



# Boroughmuir High School



## School Handbook

2020/2021

### Our Vision

**To ensure a confident, nurturing & inclusive learning community where ALL achieve their true potential & embrace life's challenges.**

## **A Foreword from the Executive Director of Communities and Families Session 2020 - 2021**

Dear Parents/Carers,

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 an integral part of school life. We look forward to developing that partnership with your support.

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

I am pleased to introduce this brochure for session 2020 - 2021 and hope that it will provide you with the information you 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.

Andy Gray

Head of Schools and Lifelong Learning and Chief Education Officer

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### Children and Families Vision

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

**In Edinburgh children and young people are at the heart of our vision for the future.**

As an inclusive community we work with parents, carers and, where appropriate, partner agencies to support all children and young people.

By working together, we help children and young people to develop understanding about relationships, respect, teamwork, honesty, fairness, patience, and compassion. We do this by offering interesting and relevant learning experiences, by providing our staff with the training and resources they need, and by working with the whole community to accept and care for one another. This isn't always easy, but we believe it is essential so that our children and young people understand the people they meet and learn how to work together to handle setbacks and difficult situations throughout their lives.

When children and young people experience adverse events or as a response to their additional support need, they let us know by reacting in different ways. This presents difficulties for those around them. By working together, by understanding the cause and working out solutions, we can find a way to solve or deal with a problem. If it takes time to get over a problem we will work with a child, young person, and their family to work out the best way forward. This may involve making adaptations and providing additional support or in exceptional circumstances identifying a change of environment.

We recognise that we all experience difficult times, and that everyone deserves the best possible care and support. In Edinburgh we support children and young people to learn in different ways according to their needs. As children and young people learn to read, write, and count some require more support than others do. This need for support arises for a variety of reasons learning difficulties, challenges with emotional regulation and social communication issues. We must meet the needs of all our students in a fair, compassionate, and proportionate way.

In considering how to support all children and young people reach their full potential it may not always be possible to arrive at a resolution all parties agree. However, we will listen to any parent, young person, child or member of staff and work together to resolve difficulties.

We are committed to do all we can to make Edinburgh an inclusive place to live and learn.



**Andy Gray**

**Head of Schools and Lifelong Learning and Chief Education Officer**

## Welcome from the Head Teacher

Dear Parents and Carers,

Welcome to the Boroughmuir High School Handbook for session 2020/21 - we are delighted to share information about our school with you.

This handbook offers an introduction to our school and a general overview of the education your child will be getting at school.

To make our handbook easy to use we have divided the information into five different sections: -

- **Section One**                      **Practical Information about the School**
- **Section Two**                     **Parental Involvement in the School**
- **Section Three**                  **School Curriculum**
- **Section Four**                   **Support for Pupils**
- **Section Five**                   **School Improvement**

If you have any questions, or would like any further information on any aspect of this handbook or the education of your child, please do not hesitate to contact the school.

Kind regards,

David Dempster  
Headteacher  
August 2020



## 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:

### 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.

<b><u>Contact Details</u></b>	
<b><u>Senior Management Team</u></b>	
Head Teacher	Mr D Dempster
Depute Head Teacher S1/2	Ms J Presly
Depute Head Teacher S3/4	Mr C Hembury
Depute Head Teacher S5/6	Mrs C Patterson
Business Manager	Mr B Munro
Administrative Officer	Mrs N Gordon
Administrative Officer	Mrs T MacKinnon
<b><u>Curriculum Leaders</u></b>	
Art & Design	Mr R Thomson
Chemistry/Science	Mrs G Hearnden
Computing/Business Education	Mrs C Braisby
Drama/Music	Miss A MacLeod
English and Literacy	Mrs A Stratton
Home Economics/HWB/RME	Ms M Mitchelmore
Mathematics and Numeracy	Ms J Blishen
Modern Languages	Mr S Alexander
Physical Education (Acting)	Mr D Collard
Physics/Biology	Mr B Cochrane
Social Subjects	Mr R Beattie
Support for Learning	Mrs S Hall
<b><u>Support Staff</u></b>	
Pupil Support Team	Mr C Brandie
	Miss F Grant
	Mr P McIlwaine
	Miss C Nisbet
	Mrs L Wallace
Senior Service Support Officer	Mrs L Foley
Medical Auxiliary	Mrs L Dunn
Senior Technician	Mrs K Paranthaman
Librarian	Ms F Aleksandrowicz
Address	111 Viewforth EDINBURGH EH11 1FL
Telephone Number	0131 229 19703
Website	<a href="http://boroughmuirhighschool.org">http://boroughmuirhighschool.org</a>
E-mail Address	<a href="mailto:admin@boroughmuir.edin.sch.uk">admin@boroughmuir.edin.sch.uk</a>

<b><u>About the School</u></b>		
Stages of Education provided for	S1 to S6	
Present Roll	1,388	
Denominational status of the school	Non-demoninational	
<b>Organisation of the School Day</b>		
	Mondays – Thursdays	Fridays
Warning Bell	08:27	08:27
Registration or Assembly	08:32 – 08:45	08:32 – 08:45
Period 1	08:45 – 09:40	08:45 – 09:40
Period 2	09:40 – 10:35	09:40 – 10:30
Morning Break	10:35 – 10:55	10:30 – 10:55
Warning Bell	10:50	10:50
Period 3	10:55 – 11:50	10:55 – 11:50
Period 4	11:50 – 12:50	11:50 – 12:50
Lunch Time	12:50 – 13:35	
Warning Bell	13:30	
Period 5	13:35 – 14:30	
Period 6	14:30 – 15:30	
Assembly days for pupils are:		
Monday	S1	Ms Presly
Tuesday	S2	Ms Presly
Tuesday	S5 (P1)	Mrs Paterson
Wednesday	S3	Mr Hembury
Wednesday	S6 (P4)	Mrs Paterson
Thursday	S4	Mr Hembury

## Term dates

Term dates for the coming years can be found  
at: <https://www.edinburgh.gov.uk/schools/term-dates>

