

# Boroughmuir High School



## School Handbook

## Contents

Foreword from the Director of Children and Families	3
Head Teacher’s Introduction	4
Session Dates 2015/16	6
Staff list	7
Section 1 – Practical Information about the school	9
Registration and enrolment	9
School Dress Code	10
School Meals	11
Complaints Procedure	12
Health and Safety	13
School Aims	15
Anti-Bullying Policy	16
Section 2 – Parental Involvement in the school	18
Parent Council and Parent Teacher Association	20
Section 3 – Curriculum	21
Senior Phase Curriculum	25
Home Study policy	28
Extra-curricular activities	29
Section 4 – Support for Pupils	31
Section 5 – School Improvement	36

## **A Foreword from the Director of Children and Families**

**Session 2015-16**

Dear Parents

This brochure contains a range of information about your child's school which will be of interest to you and your child. It offers an insight into the life and ethos of the school and also offers advice and assistance which you may find helpful in supporting and getting involved in your child's education.

We are committed to working closely with parents as equal partners in your child's education, in the life of your child's school and in city-wide developments in education.

Parental involvement in the decision making process and in performance monitoring are now, more than ever, an integral part of school life. We look forward to developing that partnership with your support.

I am pleased to introduce this brochure for session 2014/15 and hope that it will provide you with all the relevant information you may need concerning your child's school. If you have any queries regarding the contents of the brochure please contact the Head Teacher of your child's school in the first instance who will be happy to offer any clarification you may need.

Gillian Tee  
Director of Children and Families

### **Children and Families Vision**

Our vision is for all children and young people in Edinburgh to enjoy their childhood and fulfill their potential.

We believe that children and young people do best when:

- they are able to live safely and happily within their own families with the right kind of support as needed
- they attend first class, inclusive schools and early years settings which meet their needs

We will do all we can to strengthen support for families, schools and communities to meet their children's needs.

Our mission is to place children, young people and families at the heart of our service and provide support when it is needed throughout childhood and the transition to adulthood.

## **Head Teacher's Introduction**

This Handbook aims to give pupils and parents information about Boroughmuir High School for the forthcoming session. Our key objectives are to enable youngsters to achieve success and enjoyment in all that they do within the school and support them in their progression in school and beyond. We are committed to being part of a process of Lifelong Learning in which our priority is the pupils and parents of Boroughmuir High School.

We are a school with a long tradition of academic excellence and a school which strives for the very best outcomes for all of its pupils. We are an outward looking establishment and wish to draw on the very best practices and pedagogy to further enhance our pupil experiences. At the same time we are reflective of our current practice and engage regularly in processes of self evaluation in a bid to continually improve the work that we do. Our school community is agreed and clear on their desire to retain many of the school's curricular structures which continue to provide strong academic rigour, meet pupils' aspirations and yield academic success of national note.

We hope that you find this Prospectus interesting and informative. We look forward to developing an excellent partnership with all who are or will be involved with Boroughmuir High in this and following years. If you have any questions about the information contained in the handbook do not hesitate to contact me at the school.

We welcome you to Boroughmuir High School.

**David Dempster**  
**Head Teacher**  
**August 2015**



## **BOROUGHMUIR HIGH SCHOOL**

Viewforth

Edinburgh

EH10 4LR



0131-229-9703



0131-228-9185

Email: [admin@boroughmuir.edin.sch.uk](mailto:admin@boroughmuir.edin.sch.uk)

Web site: [www.boroughmuir.edin.sch.uk](http://www.boroughmuir.edin.sch.uk)

### **Organisation of the school day**

8:29 am	Warning Bell
8:32 am – 8:45 am	Registration Period
8:45 am – 9:40 am	Period 1
9.40 am – 10.35 am	Period 2
10.35am – 10.55am (Friday 10.30)	Morning Break
10.55am – 11.50am	Period 3
11.50am – 12.50am	Period 4
12.50pm – 1.35pm	Lunch (Warning Bell – 1.32)
1.35pm – 2.30pm	Period 5
2.30pm – 3.30pm	Period 6

On a Friday school closes to pupils at 12.50pm. Friday afternoons are used for staff development.

## Term Dates for Session 2015-2016

### Autumn term

- Thursday 13 August 2015 - Staff resume
- Friday 14 August 2015 - Staff only
- Monday 17 August 2015 - Pupils return
- Monday 21 September 2015 - Autumn Holiday
- Tuesday 22 September 2015 - All resume
- Friday 9 October 2015 - Mid-term, All break
- Tuesday 20 October 2015 - Staff resume
- Wednesday 21 October 2015 - Pupils resume
- Tuesday 22 December 2015 - Term ends

### Spring term

- Wednesday 6 January 2016 - Staff resume
- Thursday 7 January 2016 - Pupils resume
- Friday 12 February 2016 - Mid-term, All break
- Monday 22 February 2016 – All resume
- Thursday 24 March 2016 - Term ends

*The Easter break incorporates the following holidays:*

- Friday 25 March 2016 – Good Friday
- Monday 28 March 2016 - Easter Monday

### Summer term

- Monday 11 April 2016 – All resume
- Monday 18 April 2016 – Spring Holiday
- Monday 2 May 2016 - May Day, schools closed
- Tuesday 3 May 2016 - All resume
- Thursday 5 May 2016 – In-service day
- Monday 23 May 2016 - Victoria Day, schools closed
- Tuesday 24 May 2016 - All resume
- Thursday 30 June 2016 - Term ends

P7/S1 Transition Days - Tuesday 21 June, Wednesday 22 June and Thursday 23 June 2016.

**Senior Management Team**

Head Teacher	Mr D Dempster
Depute Head Teacher S1/2	Ms J Presly
Depute Head Teacher S3/4	Mr P Cifelli
Depute Head Teacher S5/6	Ms S Livingstone
New School Project Manager	Mr B Munro
Business Manager	Mr M Morrison (Acting)
Administrative Officer	Ms T MacKinnon

**Curriculum Leaders/Support Staff**

Art & Design	Mr R Thomson
Chemistry/Science	Mr C Hembury
Computing/Business Education	Mrs J Lambert
Drama/Music	Mrs H Sommerville
English and Literacy	Mrs A Stratton
Home Economics/HWB/RME	Mrs F Duffy
Mathematics and Numeracy	Ms J Blishen
Modern Languages	Mr S Alexander
Physical Education	Mr M MacCaig
Physics/Science	Mr B Cochrane
Support for Learning	Mrs M Longmore
Pupil Support Team	Mrs ? Mr C Brandie Miss F Grant Mrs F Somerville Mrs L Wallace/Mrs Marshall
Senior Service Support Officer	Mr N Anderson
Medical Auxiliary	Mrs L Dunn
Senior Technician	Mr I Drennan
Librarian	Ms F Aleksandrowicz





## **Section One – Practical Information about the School**

This section deals with the practical aspects of your child's attendance at our school. It provides details on such things as:

- travelling to and from school
- school meals
- financial assistance with school clothing, transport and school meals
- school closures in an emergency or unexpectedly for any reason
- general supervision available for your child in the morning and at lunchtime
- wet weather details
- how the school communicates with parents
- how to complain if you are not happy about something.

