# Progress and Achievement Reports (BGE) Parent/Carer Guide 2021-2022

Dear Parent/Carer

This guide explains the key measures we are using at Johnstone High School to track and report on pupil progression in each curriculum area (subject) throughout S1-S3. The guide also includes some general advice on how you can further support your child in their learning at home next to each measurement. At the end of the document there is also a list of subject specific websites that you can access at home for further support where needed.

At the end of the **report** there is a feedback section for parents/carers and pupils to complete. Pupils should return this section to their pastoral teacher during their PSE lesson. Your feedback is always useful and appreciated so please take the time to complete this section.

If you have any questions regarding your child’s report, please contact their pastoral teacher in the first instance;

Arran House - Mr Rainey

Iona House – Ms Docherty

Mull House - Ms Wilson

Skye House - Mr Kennedy

Yours sincerely

Ms Cole

Depute Head Teacher

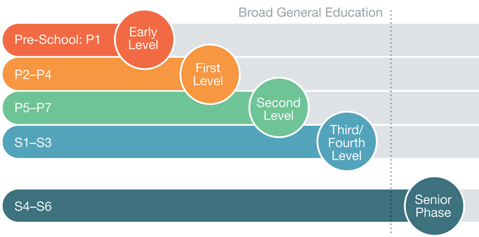
# Introduction

Curriculum levels are national levels to describe different stages of learning and progress.

​‘Throughout the Broad General Education, children and young people are assessed and decisions are made by teachers on when a child or young person has achieved learning at a particular level.

This means that they have broadly covered the **experiences** and achieved the expected **outcomes** for that level.

In making this decision, the teacher takes into account the evidence mentioned above, and considers [**the benchmarks**](https://education.gov.scot/improvement/learning-resources/Curriculum%20for%20Excellence%20Benchmarks) produced by Education Scotland for each level as well as diagnostic feedback from the Scottish National Standardised Assessments (SNSA)



<https://education.gov.scot/parentzone/learning-in-scotland/broad-general-education/>

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# Effort, Behaviour and Homework

The descriptors below show the expectations required for a pupil to be assigned a level for Effort in class, Behaviour in Class and the standard of homework completed.

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| **Level** | **Effort** | **Behaviour** | **Homework** | **What can I do as a Parent/Carer?** |
| Outstanding | **Always** completes learning tasks to the best of their ability and strives to complete extension tasks. | **Always** behaves well and demonstrates a very positive attitude to learning. The pupil is a role model to the rest of the class. | **Always** attempts homework. Homework is always completed to the best of their ability and is handed in on time. | Encourage your child to continue to complete extension work in class and to ask teachers to make work more challenging if needed.  Encourage your child to seek out leadership opportunities in the school so that other pupils can see what great role models can achieve. |
| Good | Completes most learning tasks to the best of their ability in class. | **Usually** behaves well and demonstrates a positive attitude to learning. | **Usually** attempts homework, normally completes homework to the best of their ability and hands homework in on time. | Encourage your child to talk to their teacher if they struggle with specific types of task in class or at home which may be preventing them from completing work in class/at home. |
| Requires Improvement | Learning tasks are completed with **some effort** but not to the best of their ability. | Does not always behave well and poor behaviour can impact on their learning and/or the learning of others. | **Sometime**s attempts homework, homework is not completed to the best of ability, issues with deadlines. | Discuss why your child cannot engage with learning in specific subject areas and where possible feed this back on the comment slip. This will then be sent to specific teachers.  Discuss what types of learning task they really struggle with/ enjoy and again feed this back to us so the teacher can be made aware of the different learning styles preferred.  Remind your child that their behaviour can directly impact the learning of those around them and that disruption leads to the teacher being unable to support as many pupils as they should.  Encourage your child to talk to their teacher whenever possible about problems of issues they are having with their learning so they can plan appropriate activities to support their learning. |
| Unsatisfactory | Very few learning tasks are completed to the expected standard in class and **more effort is needed.** | Behaviour in class is poor and is **significantly impacting learning** in the classroom. | **Rarely** makes a good attempt, homework is not completed to the best of ability and is rarely handed in. |

# Breadth of Understanding

This measure explains how well a pupil is understands the new knowledge and new skills being taught in different subject areas.

It is natural for pupils to display a natural ability in some subject areas whilst needing more support and guidance in others. It is very important to help your child identify their strengths and areas for development as early as possible in order to allow them to become confident leaders of their own learning. This is especially important when they move on to the senior phase and must work out study plans in preparation for practise exams and national exams.