### School Session Dates 2020/21 – Updated June 2020

Staff resume		Monday	10 August *	2020
Staff only		Tuesday	11 August *	2020
Pupils resume		Wednesday	12 August	2020
Autumn Holiday	Schools closed	Monday	21 September	2020
All resume		Tuesday	22 September *	2020
Mid-term	All break	Friday	16 October	2020
Staff resume		Monday	26 October *	2020
Pupils resume		Tuesday	27 October	2020
Term ends		Tuesday	22 December	2020

Staff resume		Tuesday	5 January *	2021
Pupils resume		Wednesday	6 January	2021
Mid-term	All break	Friday	5 February	2021
All resume		Tuesday	16 February	2021
Term ends		Thursday	1 April	2021

<i>The Easter break incorporates the following two holidays</i>				
Good Friday	Schools closed	Friday	2 April	2021
Easter Monday	Schools closed	Monday	5 April	2021

All Resume		Tuesday	20 April	2021
May Day	Schools closed	Monday	3 May	2021
Staff only		Tuesday	4 May*	2021
Pupils resume		Wednesday	5 May	2021
Victoria Day	Schools closed	Monday	24 May	2021
All resume		Tuesday	25 May	2021
Term ends		Friday	25 June	2021

\* Five In-Service days for all schools.

## Registration and enrolment

The date for registration of new school entrants is advertised in all local nurseries, in the local press and on the council's website [www.edinburgh.gov.uk](http://www.edinburgh.gov.uk).

Registration for Primary One and 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 the school office 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 Communities and Families department, or as
- unauthorised, that is unexplained by the parent (truancy).

It is our duty to track and know the whereabouts of all our pupils during the school day. As such if your child is unwell at home and is going to be absent, please let us know as soon as possible by either phoning 0131 229 9703, emailing the school [attendance@boroughmuir.edin.sch.uk](mailto:attendance@boroughmuir.edin.sch.uk) or using the 'Report Absence' button from the useful links on the school website. We would ask that you make contact with the school each day that your child is absent.

Where your child was expected to attend school and has not appeared in the morning and you have not informed us of any absence, you will be contacted by the school via text message as early as possible in the day to confirm their whereabouts. It is vital that we receive a response to this message immediately in order that we can update our records.

In the event that we do not receive a response a second text message will be sent. After this the school will attempt to make contact with the child's emergency contact to ascertain their wellbeing. We are obligated to continue trying to make contact until we receive a response.

It is also important if your child is going to be late for whatever reason you contact the school by either phoning 0131 229 9703, emailing the school [attendance@boroughmuir.edin.sch.uk](mailto:attendance@boroughmuir.edin.sch.uk) or using the 'Report Absence' button from the useful links on the school website.



Where possible appointments should be made out with school hours and the school made aware in advance, pupils should sign out and back in.

Please let the school know by letter if it is a planned absence (e.g. hospital appointment) or phone by 9.30 a.m. on the day of your child's unplanned absence (e.g. sickness bug). If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

**Please make every effort to avoid family holidays during term time as this will disrupt your child's education and reduces learning time.**

Headteachers can approve absences **up to** two school weeks (10 days) from school in certain situations. Any requests for extended absence over two school weeks (10 days) will be referred to the Senior Education Officer, who will decide if it will be recorded as authorised or unauthorised leave.

Please discuss your plans with your child's Headteacher before booking the holiday. If they cannot give permission before the holiday, it will be recorded as unauthorised absence. They can authorise a holiday if you can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the Headteacher on this basis is regarded as authorised absence.

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 Communities 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 Uniform**

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform.

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. It incorporates a range of popular items of dress, e.g. sweatshirts, T-shirts. Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing.

## **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)

- Green crested tie with thin stripe (S6)
- Formal White shirt
- Black V neck jersey
- Formal Black trousers/skirt
- Formal Black shoes

**Please note:**

- 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 underneath shirts
- Ties should be worn properly
- Football scarves, strips, badges etc should not be worn in school

**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

A link to the dress code can be found here: <http://boroughmuirhighschool.org/dress-code/>

A school's reputation can also be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders.

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons.

Please ensure that **all items of clothing are clearly labelled**, particularly ties, sweatshirts and PE equipment which are often lost.

Please help us by ensuring that pupils do not bring valuable or expensive items of clothing to school.

In certain circumstances, appropriate clothing will be necessary for school activities for safety reasons, e.g. in games areas, science laboratories, technical workshops; this extends to the wearing of suitable footwear and even, on occasion, to the length of pupils' hair and the wearing of jewellery and earrings. Offensive clothing such as T-shirts or other items painted with obscene language or illustrations are not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

If you have any queries regarding the school's dress code, please contact the school office.

## **School Meals**

Menus offer healthy and tasty meal options while reflecting the Scottish Government food and drink legal requirements for school lunches.

Special diets and allergies are accommodated in consultation with parent/guardian and catering services.

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

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. Credit can also be added on-line by parents via the ParentPay account. Parents who would like to obtain further information about the cashless catering system and set up their ParentPay account are welcome to contact the school office.

## **Free School Meals & Clothing Grants**

A parent will qualify for Free School Meals and Clothing Grant if they meet any of the following conditions:

- Universal Credit (where your monthly earned income is not more than £610)
- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, but not Working Tax Credit, and your income is less than £16,105
- Both Child Tax Credit and Working Tax Credit and an income of up to £6,900

Your child might still get a free school meal if you're experiencing financial hardship. This could be because:

- your immigration status means you cannot get help from the government
- you're still waiting on your first Universal Credit notice

Clothing Grants are paid direct into a nominated bank account. The payment will show in the bank statement as 'CEC-EXPEN1'.

Children in P1-P3 get the universal Free School Meal but an application should be made so they qualify for both free school meal and a clothing grant.

Each award is valid for one school year. The award provides

- each child with one school meal and milk each day they attend school
- a clothing grant payment of £100 for each child.

We pay one clothing grant per year, per child, into your bank account. Most clothing grants are paid throughout July and August before the new school year begins.