### **Communicating with the School**

This section provides you with some background information on our school. It tells you how our school day and school year are made up and how to contact the school if, for example, your child is ill.

### **Registration and enrolment**

The date for registration of new school entrants is advertised in the local press and on the council's website [www.edinburgh.gov.uk](http://www.edinburgh.gov.uk). Registration for First Year Secondary takes place in November each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child.

Parents who want to send their child to a school other than the catchment school must make a placing request. Please refer to section four of this handbook for more information on placing requests.

Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact Mr Bruce Munro (229 9703 ext 129) for information.

### **Attendance and absence**

It is the responsibility of parents of a child of school age to make sure that their child is educated.

Absence from school is recorded as authorised, that is approved by the children and families department, or as unauthorised, that is unexplained by the parent (truancy).

Please let the school know by letter or phone if your child is likely to be absent for some time, and give your child a note on his or her return to school, confirming the reason for absence. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

Parents of S1-S4 pupils will be sent an absence text message on the morning of any unexplained absences.

Please make every effort to avoid family holidays during term time as this will disrupt your child's education and reduces learning time. Absences from school for family holidays can be approved in certain extreme situations, for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with the Head Teacher before the holiday. If he cannot give permission before the holiday, it will be recorded as unauthorised absence. He can authorise a holiday if parents can prove that work commitments make a family holiday impossible during school holiday times. Normally, an employer would need to provide evidence of these work commitments. Absence approved by the Head Teacher on this basis is regarded as authorised absence.

Any requests for extended absence over two weeks will be referred to the Senior Education Manager: Inclusion who will decide if it will be recorded as authorised or unauthorised leave.

Parents from minority ethnic religious communities may request that their children be permitted to be absent from school to celebrate recognised religious events. Absence approved on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.

A supportive approach is taken to unexplained absence. However the children and families department has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

### **School Dress Code**

We firmly believe that all pupils should dress in a way which:

Is acceptable for attendance at school

Is in line with the school's guidelines

Encourages pupils to have a sense of belonging and pride in their school

Takes account of health and safety requirements

What are the benefits of a school dress code?

We believe that there are many advantages for pupils, for schools and for parents in having a clear dress code

Encouraging a sense of belonging and pride in the school

Encouraging a purposeful attitude to school work and extra-curricular activities enhancing the image of the school in the community.

Discouraging competition between pupils (regarding designer wear, for example)

Discouraging bullying and victimisation which may arise from pupils not having certain clothing or footwear

Improving safety in the classroom and in practical areas such as science labs

Improving school security through easy identification of intruders

Improving security on excursions through the easy identification of pupils

### **Boroughmuir High School Dress Code**

Blazers are an integral part of the school dress code along with:

Green striped tie (S1-S4)

Green crested tie (S5/6)

Formal White shirt

Black V neck jersey

Formal Black trousers/skirt

Formal Black shoes

Black jeans are not part of the dress code

Black leggings with a shirt/long t-shirt are not part of the dress code

Formal shirts should be buttoned up

Coloured t-shirts should not be worn or be visible beneath shirts

Ties should be worn properly

Football scarves, strips, badges etc. should not be worn in school

Boroughmuir High School will encourage pupils to wear school dress by working closely with parents, pupils and the Parent Council. The school will remind pupils and parents of the school dress code in assemblies and newsletters.

The School Year Heads will:

Speak to the pupil and ask him/her to follow the dress code and support the school policy  
Contact parents by letter or by telephone to encourage pupils to follow the school policy  
Invite parents to the school to discuss the dress code.

### **Footwear and Clothing Grants**

Grants for footwear and clothing for children are available to parents receiving:

- Child Tax Credit, but not working tax credit, with an annual income of less than £15,860
- income support
- jobseekers allowance[income-based]
- support under Par V1of the Immigration & Asylum Act 1999
- Income related element of Employment and Support Allowance

Information on free school meals and clothing grants is available on the [www.edinburgh.gov.uk](http://www.edinburgh.gov.uk) website. Applications for free school meals and clothing grants can be made by contacting Grants, Awards and Placements, Business Centre 1:1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG

### **School Meals**

Healthy and tasty meal options which reflect the Scottish Government food and drink legal requirements for school lunches are offered by the school cafeteria. Special diets and allergies are usually accommodated subject to consultation with parent/guardian and catering services.

Meal prices are reviewed annually. Please contact the School to be advised of the current price.

Some families may be eligible for free school meals. Application forms are available from the school office. The forms have to be completed by the parent along with supporting documentation as detailed on the application form. An application is required for every school session.

The school has in place a cashless catering system. Pupils can put credit on their card using electronic machines in the school foyer or dining hall or if they have bank notes, via the bursar in the school office.

### **Travel to and from School**

Catchment pupils living further than 3 miles from the school will receive a free bus pass from the Council. All other pupils are responsible for their own travel to school.

The vast majority of our pupils use public transport or walk to travel to school.

### **General Supervision**

Before school begins supervision is very limited, therefore pupils should not arrive at school until as near to the school start time as possible.

During breaks and lunchtime there is access to the building and pupils are made aware of where the social areas are.

### **School security**

The safety and security of pupils and staff when attending or working in a school is very important to us. We use a number of security measures including a visitors' book, badges and escorts, while visitors are within the school building. Normally, anyone calling at a school for any reason will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit.

### **Unexpected Closures**

In the event of an emergency, such as a power cut or severe weather, that prevents schools from opening in the morning or results in an early closure a range of communications channels are used to let parents know including messages by text.

In addition, announcements will be made on Radio Forth (Forth 1 and Forth 2) and via the Council's corporate Twitter account [www.twitter.com/Edinburgh\\_CC](http://www.twitter.com/Edinburgh_CC) and Facebook page [www.facebook.com/edinburghcouncil](http://www.facebook.com/edinburghcouncil). If many schools are affected, or the situation is likely to be prolonged, then the Council's website [www.edinburgh.gov.uk](http://www.edinburgh.gov.uk) will also be used.

In cases of emergency such as sudden, unusually severe weather, or heating failure, it is our policy to keep the school open until the normal time if at all possible, for example by moving classes into warmer areas of the buildings. If, however, it becomes necessary in extreme emergency to close early, we will aim to warn parents by text. Provision will always be made in school for those pupils who wish for any reason to remain until 3.30 pm to be accommodated and supervised until then.

