



Perth Academy

Senior Phase
Information Pack
for Learners &
Parents/Carers

2020-2021

Version 2 December 2020

Contents

- 1 Overview
- 2 Ensuring Attainment, Progress and Achievement
- 3 Assessment Evidence and timeline for SQA attainment
- 4 Alternative Assessment Arrangements
- 5 Tracking and Reporting
- 6 Supporting your child in the Senior Phase - Wellbeing
- 7 Supporting your child in the Senior Phase - Study Skills
- 8 Study Support, Scholar & e-Sgoil

Overview

This pack provides learners and parents/carers with information which sets out expectations, assessments and key dates for the Senior Phase at Perth Academy in the academic session 2020/21.

Key dates for your diary:

Date	Activity	Location
Friday 27 November	Parent information Pack and S4-6 tracking report 2 issued to parents	Information pack via email Reports issued to learners in Home Room
Monday 30 November	S4 Parent Contact Evening	Telephone calls home. Bookings via Parent Cloud booking system
Thursday 10 December	S5/6 Parent/Carer SQA Information Session 5.30-6.30pm	MS Teams Click here to join the meeting
Monday 14 December	S5/6 Parent Contact Evening	Bookings made via School Cloud. PDF with links for each appointment will be sent out these appointments will be on MS Teams
18 th to 29th January	Higher and Ad Higher prelims including study leave for all S5/6 pupils	Perth Academy
18 th to 22nd January	Perth City campus prelims	Perth Academy
11th to 29th January	N5 milestone assessment window	Perth Academy Mainly in-class assessments, no study leave for S4.
Friday 26 February	S4-6 tracking report 3 with action plan comments issued to parents	Reports issued to learners in Home Room
Monday 1 March	S4-6 Targeted Senior Phase Parent Contact Evening (tbc)	Online appointments. Departments identify young people they wish to have a

		parental appointment with and those parents are invited to meet to discuss interventions
26th April to 7th May 2021	N5 milestone assessment window	Mainly in-class assessments, no study leave required.
April/May 2021	H/AH internal assessments as required	Perth Academy
28 May 2021	Schools will submit provisional results to SQA	
June 2021	SQA carries out national check of provisional results and may follow up with schools, colleges and local authorities	
10 th August 2021	SQA Results Day	

Ensuring Attainment, Progress and Achievement

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.

Young people and parents need to know what to expect of our approaches to ensuring learner attainment, progress and achievement. There are a range of actions and interventions that we take at Perth Academy and in the spirit of partnership we want to make you aware of our ten key commitments to you and your young people in this regard. We expect to be held accountable for the delivery of these commitments.

As a school we commit to:

1. Making every effort to fully understand the needs of our learners, their levels of prior attainment and their capacity to improve and attain their targets.
2. Supporting young people in their aspirations wherever possible and realistic to do so, taking into account pupil aspiration when setting target grades.
3. Reviewing progress with young people regularly through the use of quality learning conversations. Pupils should know where they are in relation to their learning and progress and be clear about what they need to do to improve.
4. Providing high quality, well organised communications to young people and parents regarding course deadlines and expectations as well as progress reports.
5. Communicating and liaising with parents prior to any changes to levels of study.
6. Intervening early if pupil progress is faltering and follow up on this regularly, raising any issues pertaining to effort, behaviour or homework with parents as soon as possible.
7. Offering a range of suggestions, activities and support when issues or barriers to attainment arise for young people.
8. Being solution-focused and relentlessly positive in trying to obtain all possible accreditation for pupils.
9. Ensuring equity for learners so that financial circumstances are not a barrier to learning.
10. Ensuring all learners have appropriate arrangements for assessments.

We recognise that the success of our young people relies, not only on young people taking responsibility for their learning but also on a strong partnership between school and home.

We aim to be clear in our expectations of young people and we aim to support this important partnership between school and home.

For this reason, we have developed a charter for young people and carers. This charter is based on our analysis of research and recognised good practice of key characteristics and actions that can support positive attainment and progress outcomes for young people.

Better outcomes occur when young people:

1. Aim high.
2. Recognise their role in making decisions about learning.
3. Carefully consider any professional advice offered to them in relation to their level of study and the commitment required on their part to achieve in the course of study.
4. Commit to the time and focus necessary to achieve their targets, managing their time and extra-curricular commitments appropriately.
5. Take on board teacher feedback and respond positively wherever possible to suggested next steps and referrals to engage in supportive interventions.
6. Keep a positive, growth mindset about their learning even when things may be difficult. Persevere and stay on the course of study they sign up to at the start of the academic session.
7. Meet deadlines.
8. Take responsibility for recording their own personal record of learning and next steps, reflecting regularly on where they are, where they want to get to and how they are going to get there.
9. Push themselves to achieve their goals and complete tasks set.
10. Are proactive in seeking advice or support.

