

Leith Academy

Curriculum Rationale

2024/25

Updated March 2025

**Leith Academy Curriculum Rationale 2024-25**

**In A Nutshell**

The curriculum at Leith Academy is underpinned by and created in light of our vision statement for the school: Success in Learning for All. In short, what this means for us as a school is that the curriculum we deliver must ensure all our pupils are able to succeed in terms of academic and wider achievement, whilst being firmly focussed upon supporting pupils into the best positive destinations for them beyond school. In addition, the harsh lessons of the COVID19 pandemic and the ensuing periods of Lockdown have compelled us to further recognise the importance of blended learning and we strive to ensure the high-quality curriculum we offer within the context of the school building is augmented by high quality online and remote learning for pupils whilst they are at home. Furthermore, both our work on promoting and celebrating equality as well as our movement towards a curriculum that is not only decolonised but also anti-racist and reflects the diversity of our school community firmly underpin this curriculum rationale.

**Children’s Rights and Intercultural Competence**

In line with Edinburgh Council’s guidelines and in light of the UNCRC and HGIOS, our curriculum is designed and delivered with the following in mind:

**HGIOS 2.2 ‘Our curriculum is grounded in our commitment to securing children’s rights and wellbeing.’**

As such, our aim is that all pupils at Leith Academy will experience a curriculum that:

* reflects the UNCRC and in particular:

Article 2 - You have the right to protection against discrimination.

&

Article 29 - You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people’s rights and values and to respect the environment

* positively reflects their identities, languages, cultures and histories
* is delivered with cultural awareness and sensitivity, using high quality resources
* develops critical literacy and intercultural competence

In order to ensure this is the case, all staff in all curricular areas are expected to consider the following questions, using them to shape the content of their curriculum:

* Do teaching resources - across all curricular areas - support these aims?
* Do we intentionally represent multiple perspectives/worldviews on a topic?
* Do we critically examine the resources we use to teach sensitive topics, especially topics which may have particular significance for and impact on individual learners or groups of learners? e.g. slavery, migration, imperialism
* When teaching about international issues, especially involving areas of conflict, do we approach this in an objective, balanced and sensitive manner, taking into account the background of all pupils in the school, including ethnicity, gender, sexual orientation, religion and possible connections with people in the relevant area of conflict?

Ensuring our curriculum is constructed using these reflective questions as guidelines allows all of our students to develop an understanding and appreciation of different cultures, providing ample opportunities for the development of intercultural competence.

**Decolonising the Curriculum**

We have a responsibility to ensure we develop and deliver a decolonised curriculum and that the learning and teaching experiences in our classrooms reflect the diversity of the school population whilst developing intercultural competence amongst ourselves. In addition to considering the above when developing and delivering our curriculum, it is also vital for us think about the following, enhancing our curriculum accordingly:

*Decolonising the curriculum isn't about abandoning all current approaches or existing work on curriculum development. It's about building a wider range of perspectives into the work you already do.*

*This includes seeking out and illuminating the histories and stories of Black and minority ethnic people in Scotland, as well as taking a more global view on the narratives you use in learning. It's also about recognising how the power structures of racism can be seen within the curriculum; decolonising is an active effort to dismantle these power structures.*

* *Who can you see in the curriculum? Who writes the texts and resources you explore with learners, who created the knowledge society has gained, and where are the notable figures and pioneers from minority ethnic backgrounds?*
* *What are the hidden origins of topics or objects which could bring in a more diverse perspective? Why were other narratives on these topics hidden and by whom?*
* *What world events are included in learning? Where did they happen and whose perspective are we portraying?*
* *Are characters from BME groups telling their own story, from their own perspective? How often are these the lead character, and are they realistic and authentic? Are their stories free from harmful stereotypes (for example, reinforcing narratives of victimhood and white saviourism)?*
* *Are a diverse range of perspectives normally present throughout the curriculum - are we working to make sure these aren't sidelined into a 'diversity' niche?*

*“Introduction to Anti-Racist Curriculum Development”, COALITION FOR RACIAL EQUALITY AND RIGHTS, JULY 2021*

