

Viewforth High School

Presentation Policy



Work Together, Achieve Together

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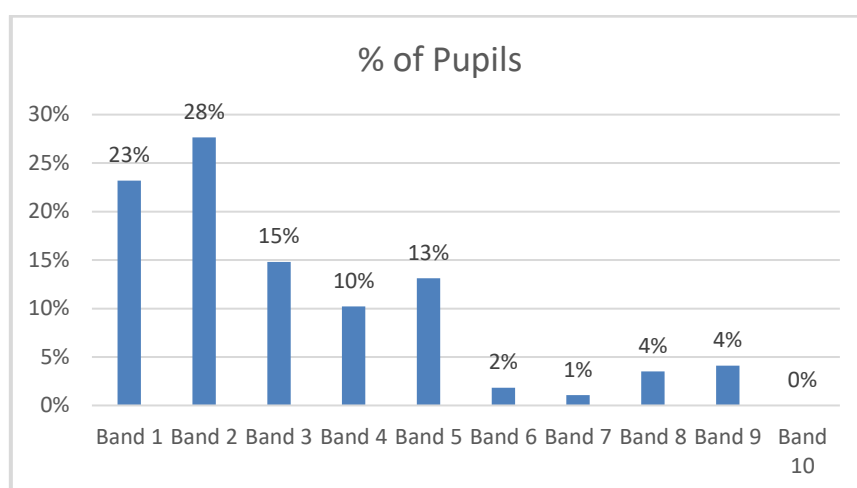
Rationale for Presentation Policy

Context

Viewforth High School is located in the east end of Kirkcaldy and serves a catchment area where there are a variety of socio-economic challenges facing the community. At the point of Census in September 2025, the school roll was (672). We have 33 learners within our Enhanced Support Classes, ranging from stages S1 – S6. 36% of our school roll is registered for Free School Meals and we have a teaching complement of 64 FTE. Viewforth High School shares the Windmill Community Campus with Rosslyn School, a public library, community use and the local community council office.

SIMD:

1	2	3	4	5	6	7	8	9	10
23%	28%	15%	10%	13%	2%	1%	4%	4%	0%



Presentation Policy Rationale

The VHS presentation policy is in place to ensure consistency of approach across all curricular areas. Through the implementation of our policy all pupils should be encouraged and supported to be presented to achieve success at the highest possible level in each of their chosen subjects.

Our school values are Respect, Equity, Ambition, Community and Health and we are working to promote these values throughout the school community of VHS. Our school vision is to Work Together, Achieve Together and we endeavour to be the best we can be, in all that we do.

Building the ambition, self-confidence and self-esteem of our young people is very important to us. By working closely as a school community and in partnership with parents/carers, the wider community and partner agencies, we aim to secure positive, sustained destinations for all of our young people; ensuring that pupils leave school having developed skills for life, learning and work and are ready to contribute positively within society.

Implementation of this policy will lead to:

- An aspirational approach for all young people
- Improved consistency of approach in relation to assessment, moderation and learning and teaching
- Improved attainment for young people

Approaches to Presentation – BGE and Senior Phase

S1-S3 BGE Presentation and S4 Senior Phase

S2 learners moving into S3 will choose seven subjects and these subjects are then taken forward into S4 where they will complete Qualification Scotland qualifications in those seven subjects. In addition, pupils will also complete a National Progression Award (NPA) in Retail during S4.

We see the start of S3 as the start of a young person's transition journey from the BGE into the Senior Phase. During S3 pupils will start to generate naturally occurring evidence that will support their National qualifications. It is expected that the majority of pupils by the end of S4 will achieve eight qualifications.

Faculties will fully utilise internal and whole school tracking (Didbook), to record learner progress over time in the BGE and into the senior phase. Each faculty will also have an established system to store assessment evidence gathered. To support the work of our attainment provisions (Attainment Group, Employability Hub and Outreach), an S3 attainment meeting will be held with each faculty PTC prior to the Summer term, to discuss attainment to date and the working level for each young person. This will allow accurate recording of progress to date and allow for targeted interventions to be implemented.

