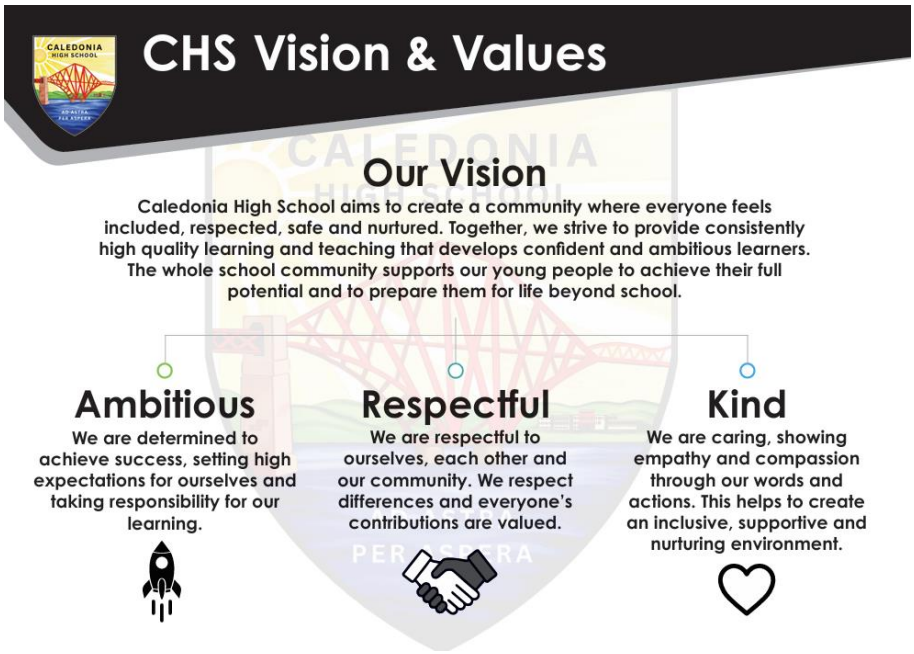
Presentation Policy



Caledonia High School

Created December 2025
Updated June 2026

Caledonia High School

Presentation Policy

School Context

Throughout 2025-26 we consulted with all stakeholders related to our Vision and Values. Our refreshed Vision and Values were launched in June 2026.

Our Vision statement is: *"Caledonia High School aims to create a community where everyone feels included, respected, safe and nurtured. Together, we strive to provide consistently high quality learning and teaching that develops confident and ambitious learners. The whole school community supports our young people to achieve their full potential and to prepare them for life beyond school".*

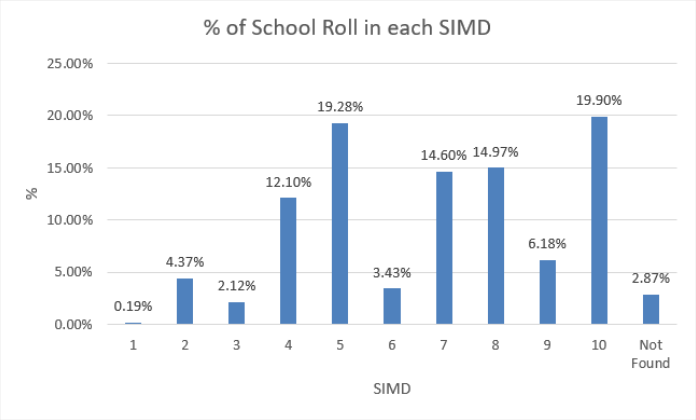
We have three Values: **Ambitious**, **Respectful** and **Kind.**

Ambitious: We are determined to achieve success, setting high expectations for ourselves and taking responsibility for our learning.

Respectful: We are respectful to ourselves, each other and our community. We respect differences and everyone's contributions are valued.

Kind: We are caring, showing empathy and compassion through our words and actions. This helps to create an inclusive, supportive and nurturing environment.

Our school has a roll of just over 1600 young people. Our SIMD overview is noted below:



Currently 12.9% of our young people are in receipt of free school meals.

55.3% of our young people have Additional Support Needs.

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Rationale for Presentation Policy

Our Presentation Policy ensures that young people are consistently exposed to high expectations and positive role models, fostering ambition and achievement. Staff are asked to ensure an aspiration approach towards Qualifications Scotland (QS) presentation, ensuring that all young people are suitably challenged to achieve their full potential. Ultimately, this approach supports personal growth and prepares pupils for success beyond school.