Parents and carers can work effectively in partnership with the school by:

1. Highlighting any issues, in school or out of school, which could be preventing their child from achieving their target and goals for the session.
2. Becoming familiar with course deadlines and key assessment dates.
3. Supporting young people to apply themselves and prepare suitably for course assessments.
4. Helping and encouraging pupils by having regular discussions at home about progress and concerns, prompting them to seek advice from teachers as necessary.
5. Contacting the school promptly should there be concerns in relation to their child's progress.
6. Trusting and taking on board the professional judgement and advice of our staff.
7. Attending parent contact evenings with their children.
8. Working in partnership with the school to resolve issues that arise in a timely and positive way in order to secure their child's attainment.
9. Encouraging attendance at after school supported study where appropriate and recommended.

10. Supporting your child with homework, by taking an interest in homework tasks and deadlines, for example looking together with their child at the assignments in Teams.

11. Encouraging young people not to take on too many extra-curricular activities, including paid work, which might have a detrimental impact on their progress and achievement.

Assessment and Moderation

There will be no external assessment by the SQA of National 5, Higher or Advanced Higher courses this year. All coursework and exams will be marked internally and grades submitted to the SQA. Should there be any further change to arrangements for assessments the school will communicate this to parents. Further information can be found at:

<https://www.sqa.org.uk/sqa/95281.html>.

National 5, Higher and Advanced Higher Qualifications

Teachers of pupils sitting National Qualifications, (Nationals 2, 3, 4 & 5) will gather evidence throughout the session. From this evidence they will generate provisional results which will be sent to the SQA in May.

The provisional result grade will be based on key pieces of assessment evidence which have been identified by the SQA in specific guidance documentation for each subject.

To support your child to prepare for these **key assessments**, a list has been provided below for each subject and level and gives an approximate timetable of when these assessments will take place. This is deliberately approximate because teachers need the flexibility to judge when classes are best prepared and ready to undertake assessments. Principal Teachers will routinely groupcall parents/carers with dates or key information to keep them informed prior to the actual dates.

SQA Evidence & Timeline

Learners and parents/carers want to know which assessments will be significant within any course and how the timeline of assessment looks across the combination of courses being taken.

Consistent application and home study now and throughout the year is required to ensure learners achieve their best. Learners cannot now rely on an end of year, exam-focused application as an effective strategy.

The assessment plans at departmental and whole school levels have been finalised for National 5 and will continue to be developed as the Higher and Advanced Higher SQA guidance is issued. We recognise that parents are keen to see the timeline and identify important assessments for each course. We hope that the tables below provide you with simple, clear information about key assessments and relevant dates of assessment windows for each subject at each level.

When there are key assessments taking place, departments will communicate this to learners in advance and will notify parents via groupcall.

SQA Evidence 2020/21

Department: **Art**

Course	Evidence 1	Timescale/Date	Evidence 2	Timescale/Date	Evidence 3	Timescale/Date	Evidence 4	Timescale/Date	Evidence 5	Timescale/Date
National 5 Art	Design folio/model	March	Expressive folio	March	Design Prelim	Feb	Expressive Prelim	Feb	2 timed questions 1 expressive, 1 design	Jan
Higher Art	Design folio/model	March	Expressive folio	March	Prelim	Feb	Timed Questions	October	Timed questions	November

Department: **Geography**

Course	Evidence 1	Timescale/Date	Evidence 2	Timescale/Date	Evidence 3	Timescale/Date	Evidence 4	Timescale/Date	Evidence 5	Timescale/Date
National 5 Geography	Average of 3-4 topic assessments (20%)	Ongoing until estimate submission	Average timed question (10%)	Ongoing until estimate submission	Formal Assessment 1 (35%)	January	Formal Assessment 2 (35%)	April		
Higher Geography	Average of 3-4 topic assessments (20%)	Ongoing until estimate submission	Average timed question (10%)	Ongoing until estimate submission	Prelim (70%)	January				
Ad Higher Geography	Average class assessment	Ongoing until estimate submission	Prelim	January	Folio 1 - Issues Essay	December				

Department: **History**

Course	Evidence 1	Timescale/ Date	Evidence 2	Timescale/ Date	Evidence 3	Timescale/ Date	Evidence 4	Timescale/ Date	Evidence 5	Timescale/Date
National 5	Unit Assessments (Average)	Ongoing until estimates submitted	Formal assessment 1	December	Formal Assessment 2	January	Formal assessment 3	March	Assignment	December
Higher	End of unit assessments (Average)	Ongoing until estimates submitted	Prelim (Paper 1)	January	Timed essays	Ongoing until estimates submitted	Prelim (Paper 2)	March		
Ad Higher	Timed essays (from a choice)	Ongoing	Timed source responses	Ongoing	Prelim	January				