S5/S6 Senior Phase

Learners in S5/S6 will have the opportunity to study up to five subjects per year, at an SVQF level that is appropriate for them.

We want to be aspirational for all our young people and as part of our positive presentation those who have achieved a band 1-6 pass at National 5 will be eligible to be entered for Higher and pupils who have achieved a band 1-4 pass at Higher will be eligible to be entered for Advanced Higher.

Positive coursing data analysis will be conducted after the publication of the Qualification Scotland results in August. This will ensure that pupils are able to make an informed decision on their next stage and progression route, that is most likely to maximise their attainment. Some subjects may accept candidates without the grades specified above, but decisions will be taken on a pupil-by-pupil basis and academic ability demonstrated in another relevant subject will be considered. Pupils crashing a subject should be given the opportunity to attain at the highest possible level.

To further extend our curriculum offer we work in conjunction with Fife College as part of the School College Partnership (SCP). Fife College offer several opportunities for S5 or S6 pupils that supports them in studying qualifications at SCQF Levels 4 to 7, whilst also studying your school subjects. Some of these courses are NPA's (National Progression Awards) and some FA's (Foundation Apprenticeships). Pupils are expected to make their own way to college on a Tuesday and Thursday afternoon.

As an alternative to the SCP our young people in S5/S6 also can participate in Fife Council's FA programme. The programme is aimed at those who want to pursue a career in Healthcare or Childcare and is designed to allow them to obtain hands on practical experience in the workplace, alongside tutor led lessons.

Consortium Arrangements

We work closely with the other High Schools in the Kirkcaldy area (Balwearie, Kirkcaldy and St Andrews) maximise educational opportunities for pupils. Due to our locality and school day structure, we have the capacity to send young people between the different schools to facilitate their learning and allow for further progression (Higher to Advanced Higher for example).

DYW – Work Related Learning

We value the opportunity for young people to experience their learning outside of the classroom in the workplace. Our DYW teamwork work with subject specialists to identify work experience placements for pupils and we have many employers engaged in this programme. Our target for work placements in session 2025/26 was 60 placements and we exceeded this during the session as 75 work placements were undertaken. Our young people are very positive about their workplace experience and as a school we are invested in expanding this offer further.

Learner Progression Pathways

At Viewforth we want to support all our young people to go on to a sustained positive destination that is right for them. Our curriculum is designed to enable all pupils the opportunity to achieve their potential through flexible pathways to success.

Young people can choose a wide variety of course and learning opportunities as they progress through school, which will enhance their knowledge and skills set. We work with partners to Fife Council and Fife College to further broaden out curriculum offer to pupils, to best serve their needs and the employment opportunities in our local area.

Examples of our learner pathways can be found in the appendices of this document.

Process for Course Choice and Personal Support

Course Choice Process

We adopt a positive coursing strategy where all available data is considered to support pupils to make informed course choice decisions. Each young person takes part in a free course choice mock process to indicate the subjects that they would like to study. They are also provided with subject recommendations and receive a scheduled one-to-one meeting with their Guidance teacher and a member of SLT. During these meetings progression opportunities are identified based on their prior learning and the recommendations provided.

In S3 the focus is on the young person's Broad General Education but when pupils are making their choices, they should start thinking about it as a two-year journey towards National qualifications by the end of S4. We want as many young people as possible working towards National 5 or Level 5 qualifications by the time they start S4. Pupils progressing on to S5/S6 should consider how are they going to reach a positive and sustainable destination by the time they leave High School.

S2 into S3

In January every S2 pupil will engage in the course choice process and choose subjects for S3. Pupils will meet with a member of SLT and their guidance teacher to finalise their choices. For learners who require a personalised curriculum, designed around their needs and wishes, our pupil support team will work alongside that young person and their parent/carer to ensure that they are involved in the planning and decision-making process.

