

# S1 / S2 / S3 CURRICULUM FOR EXCELLENCE EVENING

WEDNESDAY, 23rd JANUARY 2013

## EVALUATION SHEET

**Please note comments and responses**

### What have you found helpful about this evening ?

Loved the presentation about the development of qualifications

Have a decent grounding on new qualifications but this will need to be reinforced nearer the time

Presentations enthusiastic

Understood CFE for first time

I have a better understanding of CFE

Good overview - particularly appreciated the description of Standard Grades / relates to new system

Having a printout of slides - allows to transfer info to partner

Clear presentations (but fast)

Q & A session was very clear & informative - filled a lot of gaps

Overview of assessment & what to expect e.g.. Timetable changes / classes

Clearer about examination structure

Everything made easy to understand

Good intro to the new qualifications & CFE

Information about what is going on at school (children don't always give much away)
The structure & progress - proactive approach is very positive
Lots of useful information to think about
Good overview of principles & application
Thanks for all your hard work
Information regarding the new assessment structure was explained very well
Printed materials
PP etc
History of 'o'grade progression to present system very helpful
I felt it should have been individual years
Complete perspective on where things have progressed up to S3 including assessment strategy
Very clear presentation - really liked your curriculum layout
The smaller Q & A session was very helpful
The measure against the current qualifications
The Q & A session, hearing questions asked that I hadn't thought of
I have a better understanding of my child's experience beyond S1 & feel excited about what the future holds for her within school. I hope I will now be able to explain it to her
Enhanced my understanding of the changes
Clearer about level 5 - higher jump - a bit relieved better preparation
Yes but mind blowing!

The smaller Q & A session was very helpful & a good opportunity for lots of questions
Teachers' enthusiasm
Nice to hear CFE talked about in such a positive way
Reassuring to hear about the continued focus on qualifications
Good to be taken through the thinking behind when pupils will make choices
Good presentation overall
Fabulous idea to get into small groups for Q & A time - nice, informal & comfortable
The information given covered most aspects that I wanted to know and how the qualifications work
Greater understanding of the qualifications routes

<b>Have we overlooked issues which are important to you?</b>
Not currently
<b>No, not overlooked, but very much agree with one of the parents who suggested that communication with parents of S1 pupils could be improved upon</b>
<b>Accepted - we recognise that S1 parents / carers feel more distanced at High School in comparison to Primary School. There is a concern that despite the Tracking Report, that it is a long wait until the S1 Parents' Consultation to receive feedback about pupils progress. We have committed to revisit the Reporting Calendar to see if we can remedy this</b>
<b>As always with school topics - It is assumed that you know what was standard to the past, either by having had older children or from own UK school experience. People not growing up in UK system have significant gaps to catch up in</b>
<b>Appreciated - hopefully our website content will be of support</b>
It would have helped to start with what the new qualifications are called and when they sit them
<b>What happens if your child is not achieving at the selected level ?</b>
<b>We would push for potential to be realised. There is always the opportunity to move between levels - if performance is good or if the level proves too challenging</b>
<b>Will the pupils still be in classes in S3 according to their ability ?</b>
<b>See earlier comment re broad-banding</b>
<b>Do they get a few chances to sit the tests or only one?</b>
<b>More detail will follow but it is likely that there will be the opportunity to sit unit assessments at least twice</b>
None that occur at the moment
<b>More info on S1 !</b>
<b>We will attempt to remedy this with website information</b>
<b>Not entirely clear about level 4</b>
<b>Most youngsters will experience learning up to Level 3 in S1 and S2 moving onto Level 4 in S3. Level 4 work is the last level of study before National Qualification study</b>

