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INTRODUCTION

Dear Parent/Guardian

I would like to take this opportunity to welcome you as a prospective parent of next session's First Year at North Berwick High School.

Our key goal is the valuing of each pupil individually and equally. All pupils are individuals with different needs and we recognise this through the courses taught, the teaching approaches used, the supportive guidance system and the range of extra curricular activities. Only by recognising pupils as individuals with different needs can we assist them to reach their full potential.

As a school we believe firmly that we are an active partnership of parents, pupils, staff and the wider community who have a common desire - to provide the best we possibly can. We are always encouraged by the support we receive from our parents and look forward to many years of successful collaboration.

Our school has an excellent reputation and a splendid record of success and achievement in many fields, as was shown in the very positive report on the school by HMI in February 2009. The sheer range of our achievements is summarised towards the end of this handbook and can also be found on our website www.northberwickhigh.net We hope that your child will enjoy the years that are ahead and that he or she will gain much - academically and socially - from being a pupil here.

In June there will be a meeting of all parents coming into S1 next session. I look forward to meeting you then and to many years of successful partnership with you.

Yours sincerely

*Colin Sutherland
Head Teacher*

North Berwick High School

Aim High

Every child in our school will achieve their full potential. Our school is a community where children will feel happy, healthy, safe and valued and will develop into active and responsible citizens.

School Aims

North Berwick High School aims to offer education of the highest quality.

We aim that our students:

1. are at the centre of all our activities and are fully involved in the life of the school
2. experience a progressive learning environment which is optimistic and motivational
3. have opportunities to achieve and to have these achievements recognised and celebrated
4. strive constantly to improve
5. treat everyone with respect, concern and tolerance and are treated that way themselves
6. take pride in our community
7. become independent lifelong learners

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EH39 4QS

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FAX NO: 01620 895495
E-MAIL ADDRESS: northberwick.hs@northberwickhigh.elcschool.org.uk
WEBSITE: <http://www.northberwickhigh.net>
PARENT COUNCIL: parentcouncil@northberwickhigh.elcschool.org.uk

HEAD TEACHER: Colin Sutherland BSc

ROLL: The school roll at October 2012 was as follows:

S1	147
S2	174
S3	170
S4	153
S5	159
S6	136
TOTAL	939

North Berwick High School serves North Berwick, Dirleton, Gullane, Aberlady, Athelstaneford and the surrounding areas. It is a non-denominational, co-educational secondary school. The school is linked with five partner primary schools - Aberlady, Athelstaneford, Dirleton, Gullane and Law Primary (North Berwick).

THE SCHOOL DAY

MONDAY to THURSDAY

Registration	8.39 am	-	8.45 am
Period 1	8.45 am	-	9.45 am
Period 2	9.45 am	-	10.45 am
INTERVAL	10.45 am	-	11.00 am
Period 3	11.00 am	-	12.00 pm
Period 4	12.00 pm	-	1.00 pm
LUNCH	1.00 pm	-	1.50 pm
Period 5	1.50 pm	-	2.50 pm
Period 6	2.50 pm	-	3.50 pm

On Fridays the school morning is identical, except that the school closes for pupils at 12.00 noon, with teaching staff being involved in the afternoon in a Staff Development Programme of whole-school departmental in-service meetings.

ACCOMMODATION

North Berwick High School was founded in 1893, but before that there were already two schools in North Berwick - the Parish School and the Burgh School, the former dating from 1661. By the mid-nineteenth century the Parish School was held in a building at the corner of School Alley (now called Church Road) and High Street, and the Burgh School met in the room which is now the upper floor of Brian Ferguson, Chemist, at the corner of Market Square and High Street. The two schools united in 1868 and in 1876 moved into a new building, now the Museum, in School Road.

In 1893 the High School began with thirteen pupils in what is now the Abbey Church Hall, but in September of that year the pupils moved into their new premises in Law Road (the present Community Centre). In 1931 the High School and Burgh School combined, retaining both the School Road and the Law Road buildings until 1940 when the secondary school pupils moved into the current building beside the playing fields.

The 1940 building forms the front part of the current building with a two-storey teaching extension built in 1960. Sound and solid though this main building was, it proved inadequate for a school that grew to twice the size it was in 1940.