S4 into S5 and S5 into S6

The course choice process for S4 to S5 and S5 to S6 includes increased subject specific advice using definitive Qualification Scotland attainment data. Learners will be supported when making subject choices at Higher or Advanced Higher. This is intended to make sure that appropriate choices are made and to minimise the need for changes post Qualification Scotland results. Whilst a parent/learner may insist that they are allowed to 'take' a subject, any selection which is not based on prior attainment will trigger a further dialogue with the learner, subject PTC and DHT (Timetable) and, where appropriate, parents/carers.

Viewforth High School Curriculum Map 2024 onwards																																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
S1	English				Literacy	Maths				Numeracy	Mod Lang.	Science			Social Subjects			CDT	IT / Business			HE	Art		Music	Drama		RME	PSE	PE			
S2	English				Literacy	Maths				Numeracy	Mod Lang.	Science			Social Subjects			CDT		IT / Business		HE	Art		Music	Drama		RME	PSE	PE			
S3	English				Maths			Subject 3			Subject 4			Subject 5			Subject 6			Subject 7			Retail	RME	PSE	PE							
S4	English				Maths			Subject 3			Subject 4			Subject 5			Subject 6			Subject 7			Retail	RME	PSE	PE							
S5/S6	Subject 1						Subject 2					Subject 3					Subject 4					Subject 5					PSE	PE	RE				

Presentation Approaches to Maximise Outcomes

By the end of S4, there is an expectation that all young people will achieve a minimum of five qualifications, including Literacy and Numeracy at a minimum SCQF level 3. To ensure all young people are supported to achieve this we offer several attainment provisions to support all learners and their needs. Attainment provisions:

- Mainstream classes
- Attainment Group
- Employability Hub
- Outreach

Literacy and Numeracy Attainment

All young people are working towards securing the highest level of attainment in both Literacy and Numeracy. Learner's progress is tracked over time to ensure that they are on track to achieve. PTC's of both English and Maths meet monthly with 3.2 DHT and HT to discuss progress to date and interventions required.

Prior attainment from Primary schools is shared with all colleagues and Literacy and Numeracy attainment data is tracked from S1-S6.

Where a young person is deemed to be off track, targeted support will be put in place to support them to achieve and attain. If a young person is off track due to attendance, our Outreach provision will plan for one-to-one support to ensure that they are not disadvantaged.

At Risk Pupils

Whole school tracking data is used to track at risk groups of pupils. These include pupils at risk of not achieving 5 qualifications and those with ASN, CE, FME and in SIMD quintile's 1-3. Our PTG's work closely with all our attainment provisions to ensure the correct level of support is put in place for each young person.

Attainment Group – this provision is for those young people who due to complex anxiety or attendance issues cannot engage with a full timetable of mainstream classes. Support is provided from our principal teacher to create a pathway for these young people to secure a minimum of 5 qualifications in S4.

Employability Hub – this provision targets pupils who are at risk of not attaining and allows them to complete courses and develop the skills required to transition into a positive, sustained destination when they leave school or to transition back into mainstream education.

Outreach - provides targeted early interventions and an alternative provision for pupils with complex needs. This targeted response can cater for young people who struggle to come into the school building and offers the opportunity for learning and teaching to take place at a location that allows them to engage. Agreements are in place between our PT Outreach and subject PTC's in regards to subject specialists marking assessments and all evidence is passed to the faculty to store.

Each of our attainment provisions has its own individual tracking spreadsheet so that the provision lead knows where the young person is in their learning. This spreadsheet is available to all provision leads and PTG's.

Initial Presentation Level and Level Changes

We want as many young people as possible to achieve and attain to the highest possible level. During the course choice process 'positive coursing' will take place with each young person, their guidance teacher and a member of SLT. During this process subject recommendations will be given based on previous performance, subject teacher recommendations, assessments and all available benchmark data.

As pupils move from S3 into S4, almost all learners should have the opportunity to start National 5 courses which allow natural progression from the work covered at Level 4 in S3. The default entry for S4 pupils at Viewforth will be L5/N5 to maximise their highest attainment level. As the school year progresses consideration will be given to level changes based on attainment progress to date. When faculties are deciding on level changes it is vital that a holistic approach is used and that changes are not based solely on prelim performance or previous assessments.