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| **Breadth of Understanding** | | **What can I do as a Parent/Carer?** |
| Full Understanding | The pupil has fully understood new subject knowledge introduced in this subject area and has been able to demonstrate their new understanding and new skills learned. | Encourage your child to practice new skills learned outside of the classroom and talk to them about their strengths in each subject area. This will help them to develop a sense of which subjects they have a natural ability in and will lead to an easier process when choosing options for the SP. |
| Still Developing | The pupil has understood some of the new subject knowledge introduced in this subject area and has occasionally been able to demonstrate their new understanding and new skills learned | Talk to your child about which areas of their classwork they struggled with and encourage them to study these areas at home using revision websites.  Encourage your child to ask for 1:1 learning conversation with their teacher so they can receive personalised support with specific areas of concern. This will help boost their confidence in class and will help them to demonstrate their knowledge and skills more clearly. |
| Concerns | The pupil has had difficulty understanding the new subject knowledge introduced in this subject area and has not yet been able to demonstrate new understanding and/or new skills learned | Encourage your child to look over their classwork after each lesson and to talk to their teacher about any specific lessons or new information that they have not understood.  Work through revision websites together and help your child identify what types of subject knowledge or skills they are having difficulty with. Feedback any concerns or information to the class teacher through the comments for on the report or via your child’s pastoral teacher. |

# Level of Challenge

In lessons pupils will be presented with learning tasks containing different levels of challenge. Pupils should always be aiming to try the most challenging questions and to push themselves towards higher levels of achievement. In classes teachers will have extension and support materials available for pupils

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| **Level of Challenge** | | **What can I do as a Parent/Carer?** |
| Top of current Level/Start of next level | The pupil responds consistently well to the level of **challenge** set out in the Experiences and Outcomes for the level and has moved forward to learning at the next level in some aspects. | Start looking at the Experiences and Outcomes for the next level and encourage your child to learn/attempt these at home where possible. |
| Top of current level | The pupil responds consistently well to the level of **challenge** set out in the Experiences and Outcomes for this level. | Make sure your child is aware of the Experiences and Outcomes that they have had more difficulty with. Use the revision websites given to spend time consolidating these areas and strengthening skills needed to move onto the next level. |
| Within current level | The pupil often responds well to the level of **challenge** set out in the Experiences and Outcomes for this level but will need longer to consolidate their understanding of the more difficult outcomes. |
| Start of current level | The pupil has only just started this level and will need time to respond to the level of **challenge** set out in the Experiences and Outcomes for this level and will need longer to consolidate their understanding at this level. | If your child has remained at the start of a level and has not progressed then it is very important that you support them with their understanding at home by requesting support materials from their teachers and by using the revision and support websites below.  If your child has just moved up to this level then they should start looking at the Experiences and Outcomes for this new level and encourage your child to learn/attempt these at home where possible. Reading ahead will allow your child to make faster progress in class. |

# Progress

This measure informs you how quickly your child is progressing through the Experiences and Outcomes for each subject area and will tell you the likelihood of your child moving through/up a level by the end of the academic year.

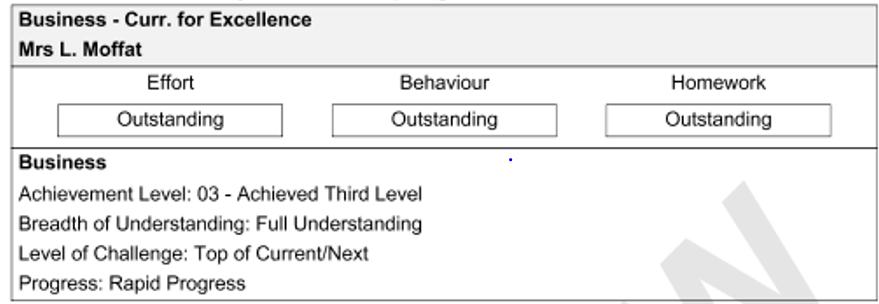
|  |  |
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| **Progress** | |
| Rapid | The pupil quickly applies what they have learned from new E&Os and will move quickly through this level/their target level and onto the next level before the end of the academic year. |
| Good | The pupil can apply what they have learned from new E&Os and will move quickly enough to complete this level before the end of the academic year. |
| Satisfactory | The pupil is working steadily through their current level and may complete the current level/meet their target level before the end of the academic year. |
| Concerns Raised | The pupil is having difficulty keeping up with the pace of learning in class and regularly needs support to be able to demonstrate their understanding of the E&Os at their current level and will be unlikely to complete this level before the end of the academic year. |

# Example Report

Subject

Class Teacher

Level of Effort/Behaviour/Homework



Current level ACHIEVED/completed

How quickly is your child progressing through this level?

How much new subject knowledge is being understood?

How well is your child responding to the level of challenge at this level?