In 1994 the then Regional Authority (Lothian Region) agreed to include North Berwick High School in its capital budget with a four-year plan to upgrade the school accommodation. Building work, designed to replace our temporary accommodation with new permanent buildings and to refurbish the existing building, commenced in December 1996 and was completed in April 1998.

The school was further enlarged and refurbished under a PPP scheme which started in March 2003 and was completed in the autumn of 2005.

The school now has a full set of classrooms in all areas of the curriculum. The school has a large array of IT equipment including Promethean interactive whiteboards in every room, together with a large number of portable PCs for pupil use. The school has a large assembly hall with excellent facilities for staging musical and dramatic productions and these are well used by the school and local community groups. We have excellent sports facilities both within the school and the adjacent Sports Centre. We also have social areas, including a beautiful school garden/courtyard, and a dining room.

Our school is now undoubtedly one of the best equipped in the whole of Scotland and is in an excellent position to rise to the challenge of providing quality learning and teaching under Curriculum for Excellence.

PRIMARY TRANSFER AND ENROLMENT

Most transfers to secondary school take place at the end of Primary 7 and the large majority of transfers are from the partner Primary Schools associated with North Berwick High School. We are the district secondary school for five primary schools — Aberlady, Athelstaneford, Dirleton, Gullane and Law. Such transfers are normally automatic and parents of Primary 7 children will be informed of transfer procedures by the Head Teachers of their Primary School. However, attendance at an associated primary school does not automatically mean transfer to the attached secondary school if the family does not live in the catchment area.

To ensure a smooth transfer from Primary to Secondary, the Head Teacher visits all of the partner primaries to meet the parents of the children of Primary 7. In October, P7 pupils and parents are invited to the S1 Open Afternoon. Pupils visit the High School and follow their actual timetable during a two day induction programme in June. High School Guidance staff, along with Pupil Support colleagues, visit the Primary schools. Parents are invited to an evening meeting in June at the High School to meet staff to discuss additional information or raise questions with regard to transfer. Any parent who is unable to attend the Parents' meeting is invited to contact the school to make an individual appointment.

Mrs Neri organises the transfer process for P7 pupils. Parents who wish to enrol children outwith the usual transfer or after the start of the session should contact Mr Rutter.

STAFF

The total number of teaching staff employed in the current session (2012/13) is 69.9 (full-time equivalents). A full staffing list by department follows but parents will appreciate that information about staff is subject to change since personnel and numbers will vary from year to year.

Parental contacts will normally be through one of the senior staff in school or through Guidance staff.

Senior Staff

Head Teacher	Mr C Sutherland
Depute Head Teacher	Mrs L Neri (Year Head for S1/2 and House Link for Glen)
Depute Head Teacher	Mr J Rutter (Year Head for S3/4 and House Link for Law)
Depute Head Teacher	Mrs L Rodger (Year Head for S5/6 and House Link for Fidra and Craig)
School Business Manager	Mrs C Danks / Mrs K Edwards

Guidance Staff

Our Guidance staff are as follows:

Craig House	Fidra House	Glen House	Law House
Mr R McDowell	Mrs T Logan	Mrs G Casson	Mr C Stebbing

STAFF LIST 2012-2013

* denotes Head of Faculty / Principal Teacher

Design & Technology Faculty

Ms C Prete*
 Mr I Baillie (Art)
 Ms S Calder (Art)
 Mrs J Waddell (Art)
 Mr A McClintock (CDT)
 Mr M Smith (CDT)
 Mrs C Allan (HE)
 Ms K Ireland (HE)

Literacy Faculty

Mr J Maxwell*
 Mrs S Conway (Job Share)
 Mrs M Coppola
 Mr M Fell
 Mrs H Fleming
 Mrs S Hudson (p/t)
 Mrs A Rankine (Job Share)
 Mr C Young

Performing Arts Faculty

Mrs J Wilson*
 Mr D Fitzgerald (Drama)
 Ms P Sime (Music)
 Mr D Barnes (Bagpipes)
 Mr A Coady (Guitar)