Another perspective on decolonisation is provided for us by Intercultural Youth Scotland:

“*Decolonisation is a similar process to devolution. It is realising that power has traditionally been centralised leading to marginalisation and decolonising should redistribute that power to the margins.*”

However, it is not enough to focus on the decolonisation of the curriculum and on supporting the development of intercultural competence. In addition to these areas of focus, we must also ensure that our curriculum is actively anti-racist and inclusive in its impact, and that opportunities to model anti-racist behaviours and challenge prejudice, misconceptions, racist beliefs and stereotypes are a standard part of our school experience. We should be reflecting on our personal experiences and values when developing and delivering our curriculum, considering what we are prioritising and why we are doing so.

In order to ensure all of the above are in place and the classroom experience of our pupils reflects the aims of this curriculum rationale, we will carry out an annual review of the curriculum with diverse pupil focus groups from across the school and use the findings from this to enhance our curricular offer. Using staff from Intercultural Youth Scotland and pupil leaders from diverse backgrounds to facilitate this process will be part of our approaches to doing so.

**The Details**

Leith Academy is proudly comprehensive and strives to be inclusive, particularly focussing on celebrating the diversity of all our stakeholders and the area of Leith in general. In session 2025-26. across S1 to S6 we have pupils from deciles 1-10, 290+ of whom reside within SIMD 1 & 2 and all of whom have different support needs, expectations and aspirations – ones we invest our time and effort in supporting them to realise and fulfil. Pupils with EAL, Moderate Learning Needs, who are Young Carers, Black and People of Colour, Looked After and/or LGBTQ+ all make up the rich community we work in, within which positive results are produced not only in examinations but in helping develop young people to be ready to step into the next phase of their lives and reach sustained and positive destinations. Accordingly, our curriculum is built on the desire to provide appropriate breadth, depth. support, challenge, flexibility and opportunity for all of our diverse pupils. As detailed before, our pupils should see themselves and their cultures, religions, languages and ethnicity reflected in the lessons they experience whilst at school.

At Leith Academy, we have a positive and inclusive ethos, and a climate of respect and trust based upon shared values across the school community of pupils, parents/carers, teachers and partners. All stakeholders are encouraged to contribute through positive, supportive relationships in which young people feel that they are listened to; we also focus on promoting a climate in which young people feel safe and secure, adhering to the principles of Getting It Right For Every Child, with staff modelling behaviour that promotes inclusion as well as effective learning and wellbeing within the school community, whilst being sensitive and responsive to each young person’s needs. In essence, we focus on the four principles of *Way To Be* (as outlined in our Positive Behaviour policy): we should all be **here**, be **prepared**, be **respectfu**l and be **calm**, whether we are staff, pupils, parents/carers or partner agencies. This starts with staff modelling these behaviours and ensuring the curriculum we offer allows pupils to understand the importance of and develop these behaviours too.

Our whole school vision and values, completed via consultation with key stakeholders, are:



Our curriculum reflects these and allows for opportunities to discus and develop our values.

**The NIF and Key Adult Structure**

In developing and delivering our curriculum, we are focussed upon the recommendations contained within the National Improvement Framework:

*“There is, for all of us, a moral imperative to realise the key priorities of this Framework and Plan: raising attainment; closing the poverty-related attainment gap; improving health and wellbeing, improving positive school-leaver destinations and achieving our ambition of excellence and equity in Scottish education.”*

(National Improvement Framework foreword, 2017)

As part of this, our Key Adult approach means that all pupils in Leith Academy have a motivated and caring teacher who takes time to welcome them to the school in the morning and to review their progress with them throughout the year, helping ensure our curriculum is meeting their development needs. The Key Adult (as well as class teachers, House Heads, our PEF team and SLT) is responsible for discussing reports and setting targets with the pupils for improvement; celebrating achievement, both in school and outwith, is part of this role too. Additionally, Key Adult time is used to present the Pupil Bulletin, reinforce key messages delivered in assemblies and to start the pupils’ day in a positive and supportive way that helps them prepare to engage with our curriculum. Furthermore, during the COVID19 pandemic the role of the Key Adult evolved to include direct contact with pupils at home, checking on their wellbeing and feeding back concerns to the House Heads; this is a part of the role that will be reoccur should we be faced with another period of lockdown and continues in the face to face nature of Key Adult time at present.

