



**HIGH
SCHOOL**
OF DUNDEE

**Real
World
Ready**

Senior Years

Learning Skills Support

Learning Skills Support in the Senior Years

The Learning Skills Department

The Senior Years Learning Skills members of staff are a small team of experienced specialist teachers:

- Mrs Jo Downie MA QTS PG Dip
(Additional Support for Learning -SpLD)
Head of Department
- Mrs Katie Whiting BSc PGDE PG Cert
(Autism and Learning)
- Mrs Fiona Trotter BSc PGCE
(Also JY LS)

We are based in the Margaret Harris building,
in MH04, MH05 and MH26



About the Department

The Learning Skills department is committed to the provision of appropriate and effective support for all pupils who have an additional support need, to enable them to enjoy and achieve in their education.



For some pupils, this may be short term support to overcome a specific barrier to their learning, whilst others may require ongoing support throughout their school career at the High School of Dundee.

The Learning Skills team work closely with the School Leadership Team, Pastoral Care and Support team and subject teachers to support pupils in the Senior Years. We also work in partnership with parents and the pupils themselves. Parents are always consulted before a child begins Learning Skills support.

Support needs are determined on a case-by-case basis and is needs and not label led. Having an identified additional support need does not necessarily mean that time-tabled Learning Skills support will be required.

We have a number of pupils who access the full curriculum but are supported through classroom strategies shared through their Pupil Profile and potential additional assessment arrangements (AAR).



Due to our small group teaching, we get to know our pupils very well, in some cases working with them all the way from the upper Junior Years through to Form 6. We love seeing our pupils progress over their time with us, and are here to cheer them on every step of the way!

Our knowledge of the pupil and baseline assessments inform our planning, so the exact structure of support will vary based on the individual support needs of the pupils in the groups.

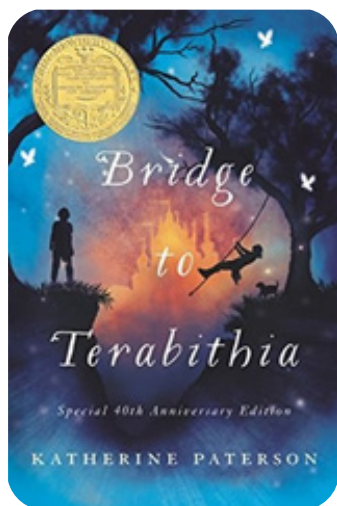


Form 1 and 2

Pupils who receive time-tabled Learning Skills support receive this in place of one of the Languages. They come to the department for three 40 minute periods of small group support per week.



In Form 1 and Form 2, we use this time to develop their skills in a number of areas as outlined in further detail below.



Reading and Literacy Skills

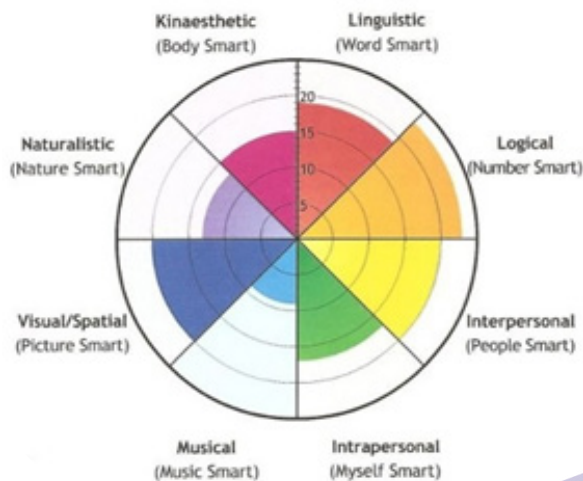
In the Junior Years or Primary School the focus is on learning to read, but in Senior School you must read to learn. It is therefore important that pupils develop competence in reading comprehension and textual analysis. We typically do this through novel studies, close reading comprehension, and our literacy unit. We also offer support with essay planning.

‘Learning to Learn’ and Study Skills

Our Form 1 ‘Learning To Learn’ unit explores metacognitive skills and develops pupils own understanding of how they learn best. For example we look at:

- Learning styles
- Study environment
- Memory strategies
- Understanding your amazing brain
- Thinking Skills

We also help pupils to develop their study skills by teaching them active revision techniques. In Form 1 we introduce a range of study skills, including mind mapping, flash cards, and topic pages. Pupils are encouraged to complete their ‘Study Skills Passport’ gaining stamps for every time they apply it to a subject.