**Information on free school meals and clothing grants and how to apply is available on the website:** <https://www.edinburgh.gov.uk/schoolgrants>

## **Travel to and from School**

We encourage our pupils to walk to school as the majority of our pupils live in the school catchment. Parents are requested, when dropping off/collecting children from school that they do not park in any location which causes an obstruction and they take care not to restrict the view of the school crossing patrol.

Please leave Disabled Parking free for our families who have a blue badge who require them to get their child to school on time.

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.

## **General Supervision**

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

Some schools offer Breakfast Clubs which have their own supervision arrangements prior to the start of the school day.

During intervals support staff supervise the children. There is always access to the building and toilets, and the children are made aware of this.

## **School Security**

The safety and security of pupils and staff when attending or working in a school is very important to us. Schools use a number of security measures including visitors' books, 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. We would respectfully ask that parents do not attempt to enter schools through another entrance, unless supervised by a member of staff.

If you wish to speak to a member of staff then please come to the school office where we shall be happy to arrange this for you.

## 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.

We would use the school's Group Call system to alert parents.

In addition, announcements will be made on local radio stations and via the Council's corporate Twitter account [www.twitter.com/Edinburgh\\_CC](https://www.twitter.com/Edinburgh_CC) and Facebook page [www.facebook.com/edinburghcouncil](https://www.facebook.com/edinburghcouncil).

If many schools are affected, or the situation is likely to be prolonged, then the Council's website <https://www.edinburgh.gov.uk/schoolclosures> will also be used.

## 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 Headteacher. 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 dissatisfied with the service or/and with our response then you will have the right to take the matter further and contact Advice and Complaints Service (Schools and Lifelong Learning) email: [cf.complaints@edinburgh.gov.uk](mailto:cf.complaints@edinburgh.gov.uk) or by telephone: 0131 469 3233.

If you remain dissatisfied 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 Communities & Families Department has prepared and has continuing development of, safety policy statements for all areas of its responsibility and accordingly manages health and safety and welfare in a way that complies with health and safety statutory and regulatory requirements, and all relevant approved codes of practice and guidance.

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.

## **Information about how we manage pupil data in schools/ELC settings**

Boroughmuir High School has a legal responsibility to deliver an effective educational programme to its pupils. In order to do this, we need to collect personal data about our pupils/children and their families so that we can help them learn and keep them safe. The type of personal data we will collect include:

### **Data about our pupils/children and their families**

This will include the name, address and contact details of the pupil/child and relevant family members. It will also include information about relevant medical conditions, any additional supports which are needed, and their family situation. We need this information to ensure we know our pupils/children and their families, and to ensure we are able to educate them appropriately and keep them safe.

We will also collect personal data relating to personal characteristics, such as ethnic group to enable statistics to be reported. We need this information so the Council can ensure it is delivering education appropriately to all its citizens.

### **Data about pupils/children at school/within ELC setting**

This will include data about progress, assessments, and exam results. It will also include records of attendance, absence, and any exclusions. We need this information to understand how our pupils/children are progressing, and to assess how we can help them to achieve their best.

### **Data about when and where they go after they leave us**

This will include information about their next setting/school, career paths or intended destinations. We need this information to ensure we support our pupils/children in all their transitions and do all that we can to help their future be a success.

There will be times where we also receive information about them from other organisations, such as a pupils' previous school, the previous local authority where that school or ELC setting was based, NHS Lothian, Police Scotland, Social work, Additional Support Services, and sometimes other organisations or groups connected to a pupil's education. We use this data similarly to the above: to support our pupils' learning, monitor and report on their progress, provide appropriate pastoral care; and assess the quality of our services.

When we collect and use personal data within school/ELC setting, and for the reasons detailed above, we will normally be acting in accordance with our public task. Occasionally we are also required to process personal data because the law requires us to do so, or because it is necessary to protect someone's life.

We will also take photographs in school/ELC setting and display them on our walls, and in newsletters and other communications. We do this in order to celebrate and share what we have done, including individual achievements and successes. We consider this use of images to be part of our public task as it helps us build an effective community which supports learning. We will not, however, publish these photographs on social media or in newspapers without permission. Consent for this use will be sought when a pupil/child joins Boroughmuir High School and will be kept on record while they are with us. Consent can be withdrawn at any time, please just let us know.

Sometimes we need to share pupil information with other organisations. We are required, by law, to pass certain information about our pupils to the Scottish Government and the Council. This data is for statistical purposes and will normally be anonymised. It is normally required to enable the Council, and the Government, to understand how education is being delivered and to help them plan for future provision. Further information about what the Scottish Government does with statistical data it receives is provided below.

If a pupil/child moves schools/ELC settings, we have a legal obligation to pass on information to their new school/education authority about their education at Boroughmuir High School.

When we record and use personal data, we will only collect and use what we need. We will keep it securely, and it will only be accessed by those that need to. We will not keep personal data for longer than is necessary and follow the Council's Record Retention Schedule and archival procedures when records are identified to be of historical value and require to be retained in the Edinburgh City Archives.

For more information on how the Council uses personal data, and to know more about your information rights including who to contact if you have a concern, see the [City of Edinburgh's Privacy Notice](#).

### **Sharing personal data to support Wellbeing**

In addition to the above, Boroughmuir High School has a legal duty to promote, support and safeguard the wellbeing of children in our care.

Wellbeing concerns can cover a range of issues depending on the needs of the child. Staff are trained to identify when children and families can be supported and records are kept when it is thought that a child could benefit from help available in the school/ELC setting, community or another professional. You can expect that we will tell you if we are concerned about your child's wellbeing and talk to you about what supports might help in the circumstances. Supports are optional and you will not be required to take them up.

If it would be helpful to share information with someone else, we will discuss this with you and seek your consent before we share it so that you know what is happening and why. The only time we will not seek consent to share information with another organisation is if we believe that a child may be at risk of harm. In these situations, we have a duty to protect children, which means we do not need consent. On these



occasions, we will normally tell you that information is being shared, with whom, and why – unless we believe that doing so may put the child at risk of harm.

We will not give information about our pupils to anyone without your consent unless the law and our policies allow us to do so.

## **Sharing educational data with the Scottish Government**

The following information has been provided by the Scottish Government – Education and Training Division to let you know why they collect statistical information from school and what they do with it:

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 (2018). 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.