### **Equality**

Council has published an Equality Scheme, which can be viewed on the council's website. This outlines the duties which the Council is required to undertake to tackle discrimination, prevent harassment and ensure our work promotes equality. The Council is committed to eliminating discrimination on the grounds of race, gender, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status or pregnancy/maternity.

### **English as an Additional Language**

The Children & Families Department provides a support service of teachers of English as an additional language. The teachers visit schools to work with those bilingual pupils who require assistance in developing English language skills.

### **Complaints, Comments and Suggestions Procedure**

We all hope that you will be completely satisfied about your child's education and we encourage feedback on our services from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be compliments, suggestions or complaints.

If you want to register a comment of any type about our school you can do this by writing, e-mailing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible.

There are some things which you should take note of in relation to making a complaint:

- Please make any complaints initially to the Head teacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.
- If you are still unhappy with the service or with our response then you will have the right to take the matter further and contact Advice and Conciliation [ 0131 469 3233]
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.

## **Health and Safety**

"Within the general policy laid down by The City of Edinburgh Council, the Children & Families Department has prepared and has continuing development of, safety policy statements for all areas of its responsibility in accordance with the [Health and Safety at Work Act 1974](#). School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises. It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents/carers in promoting good practice in health and safety matters is of great importance to the school".

## **School Health Service**

A team of specialist Health Service and Children and Families Department staff work together to provide a service throughout your child's years at primary and secondary school. A planned programme is put into place to make sure that they benefit as much as possible from all that school has to offer, and to help prepare for life after leaving school. The School Health Service is part of the Community Child Health Service and has direct links with those who carry out health checks on children before they start school.

Many different services are provided. The staff involved make every effort to work closely with parents/carers and with others who are caring for your child, both at school and in other branches of the Health Service. Some of the services, e.g. testing for vision, hearing or speech, are provided to all children on a routine basis to discover which children may need further tests. Parents/carers are not necessarily notified at the time of these screening tests and any parent who does not want a child to be included should notify the school at the beginning of the session. Naturally, if treatment is thought to be required the child's parents/carers will be informed and consent requested. The issue of maintaining confidentiality is taken seriously by the School Health Team at all times.

Some of the staff concerned and the parts they play are as follows:-

School Nurses are involved with health promotion and education, prevention of ill health, immunisation, health surveillance and screening.

The School Doctor is made aware of any possible problems and parents/carers and the family doctor are informed if any further action is considered necessary.

The School Nurse may be helped by a Health Assistant. The School Nurse acts as an important link between home and school. She visits the school and liaises with the teachers to find out whether any pupil has a health need that requires to be addressed. The School Nurse can link with other members of the health team, in the community or in hospital, concerned with a child's health.

The School Nurse reviews the notes of all children in Primary 1, 4, 7 and Senior 3 as well as those of all new entrants.

An information booklet about the School Health Service is issued to all Primary 1 pupils and any new pupils coming from out with the Edinburgh area.

Parents/carers are also asked to complete a health questionnaire about their child at Primary 1, 7 and Senior 3 and asked if they would like their child to have a medical consultation with the School Doctor. The School Doctor may ask for your consent to examine your child if his/her medical records are incomplete or if the doctor particularly wishes to check on his/her progress. You will be invited to be present at any medical examination and kept informed if the School Doctor wishes to see your child again, or thinks that he/she should be seen by the family doctor or a specialist in paediatrics. You can, if you wish, arrange for your family doctor to undertake the examinations instead of the School Doctor, but you may be charged a fee for this. In secondary schools the School Doctor may consider whether any special information should be provided for the Careers Service.

The School Doctor or Nurse will be pleased to see you and your child at a mutually convenient time if you are concerned about his/her health or general progress at school.

With your consent, the School Health Service Staff also carry out immunisations to protect against various diseases.

The Audiometric Team normally checks children's hearing on a number of occasions before the age of 13/14 years. The School Health Team will be told if your child seems to have a hearing problem and they will inform parents/carers and GPs as necessary.

The Speech and Language Therapist can provide assessment and, if necessary, treatment if you, a teacher or the School Doctor feels that your child may have a speech or language problem.

Any enquiries concerning the provision of dental services should be made to:

The Director of the Community Dental Service, 16 Duncan Street, Edinburgh, EH9 1SR (Tel. 0131 667-7114).

We hope that the School Health Service can, together with yourselves, contribute to your child's overall well-being and development. Please do not hesitate to arrange through the Head Teacher to see the School Doctor or School Nurse should you require any further information".

## **School Aims**

At Boroughmuir we aim to:

Provide a welcoming, safe and supportive environment

To respect, listen to and value the contributions of all

To challenge and stimulate

To promote a culture of achievement, attainment and continuous improvement

Share high expectations in a nurturing environment

Celebrate success, diversity and promote equality and fairness

To imbue the values of tenacity and perseverance

Promote creativity and enterprise

To promote individual and collective responsibility and contribute positively to the wider community

## **General**

Pupils must bring the appropriate materials (pens/pencils etc) for all lessons.

Pupils should arrive punctually for all classes and settle down to work quickly and quietly.

All school work should be attempted conscientiously.

Pupils should attempt to obey instructions from staff at all times.

Pupils who arrive at school after registration must report to the School Office on arrival. Any pupil who has been absent must on return, bring a note explaining this absence. This note must be signed by the parent or guardian and must be given to the Register Teacher.

Smoking in or around the school is forbidden.

Litter must be deposited in the bins provided. Pupils asked to pick up litter by staff should do so immediately.

Pupils must take care not to cause offence to local residents, e.g. they must not sit on garden walls, enter local stairs or deposit litter in the local area. Where a pupil is identified as having behaved in an inappropriate manner in the local area or on public transport to or from school, parents will automatically be informed by letter and their help requested to deal with the matter.

Valuables should not be brought to school.

Gambling in or around the school is forbidden.

Personal music players must not be worn in class or the corridors.

Mobile phones should be switched off and stored in school bags during class-time unless the teacher directs otherwise.

No eating or drinking in any part of the school except the Cafeteria, Playground, the atrium and the 1<sup>st</sup> floor (Breaks and Lunchtimes).

## **Classroom Code of Conduct**

### **RESPECT**

- R Respect others and the school
- E Enter school prepared
- S Settle quickly in class
- P Pay attention to staff
- E Ensure homework is done
- C Control your behaviour
- T Try your best

## **Positive Discipline**

At Boroughmuir we aim to create an environment where all young people feel valued and part of a working environment which is positive and productive.

