).
- One asked for Dance
- One asked for Health and Food
- Comment: "More education in PSE on areas of 21st century life which are neglected today such as LGBT issues and mental health".
- One asked for work experience to be offered in an allocated week slot.
- A few asked for Psychology
- One asked for Social Science, Health and Social Care
- One asked for Media Studies
- A few asked for Photography
- Better selection of ICT courses (e.g. editing software)
- A few asked for Child care
- One asked for Horse riding
- One asked for Engines or mechanical classes
- One asked for Cooking
- Four asked for Higher Modern Studies
- One asked for more Sports Tournaments
- Three asked for Engineering
- One asked for The Scottish Baccalaureate for S6 students
- One asked for Animation
- Robotics

Curriculum Consultation – Feedback from Staff

We received a total of **48 responses** from teaching and non-teaching staff.

Question 1: What do you think about making small changes to the structure of the school day to allow for tutor time* to be introduced for pupils?

48 responses

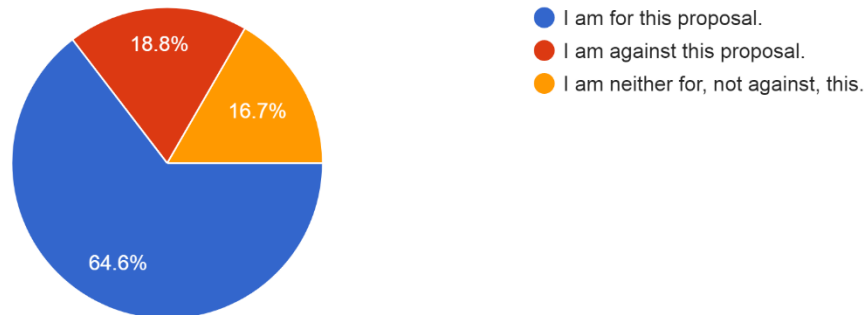


Themes from responder comments (24 comments):

- The majority were positive about introducing tutor time with comments about pupils starting the day positively, admin being completed out of subjects, monitoring attendance, meetings and assemblies taking place during this time, checking uniform, allowing Support for Learning to offer support, and to support literacy interventions
- Around 4 comments related to concerns about where time would be lost from the existing curriculum model. One stated a concern that pupils may arrive later and avoid the tutor time. A few mentioned concerns about teacher workload and preparation time.
- Comment: "I think literacy, numeracy and HWB skills are better taught in classes...Pastoral care is the responsibility of every teacher at all times and not just at the start of the day."
- Comment: "I would expect that the PS team would assume a leadership role for their dedicated pastoral team. As such they should be instrumental in shaping the nature and ethos of this in the planning and development stages to ensure a complementary provision which supports the purposes and values of the team within our school setting".

Question 2: What do you think about the school increasing the number of National level subjects / awards studied in S4 from 6 to 7 subjects / awards?

48 responses

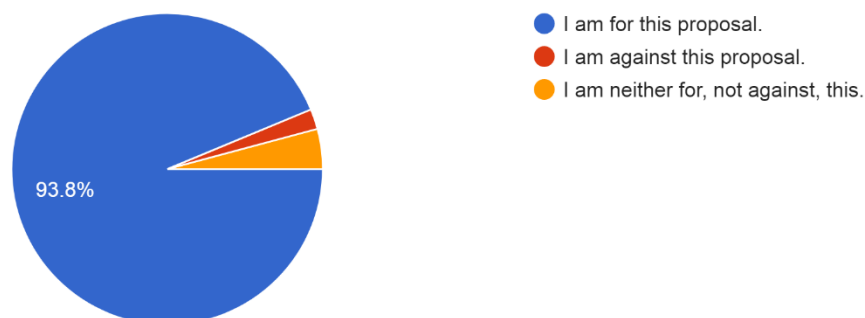


Themes from responder comments (30 comments):

- Around 65% of comments indicated favourable factors in relation to this change. Allowing pupils more choice, more pathways into S5/S6 and increased attainment.
- Around 30% highlighted concerns about the reduction in time to 4 periods as it already feels tight to cover everything in 5 periods. Many stated the need for S3 to be used to start National courses to support with these challenges. A few concerns were raised about how pupils with additional support needs might cope with the challenge of reduced time.
- Comment "I believe that long-term this will improve attainment and will encourage pupils to remain focused on their studies".
- A few talked about the importance of **not** allowing pupils to change options from S3 to S4.
- A few talked about focusing on changes to S3 but allow time for courses to be re-developed.