Mrs M Goodfellow (Piano)
 Mrs P Hair (L'wr Strings)
 Mrs P Hickman (Up'r Strings)
 Mrs L Hood (Woodwind)
 Mr D Robb (Strings)
 Mr D Swanson (Percussion)

Financial Education and ICT Faculty

Mr C Roderick*
 Mrs D Hennessey (Computing)
 Mr C Burgess (Fin. Education)
 Mr G Hamilton (Fin. Education)
 Mr J O'Donnell (Fin. Education)

Humanities Faculty

Ms M Wright*
 Mr S Ferriman (Geog)
 Ms A Mackenzie (History)
 Mr A McGeever (Geog)
 Mrs V Morrison (Geog)
 Mrs G Brownlee (His & MS)
 Mr G Docherty (MS)
 Mrs L Martin (MS)
 Ms R Auchnie (RMPS)
 Mr I Johnston (RMPS)
 Mrs J Lowe (RMPS)

Library

Mr I Forshaw

Numeracy Faculty

Mr R Jones*
 Mr A Cox
 Mr D Foulkes
 Ms C Girvan
 Mr A Habib
 Mrs N Mair
 Mrs L Pollock

International Education Faculty

Mrs C Roy*
 Ms A Gairdner
 Ms S Riffaut
 Ms S Ritchie
 Ms K Smith

Health and Wellbeing Faculty

Mr R Jeffries*
 Ms S Burns
 Mr A Macdonald
 Miss C Parry
 Mrs H Walker
 Mrs A Watson

Sciences Faculty

Mr D Langlands *
 Mrs J Bloomfield (p/t)
 Dr A MacIntosh
 Ms S McKendrick
 Ms B Smith
 Mrs K Reid (p/t)
 Dr L Scott
 Mr D Shand
 Miss J Speirs
 Mr A Macdonald
 Ms J Nicholson

Sciences
 Biology
 Biology
 Biology
 Biology
 Chemistry
 Chemistry
 Chemistry
 Chemistry
 Physics
 Physics

Support for Pupils

Mrs C Andrews *
 Ms P Shepherd *
 Mrs A Barlow
 Mrs J Lawson

Administration

Mrs J Livingstone
 Mrs D Brown
 Mrs D Bruce
 Mrs K Cunningham
 Mrs E Gach
 Mrs S Laing

Admin Asst

Mrs C Langlands

Support Staff

Ms S Gallagher
 Mrs Y Kemp
 Mr N O' Halloran
 Mrs S Reid

Pupil Support
 Pupil Support
 Pupil Support
 Pupil Support

Mrs M Skeldon

Pupil Support

Mrs L Wallace
 Mrs S Spence
 Mrs J Finney
 Mrs H Bower

Pupil Support
 Counsellor
 HE
 Science

Technicians

Mr P Brignall
 Mrs M Menzies
 Mr N Parker

Audio Visual
 Science
 CDT

AREAS OF RESPONSIBILITY OF SENIOR STAFF

All the members of the Senior Management Team (SMT) have a joint responsibility for teaching and learning within the school and for the creation of a good learning environment. This aspect is an absolutely crucial one. Everything we do as a school is determined by its impact on the educational experiences of our pupils. The SMT liaises closely with subject faculties. The Head Teacher and the Depute Heads also spend a considerable amount of time on monitoring the work of the pupils. Individual members of the SMT also have special responsibilities, some of which are detailed below.

Mr C Sutherland

Responsible for the continuous improvement of the school and for implementing the educational policies of East Lothian Council. Responsible for all aspects of school organisation and policy.

Mrs L Neri

Year Head for S1 and S2. Primary cluster / transition. Health and Wellbeing. Citizenship. Community links. Link with Glen House.

Mr J Rutter

Year Head for S3 and S4. Assessment, tracking and reporting. SQA Examinations. Admissions. Outdoor learning and ecoschools. Excursions and extracurricular activities. Link with Law House.

Mrs L Rodger

Year Head for S5 and S6. School Timetable. School communications. Staff Development. Students, newly-qualified teachers and new staff. Link with Fidra and Craig Houses.

Mrs C Danks / Mrs K Edwards

Responsible for the administration of the school, including finance and resources, personnel and facilities management.