Approaches to Presentation

In line with our school value 'Ambitious' — "We are determined to achieve success, setting high expectations for ourselves and taking responsibility for our learning"—we adopt an aspirational presentation approach. This ensures that every young person is suitably challenged to achieve success, enabling them to contribute positively to society and progress into a positive, sustainable destination beyond school.

S4

Almost all young people in S4 study English, Mathematics and five additional subjects, working towards seven qualifications in total. A small number of pupils, based on their individual strengths and skills, are presented for additional qualifications, achieving more than seven. For those facing personal challenges, child-centred planning is used to design a bespoke curriculum, ensuring that every pupil has the opportunity to succeed and move into a positive destination.

S5 and S6

Almost all pupils in S5 study five courses, with a strong focus on progression throughout their curriculum pathway. S6 pupils study a minimum of 4 subjects. This approach ensures that pupils build on their existing foundation of knowledge and skills, enabling them to advance confidently to the next accredited level and achieve their full potential.

Process for Curriculum Pathway and Personal Support

Our curriculum pathway process has evolved to ensure rigor and support, enabling young people to make informed decisions aligned with their predicted career pathways. The process begins with a 'draft' run during PSE lessons following Curriculum Pathway assemblies delivered by the Depute Headteacher. Subject data from the 'draft' run is analysed to create a final Curriculum Pathway overview.

All information is shared with parents and pupils, and a Curriculum Pathway Information Evening is offered to parents, providing detailed guidance and opportunities to meet subject staff for further insight into course content. Pupils also receive focused Curriculum Pathway lessons within PSE through their Guidance Teacher. Skills Development Scotland (Careers Advisors) complement this support through group sessions and one-to-one interviews.

For pupils moving into S5/6, we offer a wide range of School College Partnership courses and Foundation Apprenticeships. Our approach ensures that all available options from partners are shared, allowing young people to select courses that align with their planned career pathway.

Guidance staff are equipped with comprehensive documents containing key dates, deadlines, instructions, recommendations, house overviews, subject descriptors and parent information booklets. They also receive key attainment data, including MidYIS scores, CfE data, tracking spreadsheets and attainment data for KPI target groups. Subject staff provide predicted progression routes at key stages in S3, S4, and S5, which are reviewed following QS results.

Consortium arrangements with local schools are also explored to provide a personalised curriculum for subjects we cannot offer in-house, ensuring every pupil has access to a broad and relevant curriculum.

Presentation approaches to maximising outcomes

Principal Teachers (PTs) continue to explore opportunities for young people to gain additional qualifications by bundling these with their current subject courses. This has been an area of development that we will continue to strengthen in the coming years.

To support pupils facing barriers, we have introduced the *Achievement and Ambition Pathway* programme, providing personalised support and bespoke curriculum planning to ensure success for every young person.

To maintain a strong focus on Literacy and Numeracy, additional meetings are scheduled throughout the academic year with the PT English/Literacy and PT Maths/Numeracy. These meetings include collaborative planning and dialogue related to both the Broad General Education (BGE) and Senior Phase (SP).

We have also implemented an *QS Presentation Dialogue* process to provide structure and rigor when considering potential changes to presentation levels. This process enables detailed discussions between subject PTs and the Depute Headteacher, with attainment data collated and analysed before decisions related to QS presentation are made and communicated to staff, pupils and parents. **This includes discussion related to potential dual presentation for young people to ensure an aspirational presentation but also supportive approach to ensure they achieve a full qualification. A focus has been placed on ensuring young people achieve either a National 5 or a Level 5 and only moving down a level where completely necessary**. This is overseen by the 3.2 Depute Headteacher. No changes related to level change are permitted unless approved by the Headteacher or 3.2 Depute Headteacher.

Monitoring, Tracking and Reporting

Our timeline for Tracking and Reporting is reviewed annually to ensure effective communication with parents and carers. The aim is to provide termly updates for each year group through a combination of tracking reports, written reports and parents' evenings. This structured approach ensures families remain informed about progress and attainment throughout the academic year.

An example of the tracking calendar is noted below.