## School Nursing Team

The School Nursing team is made up of the

- **School Nurse** (Specialist Qualified 3rd part Nursing and Midwifery Council (NMC) registrant – now masters level 11 post graduate degree)
- **Community Staff Nurses** (Registered Nurse on Part 1 of NMC – undergraduate degree)
- **Community Health Assistants** (not a nurse, may have SVQ qualifications in care related field)

## Services provided

### Universal Services for All School Age Children:

#### Child Health Surveillance Programme

- P1 eye tests by Health Assistant - (only for those who did not receive this preschool in nursery)
- Growth Measurements by Health Assistant– currently at Primary 1 and Parent health Questionnaire (this may change in the future dependant on Scottish Government obesity strategy and the Health Visitor assessment at 4-5 years preschool)
- Primary 7 health questionnaire - growth measurement may be added in the future linked to Scottish Government obesity prevention work
- Drop in Services - a drop in health zone for High School Pupils (either in school or community facility) who are seeking advice or support on sexual health and health related issues

#### Education of Staff and Pupils

- Staff training – CPD in-service days on health actions plans, anaphylaxis etc – will be usually be delivered by the staff nurse
- Healthcare Plans for pupils - education staff will be supported by staff nurses on the planning and education

### Healthcare Needs of Children with Moderate to Complex Physical Nursing Needs:

- For children in Complex Needs Schools, nursing care needs will be delivered by the nursing team who are based in these designated schools

### School Nurse Services for Children/Young People with Increased Needs:

10 key areas specialist school nurses will focus on:

- Emotional Health and Wellbeing
- Substance Misuse
- Child Protection
- Domestic Abuse
- Looked After Children
- Homelessness
- Youth Justice
- Young Carers
- Sexual Health
- Transitions

### How to Refer

Children can be referred to the School Nurse by their school or their GP or other health care professional. Children and young people can also self-refer. They can do this by discussing this at drop ins or asking their teacher/ guidance teacher to refer them. Parents can refer by discussing with their GP or child's teacher/ guidance teacher.

## Further information

Our NHS Lothian School Nursing Service web pages:

<https://services.nhsllothian.scot/SchoolNursing>

## Who Does What

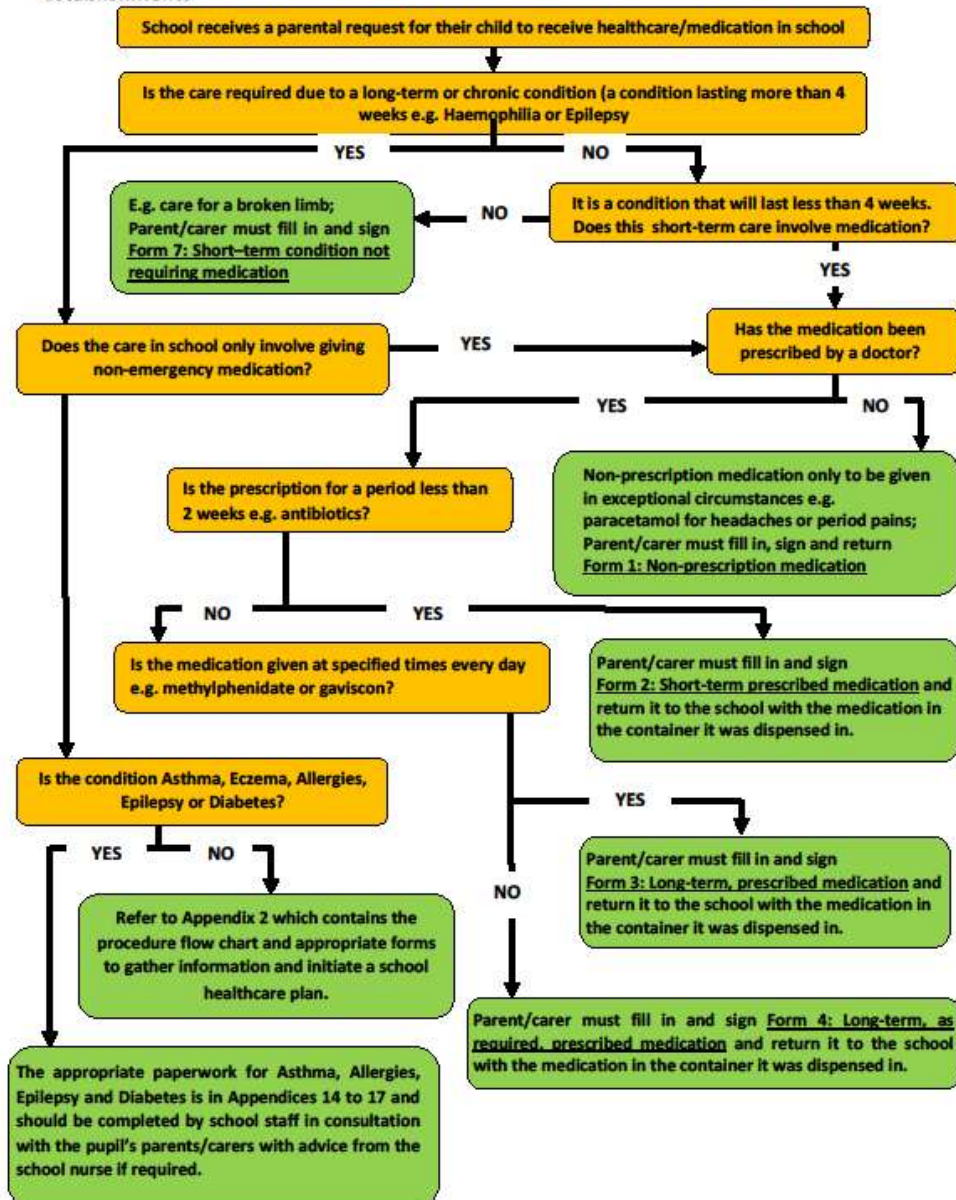
- **GP** – all regular family health care
- **CAMHS** – Child and Adolescent Mental Health – Specialist service
- **Hospital Paediatric** – medical/surgical and other specialist services
- **Community Paediatrician** – doctors in community child health
- **CCN Team** – Community Children’s Nurses - specialist paediatric trained nurses
- **AHPs** – Allied Health Professionals - speech and language therapy, physiotherapy, occupational therapy, dietetics, orthoptics – referral based service
- **CVT** – Community Vaccination Team - nurses who deliver vaccination services to all age groups
- **Learning Disability Services** – where there is LD diagnosis
- **Oral Health – Dental** – prevention and treatment service
- **LAC – Looked After Children** - nurses who work only with looked after children. When notified by Social Work that a child has become looked after, the LAC nurses will undertake a health assessment. They may refer to school nursing for ongoing reviews and wider support.