PUPIL SUPPORT

INTEGRATED PUPIL SUPPORT

The aim of pupil support is to ensure we have happy, settled pupils who fulfil their potential. We achieve this through close co-operation between the Guidance and Support for Pupils departments.

THE GUIDANCE SYSTEM

The Guidance system in North Berwick is organised on a house basis. The house team is responsible for the welfare of all the pupils in their house and their work is therefore directed at establishing very strong personal relationships with their pupils. Working closely with each member of the Guidance staff are register teachers who meet with pupils in daily registration, issue information and who can often be the first to offer help with any difficulties.

Subject to changes in staffing, Guidance staff and register teachers will move up through the school with their year, getting to know more about each child as a person.

As pupils progress through the school, Guidance staff will provide different forms of support and advice - personal, social, academic and vocational. At certain points Guidance staff will be actively involved in helping pupils when important decisions have to be made, e.g. choosing subjects, or careers advice for senior pupils. At other times throughout the year Guidance staff will be available on a regular basis to help with problems and difficulties. An increasing function of guidance staff is their work with individual pupils in setting targets for performance. These targets are designed to be realistic and achievable but also to stretch the pupil so that their potential can be maximised. Guidance staff also play a prominent role in tracking the progress of their pupils as they work towards their targets.

Pupils are encouraged to approach their Guidance teacher as soon as possible if experiencing any difficulty, no matter how trivial. Equally, Guidance staff will welcome early contact from parents concerning any problems facing a child. An early conversation can often prevent longer term anxieties which may affect a pupil's progress. It is very important that parents keep us informed of changes in circumstances or personal details. Strategies for supporting any pupil who is causing concern may be discussed at the fortnightly Pupil Support Group meeting, or at weekly House meetings. If you do not wish your child to be discussed, please contact Mrs Neri, Depute Head Teacher.

Parents are requested to contact the school by letter or telephone to arrange an appointment as the Guidance staff also have teaching commitments. In cases of urgency, however, parents are welcome to visit the school and one of the senior staff will be able to meet them. **Please note that as a general rule we would ask that all contacts with the school are made through the Guidance staff or SMT House Link who will have an overall picture of the child.**

Guidance staff seek to give support to pupils through formal and informal interviews and through Personal and Social Education classes. In PSE classes the pupils are encouraged to look at their personal aims, aptitudes and abilities, to consider their relations with their fellow-pupils and with adults and to examine their behaviour and responsibilities. From Second Year onwards, careers advice begins to play an increasing part in guidance work and to this end Guidance staff liaise closely with Careers Service staff who visit the school regularly to provide up-to-date information on careers and Further and Higher Education.

SUPPORT FOR PUPILS

One of the aims of North Berwick High School is to provide an environment within which all pupils realise their full potential. The Support for Pupils Department has a vital part to play in helping to bring this about. Mrs Andrews and Ms Shepherd are in charge of the team of teachers and support assistants.

Before pupils come to North Berwick High School they are introduced to the Support for Pupils teacher who has regular contact throughout the year with our partner primary schools. Information about the needs of each pupil is gathered and communicated to Guidance and subject departments. In this way staff can build up an early picture of potential issues which may affect a pupil's ability to learn.

The Support for Pupils teachers work with staff and pupils. When subject and support teacher work together, a more satisfactory programme can be devised to suit all pupils. Co-operative teaching enables specific difficulties to be detected and dealt with, in the classroom, before the problem becomes so great that it holds back the pupil's learning.

If a pupil is identified either by the school or by parents as having special aptitude or ability then programmes will be devised to ensure that the pupil will achieve his/her full potential.

Pupils with a wide range of abilities may have additional support needs. There are several ways of providing additional learning support. A subject teacher and a learning support teacher can work together in the classroom for the benefit of all pupils. Intensive support can also be given to pupils who fall behind in their work either due to illness or failure to make progress in a subject through referral to the school's Support Base. The Support Base can provide short term targeted support for pupils experiencing difficulties in aspects of their studies. Pupil Support staff also work with subject teachers to empower them to develop materials which are suitable for all levels of ability.

The Support for Pupils teachers are always willing to discuss any child's specific difficulties with his/her parents and in particular to discuss ways of school and home co-operating in providing support.