Department: **Modern Studies**

Course	Evidence 1	Timescale/ Date	Evidence 2	Timescale/ Date	Evidence 3	Timescale/ Date	Evidence 4	Timescale/ Date	Evidence 5	Timescale/Date
National 5	End of unit assessments (Average)	Ongoing until estimates submitted	Formal Assessment 1	March	Formal Assessment 2	March				
Higher	End of unit assessments (Average)	Ongoing until estimates submitted	Prelim	January	Timed essays	Ongoing				

Department: **Environmental Science (Social Subjects and Science)**

Course	Evidence 1	Timescale/ Date	Evidence 2	Timescale/ Date	Evidence 3	Timescale/ Date	Evidence 4	Timescale/ Date	Evidence 5	Timescale/Date
National 5	End of unit assessments (Average)	Ongoing until estimates due	Formal Assessment 1	March	Formal Assessment 2	March	Formal Assessment 3	March		

Department: **Mathematics and Applications of Mathematics**

Course	Evidence 1	Timescale/ Date	Evidence 2	Timescale/ Date	Evidence 3	Timescale/ Date	Evidence 4	Timescale/ Date	Evidence 5	Timescale/Date
National 5	Prelim	January	Final exam	TBC around april/May Depending on school arrangements and SQA deadline for estimates	Class Assessments (Been told by SQA these won't be accepted but will help us backup other evidence)	Throughout the year				
Higher	Prelim	January	2nd Prelim	TBC around april/May	Class Assessments (Been told by SQA these won't be accepted but will help us backup other evidence)	Throughout the year				
Ad Higher	Prelim	January	2nd Prelim	TBC around april/May	Class Assessments (Been told by SQA these won't be accepted but will help us backup other evidence)	Throughout the year				

Department: **Home Economics**

Course	Evidence 1	Timescale/ Date	Evidence 2	Timescale/ Date	Evidence 3	Timescale/ Date	Evidence 4	Timescale/ Date
Health & Food Technology Higher	End of unit assessments (3 units)	End of March	Formal assessment 1	January	Formal assessment 2	March	Assignment Task	April
Health & Food Technology National 5	End of unit assessments (3 units)	End of March	Formal assessment 1	January	Formal assessment 2	March	Assignment Task 3	March
Practical Cookery National 5	Formal assessment 1	January	Formal assessment 2	TBC	Formal assessment 3	March	Assignment Task 4	March
Practical Cake Craft National 5	Formal assessment 1 Practical & Assignment	December	Formal assessment 1	January	Formal assessment 1 Practical & Assignment	March	Formal assessment 1	March

Department: **Business**

Course	Evidence 1	Timescale/ Date	Evidence 2	Timescale/ Date	Evidence 3	Timescale/ Date	Evidence 4	Timescale/ Date
National 5 Admin	Practical Assignment 1	Jan-Feb	Prelim 1 Question Paper	Jan	Practical Assignment 2	March	Prelim 2 Assignment	March
Higher Admin	Practical Assignment 1	Jan-Feb	Prelim 1 Question Paper	Jan	Practical Assignment 2	March	Prelim 2 Question Paper	March
National 5 Business	Theory Assessment 1	Jan-Feb	Prelim 1 Question Paper	Jan	Theory Assessment 2	March	Written Prelim 2	April
Higher Business	Theory Assessment 1	Jan-Feb	Prelim 1 Question Paper	Jan	Theory Assessment 2	March	Written Prelim 2	April

Department: **Music & Drama**

Course	Evidence 1	Timescale/ Date	Evidence 2	Timescale/ Date	Evidence 3	Timescale/ Date	Evidence 4	Timescale/ Date	Evidence 5	Timescale/Date
National 5 Music	Prelim 1 (Performance)	Nov 2020	Prelim 2 (Performance)	April/May 2021	Written Prelim 1	January 2021	Written Prelim 2	April/May 2021		
Higher Music	Prelim 1 (Performance)	Nov 2020	Prelim 2 (Performance)	Jan/Feb 2021	Written Prelim	January 2021	SQA Performance Exam recording	March 2021		
Ad Higher Music	Prelim 1 (Performance)	Nov 2020	Prelim 2 (Performance)	Jan/Feb 2021	Written Prelim	January 2021	SQA Performance Exam recording	April/May 2021		
National 5 Music Technology	Prelim 1 Written	Jan 2021	Folio Departmental Moderation 1	Jan/Feb 2021	Prelim 2 Written	April/May 2021	Folio Departmental Moderation 2	April/May 2021		
Higher Music Technology	Prelim 1 Written	Jan 2021	Folio Departmental Moderation 1	Jan 2021	Final Departmental Folio Moderation (prior to SQA uplift)	March 2021	Prelim 2 Written	April 2021		
National 5 Drama	Prelim 1 (Performance)	Nov 2020	Prelim 1 (Written)	Jan/Feb 2021	Prelim 2 (Performance)	March/April 2021	Prelim 2 (Written)	April/May 2021		
Higher Drama	Prelim 1 (Performance)	Nov 2020	Prelim 1 (Written)	Jan/Feb 2021	SQA Performance Exam recording	March 2021	Prelim 2 (Written)	April/May 2021		