Question 3: What do you think about increasing the number of periods that pupils study an SCQF Level 6 qualificat...riods per week (instead of 5 periods)?

48 responses



Themes from responder comments (28 comments):

- The clear majority highlighted positives in relation to this idea citing improved attainment, access to the class teacher and more time for courses.
- Many stated that study classes are not used well. 1 responder argued that this time was important for completing homework and IT should be used better for it.

Question 4: Do you have any further comments or views you would like to be considered while the curriculum is being reviewed?

Themes from responder comments (20 comments):

- A few asked about introducing more short courses and elective options. One asked for an increase in the range of skills-based courses for S4.
- One asked the school to look at alternative approaches to allowing study periods to remain.
- One asked if a Higher in Personal Development or Employability skills could be offered?
- Comment: "Is this a move towards a 2-2-2 model?"
- One asked about the financial implications of running more course. Another asked about running National courses over 2 years (S3/S4).
- A few talked about using more National Progression Award qualifications, and wider achievement awards, to support learner pathways.
- Two respondents raised concern about time reduction in Modern Languages. One asked about RMPS being offered as an elective subject in S2.
- One stated that time would be required to review S3 arrangements. One stated a concern about lost time from college courses.
- One said that parents would need to accept new progression routes and not view these as a negative.

Questions 5: Do you have any skills / experience which could be used to help enhance our school's curriculum?

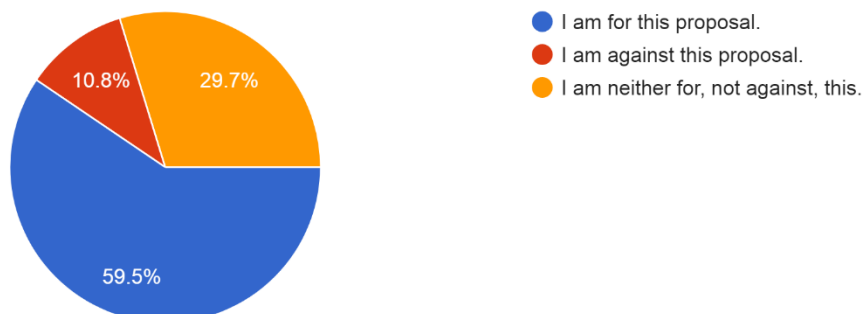
Themes from responder comments (16 comments):

- Registered to teach Psychology. Links to farming sector.
- Scots Language / Media course
- John Muir and outdoor learning
- Environmental Science (joint Geography / Biology course)
- Various sporting opportunities
- Creative Crakes – National 5 NPA Bakery Skills for Work. Fashion and Fabric Technology. Enterprise activities.
- NPA Musical Theatre / Dance based course
- Mental Health courses
- Range of hobbies including, "silversmithing, sewing, decorating, gardening, Pilates. Yoga and cycling (cross country)
- Language skills (Polish, English, German). Qualified to teach English as a foreign language (CELTA certificate)

At this point, **11 responders** completed the questionnaire, **37 continued** to the next set of questions.

Question 6: What do you think about introducing timetabled slots in the Broad General Education (BGE) curriculum (IDL) and work focusing on skills?

37 responses



Themes from responder comments (22 comments):

- Majority of comments indicated a positive response to this proposal but with certain concerns raised.
- A few talked about being interested in collaborating with other departments across the school.
- A few comments focus on the challenge of time, workload in developing IDL lessons, and budgeting to support this. Staff would need to have lots of opportunity to work together to develop courses. A few talked about the rotations already being used in S1/S2.
- One comment focused on a concern that time might be lost from subjects in the BGE which would be challenging if National time is reduced.
- Comment: “We like the principle...but from experience it works best in an organic way as opposed to being a timetabled slot.”
- Comment: “It could facilitate literacy and numeracy input/assessment from a broader range than merely English and Maths”.
- Comment: “I believe that ‘topic’ IDL study is something that the pupils come to high school being able to do and lose the skills...it would be amazing for them to...link learning areas”.