**Remote and Blended Learning as Part of the Curriculum**

All classes have a Microsoft Teams page and resources used in classes – as well as other useful sources of information such as ClickView and Scholar – are posted on these pages as far as possible to facilitate remote learning and, where necessary, a blended learning approach plus consolidation of learning for pupils unable to attend school or who choose to use their spare time to augment their school learning experience.

**Rationale: Broad General Education S1-3 into Senior Phase**

Leith Academy aims to ensure the highest possible standards of achievement and attainment for every young person in terms of academic success and beyond. We ensure all our young people experience a Broad General Education from S1 to S3, which provides breadth and depth of learning across all of the curricular areas’ Experiences (Es) and Outcomes (Os) up to the Third and Fourth level for most pupils, with our highest achieving pupils being exposed to Fifth level work where appropriate. We aim to ensure our programmes of work include curricular studies, opportunities for development of intercultural competence and the development of anti-racist thinking, interdisciplinary experiences, opportunities to develop skills for life, work and learning (particularly as shaped by the *Developing Young Workforce* agenda and the *Career Education Standards*), as well as providing opportunities for wider achievement via school trips, outdoor learning experiences, team events, sports participation, project based work, My World of Work Ambassador roles, volunteering, drama performances and musical activities.

We ensure effective transition between the BGE and Senior Phase by enabling pupils to experience all 3rd level Es and Os by the end of S2, including those which are the responsibility of all: Literacy, Numeracy and Health & Wellbeing. This may not mean that all young people finish S2 as having attained 3rd level in all subjects but they will all have had an experience of these levels within their S1 and S2 classes. Additionally, in 2021-22, we are revisiting our Skills focus across all curricular areas, ensuring that pupils are developing transferable skills and are supported to understand the application of these within the world of employment – whether that be into jobs that currently exist or in terms of future-proofing them for the jobs of tomorrow. The ongoing developments within My World of Work and the entitlements set out within the Career Education Standards are key features of this and are embedded within approaches to learning and teaching across the school. We will continue to ensure this is the case in session 2021-22.

At the end of S2, all pupils are supported to shape their learner pathways so as to begin to incorporate a degree of personalisation and choice (see hyperlinks at end of document). All curricular areas continue to be experienced by all pupils; however, pupils select particular subjects upon which to focus in each area. They are also permitted to make a free choice as their 8th subject, allowing pupils to specialise further within particular curricular areas.

In most cases, the 6 subjects taken to National level in S4 are selected from the 8 subjects studied in S3. However, where it is deemed suitable and appropriate, pupils may follow a learner pathway in S4 that differs from this – either picking up a new subject or returning to one studied in S2 but not S3.

In the transition between S2 and S3, all pupils are supported by House Heads, SLT and Skills Development Scotland (in a 1-2-1 meeting, at which parents/carers are more than welcome); in appropriate cases, Support for Learning, The Centre, our PEF team and partner agencies are also involved in this process.

As pupils move through S3 and into the Senior Phase, courses have been developed to ensure progression from 4th Level Experiences and Outcomes to content for National, Higher and Advanced Higher courses. With most pupils, departments will cover 4th level Es and Os in S3 as preparatory work for the Senior Phase. Pupils may also cover 3rd and 2nd level Es and Os in S3 in preparation for their move into National 3 and 4 in S4 if this is a more suitable progression pathway.

In addition – and linked to our focus on Skills Development - all S3s participate in the Youth Philanthropy Initiative. This is facilitated via their Social Subject selection and allows pupils to work in teams to research, visit and then champion a local, social charity. Not only is this an excellent opportunity to develop teamwork skills and knowledge of important social concerns and the third sector but it also fosters strong links between the pupils, the school and the local community, adding to our drive to support our pupils to become successful learners, confident individuals, responsible, global citizens and effective contributors. It is also has a focus on developing empathy and philanthropy as part of our whole school approach to the moulding of our students into the effective adults of the future, and thus supports our efforts to help our pupils to develop their intercultural competence.