Tracking and Reporting Overview 2026 - 27														
							Data to be entered into Progress							
Term	Year Group	Parents' Evening	Tracking check closing date	PT QA	Date available to Parents/Carers	Target Grade	Level Status	Current Working Grade	Progress Prediction	Application/ Effort	Behaviour	Homework	Progression Route	Comment (420 characters)
1	S1		02.10.26	09.10.26	26.10.26	No	No	No	No	Yes	Yes	Yes	No	No
2	S1	01.12.26												
3	S1		05.02.27	09.02.27	15.02.27	No	Yes	No	Yes	Yes	Yes	Yes	No	No
4	S1		23.04.27	30.04.27	04.05.27	No	Yes	No	Yes	Yes	Yes	Yes	No	Yes
1	S2		25.09.26	02.10.26	05.10.26	No	Yes	No	No	Yes	Yes	Yes	No	Yes
2	S2	03.11.26												
2	S2		04.12.26	11.12.26	14.12.26	No	Yes	No	Yes	Yes	Yes	Yes	No	No
4	S2		25.03.27	16.04.26	19.04.27	No	Yes	No	Yes	Yes	Yes	Yes	No	No
1	S3	22.09.26												
2	S3		30.10.26	06.11.26	09.11.26	No	Yes	No	No	Yes	Yes	Yes	No	Yes
3	S3		15.01.27	22.01.27	25.01.27	No	Yes	No	Yes	Yes	Yes	Yes	Yes	No
4	S3		16.04.27	23.04.27	26.04.27	No	Yes	No	Yes	Yes	Yes	Yes	Yes	No
1	S4-6		18.09.26	25.09.26	28.09.26	Yes	Yes	Yes	No	Yes	Yes	Yes	No	No
2	S4-6		06.11.26	12.11.26	13.11.26	No	Yes	Yes	No	Yes	Yes	Yes	No	Yes
3	S4-6		08.01.27	15.01.27	18.01.27	No	Yes	Yes	No	Yes	Yes	Yes	Yes (S4 & S5)	Yes
3	S4	21.01.27												
3	S5-6	26.01.27												
3	S4-6		12.03.27	19.03.27	22.03.27	No	Yes	Yes	No	Yes	Yes	Yes	No	No

After each S4–6 tracking check, staff enter data which is then reviewed through Tracking Intervention Dialogue (TID) meetings between each Principal Teacher (PT) and the QI 3.2 Depute Headteacher. These meetings provide both support and challenge, ensuring that effective strategies and interventions are implemented across the school to help pupils achieve their full potential.

Attainment is a key focus at all levels—Senior Leadership Team (SLT), Extended Leadership Team (ELT) and with all staff. Tracking data is accessible to all staff, and regular reminders are issued to encourage its use in planning and teaching. PTs ensure that attainment discussions are embedded within departmental meetings at key points throughout the year and feature at points in School Improvement Sessions.

Interventions to Improve Outcomes – Senior Phase

After each tracking check, all data is exported and analysed before being shared and discussed with the Senior Leadership Team (SLT), Extended Leadership Team (ELT), including the Pupil Support Team, and all staff. At each tracking point, key groups are identified—such as pupils who are off track or at risk of not achieving—to ensure targeted interventions are implemented. This proactive approach supports every pupil in achieving their full potential. All staff have access to an Interventions Overview which is used to support them implemented effective interventions (Appendix A).

Study support is offered annually and is open to all pupils. While attendance is voluntary, staff may adopt a targeted approach by inviting specific pupils or groups who would benefit most from additional support. These sessions provide opportunities for pupils to consolidate their knowledge and deepen understanding in a supportive environment.

We also recognise the vital role parents and carers play in supporting young people. To strengthen this partnership, we have embedded a series of Parent Engagement Sessions delivered by subject staff. These sessions provide practical strategies and insights to help parents support learning and revision at home.

Additional resources and websites are regularly shared with pupils during assemblies and via their Glow emails, as well as with parents. These include our Revision and Study Guide, links to e-Sgoil, Scholar, and Achieve, along with reminders about Easter and evening study support sessions offered by these establishments.

Appendix A – Effective Interventions

How do I "take action early" and intervene appropriately when attainment levels should be better?

What does this look like at different levels across the school?

