

Aims of the Curriculum

“Establishments have freedom and responsibility to meet the needs of children and young people in their local communities” (Building the Curriculum 3, p28)

The Perth Academy Curriculum aims to deliver on our vision statement and the key priorities of the National Improvement Framework (NIF).

Our vision is to improve the life chances of all young people by encouraging and enabling them to exceed their own expectations. We do this by living our values of fairness, ambition and respect.

The priorities of the NIF are listed below.

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people’s health and wellbeing;
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

Our Young People

Our learners are at the very heart of our curriculum. We want young people to emerge from engagement with our curriculum who have developed certain valuable skills and attributes. Following consultation our community has placed specific value on the seven prioritised skills and attributes in particular, half of which relate to successful learners:

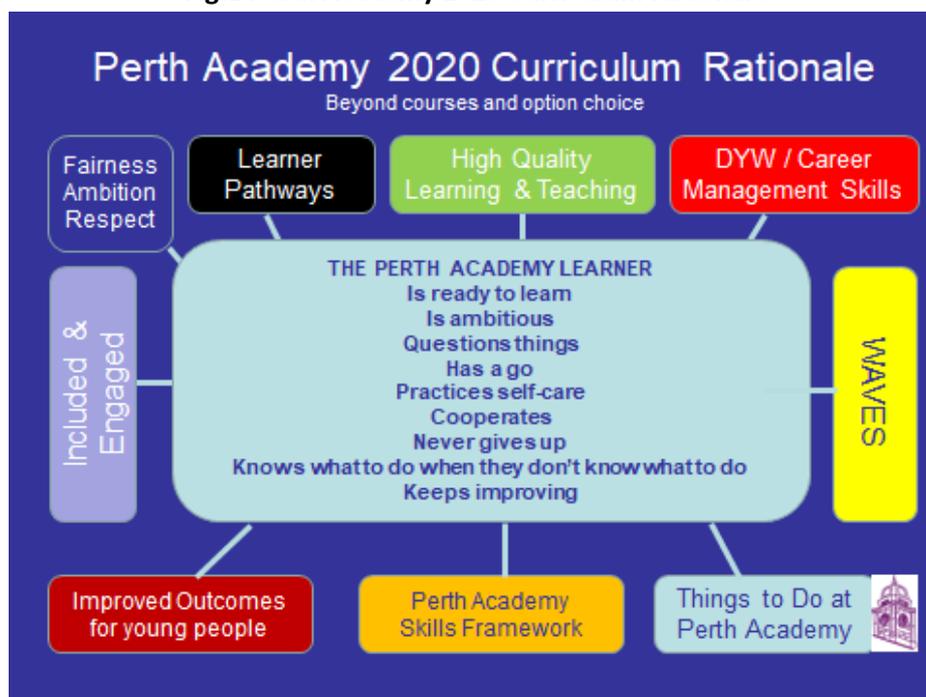
- Successful learners with enthusiasm and motivation for learning; a determination to reach high standards of achievement and who possess openness to new ideas and thinking
- Confident individuals with a sense of physical, emotional and mental wellbeing
- Responsible citizens with respect for themselves and others
- Effective contributors with resilience
- Assessment capable learners



The totality of the Perth Academy Curriculum

The curriculum is the totality of all that is planned for children and young people while they are members of our learning community. This includes the ethos and life of the school as a caring community that offers inspiring learning and celebrates success. It encompasses all curriculum areas and subjects, wider achievement, interdisciplinary learning and opportunities for personal achievement.

Fig:1 Perth Academy 2025 Curriculum Rationale



Teaching & Learning

In seeking to develop successful learners with **enthusiasm and motivation for learning** we value high quality, inspiring learning that is engaging and active. We take account of the needs of individual learners and the variety of ways that learners progress.

In seeking to develop successful learners with a **determination to reach high standards of achievement** we value ambition, set challenging goals and share high expectations and standards.

In seeking to develop successful learners who **possess openness to new ideas and thinking** we value creativity, innovation and collaboration. We encourage independence and personal ownership for learners. We ensure that our teaching and learning is clear and purposeful and also that our feedback is effective in helping learners to progress. Learners need to know where they are in their learning, where they are going and the strategies they will use to get there.