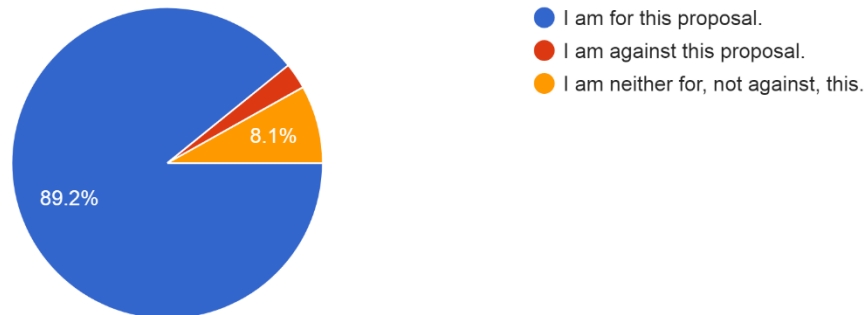
Question 7: Do you have any comments about the S1- S3 curriculum? Do you feel it meets learners’ needs? What improvements would you like to suggest?

Themes from responder comments (17 comments):

- A few commented that the existing model works well in the BGE.
- One suggested an elective column in S3 for rotations.
- Some talked about the need to look at S3 arrangements to support learning and teaching. These talked about delivering National courses in S3.
- One voiced concern about rotations in S1/S2 in terms of skill development.
- A few single responses highlighted: the need for better tracking of pupils in BGE, allowing opportunities for creativity and showcasing talents, improved use of homework, a clearer focus on skills for life and work, more pace and challenge and starting National courses in January of S3.
- One asked for more use of awards: Duke of Edinburgh, John Muir, Duke of York ICT etc.

Question 8: What do you think about removing timetabled study classes for S5 pupils?

37 responses

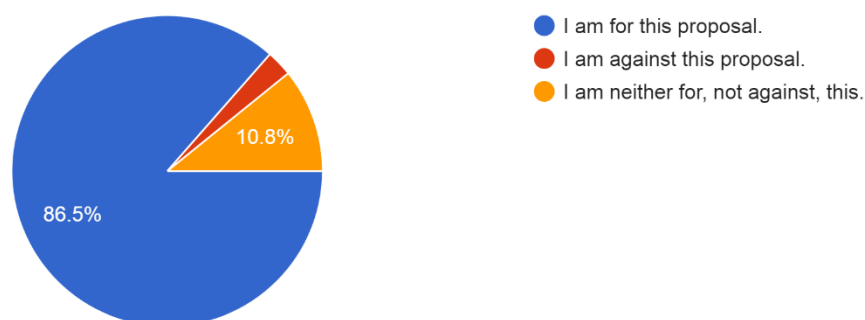


Themes from responder comments (17 comments):

- Majority (95%) indicated they wanted the study classes removed as they are not being used well by some pupils, allows more time for Higher courses, and some teachers feel pupils get out of the habit of working at home due to the offer of study time in school.
- Comment: "I feel the study classes are not beneficial...unless the child is very focussed its easy for them to be distracted."
- Comment: "Pupils still need the adult discipline to study in an effective way".
- One proposed that Higher teachers take study classes with their classes for 1 period per week.

Question 9: Would you like to see an increase in opportunities for more alternative SCQF courses used alongsid... awards (National and Higher level)?

37 responses



Themes from responder comments (23 comments):

- Most responses were positive about the idea of using SCQF courses but were concerned about budgets, time for development, staffing, and workload for staff.
- Many acknowledged it would be better to meet learners' needs and offer more pathways.
- A few acknowledged the challenges of offering these in a smaller school context.
- A few asked if it would eliminate the need to use the college provision on a Monday.

Question 10: Are there any subjects / courses / awards / learning opportunities that you would like to see the school introducing?

Themes from responder comments (21 comments):