Department: **Modern Languages**

Course	Evidence 1	Timescale/Date	Evidence 2	Timescale/Date	Evidence 3	Timescale/Date	Evidence 4	Timescale/Date	Evidence 5	Timescale/Date
National 5 French and Spanish	Speaking Exam	Week beg 14th Dec	P&N paper 1	TBC	P&N Paper 2	TBC	SQA provided paper	TBC		
Higher French and Spanish	Speaking exam	Feb/March 2021 TBC	P&N paper 1	TBC	P&N Paper 2	TBC				
N5 Gaidhlig	Speaking Exam	Dec	P&N paper 1	TBC	P&N Paper 2	TBC	SQA provided paper	TBC		

Department: **English**

Course	Evidence 1	Timescale/Date	Evidence 2	Timescale/Date	Evidence 3	Timescale/Date	Evidence 4	Timescale/Date	Evidence 5	Timescale/Date
National 5	RUAE Prelim	January 2021	Set Text Prelim	January 2021	Critical Reading Prelim	January 2021	Portfolio	March 2021	Potential 2nd Prelim	TBC
Higher	RUAE Prelim	January 2021	Set Text Prelim	January 2021	Critical Reading Prelim	January 2021	Portfolio	March 2021		
Ad Higher	Literary Study Prelim	January 2021	Textual Analysis	January 2021	Portfolio	March 2021	Dissertation	March 2021		

Department: **Computing**

Course	Evidence 1	Timescale/ Date	Evidence 2	Timescale/ Date	Evidence 3	Timescale/ Date	Evidence 4	Timescale/ Date
National 5	Prelim 1	Jan	Practical Assignment 1	Feb	Prelim 2	April	Practical Assignment 2	March/April
Higher	Prelim 1	Jan	Practical Assignment 1	Feb	Prelim 2	April	Practical Assignment 2	March/April
Ad Higher	Prelim 1	Jan	Prelim 2	April	Practical Work	Jan/Feb	Completed Project	April

Department: **RMPS**

Course	Evidence 1	Timescale/ Date	Evidence 2	Timescale/ Date	Evidence 3	Timescale/ Date	Evidence 4	Timescale/ Date
Higher	Prelim	January 2021	Prelim 2	April / May 2021	Timed class assessments sampling across units of study	Ongoing until estimate submission date		
Ad Higher	Prelim 1	January 2021	Dissertation	March 2021	Prelim 2	April/May		

Department: **Design Engineering & Technology**

Course	Evidence 1	Timescale/Date	Evidence 2	Timescale/Date	Evidence 3	Timescale/Date	Evidence 4	Timescale/Date	Evidence 5	Timescale/Date
National 5 Eng science	Prelim	Feb	Electronic and control unit	Nov	Systems and mechanisms unit	Dec	Energy and pneumatics	Jan	Assignment	Jan-Mar
Higher Eng Science	Prelim	Feb	Electronic and control unit	Nov	Systems and mechanisms unit	Dec	Energy and pneumatics	Jan	Assignment	Jan-Mar
National 5 Graph comm	Prelim	Feb	Assignment	Before Christmas						
Higher Graph comm	Prelim	Feb	Task 1 and 2	March	Task 3	March	Task 4	March	written/drawing tests	Nov/Dec/Jan
National 4 woodwork	Flat frame	Nov	Carcase	Jan	Toolbox	Feb	Assignment	Feb/March		
National 5 woodwork	prelim	Feb	Flat frame	Nov	Carcase	Jan	Toolbox	Feb	Assignment	Feb/March
National 3 design and technology	Graphics	Dec	Engineering	Feb	Woodwork	March				

Department: Physical Education

Course	Evidence 1	Timescale/ Date	Evidence 2	Timescale/ Date	Evidence 3	Timescale/ Date	Evidence 4	Timescale/ Date	Evidence 5	Timescale/Date
National 5	One off Performance	Dec/Jan Ongoing	Portfolio	Ongoing						
Higher	One off Performance	Ongoing	Prelim 1	January	Prelim 2	March	End of block test Physical/ mental	October	End of block test Social/ Emotional	December
Ad Higher	One off Performance	Main one 27th Nov Rest ongoing	Dissertation	Ongoing						
N5 Sport and Rec	Units	Ongoing in class time								
NPA fitness and exercise	Circuit Unit	Complete	Free Weights Unit	Ongoing Finish date End of Dec	CV Unit	March 2020				
NPA sport and fitness	Units	Ongoing in class time.								

