



## TIMETABLING

Broad General Education - Timetabling Concepts				
Year Group	Subject Area	Concept / Issue	Solution	Impact
S1-3	Reading for Pleasure	Input a weekly slot for reading.	Change of school day structure allowed for a 20 minute session on a Monday morning.	Improved literacy skills? Improved results in general? TBC!
S1-3	Assembly	Create a time in the week to hold a BGE Assembly.	Place back to back with Senior Phase Personal Support Time (20 minute session).	Allows for whole school messages to be shared and improved ethos across the school.
S1-3	Personal Support Time	Allowing for small S1-3 mixed classes to receive personal support time.	Place back to back with Senior Phase Assembly (20 minute session).	More staff free to allow for the creation of smaller class sizes. PST for BGE occurs on a Wednesday morning.
S1-3	Mathematics	All S1, S2 and S3 come to Maths at the same time in their year groups.	Place into the timetable early!	Allows for setting (if appropriate) and fluid alterations to classes and levels. We can also incorporate full year group tasks/challenges if appropriate.
S1-3	English	All S1, S2 and S3 come to English at the same time in their year groups.	Place into the timetable early!	Allows for setting (if appropriate) and fluid alterations to classes and levels. We can also incorporate full year group tasks/challenges if appropriate.
S1-3	Flexible Timetable	Create a double period of time that allows for IDL and other curriculum enhancing activities.	Timetable a Thursday Afternoon session. All staff are class committed to this double period.	Increased opportunities for IDL and L3 with a Mandarin/Cultural Project. Projects include: Make £5 Grow, Literacy, Cultural, Social Subjects based tasks, YPI, Future Transport, Plastics Challenge, YPI, Scottish Studies, and much more!
S1-3	Pupil Voice Sessions	Create time in the curriculum for pupil voice sessions to run.	Use the Thursday Afternoon Flexible time and split up the activities with pupil voice.	Pupil voice placed around S1 SPP to ask around the regularity of learning conversations. All BGE pupils have opportunity to interact in pupil voice. Improved ethos.
S1-3	Gaidhlig	Gaelic Medium Primary transitioning into Secondary.	Gaidhlig timetabled against French.	Pupils who were taught in Gaelic medium allowed to continue with Gaidhlig.



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S1	ICT	No Computing Science Teacher (Staffing constraints).	S1 ICT delivered through Maths. S1 ICT delivered in non-practical sets.	BGE Curriculum entitlements -Technologies: Computing Science and Digital Literacy tackled. Less staffing required.
S1	Enterprise	No Business Studies Teacher (Staffing constraints). A lack of Business/Enterprise in the BGE Curriculum in S1-3.	DHT delivers a 1 period a week Enterprise course in S1. Enterprise based Assembly annually.	BGE Curriculum entitlements -Technologies: Technological Developments in Society and Business tackled.
S1-2	Art	No Art delivered in S1 or S2* (Staffing constraints).	Technology take on an extra period.	BGE Curriculum entitlements - Expressive Arts: Art and Design tackled. *S2 receive Art on a Rota.
S1	PSE & Citizenship	PSE and Citizenship both delivered by Guidance Department.	N/A	PSE and Citizenship in non-practical classes reducing the number of teaching periods. The one mixed Guidance group class have a period of Citizenship with one PTG and a period of PSE with the other PTG.
S2	Rota Classes	Increased number of periods in the week - had to find an extra 2 “subjects”.	Input S2 Rota (5 classes x8 weeks x2 periods per week).	Art (no core Art in S2*), PSE (delivered by PTG), Outdoor Learning (Geography linked), Creative Writing (English linked), Technology (Sustainability) are the rota subjects. Enhanced and broadened curriculum.
S2-3	Elective Classes	Increase personalisation and choice in the curriculum in S2 and S3.	Input an elective column which joins S2 and S3.	Film Studies/Drama*, HE, PE, CSDL, Science, Technology, Mandarin all offered. This was placed as a double period on a Tuesday afternoon to allow for flexibility in delivery and partnership working (for example, Eden Court).
S3	PE	All S3 come to PE at the same time in their year group.	Place into the timetable early!	Allows for setting (if appropriate) and fluid alterations to classes and levels. Double period on a Wednesday afternoon allows for partnership working and increased variety of activity. Increased levels of personalisation.
S3	Rota Classes	Senior Phase pupils requested an experience of subjects before course choice. Increased number of periods in the week - had to find an extra 1 “subject”.	Input S2 Rota (5 classes x8 weeks x1 periods per week).	All pupils receive an experience of Gaelic which was one of the KHS entitlements. Art, Media, Rural Skills, and Digital Passport are the other subject areas on the rota; these are all linked to the senior phase course choice sheet.