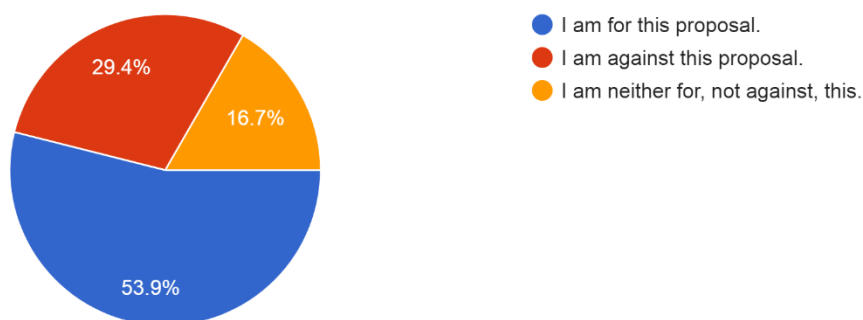
- Psychology
- Rural Skills
- Scots Language
- The Religion, Belief and Values Award delivered to all S4
- An alternative pathway through Science (NPA/Environmental Science/Lab Skills)
- Social Enterprise activities
- Other school has a hairdressing and beauty salon
- Concern was raised by one comment about teacher workload to deliver new courses
- Cake Decorating / Fashion and Fabric
- PE as an option in S3 / compulsory in senior phase
- NPA in the Expressive Arts
- Creative Industries, Musical Theatre, ABRSM Exams – Grade 5 Music Theory
- Technical based courses
- Comment: “Psychology? Qualification linked to caring for the elderly due to the number of jobs available locally in this field. Travel and tourism. Scottish studies. Courses to benefit students interested in the hospitality industry at level 6 and beyond, to provide progression from N5 Hospitality. Photography? Pottery? Lab skills? Philosophy? Media Studies? First Aid/ Mental Health First Aid/ Heart Start Courses? Music Technology? Video editing? Leadership programme for prefects/ captains? Presentation skills course?”

Curriculum Consultation – Feedback from Parents

We received a total of **102 responses** from parents.

Question 1: What do you think about making small changes to the structure of the school day to allow for tutor time* to be introduced for pupils?

102 responses

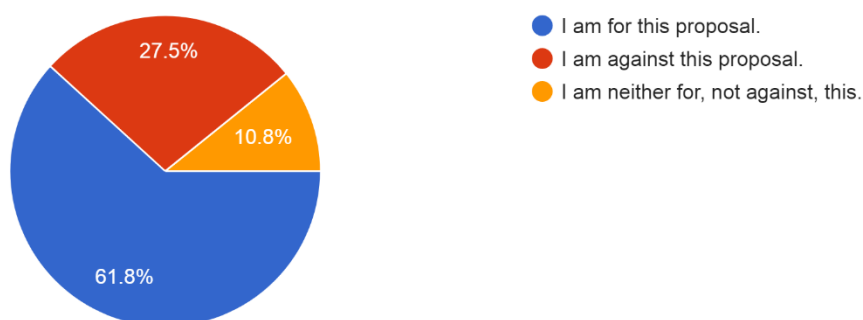


Themes from responder comments (38 comments):

- Approximately half indicated that they could see the positive value of tutor time, additional pastoral support and a focus on Literacy, Numeracy and HWB.
- Several concerns were raised. Around 10 parents indicated that Friday would be a short day (and could add pressure to parents to make alternative childcare arrangements) and around 6 parents were concerned about losing 1 period of class contact to facilitate the change.
- Some said that having time for admin/assemblies would reduce impact on class time.

Question 2: What do you think about the school increasing the number of National level subjects / awards studied in S4 from 6 to 7 subjects / awards?

102 responses

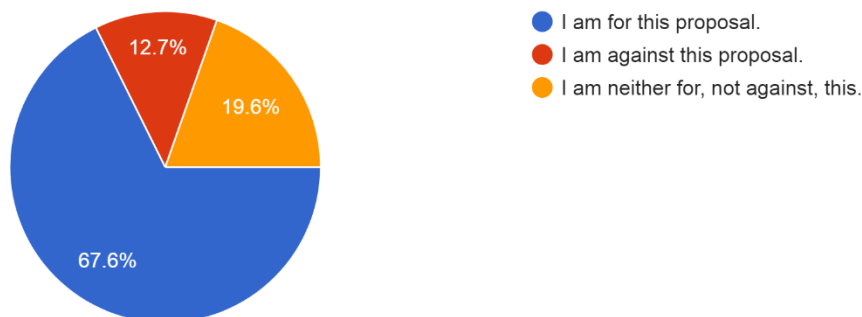


Themes from responder comments (34 comments):

- Around 60% of comments relate to offering pupils more choice, improved attainment and more pathways into S5/6. Some commented on the curriculum seeming light.
- However, others talked about feeling that increased workload on pupils with less time in National qualifications was a concern.

