



Determination Confidence  
Teamwork Community  
Encouragement Trust

# Crieff High School



## Course Choice Policy 2026-27



**Education and Learning**  
Improving Lives Together  
Ambition | Compassion | Integrity

## Introduction

At Crieff High School, our **vision** is to be a rights respecting school that nurtures, encourages and inspires young people to be the best they can be.

Our school **values** encompass personal values, collective values and relational values.

- Personal values – **Determination** and **Confidence**
- Collective values – **Teamwork** and **Community**
- Relational values – **Encouragement** and **Trust**

Our School **Aims** are represented within a curriculum rationale graphic of

Our environment, Our learning, Our successes and are articulated as:

- Our school environment is inclusive, nurturing and rights respecting.
- Our learning is inspiring, motivating and develops skills for learning, life and work.
- Our successes are recognised, celebrated and shared by our school community.



## **National Policy**

The curriculum at Crieff High School follows the guidelines set out in the Curriculum for Excellence which is divided into two phases: the Broad General Education and the Senior Phase.

[Curriculum Stages](#) | [About Curriculum for Excellence](#) | [Curriculum for Excellence](#) | [Education Scotland](#)

The Broad General Education begins in early learning and childcare and continues to the end of S3. Its purpose is to develop the knowledge, skills, attributes and capabilities of the four capacities of Curriculum for Excellence: successful learners, confident individuals, responsible citizens, effective contributors.

[Broad General Education](#) | [Curriculum Stages](#) | [About Curriculum for Excellence](#) | [Curriculum for Excellence](#) | [Education Scotland](#)

The Senior Phase covers all learners aged 16 to 18 and is designed to build on the experiences and outcomes of the Broad General Education.

[Senior phase and beyond](#) | [Curriculum Stages](#) | [About Curriculum for Excellence](#) | [Curriculum for Excellence](#) | [Education Scotland](#)

## **Course Choice**

At Crieff High School, we are committed to offering a broad and balanced curriculum that supports each pupil's interests, strengths, and aspirations. Our course choice process provides structured guidance to ensure informed decisions are made, helping every young person progress to a positive post-school destination.

This policy applies to young people in:

- S2 making choices for S3
- S3–S5 making choices for National Qualifications (S4–S6).

## **Aims**

- To provide a wide and flexible range of subjects, both academic and vocational.
- To support pupils in making informed decisions about their learning pathways.
- To ensure equity, inclusion, and personalisation within the curriculum.
- To promote lifelong learning and employability through relevant qualifications and experiences.

## Information for Young People and Parents/Carers

To support young people and parents/carers to make informed decisions, the course choice information is provided on the school website [Course Choice](#) which details all subjects, qualification levels, and progression pathways. The Information includes subject content, assessment methods, progression and careers information.

A Course Choice Information evening is also held annually for Senior Phase.

## Course Choice Timeline

The course choice process at Crieff High School will start in Term 3. Dates for each year group will be shared with young people and parents and updated annually on the school website.

## Roles and Responsibilities

To ensure that young people receive the correct support to assist them in making appropriate course choice it is important that all stakeholders work together.

The key people involved are indicated below –

PT Guidance	<ul style="list-style-type: none"><li>• Share course choice and careers information in PSE lessons in advance of course choice process.</li><li>• Individual meetings with all pupils</li><li>• Support applications to partners (eg TRIC and Perth UHI)</li><li>• Liaise with parents</li></ul>
DHTs (Year Heads)	<ul style="list-style-type: none"><li>• Oversee course choice process for all year groups</li><li>• Review course choice for all pupils to ensure suitable challenge &amp; aspiration.</li></ul>
Careers Advisor (SDS)	<ul style="list-style-type: none"><li>• Careers information shared with class through group work sessions in PSE.</li><li>• 1-1 meetings with pupils as required.</li></ul>
Subject Teachers	<ul style="list-style-type: none"><li>• Advise on appropriate progression pathways for pupils.</li></ul>
Parents/carers	<ul style="list-style-type: none"><li>• Support and engage with the course choice process and support decision making.</li></ul>
Young People	<ul style="list-style-type: none"><li>• Research information on possible pathways and work with school supports to make informed choices.</li></ul>

## **Free Choice**

To allow young people greater personalisation and choice as well as the opportunity to select subjects that are likely to offer them the greatest possibility of success pupils are not restricted by a subject column structure but are given a free choice.

Where a course has low uptake, we need to consider the viability of the class. Where fewer than 10 young people have chosen a subject, we carefully consider the implication of running the class.