Our approach to ensure that our young people consistently experience a high quality learning experience centres around clear expectations from our learners and in terms of what effective learning looks like in our school, but also what our effective learners should be able to articulate

about their learning, progress and achievement as a result. These are illustrated in the following graphics (Fig: 2-4)

Fig:2 Effective Learning Climate Policy

Effective Learning Climate
Expectations

- ✓ Mutual fairness and respect
- ✓ Wear school uniform
- ✓ Be prepared for learning
- ✓ Listen to others
- ✓ Be kind and caring
- ✓ Give a fresh start to every class
- ✓ Use mobile devices appropriately
- ✓ Behave responsibly

Perth Academy

Fig:3 The Effective Lesson

Key Features
of an Effective Lesson

- ✓ A clear purpose (learning intentions and success criteria shared)
- ✓ Appropriate pace and challenge
- ✓ Flexibility - a variety of tasks with active learning
- ✓ Differentiation
- ✓ Good questioning
- ✓ Regular constructive feedback
- ✓ Round off with a recap

All of the above in a welcoming and enthusiastic environment.

Perth Academy

Fig:4 Learner Challenge Questions to support progress and achievement

How am I doing?

Learning

I keep improving

9

High achievement Low progress	High achievement High progress
Low achievement Low progress	Low achievement High progress

Achievement

Progress

Research tells us that.....

- High School Students have a very accurate understanding of their achievement levels across all subjects (Kuncel et al, 2005)
- An ideal learning environment is one where both teachers and learners seek answers to the three questions below (Hattie 2009)

KEY QUESTIONS FOR LEARNERS

How am I doing (achieving and progressing) with my learning?

Where do I want to get to with my learning?

How will I get there? What are my next steps?

Learning

I keep improving

9

The Curriculum Rationale and Design

What's unique about Perth Academy?

In seeking to build a curriculum that reflects our uniqueness, we have worked together as a school community to develop, promote and sustain an aspirational vision for our curriculum. The curriculum has a clear vision and rationale shaped by the shared values of the school and community.

We are a truly comprehensive secondary school sited in a very old building; our school is one of the oldest in Scotland and has a very rich history and tradition. Our catchment is both urban and rural. We have a strong sense of who we are and what we value. Our greatest asset is our people and the mutual support that is offered within our learning community.

We aim to ensure that our curriculum offer reflects these unique elements both in terms of courses offered and approaches taken.

We value fairness and have a strong commitment to delivering equity for all learners. As a result, the structure of our curriculum is designed to provide equity of opportunity to maximise the successes and achievements of all our learners.

What's unique about Perth Academy? (A selection of responses from our curriculum consultation 2018)

"The people, we have highly supportive teachers" (student response)

"We have a wide range of opportunities for study and wider achievement" (student response)

"We are extremely inclusive of those with a range of needs, in terms of culture" (staff member response)

"A sense of belonging. Friendly, committed, caring staff who work well together to achieve the best for every student" (staff member response)

"The history and heritage of the school" (parent response)

"A positive environment where success is encouraged by staff and pupils" (parent response)

How might our curriculum better reflect our uniqueness? (A selection of responses from our curriculum consultation 2018)

"More transparency in regards to local future careers and qualifications needed for that. (student response)

"Further exploration of alternative courses and wider achievement." (staff member response)

"Within our electives, we could focus on Perth Academy's history and community, perhaps intergenerational activities for example." (staff member response)

"Offer more vocational and life based courses within the BGE." (staff member response)

"Offer more work experience opportunities within the Senior Phase, particularly in the year of transition from school." (parent response)

"Update the curriculum to include important topics / life skills such as mental health strategies and managing finance." (parent response)

Our Curriculum Structure

All young people at Perth Academy experience a coherent curriculum through a Broad General Education of planned Experiences and Outcomes across all curriculum areas.

Students follow a common S1&2 course covering all curricular areas, a large number of (mainly) third level Experiences and Outcomes and building on the work of Early Years and Primary through the transition programme. In addition there are two wider achievement electives engaged with over each year, which provide personalisation and choice focused around progression through the Perth Academy Skills Framework.

Within S3, young people have the opportunity for further personalisation and choice while maintaining broad coverage of these curricular areas. As well as English and Maths, S3 students choose 6 courses of study from within the curriculum areas (Languages, Social Subjects, Sciences, Expressive Arts, Technologies & Health & Wellbeing) in addition to another wide choice.