We aim to do this primarily by creating a culture of praise. We believe young people should be rewarded for good behaviour, effort and work. This will be done informally and frequently through teacher praise both oral and written and through displays of pupil work. In addition, POSITIVE REFERRALS will be given by Departments based on their individual criteria for success.

We also believe it is important that young people at Boroughmuir know clearly the high expectations we have of that behaviour. This is embodied in a code of conduct, "RESPECT" which is displayed in every classroom. Also displayed is a list of the levels of action every teacher in the school would take should that code be broken. This is an attempt to ensure that we deal, fairly, consistently and clearly with young people. All levels, after a verbal warning and movement within a class, are linked to letters which inform the parent or carer of the action the school is taking. This is a real attempt to ensure that there is an active partnership between the school and parents to support the young person to more positive behaviour

## **Anti-Bullying Policy**

All pupils and staff have the right to feel happy, safe and included.

We aim to ensure a confident, nurturing and inclusive learning community where all achieve their true potential and embrace life's challenges.

We will treat everyone with respect, deliver high quality and inspirational learning and teaching and provide opportunities for personal and social growth.



Our school values fairness, integrity, compassion, tenacity and perseverance, justice, loyalty and pride, empathy, curiosity, equality and trust.

We are committed to advancing equality of opportunity for all and we work actively towards eliminating all forms of bullying and discrimination.

We recognise the effects that bullying and discrimination can have on pupils' feelings of worth, on their school work and within the school community. We actively foster good relations between diverse groups and individuals.

We recognise that certain individuals and groups in society experience disadvantage, prejudice or discrimination on account of their age, disability, ethnicity, gender, gender change, looked-after status, pregnancy or maternity, religion or belief, sexual orientation and socioeconomic status or any combination of these.

More details of our anti-bullying policy can be found elsewhere on the website.

### **House System**

At Boroughmuir we have a house system. On entering the school every pupil is assigned to a house and remains in that house until they leave. Each House is the responsibility of a Pupil Support Leader. All pupils meet with their Register Teacher for the first short period each day and for a whole period at some point during the week with their Pupil Support Leader. The 4 houses are Hartington, Leamington, Viewforth and Westhall. Throughout the year there are opportunities for pupils to gain house points and the house with the most points at the year are deemed the House Champions.

### **Careers Guidance**

The Careers Service through SOS (Skills Development Scotland) works with Guidance staff to provide support for all pupils. Pupils receive support in the lead up to subject choice and also as preparation for leaving school. We use a variety of computer packages to help the pupils reflect on career decisions and also to provide career related information. Pupils and parents may request individual interviews with career officers from S4 onwards and guidance staff check to see that they take advantage of this provision.

## **Section Two – Parental Involvement in the School**

Parental involvement is very important as we know it helps children do better in school.

This section contains information about how parents can be involved in supporting learning at home as part of a home – school partnership.

You can also find out more about the ethos of our school, what our values are and our aspirations for our pupils.

Lastly, it includes information on our Parent Teacher Association and Parent Council, how to contact them and how parents can get involved in the life and work of the school.

### **Parental Consultation**

We offer opportunities for you to discuss your child's progress with teachers through arranged meetings.

You will be advised when these meetings take place. Over and above these set meetings, parents are welcome to contact the school at any time to ask for information or for an interview.

### **Assessment Reports and Parent Consultations**

S1 - In first year, the levels of attainment in subjects are obtained by a process of continuous assessment of what pupils say, write, make and do. A tracking report is issued towards the end of the first term and a final progress report is issued in the third term. There is a Parent Consultation Evening during the first term. If problems arise before the reports are issued, the Pupil Support Leader or Depute Head Teacher S1/S2 will contact parents.

S2 and S3 - In second and third year continuous assessment continues and this will be used as a basis for recommendations for courses to be studied in the third year. A tracking report is issued late in Term 1 and a full progress report is issued in February which includes recommendations made by the staff for each subject for future study. Pupil Support Leaders will also distribute a Course Choice Information Pack containing a careers guide and a subject choice form. This is followed up by a Parent Consultation evening in March. Through discussions between pupil, parent and teacher, a choice of subjects is determined for S3. There are many factors to take into account in the matter of subject choice - subjects the pupils like, are good at and are interested in; a broad balance of subjects thus avoiding a narrow based curriculum; consideration of subjects that may be essential for a preferred career.

S4 Assessment will be based on the criteria published by the Scottish Qualifications Authority (SQA) for National Assessment.

S3 Parent Consultation evening is currently held in February.

S4 Parent Consultation evening is currently held in January.

S5/S6 - Assessment is based on the criteria published by the Scottish Qualifications Authority for National Qualifications. Monthly tracking reports are available from subject departments. These are discussed with Guidance staff during a timetabled tracking period.

A Parent Consultation evening is held in December and a final Progress Report is issued in March.

Parents are encouraged to contact the school at anytime if they are concerned about their child's progress. Contact is normally through Pupil Support Leaders.

## Parental Involvement

Parent Councils are the formal representative body for parents / carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents / carers locally.

Parents are welcomed to be:

- involved with their child's education and learning;
- be active participants in the life of the school; and
- express their views on school education generally and work in partnership with their children's schools.

All parents / carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents can expect to –

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the parent council to work on with the school;
- be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents / carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of nursery education and the community
- To be involved in the appointment of senior promoted staff.

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk).

The Scottish Parent Teacher Council is the national organisation for PTAs and PAs in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents.

The National Parent Forum of Scotland has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

## Parent Council

### Constitution and Functions

The membership of Parent Councils comprises parents, who will have a majority, school staff members and co-opted members chosen to represent the community. Local City Councillors, representatives of the Authority and Head Teachers have a right to attend Parent Council meetings but cannot be members of a Council. Parent Councils have a variety of duties and functions including communication with parents, fund raising, taking part in the appointment of senior staff of a school and arranging the use of school premises outwith normal school hours. Councils can ask the Authority to give them certain additional responsibilities. A booklet detailing the functions, membership of and regulations governing Parent Councils is available from the Children and Families Department.

Chair: TBC

### Core Parent Council Members

Name	Role	E-mail	Phone
David Dempster	Head Teacher	admin@boroughmuir.edin.sch.uk	229 9703
TBC	Chair/Parent		229 9703

### Parent Teacher Association (PTA)

The Parent Teacher Association exists to strengthen the links between home and school. Through meetings and social events it gives parents and staff the opportunity to meet informally and to exchange ideas. By fund-raising activities it helps to provide additional benefits for pupils, beyond the provision made by the Education Authority.

All parents and staff are automatically members of the PTA (without charge) and it is hoped that as many as possible will take part in making the Association fully representative.