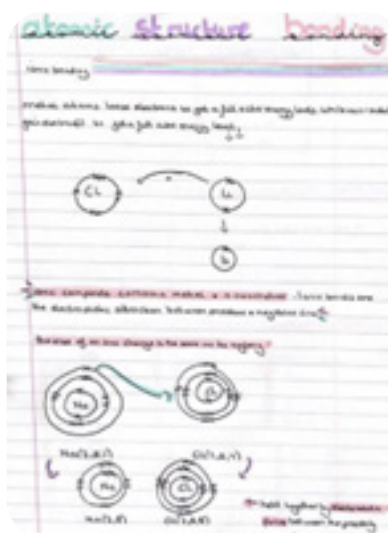


In Form 2 we continue to build on these skills to support our pupils repertoire of revision techniques.

Curriculum Reinforcement and Organisation

We provide extra support to reinforce their subject learning for their subjects, and encourage pupils to apply the active revision strategies that we have taught them. Maths reinforcement is a key area we focus on.

We have Form 6 peer tutors who may come to the department to work with individual pupils for either curriculum support or paired reading for targeted individuals.



We are strong advocates of the benefits of IT to support learning. We use the iPad, apps and its accessibility features, to support learning and study skills. We also provide practice with ICT support for exams for pupils that require additional assessment arrangements.



In Form 3 & 4 each week there will typically be a focus on:

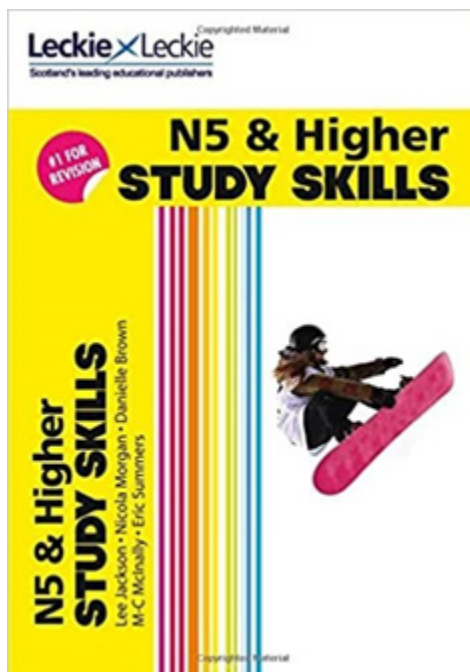
- **Study Skills** – we will help pupils to improve their study skills by developing effective study techniques which will support them to achieve real success in their National 5 SQA assessments, exams and beyond.
- **Organisation and Planning** – We use a variety of Weekly Study Planners and Target Setting Sheets to develop early revision habits to enable regular consolidation of subject knowledge.
- **Reading Skills and English reinforcement** – In Senior School you must read to learn. It is therefore important that pupils develop competence in reading comprehension and textual analysis, which are also key components of the National 5 English curriculum.
- **Curriculum reinforcement** – We provide extra support in studying for their subjects. At various times during the week we may have Form 6 peer tutors (sometimes Subject Staff if available) come to the department to work with individual pupils.
- **Use of technology** – We use the iPad, apps and its features, to support learning and study skills. We also provide practice with ICT support for exams for pupils that require additional assessment arrangements.



Form 5 – Supported Study

In Form 5, pupils may opt for Supported Study as an alternative to a fifth academic subject.

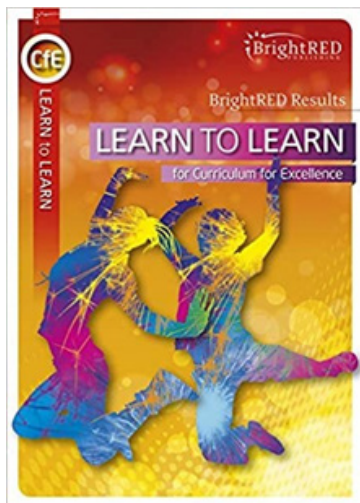
This option involves pupils studying under supervision for five/six periods per week. The support provided during the other one/two periods a week throughout the year helps pupils both to understand how they learn best, through the explicit teaching of study skills and to plan their studies. This enables pupils to develop effective study strategies and confidence in their exam preparation.



Pupils can develop skills to progress into Form 6 and further education as independent learners.