Our Senior Phase provides opportunities for study of qualifications as well as other planned opportunities for developing the four capacities, particularly our prioritised skills and attributes. In S4, students will generally take between 6 and 8 National Qualifications depending on their progress and needs. Most young people follow 7 NQ courses of study.

S5&6 students choose their courses from 5 columns to suit their own learning pathway and intended destination. In addition, we continue to develop our Wider Achievement, Volunteering, Experience of Work and Study (WAVES) offer for S5&6 to provide flexible and appropriate activities, courses and experience to support young people and their development towards a variety of post-school destinations. More information on WAVES is contained within this paper.

As per statutory expectations, every young person within S1-4 participates in an average of 100 minutes of Physical Education per week. Religious, Moral and Philosophical Studies and Personal and Social Education are core provisions throughout S1-5.

Universal Personal Support is delivered through our Home Room provision, with vertical families (either BGE or Senior Phase) timetabled for daily contact with a member of staff who knows them well.

(Our curriculum plan can be found in Fig: 6 below.)

All staff take responsibility for developing Literacy, Numeracy and Health & Wellbeing across the curriculum, although certain curriculum areas have been allocated a primary responsibility for certain aspects through the Perth Academy Skills Framework as part of our Responsibility of All strategy.

All young people are encouraged to develop their skills for learning, life and work through a progressive skills framework (Fig:5). Although the development of transferable skills takes place within the totality of the curriculum, particular focus on this aspect is evident within timetabled

Wider Achievement Electives which are built on the Perth Academy Skills Framework, offering young people the opportunity to experience increasing levels of challenge and progress a range of skills, within a framework that offers personalisation and choice. As a result, learners demonstrate these skills at a high level in a variety of meaningful contexts. Course and departments are overt and explicit in the skills which they seek to develop.

Fig: 5 Perth Academy Skills Framework



Fig:6 Perth Academy Curriculum Model session 2020-21

Session 2020-21 - 33 period week																																	
S1&2	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
	English				Maths				Science				Mod L			SocS			Music		Art	Dra	Tech	Com	Bus	HE	PE	RE	PSE	SKILLS			
S3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
	English				Maths				Science				SS			ML			Technologies		Expressive		HWB		Wide Choice			PE	RE	PSE			
S4	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
	Maths				M/E	English				Col C				Col D				Col E				Col F				Col G				PE	RE	PSE	
SS/6	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
	Column A						Column B						Column C						Column D						Column E						PSE	RME	WAV

Perth Academy School Day Session 2020-21

		3 days T,W,Th	Timetable		2 days M, F	Timetable
PS	8	0855-0903	Personal Support	8	0855-0903	Personal Support
1	46	0903 - 0949		16	0903 - 0919	Extended Personal Support
2	46	0949 - 1035		51	0919 - 1010	
INT		1035 - 1050	Interval	51	1010 - 1101	
3	46	1050 - 1136			1101 - 1116	Interval
4	46	1136 - 1222		51	1116 - 1207	
5	46	1222 - 1308		51	1207 - 1258	
LCH		1308 - 1358	Lunch		1258 - 1348	Lunch
6	46	1358 - 1444		51	1348 - 1439	
7	46	1444 - 1530		51	1439 - 1530	

Extended Personal Support (Home Room) Time

Extended Monday Home Room

- targeted check in (wellbeing)
- Uniform check
- bulletin/news items
- wellbeing activities (wellbeing ambassador team)
- Personal learning planning for the week ahead
- Year Group Assemblies (5-week rotation)

Extended Friday Home Room

- targeted check in (wellbeing)
- bulletin/news items
- flexible HR activities
- Visible Learning x 2, Learner Participation Committee, House Assemblies x3 (6-week rotation)

Learner Pathways

Our creative and innovative approaches to curriculum design support positive outcomes for learners. The Perth Academy Senior Phase curriculum has been designed taking into account our local economic context and employment trends including provision to cater for expected local growth sectors. The table below (Fig: 7) indicates some of the latest information we have available to us from Skills Development Scotland as part of the 2018 Tayside Regional Skills Assessment.