Chair: TBC

### Pupil Council

The school has a well established pupil council. Each of the 4 Houses has a rep from each year group. There is a pupil House Captain and Vice Captain from S6 who also sit on the pupil council. It meets monthly in order to raise issues with the Head Teacher and other staff.

## Section Three – School Curriculum

This section describes how the curriculum is planned and delivered in our school including the range of subjects and subject areas your child will be learning. It also includes information on how pupils develop skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom.

As well as giving you information about the statutory curriculum requirements we have included details on sports and outdoor activities available to pupils and the range of facilities available within the school. Details of how parents will be informed about sensitive aspects of learning e.g. relationships, sexual health, parenthood and drugs awareness are included as well as information about religious instruction and observance and arrangements for parents who wish to exercise their right to withdraw their child

*Bringing learning to life and life to learning.*

Curriculum for Excellence has now been introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow. In a fast changing world Curriculum for Excellence is an attempt to provide our children with the attributes they will need. CfE will be fully implemented by 2016.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring each transition is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills.

Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for the development of literacy and numeracy from Early Level through to Senior Phase.

It develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

There will be new ways of assessing progress to ensure children achieve their potential. There will be new qualifications for literacy and numeracy. New qualifications at National 4 and 5 were implemented in 2013/14. Our well regarded Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

There is an entitlement to personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There will be a new emphasis by all staff on looking after our children's health and wellbeing – to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

Please contact the head teacher if you would like any further information about the curriculum within our school.

## **The Organisation of Classes**

### **First Year (S1)**

Pupils are organised into register classes of 25 pupils. These classes are linked to Pupil Support Leaders and House Groups. For practical subjects e.g. Science, Art and Music, classes of 25 pupils are formed. 'Setting' is introduced in Mathematics to assist pupils of all levels of ability.

### **Second Year (S2)**

The pupils will remain in the same classes and follow a similar pattern of subjects as first year. Pupils will be 'set' in English, Mathematics and Modern Languages (French/German). There will be a degree of personalisation and choice (1 period per week) in the areas of Expressive Arts and Technologies.

### **Third Year (S3)**

During S2 pupils will personalise and choose a curriculum which suits their needs and interests for S3 but supports their entitlement to a continuing broad general education. The number of subjects which they select will reduce to eight or less and more time will be allocated to each of these subjects. The eight subjects will be a combination of core subjects e.g. English, Maths, Science, Modern Languages and Social Subjects and a combination of other subjects from Expressive Arts, Technologies or Additional Science/Social Subjects/Modern Languages.

At all stages the common themes of Literacy, Numeracy, Health & Wellbeing and ICT will run through all subjects.

Pupils will be assessed on their attainment in their selected subjects and their Achievements will be recognised and recorded.

### **The Junior School Curriculum (S1 – S3)**

The aim of the early years of secondary school is to provide a broad curriculum which will familiarise pupils with a wide range of subjects and introduce personalisation and choice at appropriate points. All pupils will follow the experiences and outcomes of Curriculum for Excellence. Attainment and Achievement will be assessed, recorded and reported on throughout the first three years, ensuring that all pupils of all ability levels achieve the four capacities:-

Successful Learners  
Confident Individuals  
Responsible Citizens  
Effective Contributors

The subjects studied in S1 and S2 are as follows:-

Art & Design	Mathematics
Craft, Design & Technology	Music
Drama	Physical Education
English	Personal & Social Education
(PSE)	Science

French or German\*  
Home Economics  
Social Subjects (Geography, History,  
Modern Studies)  
Religious & Moral Education)

ICT

\* There are four French and four German classes. Allocation to these classes reflects the Cluster Modern Language policy and aims to ensure continuity and progression in the language studied by pupils at the Cluster primary schools.

All pupils will also experience Literacy, Numeracy and Health & Wellbeing outcomes in subjects across the curriculum.

From S1 into S2 pupils will choose an extra option of either Art, Music or CDT to allow personalisation and choice. At the end of S2, all pupils will have the opportunity to personalise their curriculum for S3 through a personalisation and choice process which will be organised in school with pupils, pupil support leaders and parents included in the entire process (including a Parent Information Evening at the outset). This will provide pupils with an opportunity to prepare for the Senior School Curriculum (S4 – S6) in which National Examinations will be taken in the subjects chosen in the S3 course.

### **S3 Course Choice - Session 2014-2015**

The S3 course choice sheet for 2014/15 is given below:

### S3 PERSONALISATION & CHOICE SHEET 2014/15

Column A	Column B	Column C	Column D	Column E	Column F	Column G	Column H
LITERACY & LANGUAGE (Modern Language studied in S1/2)		NUMERACY & MATHEMATICS	SOCIAL STUDIES	SCIENCES	PERSONALISATION & CHOICE 1	PERSONALISATION & CHOICE 2	PERSONALISATION & CHOICE 3
ENGLISH	FRENCH GERMAN	MATHEMATICS/ MATHMATICS (Lifeskills)	Economics Geography History Modern Studies	Biology Chemistry Physics Environmental Science	EXPRESSIVE ARTS	TECHNOLOGIES	HEALTH & WELLBEING
					Art & Design	Design & Manufacture	Physical Education
					Drama	Graphic Communication	SCIENCES
					RELIGIOUS & MORAL EDUCATION	TECHNOLOGIES	Physics
<p>Pupils should choose 1 subject from each column (i.e. a total of 8 subjects). These 8 subjects are each assigned 3 periods per week.</p> <p>All pupils take courses in Personal and Social Education (PSE), Physical Education (PE) and a rota of Health and Wellbeing (H&amp;WB), Religious and Moral Education (RME) and Personal Finance. These courses are assigned 4 periods a week in total.</p> <ul style="list-style-type: none"> <li>• Pupils should try to make choices which cover all curricular areas.</li> <li>• Subjects will not run unless there are numbers to form a viable class.</li> <li>• In the event of courses being over-subscribed, alternative subject options will be discussed with pupils.</li> </ul> <p>All subjects will operate at Curriculum for Excellence third and fourth levels in S3 and will merge into National Qualifications at a level appropriate to the pupil's ability later in S3 and by S4 at the latest.</p>					Religious, Moral and Philosophical Studies	Health & Food Technology	TECHNOLOGIES
					SOCIAL STUDIES	Fashion & Textile Technology	Health & Food Technology
					Business Management	HEALTH & WELLBEING	Engineering Science
					Geography	Physical Education	Computing Science
					History	SCIENCES	EXPRESSIVE ARTS
					Modern Studies	Biology	Art & Design
					TECHNOLOGIES	Chemistry	Drama
					Computing Science	EXPRESSIVE ARTS	Media
					Design & Manufacture	Media	Music
					Graphic Communication	Music	RELIGIOUS & MORAL EDUCATION
					MODERN LANGUAGES	SOCIAL STUDIES	Religious, Moral and Philosophical Studies
					French (new start)	Business Management	
					German (new start)	VOCATIONAL LEARNING	
					Spanish (new start)	Travel & Tourism (S3) Retailing (S4)	
					VOCATIONAL LEARNING		
Travel & Tourism (S3) Retailing (S4)							



## **The Senior School Curriculum (S4 – S6)**

Pupils entering S1 in 2014 will be part of the new National Qualification system in which they will be presented in 2018.