Course options are then grouped in choice columns to accommodate timetabling. While every effort is made to accommodate preferences, not all combinations can be guaranteed. Where a course choice combination is not possible or a class is not running, further guidance on alternatives will be offered by the young person's PT Guidance.

## **S2 into S3**

S3 is the final year of the Broad General Education phase of Curriculum for Excellence. As pupils prepare to move into S3, they have the opportunity to select 9 subjects that they wish to continue to study. This degree of personalisation and choice is structured within curricular areas to maintain the principles of the Broad General Education.

Pupils will continue with English & Maths and will choose one subject from each of five curricular areas:

- Social Subjects
- Modern Languages
- Science
- Technologies
- Expressive Art

There are a further two choices to be made from the free choice column to allow specialism in chosen areas.

## **S3 into S4**

In S4, young people continue with 7 of the subjects they have studied in S3 (which must include English and Maths).

Subject teachers and departments will advise on the most appropriate pathway to ensure the best chance of success for the young person. Young people will then work towards National Qualifications at Level 3, 4 or 5.

For some young people, it may be appropriate to consider a [School College Partnership](#) course which is delivered by Perth UHI as one of their options. This will be agreed in discussion with their PT Guidance.

## **S4 into S5**

Pupils moving into S5 have the opportunity to choose 5 subjects to study. These are usually subjects that they have studied in S4 and are taking to the next level of study.

We offer flexibility with options to study Level 5 courses in S5 alongside Level 6 (Higher & NPA) courses. Young people studying for Level 5 options will also take part in Wider Achievement courses.

## **S5 into S6**

Pupils moving into S6 have the opportunity to choose 5 subjects to study at Levels 5, 6 or 7 (Advanced Higher). To support young people who are studying Advanced Highers they can choose to build study time into their timetable as follows.

- 2 Advanced Highers – one study column
- 3 Advanced Highers – pupils can choose to have up to 2 study columns.

The subjects will predominantly be delivered by Crieff High School teachers but there is also the opportunity to engage in learning offered by another partner provider.

Partner providers –

- TRIC Virtual Campus (Online Highers and Advanced Highers)
- Open University Young Applicants in Scottish Schools
- Perth UHI – School College Partnership/Foundation Apprenticeships

## **Intensive Support Provision**

Young people within the Intensive Support Provision will study a variety of courses at Levels 1, 2 & 3 based on their individual strengths. If the young people are ready to move onto the next level of study there will be an opportunity for them to join mainstream classes to study at level 4 or 5.

## **Entry Requirements**

All choices should be made on the basis of the best chance of success, based on the data available. Learners should make informed decisions about the likelihood of achievement in a subject.

## **S2 into S3**

There are no entry requirements for subjects in S3.

## **S3 into S4**

For almost all S4 subjects, young people will have studied the subject or the curricular area in S3.

Exceptions to this should be discussed with the Principal Teacher of the subject as well as the relevant PT Guidance.

Class teachers will advise on the most appropriate pathway for progression within a department.

### **Higher Courses**

Higher qualifications require a pass at National 5 (A-C).

Exceptions to this should be discussed with the Principal Teacher of the subject as well as the relevant PT Guidance.

### **Advanced Higher Courses**

For Advanced Higher qualifications, young people require a pass at Higher (A-C).

Exceptions to this should be discussed with the Principal Teacher of the subject as well as the relevant PT Guidance.

### **Presentation level**

The presentation level is the qualification a young person will be entered for which can range from National 3 to Advanced Higher.

Our positive presentation policy enables all young people to have the best chance of success at the appropriate level. This is reviewed with the young person frequently, and formally at each tracking period. Key evidence used to determine presentation level includes a range of assessment data such as prelim performance or timed work in class, prior attainment in the subject, future pathways, and overall progress through the year.

At the beginning of the year every young person is committing to a year of study in their chosen subject. If a young person is unlikely to achieve the full course award, there will be discussions regarding the range of options open to them. These can include sitting the course over 2 years, looking at alternative courses covering similar topics at the same level (eg National Progression Award), completing unit passes, or changing to a lower level. Withdrawal from the course should only be a last resort when all other options have been exhausted.

All young people are encouraged to aim high, and they are given every opportunity to achieve a broad range of qualifications at the right level for them. Our expectation is that all young people leave Crieff High School with a minimum of 5 qualifications, including Literacy and Numeracy.

### **Course Choice Changes**

Following the SQA examination results in August there will be an opportunity for the young people to revisit their course choice and amend options as appropriate.

Further changes to course choice cannot be made beyond August.