Class Teacher

- Speak to pupil individually
- Target pupils in class (on-going marking/feedback while moving round room)
- Analyse pupil data across other subjects – learn from strategies working in other subjects
- Study support
- Provide in class support (one to one if possible)
- Spiral starters
- Sample jotters
- Working and assessment to discern areas of support required – followed by learning conversation with pupil – BGE & SP
- One to one support
- Adapting text choices/task choices
- Sanctions (Parental contact – reports, parents' evening, tracking interviews)
- Rewards
- Referral to PTC/Guidance
- Packs of work for non-attenders
- Peer support/assessment
- Knowledge of past attainment and level recommendation
- Interview pupil
- Differentiate effectively
- Effective use of early warnings and referral system
- Offer of targeted/specific one to one assistance
- Identification of barriers (contact guidance/SFL depending on issue)
- Catch up sessions (supported)
- Discussion restorative – supportive – encourage
- Verbal warning
- Opportunity to catch up/make right/extra work
- Study Support – universal sessions
- Targeted study support – individual and topics
- Inform PTC/inform grid – ask for strategies/interventions/support
- Detailed forward planning
- Regular feedback
- Set deadlines/timeline/high standards - consistently
- Regular homework/assessing it/follow department policy/SMHW
- Pupils/teacher conversation
- Monitor/observation
- Gather evidence
- Speak to guidance
- Speak to other staff
- Inform parents at parents' evening/reporting
- Varying approaches depending on the pupil
- Regular faculty discussions
- Identifying areas for improvement/next steps
- Constant checking of jotters to ID kids struggling/Aifl Strategies
- Targeted individual tutoring on current area of weakness
- Conversation – restorative is there a problem
- Extra support who needs it, identify target, provide, study support
- General study support – flexible eg. Lunch, after school
- Regular use of SMHW
- Encourage – responsibility for own learning, self-assessment
- Individual discussions with pupil about what their barriers to learning are
- Set small targets through learning conversations
- Offer extra support break/lunch/after school
- Tracking up to date

- Being organized and consistent
- Communication with other parties including parents on a regular basis – no surprises
- Targeted homework
- Appropriate resources and differentiation
- DM discussions
- Written and oral feedback
- Study buddy
- Peer group/seating plan
- Clear targets
- Understanding of weakness
- AiFL strategies
- Use of merits/demerits
- Sharing good practice with other staff
- Dialogue with guidance
- Parents' evening/reports
- Discussion with pupil at appropriate time
- Feedback on classwork and homework
- Liaise with guidance /PTC/other teachers/tracking system
- Use of model answers to aid understanding
- Self-reflection
- Use of peer support in class
- Set consequences for lack of work rate
- Target setting
- Differentiated tasks/homework tasks
- Using pupil data
- Detention
- More specific homework > targeted homework
- Communication with other staff > strategies from departments where working well
- Sharing good practice with key pupils
- Organise learning partner within class
- Offer break/lunchtime/after school study support
- Inform PT of concerns

PT (Subject)

- Liaise with guidance/year head
- Contact home/send letter
- Sample jotters/spot check classes
- Home contact and guidance
- Speak to pupils to discuss concerns
- Timetables /Target sheets
- Monitoring & tracking across department
- Tracking Intervention Dialogue at DMs on a regular basis
- Class visits – standards and expectations
- Leading discussions about curriculum, resources, practice (assign roles for improvement)
- "Catch up" sessions
- Liaise with SLT
- Interview
- Moderation within department
- Identify potential issue with learning and/or teaching
- Act on early warnings
- Guidance referral (or SLT if appropriate)
- DM discussion
- Pupil/teacher conversation
- Pupil extraction
- Behaviour/effort timetable with targets
- Discussion with individual pupil
- Detention
- Phone calls home
- Groupcall

- Conversations with guidance/SLT
- Support/challenge
- Interventions with pupil
- Standard DM item
- Overview/analysis/dialogue of T & M in faculty
- Class visits
- Pupil interviews
- Homework texts system
- Discussion
- Contact home phone/letter
- Ref to SLT/guidance
- Parents evenings
- Information home – deadlines
- Monitoring and Tracking – share good practice and techniques
- Communication with pupil support/SFL
- One on one discussion
- Suggest strategies to staff
- Support and challenge your staff

PT (Guidance/SfL)

- Regular contact with “at risk” pupils
- Provide opportunities for pupils to sit nabs out of class
- Mentor opportunities
- Provide support teachers in certain class/with certain pupils
- Interview (follow up)
- Support attendance
- Parental engagement
- Agency/partner involvement
- More regular contact with parents
- Target sheets/timetables
- Communication with home
- Study timetables
- Feedback to class teachers
- Behaviour/attendance timetables
- Phone calls home
- Multiagency support
- Care and welfare
- Meetings with pupils and parents
- Round robins
- Contact home
- Close monitoring
- Ref to outside agencies if required
- Contact home
- Support in place
- Share key information with individual staff
- Support notes up to date
- Communicate with staff/PSA/pupils/parents

SLT

- Support high tariff classes/pupils – work with class teachers/PT
- Interventions with parents/pupil
- Interview pupils
- Meetings with parents
- Personalised timetable
- Exclusions
- Isolation for support
- Parental meetings/contact
- Analysis of Data
- Extraction
- Support faculty > visit classes & visible in department