At the end of S2 most pupils will have made a choice of 8 subjects to study throughout S3.

All pupils will have a Learning Review towards the end of S3 to ensure this choice is still appropriate for them and meets their needs and aspirations.

Most pupils will continue with their personalised course choice for S3 into S4.

For some pupils changes to the number of subjects they are studying and what subjects they are studying will be altered to suit their needs.

In later transitions i.e S4 into S5 and S5 into S6, pupils will be counselled into subjects to match their choice, ability levels and plans for life beyond school. At all stages pupil attainment will be assessed using National Assessments and achievement will be recognised and recorded. Literacy, Numeracy and Health & Well Being will be integrated to all subjects.

There is a range of experiences to enhance subjects which includes musical events, science and maths projects, and residential experiences both in Britain and abroad. Pupils also have the opportunity to be involved in work experience, the JET Programme, to visit Further Education Colleges for taster courses and to receive the most up to date careers advice. Recent developments in guidance within the school are designed to equip pupils to make decisions and to provide support as this is needed by each individual pupil.

### **Support for Learning and Additional Support Needs**

Support for Learning teachers will assist the classroom teachers by co-operative teaching in the classroom and assisting specific pupils when required. They may, on occasion, extract one or two pupils and give separate tuition if this is felt necessary. This will take place in other classrooms or the Pupil Support Base.

S3 Course Choice – A copy of the S3 Course Choice for 2014/15 is shown on the next page.

### **Fifth and Sixth Year Curriculum (S5 and S6)**

In Fifth Year, pupils are expected to study 5 subjects. A broad range of subjects is available at Higher and Advanced Higher which cater for the combination of subjects which are most sought after. It is possible to choose a programme which includes the three sciences - Biology, Chemistry and Physics - or one which includes two languages. For most pupils, however, the advice is to retain a broadly-based programme which will keep options open until a later date. Pupils may also take advantage of arrangements made with neighbouring schools or with Edinburgh College to take courses not available at Boroughmuir.

In Sixth Year pupils are expected to study 3 or 4 subjects. Sixth Year pupils may choose subjects from within the same range as Fifth Year pupils. A number take 'crash courses' in new subjects to gain extra Highers. In addition, Advanced Higher courses will be offered by most departments.

These courses provide a bridge between the teacher-centred approach of Higher and the student-centred requirements of study at College or University. The value of these courses in preparing pupils for Higher Education is widely recognised. Parents may be assured that English Universities give full consideration to pupils with Scottish Advanced Higher Qualifications as is indicated by the number of our former pupils who are pursuing their studies at English Universities.

To increase the range of subjects available - Boroughmuir High School, along with James Gillespie's High School, St Thomas of Aquin's, Liberton High School, Gracemount High School and Firrhill High School have consortium arrangements. All pupils will have a PSE and tracking period with their pupil support leader as well as the opportunity to select a 10 week programme from a range of activities.

Col A	Col B	Col C	Col D	Col E
English (NAT5)	Computer Game Dev (NPA)	Biology (NAT5)	Business Management (NAT5)	Art & Design (NAT5)
Mathematics (NAT5)	English (NAT5)	Hospitality (NAT5)	Digital Media (NPA)	Chemistry (NAT5)
Prod Des+Manufacture (NAT5)	Mathematics (NAT5)	Media Studies (Int 2)	Media Studies (Int 2)	Media Studies (NAT5)
	Mathematics-Lifeskills(NAT4)	Sport Leadership	Modern Studies (Int 2)	Physical Education (Int2)
				Practical Cake Craft (NAT5)
				Practical Electronics (NAT 5)
Chemistry - H	English - H	Art & Design - H	Business Management - H	Art & Design - H
Economics - H	English - H (S6)	Biology - H	Chemistry - H	Chemistry - H
English - H	French - H	Business Management - H	History - H	Dance - H (Neighbourhood)
Health & Food Tech - H	Geography - H	Computing - H	Human Biology - H	Drama - H
Mathematics - H	Human Biology - H	Engineering Science - H	Mathematics - H	Fashion & Textile - H (Neighbourhood)
Music - H	Mathematics - H	English - H	Media Studies - H	German - H
Product Design+Manufacture - H	Modern Studies - H	Media Studies - H	Modern Studies - H	Human Biology - H
		Photography - H	Music - H	Physical Education - H
		Physics - H	Physics - H	Physics - H
		RMPS - H		
		Spanish - H		
			<b>COLLEGE COURSES - ALL COLUMN E</b>	
			Creative Hair & Make Up	Photography Units (NPA4)
			Digital Media (NPA)	Psychology - Int2
			Early Ed-Child Care - Int2	Psychology - Higher
			Early Ed-Child Care - Higher	Retail Units
			Electrical Engineering Units	Sociology Higher
			Motor Vehicle Units (SFW)	Tourism Units

## **Active Learning**

Curriculum for Excellence emphasises the value of an active learning approach. In the early years, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children's thinking using real life and imaginary situations. As children progress through school they continue to be involved in active learning experiences which are engaging and give them ownership of their own learning.

## **Planning Children's and Young People's Learning**

Teachers in nursery, primary and secondary schools share their learning intentions with pupils, parents and carers. This takes place on a day-to-day basis, by agreeing the aims of an individual piece of work.

Longer-term planning also takes place in a variety of forms and parents will be kept informed and involved at the appropriate time

## **Home Study Policy**

All pupils from S1-S6 will be given homework in each subject as appropriate.

The frequency, duration and difficulty of the work will take proper account of the age and ability of individual pupils.

All written homework will be checked within a reasonable time span.

Each teacher will maintain a record of homework. This record will show dates of issue, marks and comments as appropriate. Records for senior pupils are kept electronically as part of the SEEMIS tracking system.

All pupils are issued with a Homework Diary. Any pupil who loses a diary will be expected to purchase a new one from the School Office.

Each Subject Department should maintain a departmental policy on homework as part of the Departmental handbook including information on:

Frequency and duration of homework for all pupils S1-S6

Arrangements for the monitoring of homework at Departmental level eg moderation at Departmental meetings etc.