Question 3: What do you think about increasing the number of periods that pupils study an SCQF Level 6 qualificat...riods per week (instead of 5 periods)?

102 responses



Themes from responder comments (35 comments):

- Most parents highlighted the positives of having more teacher time and learning instead of study. A few talked about this removing a rush at the end of the year to finish courses.
- Some parents highlighted that study classes are not being used well but mentioned that pupils need to be taught the skills for independent study.
- A few said that study time was helpful for homework and revision with peers.

Question 4: Do you have any further comments or views you would like to be considered while the curriculum is being reviewed?

Themes from responder comments (29 comments):

- Some parents highlighted that homework should be used better throughout the school.
- Comment "I would love to see qualified counsellors...to give pupils the opportunity to voice their concerns".
- Individual parents offered ideas including: allow S4 pupils to study Highers, keep prelims in December, use Senior Phase pupils to advice and support BGE pupils, more flexibility in the option process, making the curriculum flexible to individual pupil's needs, more support for the 2+1 modern languages commitment, add Dance qualifications, involve more digital literacy and support focusing on employment law for young people interested in setting up their own businesses.
- Comment "closer and faster communication with parents when things start to go wrong".

Questions 5: Do you have any skills / experience which could be used to help enhance our school's curriculum?

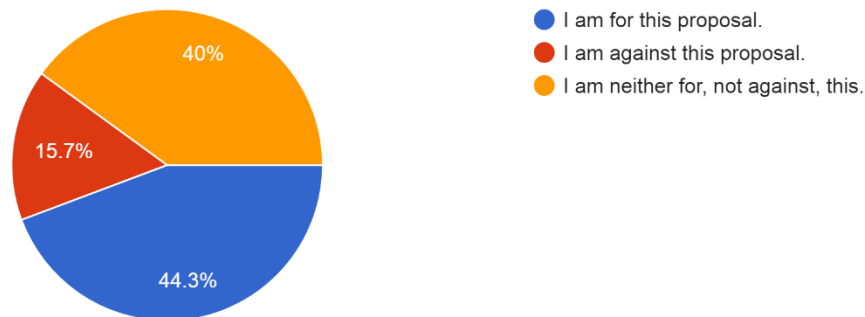
Themes from responder comments (27 comments):

- Parents offered a range of careers and experiences which could help enhance the curriculum, including: BA Business Studies, Local podiatrist, the charity sector, nursery business, local café owner, IT systems (development and management), Engineering, family learning programmes, Primary Nurture teacher, Healthcare sector, a Superintendent Radiographer for the NHS and Medical Device Software Engineering.
- One suggested using the Royal Bank of Scotland – Money Sense programme.

At this point, **32 responders** completed the questionnaire, **70 continued** to the next set of questions.

Question 6: What do you think about introducing timetabled slots in the Broad General Education (BGE) curriculum (IDL) and work focusing on skills?

70 responses



Themes from responder comments (19 comments):

- Approximately half the responses were positive and highlighted that it would help learners to link up their learning and develop transferable skills. Some said they would like to see qualifications as part of this (e.g. Duke of Edinburgh award).
- Some worried about the time away from academic subjects and workload on teachers to develop new courses.

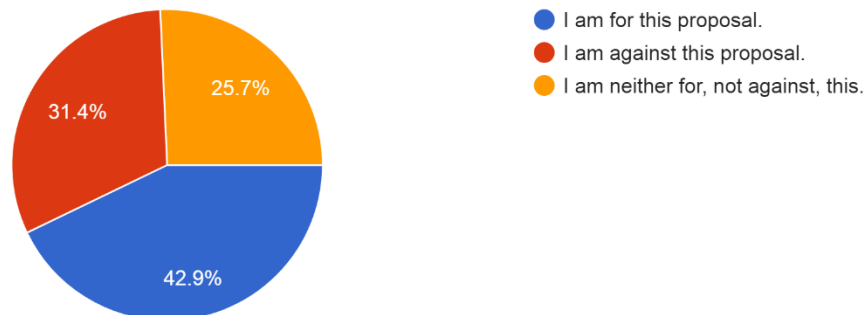
Question 7: Do you have any comments about the S1- S3 curriculum? Do you feel it meets learners' needs? What improvements would you like to suggest?