In terms of BGE curricular reviews, every year the DHT Curriculum meets with all CLs in the first term to review the current timetable from a faculty perspective. This results in rich discussions of what is working well and what faculties would like to see improved so as to provide an even better curricular experience for our pupils. Whilst not every request made by CLs is possible to facilitate, these early discussions are significant in:

* ensuring that all CLs – and thus all teaching staff, including House Heads and our Support for Learning Leader – have their say in the design of the curriculum on an annual basis;
* allowing for planning for the introduction of new courses for the following year;
* quality assuring our curriculum to ensure that it is providing the best experience for our pupils.

The Senior Phase is also reviewed in the same manner in these meetings

**S1-S3 Curriculum**

Our S1 to S3 Curriculum is also based on the guidelines from Building the Curriculum 4:

* The development of skills is essential to learning and education to help young people to become successful learners, confident individuals, responsible citizens and effective contributors. The skills and attributes which children and young people develop should provide them with a sound basis for their development as lifelong learners in their adult, social and working lives, enabling them to reach their full potential.
* All children and young people are entitled to opportunities for developing skills for learning, life and work. The skills are relevant from the early years right through to the senior phase of learning and beyond.
* The skills should be developed across all curriculum areas, in interdisciplinary studies and in all the contexts and settings where young people are learning. They have been embedded into the *Curriculum for Excellence* Experiences and Outcomes. As such they are the responsibility of all pre-school, school and college staff, professionals and adults working with children and young people. It will be important to recognise and reflect the important role of parents and carers in influencing young people.
* Progression in skills is signposted in the Experiences and Outcomes. This will help practitioners to ensure that as they progress through the levels, learners build on, extend and apply similar skills developed at previous levels.
* *Curriculum for Excellence* is firmly focused on the learner. Opportunities to develop skills may be offered in different ways appropriate to learners’ needs. The opportunity to engage in active learning, interdisciplinary tasks and to experience learning in practical contexts is important in enabling all children and young people to develop, demonstrate and apply a wide range of skills.
* It is important that children and young people are aware of, and understand, the value of the skills that they are developing. Adults, practitioners and learners should reflect together on their progress in the range of skills that they consider to be important in their learning, lives and work.
* The assessment process should help children and young people to understand why skills are important, reflect on how they are developing their skills, identify the next steps in their skills development and understand how the skills they have acquired can be used across the curriculum and in their lives in and outside the classroom or establishment.
* Every child and young person is entitled to support to enable them to gain as much as possible from the opportunities to develop their skills which *Curriculum for Excellence* can provide. Timely provision of support to meet individuals’ needs will enable children and young people to effectively engage with opportunities for skills development.
* *Curriculum for Excellence* can best be delivered through **partnership working**. All establishments should work with partners and share a common understanding and language around skills development and application. Together, they should plan and deliver learning and other experiences which meet the needs of individual children and young people.

*(Building The Curriculum 4 – 2009)*

**The S1/2 Curriculum**

Pupils follow a common course during S1/2 comprising the 8 curricular areas. The allocation of time to these areas is shown below:

* 1 period PSE.
* 2 periods of PE.
* 1 period of RMPS.
* School of Football for selected pupils.
* French / Spanish in S1/2, which also include taster sessions in Mandarin.
* Skills focus in all subjects, leading to the completion of a Pupil Skills Passport in PSE.
* Intercultural competence and anti-racist education within all subject areas.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| English  4ppw | Maths  4ppw | Modern Languages  3ppw | Social Subjects  3ppw | Science  3ppw | Expressive Arts  3ppw  Music/Art/ Drama | Technologies  4ppw  Bus Ed/CDT/ Comp/HFT | Core  4ppw  PEx2, PSEx1, RMPSx1 |