Perth & Kinross Labour Market Information 2018 – Did you know? (Fig: 7)

Self-employment in PKC is currently 15% and growing
It is predicted that by 2022, 30% of jobs in PKC will require degree level qualification
The top seven sectors of employment in PKC are in Health (8500 employees), Accommodation and Food Services (7300), Retail (7000), Education (4500), Business, Admin & Support (4300), Construction (4100), Manufacturing (3700)
It is believed that 90% of jobs in PKC have a digital element
Roles predicted to grow in the next five years include Carers, Software Developers, Online Merchandiser, Data analysts, Joiner/Carpenter, Cyber Security, Nurses, CGI Developer, Accountants and Engineers
The largest expected local growth is expected in sectors such as Child Day-Care, Health & Social Care, Tourism, Construction, Energy and Financial and Business Services

The table of Senior Phase Courses by employment sector (overleaf, Fig: 9) is designed to illustrate for you the range of courses and progression routes available to young people at Perth Academy.

Our Senior Phase is also designed to meet the needs of our learners' aspirations and the full variety and trends in relation to post-school destinations (Fig: 8). Our range of "learner pathways" (Fig: 9) take into account recent developments and new curricular offers available to young people under the Developing the Young Workforce agenda, specifically Foundation Apprenticeships and work experience. In session 2018-19, 11% of our S5 cohort is following the Foundation Apprenticeship pathway, while 21% of our S6 cohort were engaged in serial work experience placements as part of their curricular package giving them confidence to make informed choices about their future and an understanding of how their skills might be utilised in the work place.

Perth Academy 2018 & 2019 leavers post-school destination information (Fig.8)

Post-school Destination	Percentage of leavers 2018	Percentage of Leavers 2019
Higher Education	43%	35%
Further Education	27%	26%
Employment	19%	30%
Training or activity agreement	4%	4%
Unemployed / without PD	5%	5%

Through its Senior Phase Curriculum, Perth Academy provides flexible learning pathways which meet the range of needs, aspirations and planned destination of all of our learners, ensuring that they have the best possible and most appropriate opportunity to achieve attainment success.

Our learning pathways support our young people to build on their prior learning and ensure appropriate progression for all of our learners. Learning pathways are based on the experiences and outcomes and also on the design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance.

The pathways are flexible and young people can be supported to transition between pathways as appropriate based on their progress, needs and aspirations.

We find it helpful to illustrate four distinct learner pathways in particular to assist young people, their families and supporters in making choices about the most appropriate pathway to follow (Fig: 9) while helping us to make our young people aware of a range of careers and the skills required for them.

Perth Academy Learner Pathways (Fig: 9)



We have also provided below, some real-life examples of learner journeys through these pathways through our curriculum to help illustrate the route, the progress and the outcome.

HIGHER EDUCATION PATHWAY

Examples of real and different pathways for learners leaving school and going on to a positive destination

PUPIL 1 – Karen

S3 Options	Maths – English – Physics – Graphic Communication French – History – Art & Design – Design & Man - PE
S4 Options	N5 Maths – N5 English – N5 Physics – N5 Graphics – N5 French – N5 History – N5 Art & Design
S5 Options	H Maths – H English – H Physics – H Graphics – H Music
S6 Options	AH Music – AH Maths – AH Graphics - DEC Elective
DESTINATION ON LEAVING SCHOOL	UNIVERSITY : M Eng Electronics & Music

FURTHER EDUCATION PATHWAY

Examples of real and different pathways for learners leaving school and going on to a positive destination

PUPIL 1 – Steven

S3 Options	Maths – English – Science – Graphic Communication Spanish – History – Art & Design – PE - Business
S4 Options	N5 Numeracy Unit – N5 Literacy Unit – N4 Science – N4 Spanish – N5 Business – N4 Art & Design – N5 PE
S5 Options	N5 Maths – N5 English – H Business – N5 Practical Cookery – NPA Enterprise & Employability (PCUHI)
S6 Options	↓
DESTINATION ON LEAVING SCHOOL	COLLEGE : NC in Business

VOCATIONAL/ F.A. PATHWAY

Examples of real and different pathways for learners leaving school and going on to a positive destination

PUPIL 2 – David

S3 Options	Maths – English – Science – SFW Sport & Rec French – History – Art & Design – Admin - Drama
S4 Options	N5 Numeracy Unit – N5 English – N4 Science – N4 French – N5 History – N4 Art – SFW Sport & Rec
S5 Options	Foundation Apprenticeship in Social Services (Children & Young People) – H English - N5 Maths – H History
S6 Options	Foundation Apprenticeship in Social Services (Children & Young People) – H Business - N5 Travel & Tourism
DESTINATION ON LEAVING SCHOOL	COLLEGE : HNC Early Years