Themes from responder comments (21 comments):

- A few parents highlighted specific preferences on the time spent in subject areas.
- One parent suggested allowing pupils to pick options in S1/S2 to allow personalisation.
- A few parents highlighted a concern about how homework is employed in certain subjects.
- A few parents highlighted that they felt the BGE offers a broad spectrum of learning.
- A few parents wanted S3 to be used better to prepare pupils for the Senior Phase.
- Comment "I feel the S1-S3 curriculum would be much improved if the suggestions in Question 6 above were to be implemented - i.e. the proposal to include more cross-curricular learning, interdisciplinary learning and skills-focussed subjects. This sounds much more suited to today's pupils and their style of learning - more flexibility can only be a good thing in my opinion".

Question 8: What do you think about removing timetabled study classes for S5 pupils?

70 responses

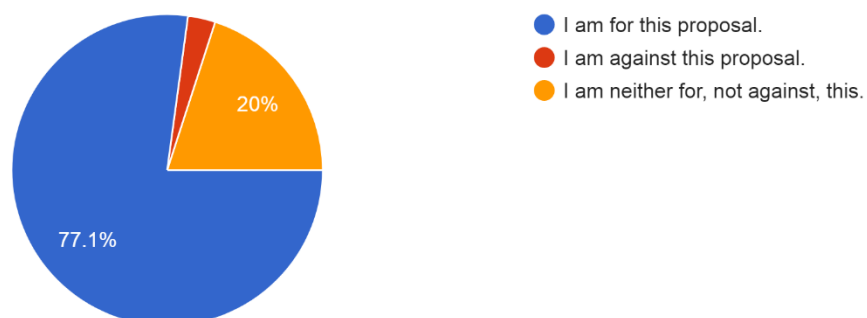


Themes from responder comments (21 comments):

- Slightly more parents were positive about removing study periods (but only just). They felt it was not used well and that pupils could complete revision and homework at home.
- Others felt this time was important in managing the workload of senior phase.
- One parents highlighted the need for the school to provide a suitable study area (possibly improved access to the library) if study classes are removed.
- Comment: "Parents and pupils need to take responsibility for home study and structuring".

Question 9: Would you like to see an increase in opportunities for more alternative SCQF courses used alongside awards (National and Higher level)?

70 responses



Themes from responder comments (18 comments):

- All comments are positive about expanding the existing curriculum model. A few highlighted concerns that this could be at the expense of academic qualifications. One parent said they would like to see more collaboration between the school and colleges.
- Comment "Education needs to evolve to meet learner and employer needs".
- Comment "How will we ensure that we continue to push for 40% and more going on to university?"

Question 10: Are there any subjects / courses / awards / learning opportunities that you would like to see the school introducing?

Themes from responder comments (26 comments):

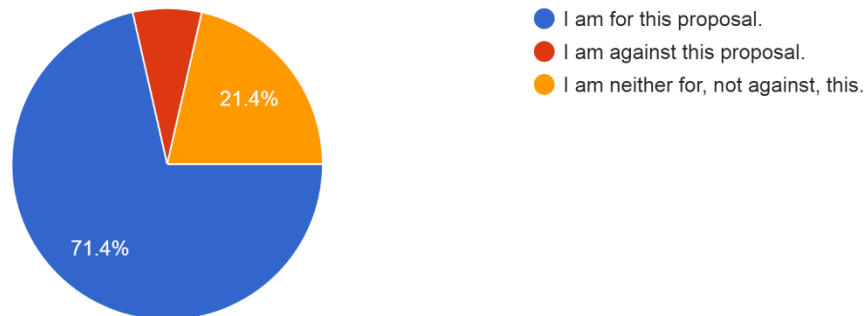
- “Team Building Courses and a Develop Personal Effectiveness” course
- A range of courses suggested by parents – Spanish and Portuguese, Modern Studies to Higher level, Cake Decorating, Latin, forest school learning, and Lab Skills.
- More opportunities for practical apprenticeships, employment skills and life skills courses.
- A few parents said they would like to see Duke of Edinburgh embedded into the curriculum.
- One parent said they would like to the school offering annual school shows and another wanted more school clubs (e.g. debating society).
- Comment “Arithmetic / Numeracy classes, Practical Mindset (Jill Travene), First Aid, Health & Safety courses, Food & Hygiene, Writing a CV, Preparing for job / college (interview skills)”.
- One parent said, “Social Care Awareness” and another “Software / Systems Engineering”.