**The S3 Curriculum**

* 8 subjects studied in S3.
* English, Maths, French/Spanish, PSE, PE and RMPS are core.
* Pupils choose subjects from all curricular areas to ensure BGE.
* Pupils have an additional “Choice” section where they can ‘major’ in a curricular area.
* Exceptions are made for pupils with a clear interest / pathway in 3 Sciences; the school takes each decision case by case and will support accordingly.
* YPI runs for all S3s.
* 2 periods of PE offered to all.
* All pupils in S3 complete their Skills Passport and S3 My World of Work Profile, which marks their latest and best achievements.
* All pupils complete the SNSA, supported in English and Maths to do so.
* Skills focus in all subjects.
* Intercultural competence and anti-racist education within all subject areas.
* Prince’s Trust Achieve Programme for selected pupils as one of their 8 subjects.

S3 Cont’d:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **English**  3ppw | **Maths**  3ppw | **Modern Language**  3ppw | **Social Subjects**  3ppw  (includes Prince’s Trust) | **Science**  3ppw | **Expressive Arts**  3ppw | **Technology**  3ppw | **Choice**  3ppw | **Core**  4ppw  RMPS, PSEx1  PEx2 |

**S4-6 Curriculum (Senior Phase)**

The purpose of the Senior Phase is to provide all learners with:

* an experience which builds on their learning in S1 to S3 with scope to develop their individual potential.
* opportunities to study at as advanced levels as possible, to a high degree of rigour.
* continued emphasis on literacy, numeracy, health and wellbeing and the development of a wide range of skills for life and skills for work.
* opportunities for a range of personal achievements, in or out of school.
* opportunities to extend their own abilities and interests.
* recognition of achievement, both in attainment of qualifications and wider achievements.
* a broad preparation for adult life, whether their own next stage is further/higher education or employment or volunteering, and for positive participation in wider society.
* Opportunities for all learners to achieve the qualifications and experiences, skills and capacities necessary to move to a positive destination at the end of the fourth, fifth or sixth year.
* Opportunities for leadership and to use their voices.

*(Building The Curriculum 3 – a framework for Learning and Teaching, 2008)*

This is augmented by a continued focus on the development of transferrable skills, with a particular emphasis on the application of these in the world of work, as recommended within *BTC 4* and detailed in the *Career Education Standards*. Furthermore, there are further opportunities to develop intercultural competence and experience anti-racist education within all subject areas.

**The Senior Phase S4-6 Rationale**

Leith Academy aims to provide a wide and varied Senior Phase curriculum that offers our young people the opportunity to continue their education up to 18 years of age and beyond. All of our young people will have the opportunity to progress from the Broad General Education and to access a coherent set of courses that provide opportunities to study for recognised qualifications in the Senior Phase. We work closely with stakeholders to ensure our young people have a wide range of opportunities to personalise their curriculum. This includes opportunities to continue their education in school, out of school or a combination of both.

In November/December, we conduct a Straw Poll with all S3-S5 pupils, asking them to identify the subjects they would like to study in the next session and the level they would be studying. We also introduce pupils to new subjects that will be on offer in the coming session, in particular College options (with a special emphasis on Foundation Apprenticeships), NPAs and Skills for Work courses. This process is a carefully considered one, whereby pupils are given several weeks to seek advice and input from class teachers, SDS staff and family as to the best choices for them for the coming year. The decisions made by pupils in this Straw Poll go on to become the basis for the creation of the final Senior Phase Learner Pathways, designed to provide as many pupils as possible with their first choices when it comes to subjects.

At Leith Academy, we operate a Senior Phase curriculum whereby National level, SfW and NPA classes are offered to all pupils within S4 to S6, resulting in classes populated by pupils from all three of these years and of a similar ability. This approach allows for a positive blend of pupils in classes and encourages more mature attitudes towards study, with the S6s - the leaders of the pupil body – setting the example to younger pupils. It also allows us to offer a wider range of classes with more pupils in them from S4 onwards.