National 5 Dance	Solo Performance One dance style	Dec	Video of choreography	February	Choreography Review	February	Class test Technical/ Dance style	March		
-------------------------	-------------------------------------	-----	-----------------------	----------	---------------------	----------	---	-------	--	--

Department: **Chemistry**

Course	Evidence 1	Timescale/ Date	Evidence 2	Timescale/ Date	Evidence 3	Timescale/ Date	Evidence 4	Timescale/ Date	Evidence 5	Timescale/Date
National 5	Prelim SQA units 1 and 2	January	Prelim SQA unit 3	End of term 3	Final exam	May	Class tests (to be used to back-up prelim/exams)	Ongoing		
Higher	Prelim SQA units 1 and 2	January	Prelim SQA unit 3	End of term 3						
Ad Higher	Prelim SQA units 1 and 3	January	Prelim SQA unit 2	End of term 3						

Department: **Physics**

Course	Evidence 1	Timescale/ Date	Evidence 2	Timescale/ Date	Evidence 3	Timescale/ Date	Evidence 4	Timescale/ Date	Evidence 5	Timescale/Date
National 5	Prelim -SQA units 1 and 2	January	Prelim SQA unit 3	End of term 3	Final exam	May	Class tests (to be used to back-up prelim/exams)	Ongoing		
Higher	Prelim -SQA unit 1 and 2	January	Prelim SQA unit 3	End of term 3						

Department: **Biology**

Course	Evidence 1	Timescale/Date	Evidence 2	Timescale/Date	Evidence 3	Timescale/Date	Evidence 4	Timescale/Date	Evidence 5	Timescale/Date
National 5	Prelim units 1 and 2	January	Prelim SQA unit 3	End of term 3	Final exam	May	Class tests (to be used to back-up prelim/exams)	Ongoing		
Higher	Prelim - unit 1 and 2	January	Prelim SQA unit 3	End of term 3						
Ad Higher	Prelim unit 1 and 3	January	Prelim SQA unit 2	End of term 3						

There is further detail regarding guidance for schools for gathering evidence towards making National 5 estimates for each subject. This detail varies from subject to subject. Each subject has a separate area on the SQA website. Here is the link to the subjects index page <https://www.sqa.org.uk/sqa/45625.html> From this page click on the subject you wish to find out the detail for, click on the blue National 5 box on the strip at the top and then 'gathering evidence towards making National 5 estimates'. As the SQA issue similar guidance for Higher and Advanced Higher this will be available via the same link but then by selecting the blue box at the relevant level.

Additional Assessment Arrangements (AAA) Policy

According to the SQA, an assessment arrangement allows for adjustments to be made for candidates who are disabled and/or who have been identified as having particular difficulties in accessing an SQA assessment by standard arrangements. The reason might be physical difficulty (medical or sensory), a behavioural or mental health difficulty or a learning difficulty.

The purpose of assessment arrangements is to provide candidates with an equal opportunity to demonstrate their attainment without compromising the integrity of the assessment". SQA 2017

In Perth Academy an additional arrangement for an exam or assessment will be organised following evidence generated both with and without support. This is to ensure that the arrangement is a 'reasonable adjustment' for pupils for pupils who are disabled as defined by the Equality Act 2010.

This means that your son or daughter may be asked to do assessments without support prior to the final exams or estimated grades in order to support their case for an additional arrangement. This process will vary for each department, taking advice from the SQA and liaising closely with the ASN department. The outcome may also differ for subjects, for example 25% time in English and use of IT in Chemistry. Pupils may qualify for additional arrangements in one subject but will not automatically receive the same arrangements for every subject. In some cases, we may contact home for further information, medical certificates etc.

Examples of additional arrangements can be reader, scribe, extra time, separate accommodation, use of IT, large print or a different colour of paper/overlay.

Prior to prelims and final exams, we will communicate to you any additional arrangements given to your child for each subject.

If you have any further questions about support for assessments, please contact the Principal Teacher of ASN, Mrs Alix Brooks AMBrooks@pkc.gov.uk

Monitoring, Tracking and Reporting

Senior Phase reports explained:

The content of reports is discussed with pupils in classes. Pupils should be aware of where they are in relation to their learning and progress and be clear about what they need to do to improve or progress. Their report should reflect this, there should be no surprises.

Parents can help and encourage pupils by having regular discussions at home about each subject and any concerns, prompting them to seek advice from teachers where necessary. Following written reporting to parents/carers, Home Room tutors have follow-up learning conversations with pupils to offer support and mentoring across their learning.

Target Grades explained:

Target Grades are set carefully by teachers using a range of information such as prior attainment across learning, assessment data such as Cognitive Abilities Test (CAT) results, the pupil's own aspiration and the teacher's knowledge and professional judgement. These targets should be aspirational but also realistic and will remain the same throughout the year unless a young person's level of study in a subject is changed. If a change of level is required, you will be notified by the school prior to this change being made.

The scale below is used for Target Grades. Please note if your child is studying National 4 their Target Grade will always be indicated as a 6 because National 4 is pass/fail only.