ANTI-BULLYING POLICY

A fundamental aim of the school is to provide a safe, secure and happy environment in which pupils can learn. We actively promote positive relationships and take the creation of an environment of anti-bullying very seriously. The school works to create this positive environment through social education schemes, use of S6 students as mentors etc.

As with any area in which a parent may feel that a difficulty has arisen, it is vital that the school is contacted as soon as possible. Experience has shown time and again that small difficulties tackled soon avoid the creation of large problems. Guidance and senior members of staff are literally ‘only a phone call away.’

The school has an anti-bullying policy as part of East Lothian Council’s policy and procedures. This policy is currently being updated and we are consulting with staff, pupils and parents. Incidents of bullying are recorded as part of that policy. Mrs Neri is the school’s anti-bullying co-ordinator.

Anti-bullying East Lothian (ABEL) is located at the Brunton Hall, Musselburgh. ABEL is a voluntary organisation that arose out of the strong desire of parents to do something for themselves to overcome the devastating effect that bullying can have on children, their families and their community. Further information can be found at:

<http://antibullyingeastlothian.org.uk/>.

POSITIVE BEHAVIOUR POLICY

North Berwick High School is committed to maintaining a safe, supportive environment for everyone in our community. All individuals at NBHS should act with integrity in accordance with the principles of responsibility and respect. This restorative approach focuses on building positive resilient relationships. This should underpin and guide the way we act in our dealings with others and help promote confident individuals, successful learners, responsible citizens and effective contributors.

We value truthfulness, taking responsibility for our actions, and learning from our mistakes. Our vision is of a caring community of self-disciplined individuals whose words and actions consistently reflect the aims and values of our school.

It is our aim to make sure that our pupils are engaged in quality learning and teaching in a positive and purposeful environment. We aim to create a challenging and supportive environment in which their values, attitudes and skills can be developed.

Therefore, as a Restorative School, we promote mutual respect and unconditional positive regard within our behaviour code. We encourage empathetic listening, giving people the chance to tell their story, and an inclusive approach to problem solving. This encourages an atmosphere of self-discipline and consideration for others within which a positive code of conduct/school rules can be maintained and managed.

School Behaviour Code

We are all responsible for:

- ensuring that our school is a safe, healthy and secure learning environment
- ensuring that lessons are free from unnecessary disruption
- ensuring that we make a positive contribution
- supporting each other with learning and teaching and promoting positive behaviour

Underpinning this positive behaviour policy are two themes: one of rewarding and recognising achievement and the other of having set procedures for dealing with inappropriate behaviour.

Rewards

Rewarding achievement, and especially effort and endeavour, is an integral part of our ethos.

Rewards should:

- approve of, recognise and reinforce good behaviour and genuine achievement
- reflect and contribute to the ethos of the school
- motivate children
- encourage children to take responsibility for their own behaviour and achievements
- provide opportunities for parental involvement.

These rewards are shown through praise in the classroom and in assembly, positive referrals, merit awards in S1-S3, awards assemblies with parents in S1-S3 and prizegiving in the senior school.

Procedures for dealing with inappropriate behaviour

All staff use restorative language, assertive discipline and strategies to promote positive behaviour within their classrooms. In order to create a positive environment and uphold the standards expected, we have an agreed set of sanctions for dealing with inappropriate behaviour.

- verbal reminders
- moving seat
- temporary removal from class
- referral to Principal Teacher
- departmental detention
- referral to House Team
- whole-school lunchtime detention
- exclusion

Pupils may be issued with a restorative exercise following an incident. This should be checked and signed by parents as it is an important part of the restorative procedure. High on the list of essentials is co-operation with parents and to achieve this we seek to involve parents as early as possible when problems begin to appear. Our House Teams work with parents to discuss problems and agree strategies to address these problems.

SCHOOL DRESS

There is little doubt that a school is judged by the local community on the extent to which its pupils identify with their school through their conduct, through their involvement in school life and also through their dress. We are delighted that our pupils choose to identify with their school by proudly wearing their school clothing, and the support of parents is crucial to the continuation of this aspect of school life at North Berwick.