## Medicine Administration

If your child has a medical condition, please advise the school. Mrs Dunn will contact you to discuss and provide you with any necessary paper work for completion.

If your child requires to take any medication during the school day either prescribed or non-prescription please again contact the school who will provide you with a form for completion. If your child is to take medication during school hours this will be supervised and the form signed for our/your records.

### Flow Chart for Managing Pupils' Healthcare Needs in City of Edinburgh Council Educational Establishments



## **Gaelic-Medium Education**

Gaelic-medium education (GME), is available at nursery, primary and secondary levels. There are Gaelic parent and toddler groups and playgroups across the city. Edinburgh's first dedicated Gaelic nursery and primary school, [Bun-sgoil Taobh na Pairce](#), opened in Aug. 2013 in the Leith area of the city. The school attracts a wide range of families from across the city and the wider Lothian area. Although pupils attending the school do not need to have prior knowledge of Gaelic, it is strongly recommended that they attend a Gaelic-medium setting for their pre-school years. In addition, parents with no Gaelic themselves are encouraged to engage with learning the language themselves.

Pupils should register for a nursery or school place in the usual way. Taobh na Pàirce runs regular open afternoons for prospective nursery parents, where all families will receive a very warm welcome.

Please contact the school for further information.

Pupils who have studied at [Bun Sgoil Taobh na Pairce](#) transfer to [James Gillespie's High School](#), at the end of P7, to continue with their GME. In response to the increasing demand for GME, the City of Edinburgh plans to further develop it's secondary GME provision by opening a dedicated GME Secondary school from 2024. Details relating to specific location etc. will emerge after further consultation. Additionally, pupils from across the Lothians entering S5 or S6, who wish to study Gaelic at secondary level, can, depending on space and availability of courses, enrol at James Gillespie's High School to study at National 4, National 5, Higher and Advanced Higher courses.

## **Use of social media**

Boroughmuir High School understands the benefits of using social media; however if misused, our school community can be negatively affected, such as by damaging the school's reputation. We advise parents, and carers to conduct themselves on social media using the following three commons approach to online behaviour:

- Common courtesy
- Common decency
- Common sense

## **Parental Requests for class lists**

Information about your child is held securely and appropriate safeguards are in place. Due to these safeguards we are unable to provide parents and carers with the list of names your child is classmates with.

## **Other School Policies**

Our School web-site hosts other policies and documents you may find helpful.

<https://boroughmuirhighschool.org/policies-and-documents/>

## **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 including how we celebrate pupil success, and links we have with partner organisations and the wider local, national and international community.

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

### **Equality**

City of Edinburgh Council is committed to improving the quality of life for those who face inequality, harassment, discrimination and prejudice and to harness the talent and celebrate the difference of all who live in the city. This commitment is set out in the Equality, Diversity and Rights Framework which can be viewed on the council's website. As a school, we are committed to fulfilling our obligation of equity and excellence for all learners, with particular reference to protected characteristics under the Equality Act 2010 (race, gender, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status or pregnancy/maternity) and other factors such as poverty.

### **Ethos**

#### **Our Vision**

**To ensure a confident, nurturing & inclusive learning community where ALL achieve their true potential & embrace life's challenges.**

#### **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. Absences can be reported over the phone, via the form on the school website or by e-mailing [attendance@boroughmuir.edin.sch.uk](mailto:attendance@boroughmuir.edin.sch.uk).
- 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).



## **Promoting Positive Behaviour**

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.

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

We have a small number of easily remembered rules / values which everyone in our learning community knows.

### **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

These form the basis of all our conversations in relation to behavioural expectations. It is helpful if parents can also discuss these rules / values with their children if there has been an incident in school. The purpose of these conversations is to find solutions and develop skills that will prevent problems in the future.

## **Preventing and Responding to Bullying and Prejudice Behaviour Among Children and Young People**

City of Edinburgh Council have recently updated their anti-bullying guidance. The guidance for schools supports our commitment to equalities and the wellbeing and protection of children and young people from bullying and prejudice by other children and young people and aims to prevent bullying and prejudicial behaviours and attitudes. It aims to develop positive relationships with all members of school communities and partnerships as part of our approach to getting it right for every child, creating communities that allow children to be Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included.

To support and further improve the positive relationship within schools, equalities groups, which have a wide representation of all stakeholders and reflect the diversity of the school community, will work to take forward the key messages that are included in the guidelines and to ensure that all children have access to support, have their views listened and responded to and are involved in the decisions that will make continue to make their school a place to feel safe, happy and nurturing.

### **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 schoolwork 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.

We are committed to equalities and the wellbeing and protection children and young people from bullying and prejudice by other children and young people. All schools

have a procedure which is informed by the overarching 'Preventing and Responding to Bullying amongst Children and Young People' procedure. We recognise that policy and procedures alone will not address the prevention of bullying; through our core practices (Relationships, Rights Respecting, Resilience, Restorative) we aim to build positive relationships and a culture and ethos which ensure respect, equality and inclusion. We promote anti-bullying and anti-discriminatory attitudes and behaviours through preventative, pro-active and responsive approaches.

Bullying and discriminatory behaviours are not tolerated. The school will put in place appropriate support for all children and young people involved in a bullying incident. Children who display bullying behaviour will be supported to identify the feelings and views that have caused them to act in this way and challenged, through education and learning, to develop alternative ways of behaving. Partnership with parents is instrumental to our approach to preventing and responding to bullying and in cases of bullying it is important that all parents involved work with the school to resolve the problems in the best interests of their child.