EMPLOYMENT READY / M.A PATHWAY

Examples of real and different pathways for learners leaving school and going on to a positive destination

PUPIL 1 – Becky

S3 Options	Maths – English – Science – Business - PE - Spanish – Modern Studies – Drama - Computing
S4 Options	N5 Numeracy Unit – N5 English – N4 Science - N5 Business – N5 PE – N5 Spanish – N4 Modern Studies
S5 Options	N5 Maths – H English – H Business – H PE – N5 Travel & Tourism plus Work Experience & Career Ready (1Year)
S6 Options	↓
DESTINATION ON LEAVING SCHOOL	Modern Apprenticeship with local Travel Agency

Fig: 9 Progression by Employment Sector

PERTH ACADEMY SENIOR PHASE CURRICULUM OFFER 2019-20 PROGRESSION BY AND THROUGH EMPLOYMENT SECTOR					
SECTOR	S4		S5/6	S6 Only	
	Level/National 3	National/Level 5	Level 6	Adv Higher / Level 7	S6 Electives
Business & Finance	Bus Management Admin & IT Enterprise & Employability NPA Enterprise & Employability^ People & Society Accounting Discreet Social Subjects	Bus Management Admin & IT Cert. First Line Mgm FA Business^ Young Enterprise NPA Music Bus^	Bus Management Admin & IT Cert. First Line Mgm FA Business^ Young Enterprise NPA Music Bus^	Bus Managment* Economics^ Finance Accounting^ IT in Business^ Geography	Work Experience Volunteering
Health & Social Care	Early Education & Childcare Passport to Sport^ Physical Education NPA Sport & Fitness SfW Sport & Rec Uniform & Emergency Services Modern Studies	Childcare ^ FA Social Serv^ Physical Ed NPA Fitness & Ex FA Healthcare^ Modern Studies	Childcare ^ FA Social Serv^ Physical Ed NPA Fitness & Ex FA Healthcare^ Modern Studies	VLE Health St^ VLE Underst Social Wor Physical Ed VLE Ideas & Ideologies Sport & Exercise^	Peer Mentoring Work Experience Volunteering Sports Leader Wellbeing skills Wellbeing Ambassa
Construction & Engineering	Practical Woodwork Design & Manufacture Engineering SfW Construction^ Designn Engineer Construct (DEC) Graphic Comm	Design & Man Engineering FA Engineering^ FA Civil Engineering^ Graphic Comm	Design & Man* Graphic Comm* Statistics*	DEC Work Experience Volunteering	
Food & Drink Tourism	Rural Skills Hospitality Health & Food Technology Practical Cookery Travel & Tourism Practical Cake NPA Prof Cook^ NPA Bakery ^ Geography History Languages & Culture/life & work	Health & Food Tech ESOL-SQA PDA Patisserie Geography History	Health & Food Tech* Geography* History*	Work Experience Volunteering Lifeskills Cookery	
Scientific	Science Rural Skills Chemistry Biology Physics Applied Science Skills Geography Environmental Science	Chemistry Biology Physics Geography Environmental Science	Chemistry Biology* Physics* Geography* YASS OU	Reach Work Experience Volunteering	
Digital	NPA Web Design Computing Music Tech Admin & IT	NPA Creative & Digital Media Computing Music Tech NPA Com Games^	NPA Creative & Digital Media Computing VLE Computing modules^	Work Experience Volunteering	
Creative	Art & Design Drama Media Music Perf Music Tech Hairdressing^ Beauty Skills^ Dance	Art & Design Drama FA Creative Dig Media^ Music Performance NPA Music Business^ BeautyTherapy^ Photography^	Art & Design* Drama* Music Performance NPA Music Business^	Work Experience News Team DJC Art&Design	
All young					
* denotes Perth City Campus Course					
^ denotes Perth College University of Highlands and Islands Course					

Through our thematic and interdisciplinary learning, we aim to take very good account of the four contexts for learning and cross-cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement.

WAVES

Perth Academy WAVES programme is an S5&6 provision which offers a suite of experiences, activities and courses to support Wider Achievement, volunteering opportunities, experiences of the world of work or supervised study time.

The provision for 2020 within the S5 curriculum includes a once weekly period of Personal & Social Education, a period of supervised personal study and a period of life-skills development in Mental & Physical Wellbeing, Religious and Moral Education and Life skills Cookery.