Working Grades

These are entered by staff and reported on to parents, again in discussion with pupils, at three key points in the session (October, November and February) and will reflect, based on professional judgement, what the pupil is expected to achieve given current progress, circumstances and level of application. Where a pupil has a working grade of an 8, this is a likely indicator that they may need to be changed to a different level of study. Where a 9 is entered this means the pupil has not attended the class often enough to give an accurate working grade.

Grades being sent to the SQA for S4 pupil assessment National 5 (and potentially for Higher/Advanced Higher should the exams not take place)

It is important to note that the information in reports relates to targets set and current progress in each subject. Neither the target grade set nor the working grade in school tracking reports are an indication of the final grading which will be submitted to the SQA should that be required.

Grades and bandings explained:

National 5 and Higher

Band	Estimated performance	Notional % Range
1	Band A (upper) range 85 – 100	Band A (upper) range 85 – 100
2	Band A (lower) range 70 – 84	Band A (lower) range 70 – 84
3	3 Band B (upper) 65 – 69	3 Band B (upper) 65 – 69
4	4 Band B (lower) 60 – 64	4 Band B (lower) 60 – 64
5	5 Band C (upper) 55 – 59	5 Band C (upper) 55 – 59
6	6 Band C (lower) 50 – 54	6 Band C (lower) 50 – 54
7	7 Band D 40 – 49	7 Band D 40 – 49

Advanced Higher

Band	Estimated performance	Notional % Range
1	Band A (upper) range 85 – 100	Band A (upper) range 85 – 100
2	2 Band A (lower) range 70 – 84	2 Band A (lower) range 70 – 84
3	3 Band B (upper) 65 – 69	3 Band B (upper) 65 – 69
4	4 Band B (lower) 60 – 64	4 Band B (lower) 60 – 64
5	5 Band C (upper) 55 – 59	5 Band C (upper) 55 – 59
6	6 Band C (lower) 50 – 54	6 Band C (lower) 50 – 54
7	7 Band D 45 – 49	7 Band D 45 – 49

Supporting Your Child in the Senior Phase

Wellbeing

The current situation, the global pandemic and the changes to assessment arrangements mean that there are unusually high levels of anxiety and concern. It is extremely important that young people receive consistent and balanced messages from the key adults both in school and at home. It is important, for example, that we help learners to maintain a sense of perspective about their qualifications. They are important but maintaining their wellbeing and keeping a balanced view is more important.

It's normal for your child to be finding things difficult during the pandemic. While everyone's experience is different, your child may be feeling:

- Worried or anxious about their own or other people's health, as well as what the future will be like.
- Angry or frustrated about the fact that they still can't get back to their normal lives.
- Sad about missing friends or family who they haven't been able to spend as much time with this year.
- Tired-out, low, or struggling with motivation for things like school.

It is also normal if, as a parent, you are feeling some of the same things. You have lived through a year of so much uncertainty and change. As we move towards Christmas and the new Year you may be feeling exhausted, overwhelmed or worried about your circumstances and/or your child/ren.

Even though things may be incredibly difficult for you at the moment there are things you can do to support your child's wellbeing. And remember, you're not alone – we're here to help.

How can I help my child during the pandemic?

- **Talk with them about what's going on, keeping communication as open as you can.** Let them know that it's okay to feel however they feel – whether that's scared, worried, angry, sad or something else. You can find some tips on starting a conversation with your child [here](#).
- **Try to answer your child's questions and reassure them.** While you don't need to know all the answers, talking things through can help them feel calmer.
- **Encourage your child to do the things that help them when they're finding things difficult.** This will be different for everyone – it could include things like doing exercise or going for a walk, watching a favourite film, reading a favourite book, cooking or baking, talking to friends, or drawing or writing.
- **Reassure them this will pass, you're there for them, and you will get through this together.** Having returned to some of their normal activities over the summer, going back into tighter restrictions might feel frustrating for your child. They may even be

worried that things will never get better. Recognise how difficult this is, while also letting them know that the pandemic will not last forever.

- **Spend time doing a positive activity together.** This can help them to feel calmer by giving them a short break from everything that's going on. It's also a great way of providing a space for them to talk through their concerns, without having a 'big chat'.
- **Keep as many regular routines going as possible to help your child feel safe and secure.** This can include things like having regular times for going to bed, eating meals, studying, doing activities, as well as breaks from using devices.
- Try to minimise their anxiety levels around their studies by being mindful of your own!

If you are concerned about your child's wellbeing some good advice can be found by following the link below, you can also speak to your child's guidance teacher/keyworker.

<https://youngminds.org.uk/starting-a-conversation-with-your-child/what-to-do-next/#what-to-do-next>

Perth & Kinross Council Educational Psychology Service offer a range of resources including a helpline where you can talk to someone about the education related issues your family are facing. Please see @PerthEPS on twitter for the most up to date offering.

