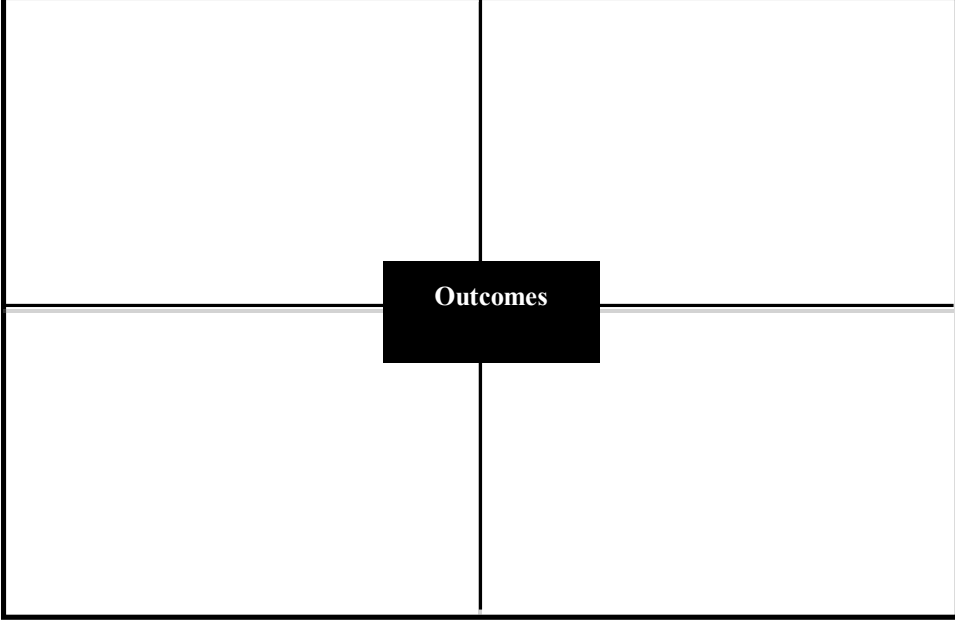


Appendix 1 Falkirk Council – Senior Phase Statement of Expectations for Schools

<p style="text-align: center;"><u>Vision</u></p> <ul style="list-style-type: none"> • Opportunities to raise the attainment and achievement of all young people in the senior phase will be increased • All young people will have positive learning experiences. • All young people will be supported to make a positive transition to their chosen pathway and to sustain a positive destination • The aspirations of young people will be raised so that an increasing number will be able to enter and sustain places in Further and Higher Education where this is appropriate • Increasing numbers of young people will sustain placements in employment and training • Experiences in the Senior Phase will be designed to maximise the potential of individuals and minimise disadvantage 	<p style="text-align: center;"><u>Totality of the Curriculum</u></p> <ul style="list-style-type: none"> • The curriculum will be delivered through subjects and increasingly specialised learning programmes designed to extend and deepen learning • There will be increased opportunities for flexibility within the curriculum to meet the needs of the individual; including the number of subjects and the length of time over which qualifications will be taken • Normally young people will make between 5 – 7 option choices in any school session – some will take fewer; some will take more • Young people will have opportunities to mature their contribution to the ethos and life of the school. • Achievement will focus on the learning and skills developed from participation in a range of activities in and outwith the school 	<p style="text-align: center;"><u>Learning and Teaching</u></p> <ul style="list-style-type: none"> • A range of methodologies will be used to develop young people's ability to work collaboratively and independently • Higher order thinking skills will continue to be developed • Learning programmes will build on the broad, general education and connections with prior learning from the experiences and outcomes will be made explicit • Learning programmes will continue to develop literacy, numeracy and skills for work, life and learning as well as connections within and between specialist subjects
<p style="text-align: center;"><u>Responsibilities of all</u></p> <ul style="list-style-type: none"> • Literacy and numeracy skills will continue to be developed within all learning programmes • Students will improve their understanding of and improve their skills within health and well being through the range of experiences provided • All learning programmes will facilitate the development of skills for life, work and learning • All learning programmes will facilitate the development of the four capacities • All staff understand their responsibility to contribute to the preparation of young people as they move to positive sustained destinations 	<div style="text-align: center;">  <p>Outcomes</p> </div>	<p style="text-align: center;"><u>Entitlements</u></p> <p><u>In addition to the entitlements in Building the Curriculum 3:</u></p> <p>Young people will have</p> <ul style="list-style-type: none"> • Motivating coherent learning programmes • Opportunities to contribute to decision making • An opportunity to undertake a learning programme in the workplace at an appropriate point within the senior phase • Access to vocational and academic learning experiences • An appropriate offer of post 16 learning for their chosen pathway • Access to careers information, advice and guidance • Access to appropriate services and partner agencies in preparation for transition
<p style="text-align: center;"><u>Supporting Learners</u></p> <p><u>In addition to the requirements stated in Learning to Achieve 7:</u></p> <ul style="list-style-type: none"> • Young people will have opportunities to record and reflect on their learning and achievement • Young people will have access to information and guidance to inform their preparation for changes and choices • Young people will have access to advice and information on the range of pathways available throughout the Senior Phase • Young people will be known well by at least one adult within the school 	<p style="text-align: center;"><u>Principles</u></p> <p><u>In addition to the design principles in Learning to Achieve 3:</u></p> <ul style="list-style-type: none"> • Each school's Senior Phase will reflect its local context • Schools' curriculum models will be designed in collaboration with the whole school community; pupils, parents, teachers, partners • Schools will work collaboratively with each other and a range of partners to deliver coherent, progressive, learning programmes to meet the needs of all young people. • Young people will have opportunities to gain the appropriate number and level of qualifications at the highest level they can achieve required for their chosen pathway. • A range of experiences will be provided to allow young people to develop a range of skills, which will enable them to become increasingly pro-active, independent and able to function in a rapidly changing society 	<p style="text-align: center;"><u>Qualifications</u></p> <p>Access to the widest range of qualifications to demonstrate academic, vocational and personal achievement. For example:</p> <ul style="list-style-type: none"> • National Qualifications within SCQF levels 1-7 • Skills for work • Employability Awards • Baccalaureates • Higher National Units • Health and Safety Certificates • John Muir, Duke of Edinburgh, ASDAN, Community Leader