Final decisions on course level changes will be made by the end of February and will be considered on an individual basis. 2.2 DHT will share a change of level spreadsheet with all faculties, and this will be completed by the PTC. Where requests are approved PTC's will contact parent/carers via a groupcall message and parents will be given time to respond.

Requests for level changes from pupils and parents/carers should be minimal as they are in classes are appropriate and relate to their skillset, due to the time invested in positive coursing. Evidence suggests that a reduction in the number of classes a pupil undertakes does not correlate to improvement in their other classes.

It is expected that most pupils will complete the courses that they started at the start of the academic session. If the decision is made to change a pupils presentation level, this should not result in a change in their timetable. Departments should aim to secure an alternative qualification is obtained. Almost all pupils in S4 pupils should secure a N4 qualification if it is decided that they are not ready to be presented at N5 in a subject area.

Change of Level Timeline

S4-S6:

Date	Event
August	Re-coursing takes place following the release of Qualification Scotland results
December	S4 level review post prelim – feedback given to young people with support strategies to allow for consolidation and improvement
End of January	S5/S6 level review post prelim – feedback given to young people with support strategies to allow for consolidation and improvement
End of February	Final decision taken by SLT on pupil level and those being dual presented.
End of March	PTC's submit final level decisions to the office for processing.

Additional Opportunities (Pupil has Less than 3 Exams)

Young people identified as having less than three timetabled exams will have the opportunity to participate in our Meaningful May programme. Here our guidance team will identify pupils who would benefit from additional skills-based learning in school or work experience.

Dual Presentation

In line with our school aspiration of maximising attainment for all, we will adopt a dual presentation approach for pupils in the senior phase. This option should only be used as a fall back for learners who have been identified as an attainment concern and should not be adopted as a matter of course for all learners. If there is a doubt that a learner may gain a pass at N5, but it is felt there may be a real risk of underperformance in the final exam, a dual entry will allow the learner to work towards an N5, while ensuring that we can result a N4 pass if the pupil does not pass the final exam.

Roles and Responsibilities:

Class Teacher	• Identify 'cusp' pupils where dual presentation allows for aspirational presentation, with a secured fallback position • Make full use of S3 to gather naturally occurring evidence
PTC's	• Support class teachers to make judgements about who should be dual presented • Ensure that pupils are entered for the appropriate level with Qualification Scotland (dual entry should be made prior to the end of March deadline)
PTG's	• Support classroom teachers and PTC's to ensure young people are maximising their attainment
SLT	• Ensure consistency of approach regarding dual presentation across the school • Support PTC's and PTG's

Pupil example:

A new S4 pupil has managed to gather naturally occurring evidence at L4 in S3 which has allowed them to secure an N4 qualification at the beginning of S4 in a subject. As is school policy, they will be automatically entered for the N5 Qualification Scotland qualification in S4 and work towards this throughout the course of the session.

As S4 progresses however it is felt there may be a real risk of underperformance in the exam (this may be due to academic ability, attendance, engagement etc) and therefore a dual entry should be utilised for this learner so that they can work towards their N5 qualification, while ensuring that we can result a N4 pass if the pupil does not pass the final exam.

Dual presentation may also be appropriate for learners who achieved a band 6 or below in their prelim or who have a working grade of a 6 or below. There will of course be exceptions to this and teacher judgement should always be applied.

Assessment and Feedback

To ensure that all young people know their level of study, it is important that they receive regular feedback on their progress.

Learners at all stages S1-S6 will have designated time in the Tracking and Monitoring calendar to discuss their progress with their class teacher.

The aim of these learner conversations is to:

- To support learning evaluation from the young person regarding their progress
- Encourage critical reflection from the learners to identify their areas for development
- Allow targets to be set so that pupils can be supported in their learning

All class teachers are also asked to make judgements on young people in S1-S3 as to when it is expected that they will achieve a level. This information is not shared with parents/carers but it is used to gauge progress and inform interventions.