Supporting Your Child in Senior Phase

Study Skills

STUDY SKILLS

Why?
How?
Where?
When?
What?



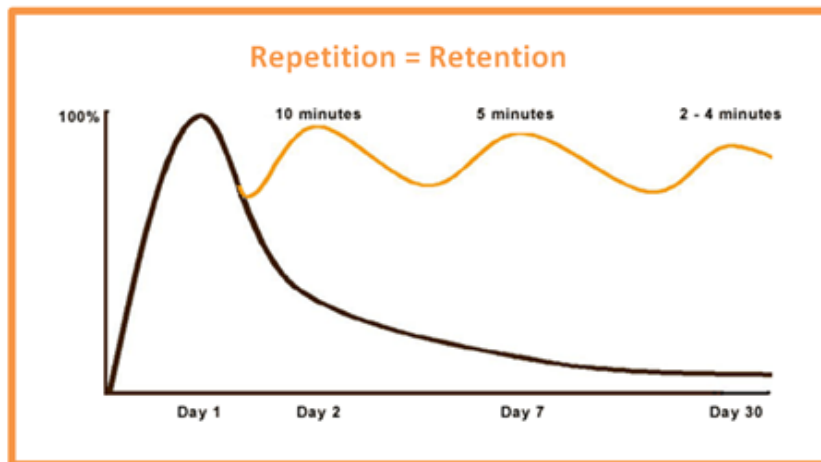
Perth Academy

Study Skills – Why?

A study by Herman Ebbinghaus came up with the following results which lets us see how rapidly learners forget information.

Elapsed Time since Learning	Retention %
Immediately	100
20 minutes	58
1 hour	44
9 hours	36
1 day	33
2 days	28
6 days	25
31 days	21

Study Skills – Why?



Review of information after a class has a dramatic effect on information retention.

Study Skills – Why?

The best way to retain what you have been learning in school is to cultivate the habit of **reading thoughtfully** over the notes you have made in your jotter that day.

You should read them over two or three times. It is also good practice to read over previous notes regularly.

Try **reading aloud**. Record yourself and then play back later.



Study Skills – How?

Create a plan

- Paper and colour pencils
- Use an App on your phone/tablet

Don't just pin a copy of your plan in your bedroom – stick it on the fridge in the kitchen.

- **This will make you more accountable!**



Import your exam schedule

Add in your own subjects, prioritise how much time you want to spend on each and schedule the amount of time you want to study.

The app will then build your custom study plan, which you can view or print out.

Study Skills – How?

Choose different methods

Reading

- This can be very passive so think about using highlighters to make key facts stand out or summarising the information into smaller chunks

Learning

- This is different to reading and involves memorising key terms and definitions. Check your progress by asking parents, friends etc. to test you

Mind maps

- Try taking a specific topic and create a mind map – a good visual reminder of how the main facts all relate to each other

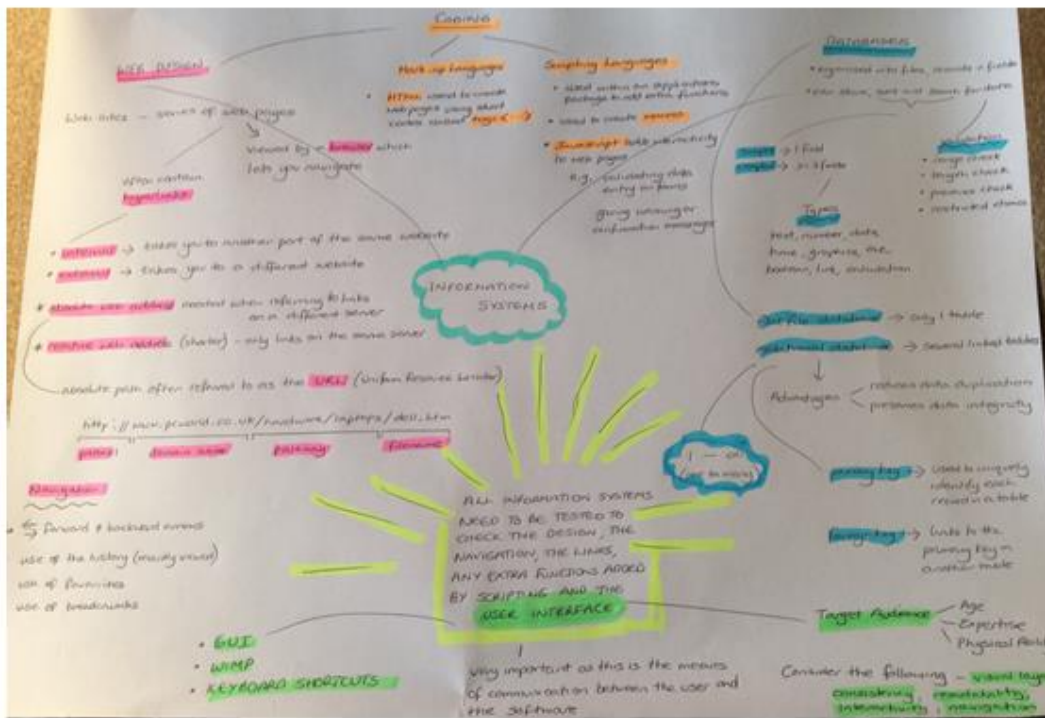
Past paper questions

- Very helpful in letting you see the standard you will face in the exam. It will also let you fine tune your exam technique. Available on the SQA web site.