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S3	Elective Classes	Increase personalisation and choice in the curriculum in S3.	Input an elective column for S3 (x2 periods a week).	Increased offering around Art, HE, PE, Mandarin* and Music.
S3	HE	No 'core' HE in S3.	S3 on a rota on a Thursday Afternoon against other activities in the Flexible Timetable.	S3 HE course based around outdoor cooking which links to the Duke of Edinburgh most of S3 complete.
S3	Modern Languages	Delivery of Spanish prior to students embarking on the Senior Phase.	Spanish timetabled x1 period a week (French x2 periods a week).	L2 delivered.
S3	Science / Social Subjects	Personalisation and Choice around Sciences and Social Subjects.	In 2017/2018 times in the week exist which could allow for pupils to make choices around Sciences and Social Subjects as all S3 are timetabled in these departments at the same time.	Increased opportunities for personalisation and choice in the curriculum in S3.
S3	English / Literacy	Improve Literacy skills and Literacy levels in the senior phase.	An extra period (double) of English timetabled over a lunch break.	Improved literacy skills? TBC!



## TIMETABLING

Senior Phase - Timetabling Concepts				
Year Group	Subject Area	Concept / Issue	Solution	Impact
S4-6	Various	Flexibility and variety in the curriculum.	Timetable all S4-6 together.	Increased numbers of subjects and offerings. Better opportunity of meeting the needs of all. Improved results?
S4-6	Various	Tri-Level, Bi-Level classes.	Continue to run tri/bi-level classes where needs must.	Certain subjects can accommodate this more than others. This allows for more flexibility and ability to offer more in the curriculum and system.
S4-6	Various	Subject equity.	Most subjects have x5 periods per week at L4-6. Some subject areas (mainly due to single teacher departments) have x4 periods.	Flexibility and increased offerings. (At L7 subjects do not have teaching time equity however we try and support as best we can individual classes where possible. Some AH's join with H classes).
S4-6	Reading for Pleasure	Input a weekly slot for reading.	Change of school day structure allowed for a 20 minute session on a Monday morning.	Improved literacy skills? Improved results in general? TBC!
S4-6	Assembly	Create a time in the week to hold an Assembly.	Place back to back with BGE Personal Support Time (20 minute session).	Allows for whole school messages to be shared and improved ethos across the school.
S4-6	Personal Support / Mentor Time	Allowing for small S4-6 mixed classes to receive personal support time.	Place back to back with BGE Assembly (20 minute session).	More staff free to allow for the creation of smaller class sizes. These classes are also carefully designed, for example if a pupil is completing an AH course, we will try and match the student with the relevant teacher thus allowing for another opportunity of contact.
S4-6	Various	Wider Curriculum	Scrutinise SQA Qualification lists / alternative awards.	Digital Passport L4-6, HFT N5-6 + Practical Cake Craft N4-5, Engineering Science N4-6, NC Activity Tourism L6, Rural Skills N4-5, SfW Construction Skills N4-5, Sport and Rec N5, Travel and Tourism N4-5, Photography N5-6, Digital Media L5, Creative Industries L4-5, NPA EFL L6.