Pupil Profiles and Personal Learning Plans

All pupils with an identified additional support need, or who attend the department for timetabled support, have a Pupil Profile. This is our school based information sharing document that outlines the young persons barriers to learning, their strengths, assessment arrangements (if applicable) classroom strategies and personal strategies and any other relevant information. This is a collaborative document that the pupil, Learning Skills teacher, parents, and subject teachers are invited to contribute to.



All pupils attending the department also have a Personal Learning Plan outlining the focus of their support and is evaluated by the pupil with a member of the department twice a year.

				Please see the Learning Skills folder on Share Point for additional pupil support strategies and the assessment arrangement form. https://sharepoint.dundee.ac.uk/Shared%20Documents/Forms/AllItems.aspx?RootFolder=/%20Learning%20Skills%20Folder	
Name: D.O.B: Gender: Insert a Pupil Photo Here	Learning Skills Pupil Profile Assessment Arrangements:	LS Department Liaison: I would like you to know that: •	Guidance Teacher: My strengths: •		
It would help me if you could:		I will help myself by: •			
Learning Skills support:		Other relevant information: •			

Assessment Arrangements

The procedure for determining whether a pupil is eligible for additional assessment arrangements for tests and exams is rigorous to ensure fairness and equity for all. The Scottish Qualifications Authority (SQA) requests evidence from schools to show that support is necessary and reflects the type of support a pupil would normally receive in their classes.

The provision for assessment arrangements is carefully monitored from Form 1 onwards and adjusted by the Learning Skills Department according to evidence of need, in collaboration with subject staff. This means that a pupil may receive alternative assessment arrangements for one subject but not for another.

Our focus, as supported by the SQA, is to try to promote as much independence as possible.