At the transition point between S3 and S4, all pupils are supported to review their learning and then select 6 or 7 subjects to continue in S4. In S4, all pupils complete a NQ in English and Maths; they can then choose their remaining 4 subjects plus JET. At Leith Academy, we believe there is good depth to this model as pupils are exposed to approximately 4 hours of learning per week for each of their National subjects. Every pupil also experiences PE, PSE and RME as additional entitlements to their curriculum. From session 2021-22, these core classes will provide pupils with the opportunity to achieve extra SCQF credits via completion of units e.g. the Performance Unit in PE.

Our wider opportunities for pupils considering leaving school at the end of S4 are developed through, amongst others, our JET program (Job + Employability + Training), which involves pupils in 1 day a week work placement. They also gain the SQA Employability Award, offered at Level 4 and 5. Additionally, we have strengthened our partnership with Prince’s Trust by successfully running the ACHIEVE course, where pupils gain a Personal Development and Employability Award (PDE).

In S5, pupils move on to taking 5 subjects. We plan for progression in all courses, allowing pupils to move to the next level where possible: for example, from N5 to Higher; from N4 to N5. In S5, we also provide SQA Wider Achievement and Skills for Work courses such as Employability, Media, Practical Woodwork, Languages for Life and Work, Health Sector, Early Education and Childcare, Exercise and Fitness, Sport and Recreation, Creative Thinking, and DEC.

In S6, pupils again have the opportunity for academic progression. Pupils currently choose a minimum of 3 subjects in S6 if selecting all Advanced Highers or 4 if not selecting 3 AHs but many opt to study 5 subjects in their final year. We also offer S6 Work Experience in line with the DYW guidelines on supporting pupils into work-based learning. Additionally, Senior Pupils are encouraged to develop their skills and abilities via volunteering to support junior classes in subjects where they have some expertise; they can use this volunteering as evidence for the Saltire Award.

**The Senior Curriculum**

* All S4 will study 6 subjects, with most pupils continuing with 6 of the 8 subjects studied in the final year of the BGE but some selecting new courses, as appropriate and after discussion.
* For S4, the SQA unit in Performance is delivered via core PE; the Morality and Belief Unit of National 4 Religious, Moral and Philosophical Studies is delivered via core RMPS.
* After S4, as long as a pupil gains an appropriate literacy or numeracy qualification, English and Maths are not compulsory.
* All S5 will study up to 5 subjects.
* All S6 will study up to 5 subjects (3 at Adv).
* New course provision is discussed with CLs at the timetable review (November). In recent years, we have introduced: PC Passport, Beauty, Music Technology, Health and Food Technology, D.E.C., People in Society, Media NPA, Sport and Recreation, Exercise and Fitness, and Lab Science.
* JET opportunities are available to pupils in S4-5 who intend to leave at Xmas or at risk of leaving to a negative destination.
* The continued development of skills for life, skills for learning, skills for work and wider achievement opportunities including work with Prince’s Trust Achieve.
* Opportunities to develop intercultural competence and experience anti-racist education within all subject areas.
* Two hours of PE in S4 and S5 are provided for all pupils; S6 pupils can also opt into this offer.
* Community Service / Leadership opportunities involve S6 pupils, e.g. Paired Reading, Volunteering, Buddying, Charity Committee.
* Senior Pupils are also supported to access College, the Social Mobility Foundation, Foundation Apprenticeships and Career Ready.
* S5/6 are provided with a transition experience focussing on the expectations they can have of senior school and all take part in an induction process in June at the start of the new timetable.
* For any S5 or S6 selecting a National level course, an additional single period of Wider Achievement is provided.