Curriculum Consultation – Feedback from Partners

We received a total of **14 responses** from partners, including Local Police, Youth Services, SLC colleagues and local business links.

Question 1: What do you think about making small changes to the structure of the school day to allow for tutor time* to be introduced for pupils?

14 responses

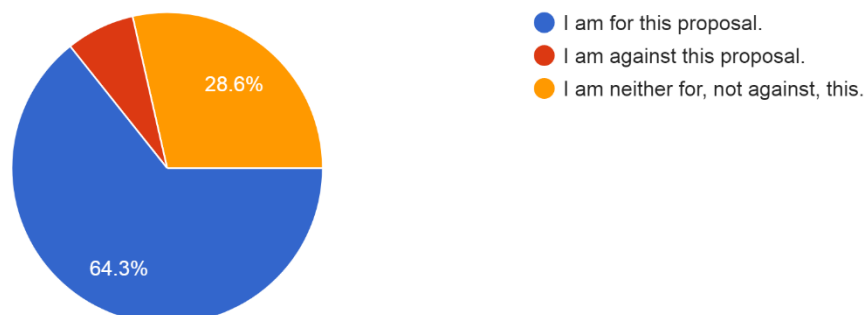


Themes from responder comments:

- Could see the benefit of another pastoral support focusing on HWB issues.
- Could strengthen teacher/pupil relationships and allow PS to focus on more pressing issues.
- Some concern was raised about time being used constructively and the impact of losing 1 academic subject from the school week.

Question 2: What do you think about the school increasing the number of National level subjects / awards studied in S4 from 6 to 7 subjects / awards?

14 responses

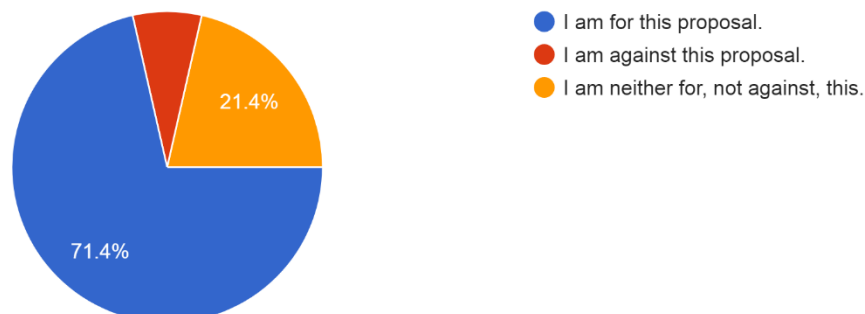


Themes from responder comments:

- Liked idea of variety/breadth. Suggestion of using online materials to support L&T at home.
- 1 suggestion was stretching out studying beyond just 1-year courses.
- 2 responders highlighted concern about pupil workload.

Question 3: What do you think about increasing the number of periods that pupils study an SCQF Level 6 qualificat...riods per week (instead of 5 periods)?

14 responses



Themes from responder comments:

- Most said that additional time with subject teachers was beneficial/would raise attainment.
- One said it would be a challenge as students need to develop independent study skills.

Question 4: Do you have any further comments or views you would like to be considered while the curriculum is being reviewed?

Themes from responder comments:

- Comment "Not all young people will be destined for higher education...It is vital that vocational education experiences are offered."
- Comment "An improved selection of subject topics would be better than...more of the same subjects...the subject choice is limited."
- 1 responder suggested the use of the Higher Statistics / Higher Psychology qualifications.
- Offer more drop-in supported study to help the reduction in time at Nat level. Consider the pressure of school/life balance for pupils.

Questions 5: Do you have any skills / experience which could be used to help enhance our school's curriculum?