## **Parental Involvement**

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.

## **Parental Consultation/Reporting to Parents Throughout the Year**

### **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 November.

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. There are 2 tracking reports and one full progress reports available from subject departments. Pupils also discuss these with Guidance staff during a timetabled tracking period.

The Progress Report is issued in November and a Parent Consultation evening is held in February.

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.

### **Parent Forum and Parent Councils**

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. It is important to us that our Parent Council represents the rich diversity of our school community. We warmly invite all parents to volunteer or put themselves forward as representatives on the Parent Council.

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.

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 report to the Parent Forum
- To be involved in the appointment of senior promoted staff.
- To raise funds for the school for the benefit of pupils (in some schools the PSA/PTA/PA fulfils this role).

### **Core Parent Council Members**

<b>Name</b>	<b>Role</b>	<b>E-mail</b>	<b>Phone</b>
David Dempster	Head Teacher	admin@boroughmuir.edin.sch.uk	229 9703
Kate Morris	Chair/Parent	admin@boroughmuir.edin.sch.uk	229 9703

The Parent Council also 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 PC (without charge) and it is hoped that as many as possible will take part in making the PC fully representative.

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).

Connect 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.

### **Read, Write, Count**

The Read, Write, Count programme aims to support parental engagement in literacy and numeracy. Gift bags are distributed annually to all P2 and P3 pupils in Scotland by Scottish Book Trust. The gift bags contain essential literacy and numeracy materials to support children's learning, as well as advice and support to parents.

Studies show a direct link between a strong family learning environment and progress in reading, writing and counting. In addition to the parent guide included in the gift bags, the Parent Club website (<https://www.parentclub.scot/>) offers a range of hints, tips and advice to help parents engage in their child's learning.

### **First Minister's Reading Challenge**

The First Minister's Reading Challenge is an inclusive, exciting programme for all children – fostering a love of reading for pleasure. Research shows that reading for pleasure is crucially important for children's development.

The Challenge is open to all local authority and independent primary and secondary schools across Scotland, as well as, libraries and community groups. You can find out more information on the Challenge and also how schools can register to take part here: <https://www.readingchallenge.scot/>

A reading app called Bookzilla, aimed at S1-S3 pupils, helps them find and recommend books and to set themselves reading challenges.

### **Pupil Voice Groups**

The school has a well established pupil council. Each of the five 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. 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 2017/18. 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 20 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 by progress through third and fourth levels of CfE, 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
- Business
- Computing
- Design & Engineering
- Drama
- English
- French and German or Mandarin
- Home Economics
- Mathematics
- Music
- Personal and Social Education (PSE)
- Physical Education
- Religious & Moral Education
- Science
- Social Subjects (Geography, History, Modern Studies)

All S1 pupils will study French and German in S1. This reflects our Cluster 1+2 language planning from P1 upwards. Mandarin is also an option in S1 and this is studied as the S1 language if chosen. All pupils will also experience Literacy, Numeracy and Health & Wellbeing outcomes in subjects across the curriculum.

In S2 to allow personalisation and choice pupils choose an extra option from Expressive and Technical curricular areas e.g. Art, Business, Computing, Design & Engineering, Drama, Food Manufacture, Media Studies, Music and the PE Young Sports Leader Award. 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.

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

Pupils entering the Senior phase will be presented for National Qualifications at the end of S4, S5 and S6.

It is at the end of S2 that most pupils make their choice of up to 8 subjects to study throughout S3 and into the senior phase.

All pupils 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.

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

In Fifth Year, pupils are expected to study 5 subjects. A broad range of subjects are available at Higher, Advanced Higher, National 5 and National Progression Awards (NPAs) which cater for most pupils. 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 S6 pupils attend for periods 1 & 2 each day and have supervised study if they have no timetabled class during those periods. They also have a PSE and tracking period with their pupil support leader each week.

### **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.
- 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 e.g. 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 Tony Segall. A list of clubs on offer in 2020/2021 is as follows:

America Football	Eco Club	Musical Theatre
Art	Enigma Club	Netball
Arts & Crafts	Football Club	Photography
Badminton	Gender Sexuality Alliance	Programming
Basketball	Hockey	Ruby
Book Club	Homework Club	Running
Chess & Origami	Kayak Club	Scripture Union
Computer	Miniature Wargames Club	Ski Race Training
Dance	Multi-Lingual Club	STEM (Science, Technology, Engineering and Maths)
Drama	Multi-Sport	Tennis
Duke of Edinburgh	Music (Guitar, Cello, String, Jazz, Pop Choir and Windband)	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 an Activity Week in which a large number of pupils and staff embark on foreign and local trips as well as a range of outdoor activities. We also offer an annual ski trip to S2 pupils. There are also school exchanges with schools in Germany, Hong Kong, France and Spain.

## 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 Tony Segall, the Active Schools Coordinator on 229 9703.

## **Blended Learning**

Blended Learning can be defined as a mix of traditional and digital technologies that are blended together in a way that helps learners to learn more productively. We are in an unprecedented time of change with our schools planning how their blended learning model will work. We continue to work hard to provide high quality learning, teaching and assessment for all learners. This is a journey that will take full account of the needs of our communities. As we move into our new school year, you may be wondering what your child's learning may look like.

Blended Learning is a mix of face-to-face learning in school, outdoor and digital learning. This includes learning at home. These are blended together in a way that will ensure progress and enjoyment in learning for your child.

Blended learning in each school will include a balance of face to face learning, outdoor learning and digital learning. This will look different in each school. Schools will need time to develop their blended learning model that suits their context. Schools are required to do this within their own Working Time Agreements which are reviewed by the relevant Trade Unions. As children and young people return to school, staff will proportion their time between face to face in school teaching, outdoor and learning at home.

## **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.

Pupils in P1, P4, P7 and S3 complete online standardised assessments in literacy and numeracy as part of everyday teaching and learning. The assessments help to identify children's progress, providing diagnostic information that support teachers' professional judgement. The information provided by the assessments helps teachers to assess children's progress and to plan next steps in learning.