In S6, students can choose from a range of volunteering or wider achievement activity experiences such as debating, peer mediation, young enterprise or News Team or leadership opportunities such as sports leader, wellbeing ambassador, paired reader and paired numeracy buddy. Learners can also elect to take on a serial work experience placement for the duration of the session, aiming to support their progression from school.

Things to Do in Perth Academy

'Things to Do at Perth Academy' is our Wider Achievement framework.

The framework includes a broad range of opportunities and experiences as well as interesting and fun activities which young people can achieve during their time at Perth Academy.

They simply tick these achievements as they accomplish them and have them validated and accredited through discussion with their Home Room Tutor. Once they have reached the milestones of 10 or more 'things' achieved young people can qualify for an award, prize and house points.

There are a range of levels of award. Young people can also achieve recognition for achievements outside of school providing they can evidence them.

The framework is differentiated into three categories: for Transition (Level 2), BGE and Senior Phase.

There are benefits for all young people in gaining recognition for their achievements. Through participation in the framework, young people can develop their skills for learning, skills for life and work. This process can increase confidence, raise aspirations, improve motivation and engagement in learning.

Above all, we hope that young people enjoy participating and achieving at Perth Academy and aligned with our aim of celebrating success, we encourage all young people to talk about these experiences and share them with others.

This session we have developed and introduced a second-level version of the framework with all Primary 7 students from within our Local Management Group of associated Primary Schools as part of our transition activity.

Career Management Skills

Our staff and partners provide well-planned opportunities for learners to develop an awareness of the world of work. We emphasise enterprise and creativity across all areas of learning.

The area of Career Management is a core skill within our Skills Framework and includes the following six skill competencies:

1. In the contexts of my career decisions, I can understand my personality, interests and values
2. I know how to use my talents, skills and personal qualities
3. I can use the tools available to me to explore the world of work, training and learning
4. I can identify who can help me in my career journey
5. I can demonstrate and apply the skills I have learnt across the curriculum in relation to the world of work
6. I can understand and consistently demonstrate the behaviours an employer looks for in a good employee

There is a clear expectation that these skills are developed in an overt and explicit way through the curriculum and across the curriculum. This is carried out through a regular and consistent focus on relevance through learning and teaching approaches.

We work with a range of partners including parents/carers, employers and other practitioners to design and deliver an appropriate personalised curriculum that takes account of the individual needs of children and young people and that genuinely equips them for learning, life and work. There is an expectation that departments have a range of employer partners at the strategic, regular and occasional levels of engagement.

Improved Outcomes for Young People

The curriculum is one of the prime vehicles in delivering better outcomes for our young people including attainment and achievement for all learners. The quality of the curriculum is also a key factor in improved outcomes related to behaviours, engagement and wellbeing.

In terms of asking how effective is our curriculum, the PA performance framework monitors the school's performance in terms of both excellence & equity in the following measures:

	Item	Measure
ATTAINMENT	1	Proportion as a percentage of cohort achieving expected (CfE) levels at S3
	2	Percentage of major cohorts achieving literacy & numeracy at levels 4 & 5
	3	Percentage of Leavers achieving literacy at levels 4 & 5
	4	Percentage of Leavers achieving literacy at levels 4 & 5
	5	Attainment for All - Average total tariff score in points of all leavers (Insight Feb)
	6	Percentage of leavers achieving either one Higher or one or more vocational qualification
	7	Percentage of leavers in a positive destination
	8	Attainment breadth & depth by major cohorts
	9	Attainment breadth & depth of leavers
BEHAVIOURS	10	Attendance rates
	11	Exclusion rates
PARTICIPATION	12	Stay on rates
	13	Parental Engagement measures
	14	Learner engagement measures
WELLBEING	15	Active schools participation rates
	16	Pupil Attitudes to Self and School

Development of the curriculum

Our curriculum is regularly reviewed and refreshed by an informed awareness of current education thinking and evolves through ongoing debate within the school community. We work well with partners to ensure creative and innovative approaches to curriculum development are encouraged and support positive outcomes for learners.

Outdoor Learning

Our aim is that outdoor learning forms part of our approaches and our vision is that when present it represents a progressive curriculum led experience for all learners. We have developed our outdoor classroom within the school grounds and encourage teachers to incorporate outdoor learning into their course planning and delivery.