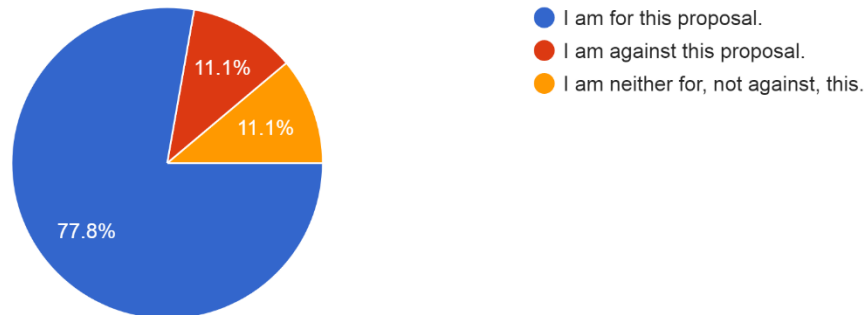
Themes from responder comments:

- Deliver Internet Awareness presentations
- I work as a lecturer at Strathclyde University in the department of mathematics and statistics and am also a statistical consultant for the NHS where I support the design, conduct and analysis of medical research studies e.g. clinical trials. I helped the SQA develop the stats award mentioned in 4 and the course covers basic data literacy and analysis methods which help develop skills to make sense of the wide range of data that companies now collate.
- Offer support with DYW work / counsellor with Child Line.
- Employability Skills
- Engineering

At this point, **5 responders** completed the questionnaire, **9 continued** to the next set of questions.

Question 6: What do you think about introducing timetabled slots in the Broad General Education (BGE) curriculum (IDL) and work focusing on skills?

9 responses



Themes from responder comments:

- Comment “This would take account of learners’ styles and ensure success for all”.
- 1 responder wasn’t sure it’d be beneficial as cross curricular teaching is already happening.
- 1 responder suggested focusing on practical life skills (joinery, preparing a meal etc.)
- 6 out of 7 responses offered positive comments about this suggestion.

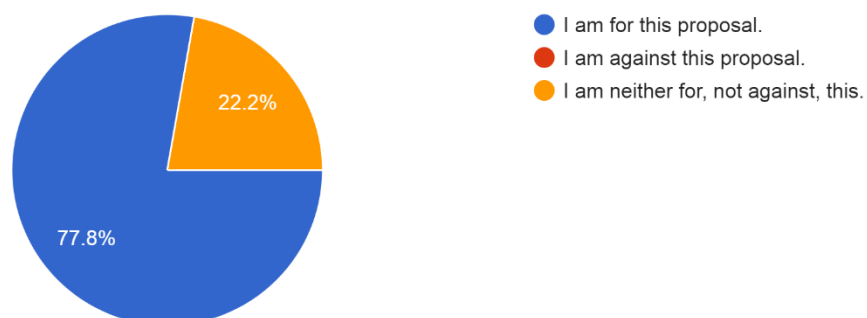
Question 7: Do you have any comments about the S1- S3 curriculum? Do you feel it meets learners’ needs? What improvements would you like to suggest?

Themes from responder comments:

- School should consider using new forms of modern technology to enhance learning.
- Comment “I think the curriculum has a good broad spectrum of subjects for S1-S3”.

Question 8: What do you think about removing timetabled study classes for S5 pupils?

9 responses

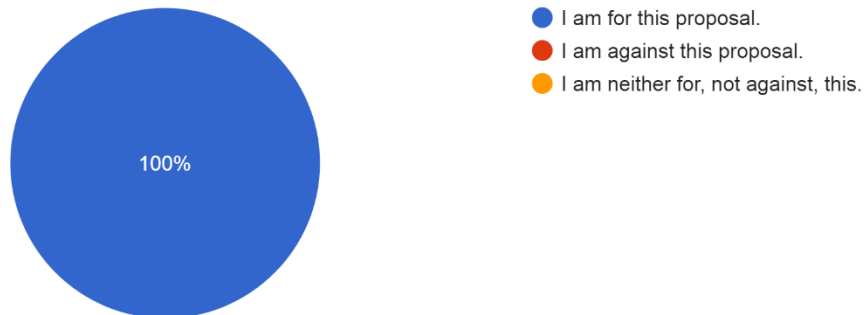


Themes from responder comments:

- 1 responder: “There are those who use this time effectively and those who don’t”.
- Comment “I agree this time is often not used productively”.

Question 9: Would you like to see an increase in opportunities for more alternative SCQF courses used alongside awards (National and Higher level)?

9 responses



Themes from responder comments:

- All comments relate to offer varied and appropriate learning pathways.

Question 10: Are there any subjects / courses / awards / learning opportunities that you would like to see the school introducing?

Themes from responder comments:

- Comment "Statistics Awards - <https://www.sqa.org.uk/sqa/73224.html>".
- 1 responder - More career lesson.
- Comment "YAA, DYA, ASDAN awards, Duke of Edinburgh Award".