**Wider Achievement at Leith Academy**

As well as timetabled Wider Achievement classes in the Senior Phase, Leith Academy offers a wide range of opportunities that go beyond traditional classroom boundaries. These can come from SQA-based courses or interest groups and clubs after the school day. Some highlights include:

* A range of afterschool sports clubs after school, for example: Basketball, Dance, Fitness, Football and Rugby.
* Prince’s Trust Achieve programme in S3 and S4.
* The Youth Philanthropy Initiative for all of our S3 pupils.
* Duke of Edinburgh Award.
* My World of Work Ambassadors programme for S3 pupils.
* Volunteering program for S6 involving Saltire accreditation.
* Courses in Travel & Tourism, JET, Languages for Work, Early Education and Childcare, SQA Leadership and other areas.
* An extensive range and school culture of trips and excursions to enhance learning.
* A wide range of musical performances and drama shows, directed, written and performed by pupils and staff.
* Opportunities to fulfil the roles of Prefect, Sports House Captain, Pupil Council Representative, Anti-Bullying Ambassador, LGBTQ+ Council Member, Languages Ambassador, Climate Council Member, Mentor in Violence Prevention, Equalities Ambassador, Sports Captain, Buddy (for a junior pupil) and Sports Coach.

Any pupil operating in a volunteering capacity is encouraged and supported to present their hours for the Saltire Award.

We conduct an annual pupil survey of their wider achievement engagement in order to identify and celebrate pupils’ interests and to support those struggling to engage in wider achievement opportunities to do so.

**Partnership Delivery**

Leith Academy has a range of curricular programs delivered with external partners: JET and JET+ (as mentioned earlier), Intercultural Youth Scotland, Working Rite, Career Ready, Edinburgh College and the Prince’s Trust Achieve programme are a few examples. We have enhanced our links with college and are in the process of establishing direct links between our Curriculum Leaders at the school and their counterparts at the college so as to further explore opportunities for collaboration and co-delivery of our ever changing and broadening curriculum. In recent years, this has resulted in joint delivery of our Dance class.

**Supporting Pupils through Transitions**

Universal and targeted support are delivered through our Key Adult approaches and PSE. Key Adults see pupils every morning and emphasise various aspects of working life such as dress, attendance and punctuality, whilst forming strong, positive relationships with their groups around areas of wellbeing, inclusion, equalities and personal resilience. In addition, during any period of lockdown the Key Adult continues to extend this support via phone call and email. Key Adults are supported by the relevant member of the Pupil Support Team (House Heads), who support pupils’ holistic development. HHs and Key Adults monitor tracking reports and full reports across the year and this is used to form the basis of a further in-depth discussion during key points of transition or to tackle underperformance; this process also aids the pupils in considering the best learner pathway for themselves and to make choices regarding their current and future curriculum.

PSE is a timetabled programme from S1-S6 and is reviewed, developed and delivered by the House Head Team. The curriculum focuses on the development of health and wellbeing, skills and areas relating to planning for choices and change, with a gradually increasing focus on employability and next steps as classes enter the Senior Phase; in addition, there is a significant focus on equalities, inclusion and anti-racist education.

**Tracking**

In 2024-25, we have moved to use the new CEC Pupil Trakcking system to monitor and track pupils’ progress on a regular basis so pupils in need of positive interventions and support to achieve their academic potential are identified. This allows interventions to be made in a timely manner and which aim to remove barriers to learning and prevent pupils becoming disengaged from their work. Mentoring, particularly delivered by HHs, SLT and our PEF team, targets pupils who have been identified as needing this additional support using tracking report data, SIMD, and key boundary indicators e.g. all pupils achieving 5 @ Level 3 by end of S4. This important information is then communicated to parents/carers to keep them informed of progress.

**Pupil Equity Fund Team**

Our PEF Team is comprised of three members of staff, all of whom have remits focussing upon supporting our most vulnerable and disadvantaged pupils in their pursuit of achievement and engaging with the curriculum.

**PEF Development Officer:**

The PEF DO works in and out of school with a variety of pupils and for a variety of reasons. Currently there is a big focus on making sure every pupil in the senior phase is given the opportunity and support to achieve NQs. The DO extracts pupils from classes – or gets them into school if they are non-attenders – and works with them either one-to-one or in small groups, completing National Assessments.

With the younger pupils, the PEF DO carries out small pieces of work from referring departments to make sure that if pupils are out of class then they are not falling behind in their learning. They also work on breaking down some of the barriers that are stopping pupils coming to school or making school difficult when pupils are attending. The focus of the work is on supporting pupils back into mainstream classes where appropriate in order for them to fully access their curriculum.