The senior phase (S4-S6) builds on the broad general education by continuing to develop learners' knowledge, understanding and skills. National Qualifications are designed to be flexible. Discussions are held with young people and parents on the most appropriate learning pathways.

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. Please contact the school as soon as possible if you have any concerns about your child's progress.

## **Progression Pathways in the Senior Phase (S4-S6)**

We are committed to supporting all children and young people into positive and sustained leaver destinations. By curriculum pathway we mean: “the totality of all that is planned for children and young people throughout their education” (Building the Curriculum 3, 2008) - where all learners are on the right route to the right job, through the right course via the right information.

## **Career Information, Advice and Personal Support**

Through personal support we must build the confidence of our children and young people that they are making the right decisions about their learning pathways in line with their aspirations and abilities.

[www.skillsdevelopmentscotland.co.uk](http://www.skillsdevelopmentscotland.co.uk) is developing as a 'one-stop shop approach' to better signpost all qualifications, pathways and support for learners in Scotland. Each school has a dedicated Skills Development Scotland Careers Adviser who can support young people and parents at times of choice and change.

For information and support with career conversations go to: [www.mykidscareer.com](http://www.mykidscareer.com) My World of Work provides an online learner account that enables young people to develop their career management skills and record their attributes, skills, achievements and successes to help them plan their learner journey into work. <https://www.myworldofwork.co.uk/secondary-school-pupils>

**The Scottish Credit & Qualifications Framework (SCQF)** helps people of all ages and circumstances to access the education and training that is appropriate to them over their lifetime. It can help you plan your learning and develop progression routes to follow, whatever your situation may be.

The SCQF helps you make sense of qualifications and plan the next stage of your learning journey. You can also compare vocational and more traditional qualifications and see that, although they can be different types of learning, in many cases they sit at the same SCQF Level.

Scottish qualifications are delivered at SCQF level 1-12, schools deliver qualifications up to SCQF 7 which is Advanced Higher. Course awards include National Progress Awards (NPA), Skills for Work Awards (SfW) as well as National Certificates (NC) and Higher National Certificates (HNC).

The following is a helpful guide to the SCQF for secondary school pupils: <https://scqf.org.uk/media/1408/connecting-your-learning-journey-final-web-may-2018.pdf>

Parents and Carers can access further support on the SCQF here: <https://scqf.org.uk/support/support-for-learners-parents/support-for-parentscarers/>

Your child may still be at school and about to make a transition to the next stage of their education or may already be at college or university. Wherever they are in their



learning journey the SCQF is here to help you make sense of the range of Scottish qualifications, so you can support them to plan their next move.

Sometimes we know where we're going next and what we want to do. For example, your child might study Nationals, then Highers at school and be sure they're going to university next. However, they might prefer to undertake a Foundation Apprenticeship (SCQF Level 6) in S5-6 instead of a Higher or go to college and do some vocational training or learn whilst working through a Modern Apprenticeship (SCQF Levels 5-7). The SCQF can help young people work out their next move and the various pathways to employment.

The **Scottish Qualifications Authority (SQA)** website provides detailed information on all courses from National 3 – Advanced Higher:

<https://www.sqa.org.uk/sqa/45625.3728.html>

The **National Parent Forum of Scotland** has produced a range of leaflets providing useful summaries of qualifications and progression in the Senior phase:

<https://www.npfs.org.uk/downloads/senior-phase-in-a-nutshell/>

The Nutshell Series gives the key facts about National Qualifications (National 1-5 and Higher) including details of course assessment:

<https://www.npfs.org.uk/downloads/category/in-a-nutshell-series/nationals-in-a-nutshell-series/national-5/>

<https://www.npfs.org.uk/downloads/category/revision-guides/higher/>

### **Senior Phase School-College Partnership (SCP): The City of Edinburgh Council and Edinburgh College**

The Senior Phase SCP can bridge the gap between young people's education and their employment opportunities through improved vocational and technical learning opportunities. Vocational pathways complement academic studies. They are also vital to helping young people develop skills that are crucial to Scotland's economy while exposing them to the more independent and self-reliant environment of college education.

Pooling resources and expertise between schools and colleges maximises what can be offered to young people.

### **How are the courses delivered?**

Most courses run for an academic year, with some Foundation Apprenticeships running for two academic years. The majority of courses will be delivered over two school afternoons, usually Tuesday and Thursday, however some courses have a different attendance pattern so please check course duration and attendance patterns carefully.

Colleges use the same Scottish Candidate Numbers (SCN) as schools so young people should expect to see their college results alongside other school-based qualifications. Edinburgh College, like school, can provide additional support if required.

## **What is a Foundation Apprenticeship (SCQF Level 6)?**

A Foundation Apprenticeship (FA) is a nationally recognised SCQF Level 6 qualification (same level as Higher) offering a combined classroom and work-based learning opportunity for senior phase pupils. It is delivered in partnership with employers, Edinburgh College and specialist learning providers, such as Edinburgh Early Learning Childcare Academy (EELCA).

The FA has been developed with Skills Development Scotland to provide learners with the knowledge, skills and work-based experience, relevant to occupations in growth industry sectors. The City of Edinburgh Council and Edinburgh College offer Foundation Apprenticeships in the following areas:

- Children and Young People
- Engineering, Civil Engineering
- Social Services and Health care
- Creative Design and Media
- Financial Services, Accountancy and Business Skills
- Scientific Technologies
- ICT Software Development
- Food and Drink technologies

## **What qualification does the FA provide?**

Most FA programmes last two years, with learners beginning their FA in S5. There are some one-year FA programmes available for S6 learners. The FA is offered through the School-College Partnership, so learners will spend part of the school week at Edinburgh College or with a local employer and complete the FA alongside other senior phase courses.

Attainment is measured by ongoing assessment in college and in the workplace – there is no final exam. On successful completion of the course, learners will achieve a Joint Qualification Certificate for the Foundation Apprenticeship comprising a National Progression Award (NPA) and a Scottish Vocational Qualification (SVQ) at Level 6.