Procedures for formative/summative assessment and return of work to pupils

Procedures where pupils fail to complete homework

Details of record keeping for all members of the department

The department policy document should be in sufficient detail to ensure a consistent approach by all members of the department.

Information is posted on the website in relation to each subject's course content, assessments and homework. Details of the nature, amount, frequency, purpose etc. of homework in each subject are included.

Where pupils do not complete homework or homework is completed late, parents/carers will be informed by letter. Teaching staff are responsible for keeping accurate records in relation to the completion of homework and should inform the school office through the use of 'homework slips' that a letter should be sent home.

Pupils are regularly given homework to support their learning and to encourage them to become more organised and self-supporting in their learning. Homework tasks will be given where a teacher feels a particular child or group of children may benefit from it.

The homework will be organised according to the stage and ability of the child, it can arise from all curricular areas, and it may include written, oral or practical activities. The tasks set will be interesting, worthwhile and challenging for the child.

Parents are encouraged to help pupils with their homework as a means of keeping them up to date with the work of the class and the child's progress and to promote partnership between the school and parents. Homework provides an opportunity to consolidate what has been learned in class, and makes you aware of what your child is learning and provides you with a useful discussion starter. Homework is also an integral part of school work. Parental interest and co-operation in ensuring homework is undertaken is appreciated.

### **Religious Instruction and Observance**

Parents who wish to exercise their right to withdraw their child from religious instruction and / or observance should contact the Head Teacher in writing and alternative arrangements will be made for your child.

### **Extra-Curricular Activities**

In Boroughmuir we provide a large number of extra-curricular clubs which run at breaks, lunchtimes, after school and at weekends. Information on extra-curricular activities can be found on the school website or from our Active Sports Co-ordinator Mr Andrew Caldwell. A list of clubs on offer in 2014/2015 is as follows:

- American Football
- Art
- Badminton
- Basketball
- Chess
- Christian Union
- Computer Programming
- Debating
- Drama
- Duke of Edinburgh
- Film Making Club
- Football
- Hockey
- Music
- Netball
- Philosophy
- Rugby (Boys and Girls)

Running  
Ski Race Training  
Streetdance  
Young Enterprise

### **Other Activities Offered to Pupils**

The school offers a wide variety of residential activities to pupils. Every year we give pupils the opportunity to participate in Activity Week and large groups of pupils and staff have visited Paris, Austria and Spain in recent years. We also offer an annual ski trip to S2 pupils to the USA. All S1 – S3 pupils take part in the Activity Week in June, which includes a wide range of activities in the local area and abroad. There is also a school exchange with a school in Germany.

### **Active Schools**

The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood. These opportunities are available before, during and after school, as well as in the wider community. For further information contact Andrew Caldwell, the Active Schools Coordinator on 229 9703 ext 112.

### **Assessment**

As pupils progress through our school, teachers use a range of assessment strategies, including Assessment for Learning strategies as well as setting tests. Pupils are also involved in assessing their own progress and developing their next steps.

We recognise that all pupils do not develop and progress at the same rate and, therefore, we use both group and individual methods to ensure that all pupils are given appropriate instruction and the opportunity to succeed.



## **Section Four – Support for Pupils**

This section gives information about how pupils' additional support needs will be identified and addressed and the types of specialist services provided within our school.

### **Getting It Right for Every Child**

Taking care of our children's well-being and making sure they are alright - even before they are born - helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society. Our school adopts the Getting it right for every child in Edinburgh approach to give the right help to children, young people and families, when they need it from a joined up multi agency team.

Getting it right for every child aims to improve outcomes for all children and young people. It promotes a shared approach that:

- builds solutions with and around children and families
- enables children to get the help they need when they need it
- supports a positive shift in culture, systems and practice
- involves working together to make things better

Getting it right for every child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks. Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

### **Protecting Children and Young People**

We place a high priority on the well-being and safety of our pupils. To this end we have in place a personal safety programme to give pupils knowledge and life skills to keep them safe from all form of abuse. Where we have concerns about the possible abuse of pupils we are required to follow the Edinburgh and the Lothian's Inter-Agency Child Protection Procedures which set out the specific duties and responsibilities towards the child and their parents/carers.

### **Additional Support Needs**

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on Edinburgh Council website at [www.edinburgh.gov.uk/InOnTheAct](http://www.edinburgh.gov.uk/InOnTheAct)

In on the Act - Supporting Children and Young People with Additional Support Needs - provides the following information specified by the Education (additional Support for Learning) (Scotland) Act 2009 which includes –

(a) the authority's policy in relation to provision for additional support needs,

(b) the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.

- c) the other opportunities available under this Act for the identification of children and young persons who:
- i) have additional support needs
  - ii) require, or would require, a co-ordinated support plan
- d) the role of parents, children and young persons in the arrangements referred to in paragraph (b),
- e) the mediation services provided
- f) the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs.

Identification of pupils with support needs:

Child Planning Meetings at Primary transition  
 Support for Learning staff attend Parents' evenings at feeder primary schools  
 Support staff shadow pupils in classes and ask for pupil and staff feedback  
 Support for Learning referral form available to staff  
 Cause for Concern weekly feedback from staff may highlight support needs  
 ASL weekly meeting where Educational Psychologist is present

Provision for pupils with support needs

Literacy group  
 Dyslexia support group  
 Supported curriculum using Classroom assistants  
 IEP's( Individual Education Plans)  
 Support Directory listing strategies for classroom teachers  
 Additional Assessment Arrangements for examinations

Contact

Parents should contact Support for Learning department or Support for Pupils department directly

We work with other agencies and professionals – for example, Social Work Services, Educational Psychology Service, National Health Service and you the parent to make decisions with regards to the best possible education to meet the needs of your child within the resources available.

Parents, carers and children with additional support needs can also seek independent advice and support through:

Enquire: [www.enquire.org.uk](http://www.enquire.org.uk), 0845 123 2303

Enquire offers independent, confidential advice and information on additional support for learning through:

Telephone Helpline: 0845 123 2303



Email Enquiry service: [info@enquire.org.uk](mailto:info@enquire.org.uk)

Advice and information is also available at [www.enquire.org.uk](http://www.enquire.org.uk)

Enquire provides a range of clear and easy-to-read guides and factsheets including The parents' guide to additional support for learning.

Scottish Independent Advocacy Alliance, [www.siaa.org.uk](http://www.siaa.org.uk), 0131 260 5380 Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) [www.sclc.org.uk](http://www.sclc.org.uk), 0131 667 6633.

#### Pastoral Support:

The school population is divided into 4 Houses. Each House has a Support for Pupils leader. This person is part of the Additional Support for Learning Team and is responsible making sure that the school and its partner agencies are 'Getting It Right 'for every child' on their caseload.