<b>Link from level 4 to Nationals 3 / 4 / 5 - I didn't grasp your explanation - I'm a teacher</b>
<b>Delivery of Level 4 experiences and outcomes can be delivered through topics which link to National Qualifications thereby providing a good platform for success in National Qualifications</b>
The answer to your question ! Not at the moment but if so will make contact
Not that I can think of - I just need to go off and get my head round all this new information especially in terms of new qualifications.
<b>If a youngster is presented for National 5 and fails, will they be given a National 4 qualification instead ?</b>
<b>Provided units have been passed and the National 4 Added Value unit has been undertaken (which we will ensure)</b>
<b>Homework - There seems to be lack of homework in S2.</b>
<b>This comment has been shared with staff</b>
<b>Projects - 6 weeks to complete and no structure in-between</b>
<b>This comment has been shared with staff - As above - we have discussed mid-point checks</b>
<b>Homework could have been discussed - what is expected in each year ?</b>
<b>Please see Homework Guide on Website</b>
<b>Would just like to make a point that project work given home could do with mid point "hand ins" rather than just a final hand in</b>
<b>Agreed</b>
<b>Would like advice on revision tactics and also teachers to hand out revision guidelines to pupils before tests</b>
<b>This will be discussed further. Please see "Supporting your Learner" section on Website</b>
<b>Would have liked to have been able to ask questions to clarify points at the end of sessions - i.e. if pupils aren't graded in 3 and 4 - how will they know how well they are doing ?</b>
<b>They will be advised as to whether they are "meeting the standard" of the level they are working at. If they are not on course to pass every effort will be made to remedy this. In some situations a change of level may be enacted</b>

**After the Science teachers talk (which was great at addressing the problem outlined below) how can you skip level 5 ?**

**If a pupil is a "solid" Higher candidate then they could opt not to sit an examination at National 5 level and use S4 to begin preparation for the Higher course**

**What the connection is between National 3, 4 and 5 - are they (pupils) able to progress to National 5 if they pass National 3 or 4 (answered in small group)**

**Pupils would move up levels each year of study in a particular subject e.g. History, or broaden their range of study by taking further qualifications at the same level**

**Concerned about lack of homework in S3 ! Indicative of how CfE is progressing or will pupils be handed lots of extra work later on as a consequence ?**

**Comment has been shared with staff. It may be that homework is not of the traditional type - it may be investigative research or IT based**

## Would you like to comment on any aspect of tonight's presentations ?

Splitting into small groups for questions was much better

Initial presentation overly long as a general and could have been provided as a hand out and therefore consolidated on the evening giving more time for small group discussion

Very good presentation

Glad to have chat

I feel confident about my son's future at P.H.S.

Well presented and all thought out !

A lot to take in in a short time

After hearing first half for third time - would have been useful to split into two groups and had more time / depth on 3rd year options / pathways.

Thank you - very useful for all parents to be kept so well in the loop about CfE

Very useful and professional

Very informative and helpful

Notes section on PP would have allowed for note taking during presentation

**Horizontal / vertical systems not all together clear (to me !)**

**Horizontal refers to a year group e.g. S1 - Vertical groupings refer to House Groups e.g. Abercorn House has pupils from every year group. Tutor Groups at present are vertical grouping including pupils from every year group.**

Thank you

Clear presentation - good to have copied - particularly useful to hear concrete examples !

**I think the key adult issue could have been explained better (stressing the positive aspect of mentoring)**

**We certainly hope that the Key Adult will develop a good understanding of a youngster's progress and offer positive mentoring**

Very worthwhile
Teachers' enthusiasm is infectious
<b>Please don't assume the parents will understand all educational terms and abbreviations, e.g. RME, CfE, Access, Intermediate, etc.</b>
<b>Accepted</b>
I think the idea of Tutor Time is very positive
Small group opportunity after main presentation very helpful
Good examples of experiences from both Chemistry and PE teacher and how new qualifications work in their subjects
Good having different speakers in order to keep attention
Reassured
Small group very useful for clarification
A lot of information to take in during the main presentation but the breakout group gave a chance to ask specific questions
Need to explain National 3, 4 and 5 - you assume we know what this means but we may not. How does that differ from SCQF level 3, 4 or 5 - from a BGE a CfE award! Too many acronyms! All became clearer with the historical overview - wish we had this earlier, then the Geography examples would have made more sense.
Great to have small groups as platform - more direct questions and more comfortable
<b>What year did the Spice Girls form ? (1994) And who killed JR? (Kristin Shepherd)</b>
<b>Not happy about National 3, 4 and 5 in same class.</b>
<b>Most classes in S3 are broad-banded i.e. National 3 / 4 or National 4 / 5 with the opportunity for youngsters to move dependent on performance / progress. It is less common to have mixed ability classes in S3 / S4</b>