Several progression pathways will be open to learners including accelerated entry onto a Modern Apprenticeship or continued study at college or university, dependent on meeting entry requirements. The FA will support entry requirements to courses at University and College, and Modern and Graduate Apprenticeships.

By giving earlier exposure to the world of work and undertaking work-based projects, the Foundation Apprenticeship will help young people develop the necessary skills, experience and knowledge employers seek, all while still at school.

More details can be found at:

<https://www.apprenticeships.scot/become-an-apprentice/foundation-apprenticeships/>

## **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 that a child 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 it's accompanying Code of Practice: <https://education.gov.scot/parentzone/additional-support/the-additional-support-for-learning-act/>

It provides the following information:

- (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 -

a) have additional support needs,

b) require, or would require, a co-ordinated support plan,

c) the role of parents, children and young persons in the arrangements referred to in paragraph (b),

d) the mediation services provided

e) 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.

Further details of the policies and procedures can be found on Edinburgh Council website.

The Act requires each Education Authority to publish information about the Act. In on the Act, was produced by the City of Edinburgh Council:

<https://www.edinburgh.gov.uk/downloads/file/22136/in-on-the-act>

## **Literacy Difficulties/ Dyslexia**

Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the 'word level' and implies that the problem is severe and persistent despite appropriate learning opportunities.

The Authority also recognises that there may be **associated difficulties**

- Reading comprehension
- Phonological awareness
- Processing: auditory and/or visual processing of language-based information
- Short-term and working memory
- Organisational skills and motor skills
- Maths
- Emotional and behavioural difficulties

Support and assessment begin in the classroom. Class teachers and Support for Learning teachers have resources and training to identify this learning difference and to put appropriate support strategies in place.

If you have concerns please speak to your child's class teacher in the first instance.

## English as an Additional Language

The Communities and Families Department provides English as an Additional Language (EAL) support for schools. Specialist EAL Teachers work with schools to support developing bilingual learners' English language skills and access to all areas of the curriculum, to enable them to achieve their potential.

### Identification of pupils with support needs:

is made through a variety of strategies

- 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

If Parents have a concern about additional support needs they should contact the 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) Telephone 0845 123 2303
- Scottish Independent Advocacy Alliance, [www.siaa.org.uk](http://www.siaa.org.uk) Telephone 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) Telephone 0131 667 6633.

## **Pastoral Support**

### **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**

Visits to our local secondary school are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers. While the children are participating in classroom activities and meeting their class teacher, parents will have an opportunity to view the school and are given a brief explanation of school life.

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below.

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary

transfer stage, as long as the intended secondary school is still the catchment school for your home address. Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

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 that 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

Art Transition project

In October 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.

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.

## Placing Requests out with your Catchment School

As a parent, if you don't want your child(ren) to be educated in your local catchment school, you have the right to make a Placing Request for your child(ren) to attend another school.

If you would like your child to start P1 or S1 at a school outside your catchment area, you must make a Placing Request. You can get a Placing Request application form at any nursery or primary school in Edinburgh from mid-November and must return it by **24 December** to:

e-mail: [school.placements@edinburgh.gov.uk](mailto:school.placements@edinburgh.gov.uk)

post: School Transactions  
P1/S1 Placements,  
PO Box 12331,  
EDINBURGH  
EH7 9DN

If we receive your application form after 24 December, your request will be considered but if we receive your application form after **15 March** places in your chosen school may no longer be available.

The Council must grant Placing Requests where possible. If there are more places available in a school than there are placing requests, all placing requests are usually granted.

If the school you choose has more placing requests than available places, each case is looked at individually. Please include all relevant details on your Placing Request application form so this can be taken into account.

As school rolls have increased there has been a decrease in the number of places available for children living outside the catchment area. This has resulted in high numbers of placing requests being refused.

If a Placing Request is successful for one child, this does not guarantee a successful Placing Request for another child. This could mean parent(s) / guardian(s) have children attending different schools.

## 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.



## **Further information**

Further information on school placing requests can be found on our website at:

[http://www.edinburgh.gov.uk/info/20256/school\\_places/1375/school\\_placing\\_request](http://www.edinburgh.gov.uk/info/20256/school_places/1375/school_placing_request)  
[s](#)

## **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.

The link below will take you to a summary report of the Schools Standards And Quality Report and Improvement Plan.

<http://boroughmuirhighschool.org/wp-content/uploads/2019/11/Summary-Leaflet-Standards-Quality-Report-Improvement-Plan-19-20.pdf>

## 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.
- <https://education.gov.scot/parentzone> - 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.
- <https://education.gov.scot/inspection-reports> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <http://www.ltscotland.org.uk/scottishschoolsonline-index-asp/> - 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.
- <https://www.childline.org.uk/info-advice/bullying-abuse-safety/> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <https://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
- <https://education.gov.scot/> - provides information and advice for parents as well as support and resources for education in Scotland
- <https://www.equalityhumanrights.com/en> - 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	Head Teacher
DHT	Depute Head Teacher
PT	Principal Teacher
BM	Business Manager
CLD	Community Learning and Development
GIRFEC	Getting it Right for Every Child
CPM	Child Planning Meeting (Early Years and Primary)
YPPM	Young Person's Planning Meeting (Secondary)

The information in this school handbook is considered to be correct at the time of publication (**August 2020**), however, it is possible that there may be some inaccuracy as the school year progresses.

## Parent Feedback

Please take a few minutes to fill in and return the questionnaire on this page. Your feedback will help us improve the hand book next year.

Tell us what you think.

Your feedback will help us to improve our handbook.

Name of school: \_\_\_\_\_

Did you find	Please tick	
1. the handbook useful?	Yes	No
2. the information you expected?	Yes	No
3. the handbook easy to use?	Yes	No

Please tell us how we can improve the handbook next year.

Thank you for filling in the questionnaire. Your views are appreciated. Please return this questionnaire to the school office.

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

I hope you find all of the above information helpful and self-explanatory. If you have any queries about any of the information contained in this handbook, or indeed about any aspect of our school, please do not hesitate to contact me.

David Dempster  
Head Teacher  
Boroughmuir High School