# Useful Websites

Introduction to Curriculum Areas of Broad General Education:

<https://education.gov.scot/parentzone/learning-in-scotland/curriculum-areas/>

Subject Specific Links:

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| Subject | Link |
| Art | John Piper:  <https://www.tate.org.uk/art/artists/john-piper-1774> |
| Bronwen Sleigh:  <http://www.bronwensleigh.co.uk/> |
| Joan Eardley:  [www.nationalgalleries.org/art-and-artists/features/joan-eardley](http://www.nationalgalleries.org/art-and-artists/features/joan-eardley)  <https://www.youtube.com/watch?v=ozvnsK9XPmc> |
| An introduction to surrealism and Salvador Dali and Dorothea Tanning:  [www.nationalgalleries.org/art-and-artists/178474/tableau-vivant#related-media-anchor](http://www.nationalgalleries.org/art-and-artists/178474/tableau-vivant#related-media-anchor)  <https://archive.thedali.org/mwebcgi/mweb.exe?request=collection> |
| General  [www.nationalgalleries.org/search/subject/animals](http://www.nationalgalleries.org/search/subject/animals)  [www.vangoghmuseum.nl/](http://www.vangoghmuseum.nl/)  <https://www.guggenheim.org/collection-online>  [www.theartteacher.net](http://www.theartteacher.net)  [www.theartyteacher.com](http://www.theartyteacher.com)  [www.incredibleart.org](http://www.incredibleart.org) |
| Museums and Art Galleries  Kelvingrove Museum and Art Gallery (Glasgow)  Scottish Design Exchange (Glasgow)  Scottish National Gallery of Modern Art (Edinburgh)  Royal Scottish Academy (Edinburgh)  V&A (Dundee)  Design Museum (London) |
| Tate Modern (London)  Tate Britain (London)  The Guggenheim Museum (New York)  Museum of Modern Art (New York) |
| Design & Manufacture | <https://www.youtube.com/channel/UCwEPkdGfYlmZ8gt_30Jet1w>  <https://www.technologystudent.com/>  <https://www.stem.org.uk/home-learning/secondary-design-technology>  <https://collins.co.uk/pages/scottish-curriculum-free-resources-design-manufacture>  <https://www.bbc.co.uk/bitesize/topics/z3ngjxs/resources/1> |
| English | These websites include resources that will help to develop literacy skills:  <https://literacytrust.org.uk/resources/?phase=secondary>  <https://www.readingrockets.org/>  <https://www.storylineonline.net/>  <https://www.literacyshed.com/home.html>  <https://www.scottishbooktrust.com/learning-resources?gclid=Cj0KCQjwzbv7BRDIARIsAM-A6-0VU8Reymu7mHhII8t511LN3rbOQZVA5Z_QyddTH1LkyZUwKhC45PsaAuOgEALw_wcB>  <https://www.roythezebra.com/literacy-worksheets.html>  <https://www.literacyplanet.com/uk/>  <https://www.education.com/games/early-literacy-concepts/> |
| These websites will help pupils develop their creative writing skills:  <https://thinkwritten.com/365-creative-writing-prompts/>  <https://www.writersdigest.com/prompts>  <https://writingexercises.co.uk/>  <https://blog.reedsy.com/creative-writing-prompts/>  <https://www.literacyshed.com/home.html> |
| Graphic Communication | <https://www.youtube.com/channel/UCMRycDqw-8c_wiige_7rneQ>  <https://www.youtube.com/channel/UCwEPkdGfYlmZ8gt_30Jet1w>  <https://www.technologystudent.com/>  <https://www.bbc.co.uk/bitesize/topics/z9b86sg> |
| History | Renfrewshire Witches Topic –  <https://www.rwh1697.co.uk/>  Atlantic Slave Trade/Hitler & Nazi Germany– BBC Bitesize  <https://mrmarrhistory.wordpress.com/> |
| Geography | <https://www.bbc.co.uk/bitesize/topics/zqhg9j6>  <https://www.bbc.co.uk/bitesize/topics/zms4d2p>  <https://www.bbc.co.uk/bitesize/topics/zh3d7ty>  <https://www.bbc.co.uk/bitesize/topics/zfc76sg> |
| Maths | <https://blogs.glowscotland.org.uk/re/johnstonehigh/maths/s3/> |
| Modern Languages | <https://blogs.glowscotland.org.uk/re/johnstonehigh/modernlanguages/> |
| PE | <https://blogs.glowscotland.org.uk/re/johnstonehigh/pe-at-home/> |
| Practical Craft Skills | <https://www.youtube.com/channel/UCwEPkdGfYlmZ8gt_30Jet1w>  <https://www.technologystudent.com/>  <https://www.youtube.com/channel/UCxWzA3ZlYEOLr1JkKH0ZMyg> |
| Science | <https://www.bbc.co.uk/bitesize/subjects/zq8myrd> |