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S4-6	Various	Wider Curriculum 2	Scrutinise SQA Qualification lists / alternative awards.	Input some subjects on a bi-annual basis to allow for more offerings in the senior phase. (E.g. Digital Passport and Cyber Security or on every other year, Early Education and Childcare and Care on every other year).
S4	PSE	Delivery of PSE in S4.	Deliver PSE through the 20 minute slot during Personal Support Time.	Pupils receive PSE without impacting on subject teaching time.
S4	Core PE	Allow for all S4 to receive government entitlement of core PE in S4.	Use Thursday Afternoon time as all PE staff not involved in Flexible Timetable.	All S4 receive core PE (unless at Rural Skills).
S4	Thursday Afternoon - Elective Units	Use Thursday afternoon x2 off timetable periods to be used effectively.  Guidance and SDS input also occur throughout this time allowing for less disruption for core class teaching (a request of many staff). This occurs mainly in the first two terms.	Pupils could “opt into”: Scottish Baccalaureate (+IP) - All curricular areas (L7) SQA Leadership Award (L5/6) Sociology - Culture and Identity Experimental Procedures (L6) Psychology - Social Behaviour (L6)* Extra Study	These senior phase elective units carefully were chosen to allow an option for all pupils. Extra study for those who needed more time (and some doing 5 Highers), SQA Leadership to help improve skills and employability, Sociology - Culture and Identity forms part of an NC in Social Science, Experimental Procedures forms part of an NC in Applied Science and off the back of discussions with staff and pupils the opportunity for some allocated time with pupils completing the Scottish Baccalaureate (specifically the interdisciplinary project) would help support students operating at L7.
S5-6	PSE (with Guidance)	Delivery of PSE in S5 and S6 from their Guidance Teacher.	Rotate the Personal Support Time around PSE once in every three weeks with their Guidance Teacher.	Pupils receive PSE without impacting on subject teaching time. Thursday afternoon flexible timetable also allows for further Guidance input on UCAS, SDS, Careers, Health Workshops etc.
S5-6	Advanced Highers	Pupils achieving increased numbers of AH Qualifications.	AH’s timetabled into columns (mainly). AH’s join up with H classes where appropriate. A willingness to support staff time is shown.	More timetabled AH’s than ever before. Flexibility in when AH’s can be sat (e.g. in S5?). Increased attainment for all results. Improved curriculum, meeting the needs of all. Higher aspirations of students and staff.



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S4-6	Various	Double Periods	Use double periods for improved L&T and for use around assessment.	Column D receive a double period on a Monday after lunch. This is to allow for certain courses to have a work experience element (Sport and Rec, Retail etc). Column B has a double timetabled P4-5 on a Thursday (also Column E P3) to lessen the impact on subjects with 'internal' college based courses running from P3-P7 on a Thursday (impacting also on Thursday afternoon time, not 'core' subject time. Column B and E contain English qualifications. Double periods also now allow for classes to complete assessments during this time.
S4-6	College Based Courses	Pupils missing a Friday due to college.	Do not timetable any double periods on a Friday.	Less absence from subjects. Increased attainment. Higher level of staff empathy for "missing my subject" and improved staff understanding around the importance of this style of individualised curriculum. Pupils appreciate not missing double periods also, especially at H level.
S5-6	Distance Learning	Accessing courses that we cannot staff.	Distance Learning Room available for independent study. Attempt to use a variety of means to allow pupils to access these courses (e.g. Edinburgh College - H Spanish, Open University - YASS)	Improved offering in the senior phase around courses.
S4-6	Partnership Working	Allow the curriculum to be enhanced by partnership working.	Timetable double in period column D on a Monday afternoon to allow pupils the chance to continue work experience after 3.55pm if appropriate. Timetable the "day out" on a Thursday to lessen impact on specific subject areas - see above.	Activity Tourism - College, Rural Skills - local partners, ZEST - Kincaig Wildlife Park, Retail - local shops, Sport and Recreation - HLH + Primary Schools are some of the examples.



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S5-6	Spanish	Distance Learning + Teacher contact.	Higher Spanish timetabled into a double period on a Thursday afternoon to allow for teacher contact. All Higher Spanish pupils timetabled to a tutor class with Spanish teacher.	Higher Spanish pupils receive a degree of teacher contact - small numbers so teacher has the opportunity to work closely with individuals.
S6	Activity Tourism	Partnership working.	Study periods covered and class receive a period with a PE Teacher to work on training programmes.	Joined up partnership working assisting pupils in their NC in Activity Tourism.
S6	Delivery of HNC's through KHS and UHI	Partnership working.	Work with UHI to deliver HNC qualifications through a joint programme between UHI and KHS. Offer these qualifications through more than more than one column (allowing pupils access to 10 periods for the subject).	Sport and Fitness HNC is the first programme in 2018/2019 we are looking at offering. This is due to certain members of the new S6 being interested in sport and fitness related employment and subjects.