In line with our aspirational presentation policy all young people in S4-S6 are given a target grade at the beginning of the academic year. This grade reflects their attainment to date and using teacher judgement outlines what we think they could achieve with good attendance, maximum levels of engagement in class, attendance at study support, regular home study and completion of homework etc. These target grades are shared with the pupil and parents/carers.

Tracking and Monitoring

Class teachers will monitor pupil progress on an ongoing basis through classwork, homework, formative and summative assessment. All young people will be regularly tracked through both whole school tracking (Didbook) and internally faculty tracking systems, to ensure that their attainment over time is closely monitored.

Under performance should be highlighted and reported to allow for appropriate intervention strategies should be implemented to support young people to attain and achieve to their optimum capacity. PTC's should ensure that parents/carers are notified of any concerns and notes of these phone calls should be recorded on Pastoral Notes, and the young person's PTG should also be notified, to provide additional pastoral support.

Area	Expectations / Process	Roles & Responsibilities	Timescales
Moderation of Teacher Judgement	Teacher judgement is moderated through faculty and whole-school quality assurance in line with the school's Moderation Policy. This includes: - Regular faculty moderation meetings (School calendar) - Sampling of assessment evidence - Cross-marking and discussion of standards - Alignment with and QS benchmarks.	Class Teachers: Provide assessment evidence and participate in moderation activities. PTCs: Lead faculty moderation, ensure consistency of standards. SLT: Oversee whole-school consistency and challenge/support where required.	Ongoing, with formal moderation prior to each tracking window and key assessment points as per school calendar
Use of Data	Data (tracking grades, assessments, prelims, classwork, attendance, behaviour) is used to: - Inform professional judgement - Identify underachievement - Trigger interventions - Support discussions at learner conversations and parental engagement	All Staff: Use data proactively to monitor progress. PTCs: Analyse faculty trends and coordinate interventions. Guidance PTs: Use data for holistic pupil support. SLT: Use data for whole-school tracking and improvement planning.	Continuous, with formal analysis during tracking cycles
Consistency of Judgements	Judgements must align with agreed Red/Amber/Green definitions and be clearly understood by pupils and parents.	All Staff: Apply consistently and discuss during Learner Conversations. PTCs/SLT: QA and monitor consistency.	At each tracking window

Interventions

After each round of tracking and reporting focused interventions should be implemented for those young people who are showing as 'Off Track' or having a significant concern. If a concern is raised outwith the scheduled tracking and reporting calendar, class teachers should notify their PTC as soon as possible who will decide on the most appropriate intervention and liaise with PTG's and Parents/Carers.

Roles and Responsibilities:

Class Teacher	• Track and monitor pupil progress over time using faculty and whole school tracking systems • Implement positive classroom management techniques for behaviour issues in class • Raise concerns with PTC to keep them informed if a young person is off track or showing a significant concern
PTC's	• Closely monitor 'off track' pupils or those showing a significant concern. • Discuss intervention strategies at faculty meetings, to share good practice and create a consistent approach • Track interventions to monitor whether they are having a positive impact • Notify parent/carer of concerns asap • Provide feedback to class teachers on interventions put in place
PTG's	• Closely monitor 'off track' pupils or those showing a significant concern, associated with their caseload. • Provide support for interventions implemented by the classroom teacher and PTC. • Work with young person and parents/carers to ensure interventions are having a positive impact.
SLT	• Support all colleagues to create a consistent approach across the school. • Support and monitor pupils who are 'off track' or those showing a significant concern • Raise concerns at link PTC and Year Team meetings

Study Support

To maximise attainment for our senior phase pupils we offer study support sessions to reaffirm in class learning and best prepare them for the Qualification Scotland exams. Study support in VHS is offered from October onwards and teaching staff offer time after school to focus on exam technique and support young people to develop their skills and knowledge.

In preparation for the Qualification Scotland exams, we also offer Friday afternoon sessions starting at the end of February up to the Easter holidays.

Teachers record the attendance at each of the sessions and weekly data is collected to allow year teams to scrutinise the information and work with staff and young people to target interventions.