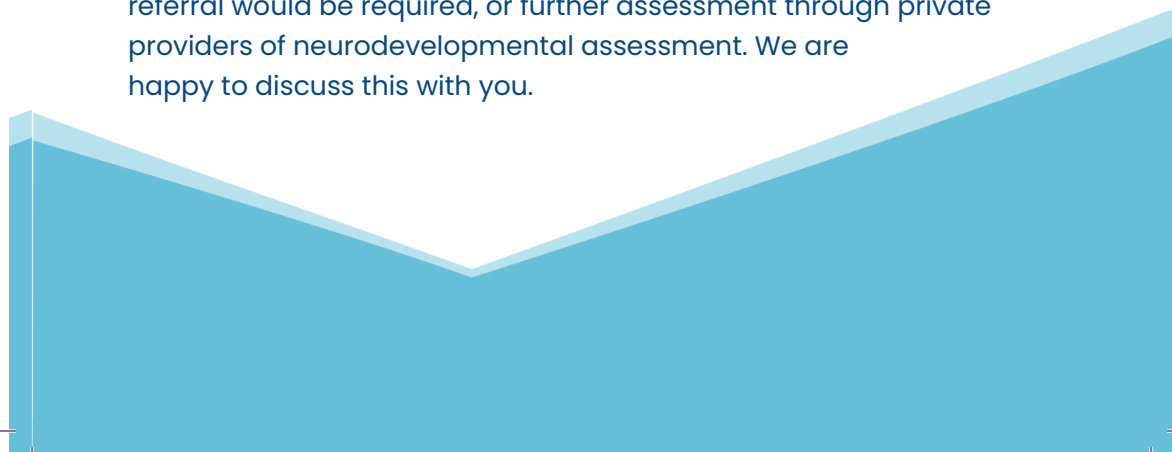
Identifying additional support needs

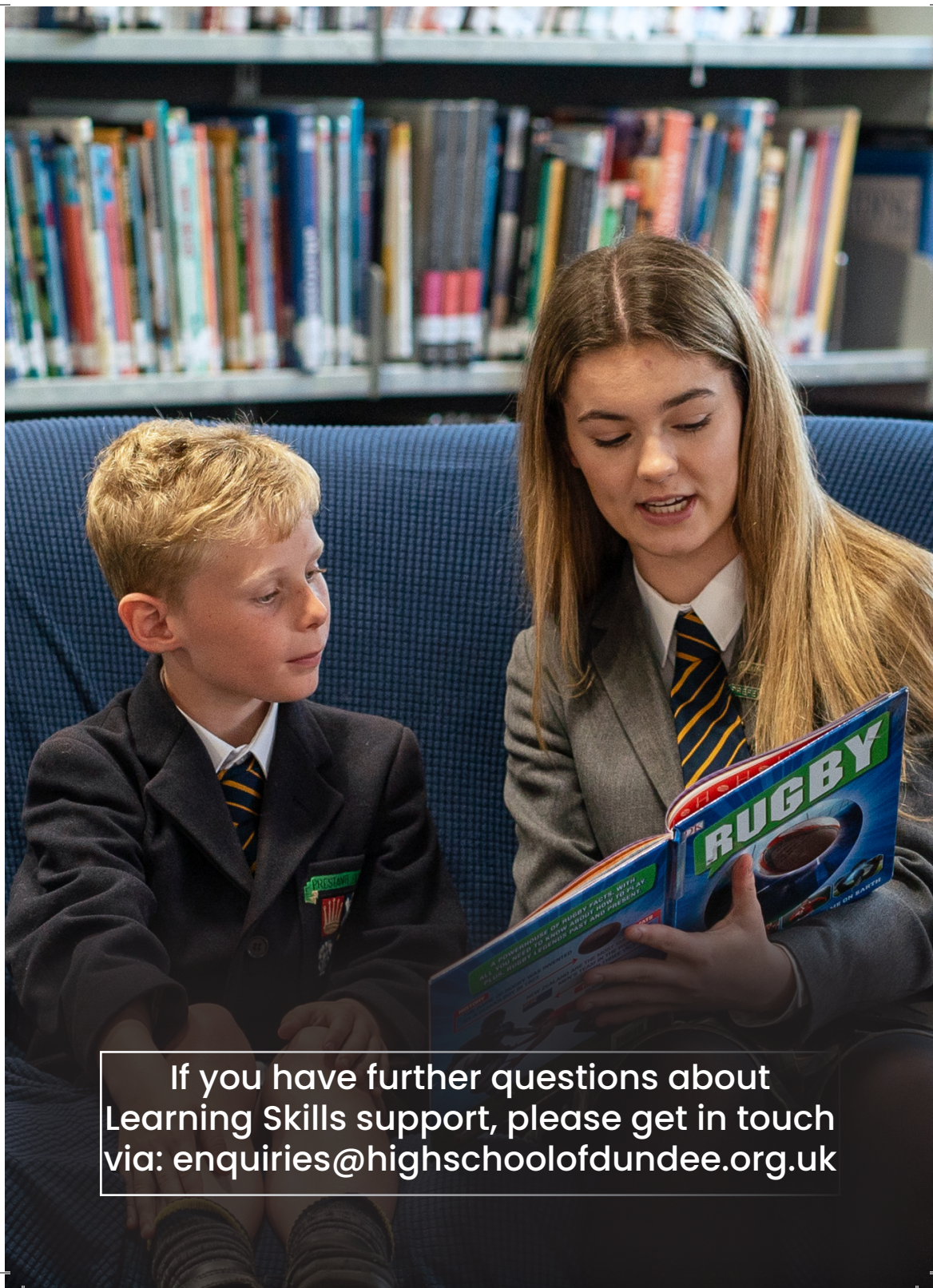
We recognise the importance of early identification of specific learning difficulties, and the provision of appropriate intervention.

The department works collaboratively with subject and Pastoral Care and Support teachers to identify pupils that may be displaying indicators of a specific learning difficulty, and also welcomes referrals for assessment from parents, and pupils themselves. If you are concerned about your child please contact their Pastoral Care and Support Teacher in the first instance. If appropriate an assessment will then be carried out to build up a pupil profile and determine whether additional support would be of benefit. In some cases further assessment by an Educational Psychologist may also be recommended, or referral onto other relevant external agencies.

There is no one test to determine if someone has dyslexia. At the High School we use the Addressing Dyslexia Toolkit and a range of screening assessments as well as more holistic evidence based on feedback from the young person, teachers and parents. This helps us to build a clear picture of their learning profile. In some cases we may recommend further assessment by an Educational Psychologist.

If you are concerned that your child may have a neurodevelopmental condition such as ADHD or Autism, or have developmental coordination difficulties or other developmental concerns, an NHS/CAMHS referral would be required, or further assessment through private providers of neurodevelopmental assessment. We are happy to discuss this with you.





If you have further questions about Learning Skills support, please get in touch via: enquiries@highschoolofdundee.org.uk