#### **The Pupil Support System**

All pupil support teachers have responsibility for curricular and pastoral guidance. It is important that they know their pupils and have an understanding of how these pupils learn. Working with pupils to ensure that they learn how to make decisions and how to take control of their own learning is the basic function of guidance. The school guidance system is the system by which the school ensures that every child has an identified adult who has specific responsibility for them. Pupil support is an integral part of every teacher's role but it is also a specific responsibility assigned to specific pupil support teachers. Pupil Support Staff provide an essential link to the various agencies who work with the school such as - Educational Psychologists, Social Workers, Welfare Officers and Careers Officers. A leaflet explaining the system in detail and naming the individual teachers responsible for your child will be issued to every pupil and copies are available from the school if you require one. The guidance programme of Personal and Social Education (PSE) is designed to help pupils accept responsibility for their group and individual behaviour and progress. It also covers specific topics relative to their development as well as help with the choices facing pupils as they progress through school.

PSE classes include discussion of subjects which some parents may find controversial. Parental permission is sought before undertaking the sexual education element of PSE classes.

## Transitions – Moving to a New School or Leaving School

This section also gives information about transition. There are also details about making a placing request to another school.

### Primary to Secondary Transfer

Transition from Primary to Secondary school is a process which begins towards the end of primary 6 and continues throughout primary 7, with a range of activities and events designed to allow pupils to get to know each other as well as to become more familiar with Boroughmuir High School and its staff.

The following are some of the activities which have run in recent years:

- P6 Maths Challenge
- Health and Wellbeing project
- Science lab visits
- Science Christmas lecture
- World of Work event
- 'Hopes and Dreams' Art project

In November of primary 7, pupils and their parents or carers are invited to attend an open afternoon at Boroughmuir to find out more about the school.

During the final term of primary school, Boroughmuir staff visit our cluster primaries to meet the pupils and to gather information which will be essential in arranging a smooth transition. For pupils from outwith our catchment area, this information is passed on in written form.

In addition to the activities for all pupils, each cluster primary is asked to identify learners who will perhaps find the transition to secondary school more difficult than most. These pupils are invited to attend a transition group, which meets weekly in the weeks leading up to the three-day visit, jointly organised and run by Boroughmuir High School and the 3Ms Youth Work project.

Prior to the summer holidays, the pupils who will form the new S1 spend three days in school, getting to know their classmates and their teachers. The first day of the three takes the form of an activity day at the Meggetland sports facility, with pupils working in their new classes. On the following two days, they follow the timetable which they will have when they start at the school in August.

During the three-day visit, parents and carers are invited to attend an information evening hosted by the school's Senior Management team and representatives of the Pupil Support team to find out more about the school and hear information which will be helpful in supporting their children's transition to secondary school.

## **From Primary to Secondary School**

Regular meetings between the staff of the catchment primaries and the High School are held to discuss areas of common interest such as the nature of the curriculum to help the transfer of pupils take place as smoothly as possible. An Open Afternoon is held in November when pupils and parents can tour the school and meet staff. A team of staff and pupils from Boroughmuir, consisting of the S1 Year Head, a Guidance Teacher, Support for Learning teacher and a group of S6 and S1 pupils visit all P7 classes in March/April to discuss any individual issues. All P7 pupils are invited to spend 2 days visiting the School in June and they are also invited to a Transition Festival at Meggetland. At this time, they will meet new classmates from other primaries, be taught by some of their subject teachers and spend a little time with their Guidance teacher finding out how the school is organised.

## **Placing Requests**

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the local school.

If you would prefer that your child start P1 or S1 at another school instead of one of the catchment schools, you have to make a placing request. You can get an application form at any nursery or primary school in the city from mid November. Forms must be returned to: Grants, Awards and Placements, The City of Edinburgh Council, Level 1.1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG by 24 December. If you apply for a place after this date, your request will be considered but if you apply after 15 March places in your chosen school may no longer be available.

All parents have the right to make a request for a place for their child in another school. The Council must grant these requests where possible. When there are more places available in a school than there are placing requests for that school, then all the requests are usually granted. If the school you specify has more requests than available places, then each case is examined individually. Whatever you write on your application form is taken into account, so it is important that you include relevant details on the form.

You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. It may be, therefore, that a parent could end up with children at different schools. All children must also be enrolled at the catchment area school on the appropriate Enrolment Form whilst awaiting the outcome of their Placing Request Application.

## **Transport for Placing Requests**

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.

## **Section Five – School Improvement**

The section gives you an overview of the main achievements of the school within the last 12 months and performance information relating to literacy, numeracy and health and wellbeing.

### **Raising Attainment**

Monitoring performance and using the resulting information to secure improvement is an important part of the work of head teachers, school staff and officers within Children and Families.

### **Standards and Quality Report**

Every year each school publishes a Standards and Quality report which highlights the school's major achievements.

Details can be found on our web-site

### **School Improvement Plan**

Details can be found on our web-site

## **Transferring Educational Data about Pupils**

The Scottish Government – Education and Training has asked that the undernoted advice be included in our school brochures.

Education authorities and the Scottish Government collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus the Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Government itself.

### **What pupil data is collected and transferred?**

Data on each pupil is collected by schools, local authorities and the Scottish Government.

The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to the Scottish Government. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Data is held securely and no information on individual pupils can or would be published by the Scottish Government.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on the ScotXed website will help you understand the importance of providing the data.

## Why do we need your data?

In order to make the best decisions about how to improve our education service, the Scottish Government, education authorities and other partners such as the Scottish Qualifications Authority and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better.

## Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the use of pupil data can be found on the ScotXed website ([www.scotxed.net](http://www.scotxed.net)).

The Scottish Government works with a range of partners including Education Scotland and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of the Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith the Scottish Government.

## Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, [scotxed@scotland.gsi.gov.uk](mailto:scotxed@scotland.gsi.gov.uk) or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

## Websites

You may find the following websites useful.

- [www.edinburgh.gov.uk](http://www.edinburgh.gov.uk)- contains information for parents and information on Edinburgh schools.
- <http://www.parentzonescotland.gov.uk>- parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.
- [www.hmie.gov.uk](http://www.hmie.gov.uk) - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <http://www.scottishschoolsonline.gov.uk> - parents can find out about individual schools. They can

choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.

- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <http://www.educationscotland.org.uk/> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.

## Glossary

CFE - Curriculum for Excellence

ASN – Additional Support Needs

EMA – Education Maintenance Allowance

ASL – Additional Support for Learning

SQA – Scottish Qualifications Authority

FOI – Freedom of Information

HT/PT – Head Teacher/Principal Teacher

CLD – Community Learning and Development

GIRFEC – Getting it Right for Every Child