**Pupil Support Officer – Relationships and Emotional Health and Wellbeing/Family Liaison:**

This role involves building key, supportive relationships with children and young people who may have social, emotional or behavioural needs, who are underachievers or who may be having difficulties in their home lives. Through key working, the PSO supports young people on a one-to-one basis, as well as through informal and structured group work, to increase their capacity to affect change in their learning and wider lives. Providing access to alternative, informal education opportunities, they support young people in developing transferrable skills and working towards recognised Personal Development and Employability related qualifications. The role extends to families to promote their participation in their children’s learning, and empower them in their parenting role through regular communication and support to engage in family learning events and activities. Through building links with community organisations, the PSO aims to support children, young people and their families to access services and opportunities to complement school-based supports.

**Development Officer - Growing Confidence and Resilience:**

This role within the school is to work with a range of young people who are struggling socially and emotionally to reach their potential and to access the best curriculum for them. The DO works with them to help engage them in education and provide them with support and tools to support the development of their resilience, confidence and a growth mindset. The hope is this will raise attainment and attendance within the school environment and enable these young people to move to a positive destination. The work involves one-to-one work, group work, small group projects and links with outside agencies. The DO will also work to try and improve the Health and Wellbeing of the whole school by raising awareness of how both, staff and pupils can look after themselves and others. This will, in turn, impact on the ethos of the school and have a positive impact on the teaching and learning experience of Leith Academy.

**Developing the Young Workforce and Transferrable Skills:**

Across the curriculum and at all levels there is an emphasis on the development of transferrable skills. The need for our pupils to develop these skills and to understand their leaning in the context of the application of this not just in the exam hall but in the world of work beyond school are the drivers for our approaches these aspects of the curriculum. Within our Faculty Review and Shared Class Experience processes, there is a quantitative and qualitative approach to tracking the impact of this approach on the students’ experiences and in particular, as developed via the work of our Skills School Improvement Group over session 2023-24, in conjunction with DYW and SDS, we focus on the following skills:

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**Examples of Curricular Pathways 2025-26**

General focus on transferrable skills & intercultural competence in all subjects

General focus on transferrable skills & intercultural competence in all subjects

General focus on transferrable skills & intercultural competence in all subjects

General focus on transferrable skills & intercultural competence in all subjects

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|  | **Pathway 1** | **Pathway 2** | **Pathway 3** |
| **S1** | BGE with a focus on digital literacy | BGE with a focus on digital literacy | BGE with a digital literacy & SfL extraction re Literacy and Numeracy |
| **S2** | Continuation of BGE with exposure to Level 4 work | Continuation of BGE with exposure to Level 3&4 work | Continuation of BGE with exposure to Level 2&3 work; continued input from SfL via extraction |
| **S3** | 8 subjects selected; study at Level 4 with an eye on N/L 5 in S4; S3 profile; YPI | 8 subjects selected; study at Levels 3&4 with an eye on N/L 4/5 in S4; S3 profile; YPI | 8 subjects selected; study at Level 2&3 with an eye on N/L 2-4 in S4; S3 profile; YPI; continued input from SfL via extraction |
| **S4** | 6 subjects selected at Level 5 | 6 subjects selected at Level 5 and Level 4; some skills for work courses; JET | 4 to 6 subjects selected at Level 3-5; Skills for Work courses; Achieve Programme; Work Experience |
| **S5** | 5 subjects at Higher/Level 6 | 5 subjects at Higher/L 6 and National/L 5; some Skills for Work; college as an option; Foundation Apprenticeship; potential Career Ready | Further Nationals; Achieve programme.  Work Experience  JET |
| **S6** | A combination of Advanced Higher and additional Highers/L 6/National/L 5 qualifications | A combination of further Highers and National subjects; SQA Leadership; continuation of Career Ready; Foundation Apprenticeship | Further Nationals; College transition programme.  Work Experience |