Attend Study Clubs

- This will allow you to work in a smaller group. You should come prepared – read over the topic being covered, know what questions you'd like to ask

Mind maps



Study Skills – Where?

The environment you choose to study in should allow you to focus on your studying!

Home v School

(no wasted travel time)

(access to teachers)

Other options could include: local library, friend's house, when travelling etc.

Eliminate distractions

- other people coming in and out to chat
- access to your phone (if you don't have it you won't be tempted to use it)
- access to a tablet/laptop unless essential for studying (see above!)



When you take a break from your studying move to a different room. Stop your revision at a reasonable time each night.

Study Skills – When?

A good analogy is to compare yourself to an athlete.

Most athletes keep themselves in good condition all the time but will put in more effort in e.g. Olympic year. As the Olympic Games get nearer an athlete will increase the amount of time, work and effort they devote to their preparation so they are in tip-top condition at the crucial moment.



1. You should be doing homework and reading over notes from the start of the school session
2. Now that the prelims are in sight you should be increasing the amount of quality time you spend on your school work.
3. As you move from prelims to the actual exams this effort should move up another gear allowing you to arrive at exam time fully prepared

Study Skills – What?

★ **An easy mistake to make is to revise what you already know!!!** ★

- Use your homework jotter to check up on your weaker areas
- Use class test evaluations to see where you lost marks
- Ask your teacher – they will also know what you find difficult
- Ask your teacher for advice on what areas pupils normally lose marks in the final exam – check the report from the Principal Assessor on the SQA website.

Study Support

The school provides regular opportunities for supported study. Attendance at supported study is often recommended as an action point in reports. We would strongly encourage pupils to attend supported study for additional support for coursework and assessment. When two subjects clash, alternative arrangements can be made and the pupil should be encouraged to discuss this with their teachers.

Subject	Level	Day	Time	Location
Maths	Higher	Tuesday	3.30-4.30	R24
Maths	Nat 5	Wednesday & Thursday	3.30-4.30	R41
French/Spanish	N5/H	Tuesday	Lunchtime	R16
Geography	Higher	Wednesday	Lunchtime	R2
Chemistry	All levels	Wednesday	Lunchtime	Lab 11
PE	Higher	Tuesday	3.30-4.30	PE
PE	National 5	Organised per class	Lunchtime	PE
Physics	Higher	Thursday	Lunchtime	L8
Biology	National 5	Monday	Lunchtime	L6
Business and Admin	National 5	Wednesday or Thursday	Lunchtime	B4

SCHOLAR



SCHOLAR is an online learning resource run by Heriot-Watt University in Edinburgh which Perth & Kinross Council Schools provide for pupils.

Each child in S4-6 at Perth Academy has access to SCHOLAR and e-Sgoil resources. This will also very soon be offered to all S3 pupils.

Teachers often assign specific SCHOLAR activities for classes but this can also be used as an additional home study and study support resource.

Logins are available from the school office on 01738 458000, @perthacademy.gov.uk if pupils do not know their details.

From Monday 23rd November, e-Sgoil will expand their programme of weekly Study Support webinars that will span 19 of the NQ courses available on SCHOLAR.

The table below shows the full timetable for e-Sgoil's weekly sessions (correct as of 20th November). For up-to-date information on the

availability of e-Sgoil Study Support webinars, please visit the [e-Sgoil website](#) or [Twitter page](#).

Additional SCHOLAR courses may become available and will be advertised via subject teachers and the school twitter account

e-Sgoil Study Support Live Webinar Lessons www.e-sgoil.com

	5pm	6pm	7pm
Monday	National 5 Mathematics* Higher RMPS Advanced Higher English*	National 5 Physics* Higher Business Management* Higher Human Biology* Advanced Higher Physics*	National 5 Computing Science* Higher Physics*
Tuesday	Higher Music Advanced Higher Modern Studies	Higher Spanish* Study Skills	
Wednesday	National 5 Gaelic Learners** Higher French* Higher Health and Food Technology Advanced Higher Spanish*	Higher Mathematics* Advanced Higher Chemistry*	Higher English* Advanced Higher Mathematics*
Thursday	Higher Gàidhlig Advanced Higher Biology* Advanced Higher French*	Higher Chemistry*	National 5 English* Higher History