School dress is an important feature of the ethos of the school: it helps to set a tone and to promote the idea of dress appropriate for a place of work. There is also an added benefit when pupils are on trips out of school: the wearing of school dress makes them more easily identifiable at a distance or in crowded areas. The wearing of denim, football and sports shirts (which are a recognised fire safety hazard), casual sports-type clothing, designer labels and brightly coloured trainers are forbidden.

The school tie for years S1-S5 is black and red diagonally striped. Ties can be purchased through the school office. The remainder of the school uniform, with logo, can be purchased from Gullane Sports and Ron Affleck in North Berwick.

The dress code for North Berwick High is outlined below.

Years 1 to 4

- White collared shirt/blouse
- School tie
- Smart black full-length trousers (no jeans, cargo or hipster trousers) **or**
- Smart black skirt (of a reasonable length for school)
- Plain black v-neck sweater (no logo)
- Plain black footwear

Years 5 and 6

All pupils are expected to wear the dress code as described for S3/4 and a black blazer with the school badge. Black shoes should be worn. (You may choose to wear the plain black v-neck sweater underneath the blazer in colder weather).

S6

In addition all S6 have their own school tie. This can be purchased from the school office. They are also expected to wear a blazer with school badge and red braiding.

Guidelines and extremes of fashion

- Outdoor garments may not be worn in class
- Shorts may not be worn unless in P.E.
- Headwear may only be worn in school for religious or health reasons
- Jewellery should be kept to a minimum and should be discreet
- Accessories should be in black only (e.g. no silver belts)

We expect all our young people to maintain a sense of decorum; we will deal with areas of concern with sensitivity.

It is essential that all pupils have a complete change of clothing and footwear for PE, i.e. t-shirt/sweatshirt, shorts, socks and training shoes. Please note that outdoor training shoes should not be used inside the school gyms. Specific information will be given by the PE department with regard to the appropriate dress for games. The department sells gum shields for new S1 pupils and school rugby and hockey tops can be obtained from Gullane Sports or Ron Affleck.

Assistance with Provision of School Clothing

East Lothian Council operates a scheme of provision to ensure that a pupil is sufficiently and suitably clad to take full advantage of the education provided. Families in receipt of Income-Based Job Seekers Allowance, Income Support and Income Related Employment and Support Allowance will qualify for such a scheme. Other cases may be considered in the case of exceptional personal circumstances. Parents who wish to apply for the scheme should complete an application form which is available from the Department of Services for People, Business Unit, John Muir House, Haddington, EH41 3HA.

Further information can be found at:

www.eastlothian.gov.uk/info/594/benefits_education_and_schools/1366/school_clothing_and_free_school_meals

CURRICULUM

Curriculum for Excellence

Schools follow the principles and practice of Curriculum for Excellence. This 3-18 curriculum aims to ensure that all pupils will be successful learners, confident individuals, responsible citizens and effective contributors. These four main aims are referred to as the Four Capacities and underpin the work that schools do. Curriculum for Excellence comprises eight curricular areas: Expressive Arts, Health & Wellbeing, Languages (including English, Gaelic, Classic and Modern Languages), Mathematics, Religious and Moral Education, Sciences, Social Studies and Technologies.

The curriculum is expressed in learning experiences and outcomes for learners. The principles of challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance inform the learning of all pupils. All pupils will be encouraged at all stages to think about why they are learning a particular topic and how associated skills can be used in real life and in other areas across the curriculum. All pupils are engaged with teachers in planning and assessing aspects of learning and often have the choice of topics and ways to present their learning. Whilst there are eight subject areas, learning will often be linked across subject areas to help children apply their knowledge and skills in new and different situations.

Further information on Curriculum for Excellence can be found at:

<http://www.eastlothian.gov.uk/curriculumforexcellence>

<http://www.educationscotland.gov.uk/thecurriculum/>

<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp>

The Broad General Education - S1 to S3

The change from a largely one-teacher approach in primary to a system based on a weekly timetable offering a wide range of subjects with different teachers and change of classrooms is a major feature of the transfer from P7 to S1. As a result, schools give a high priority to areas of pastoral and curricular liaison between primary and secondary.

The primary school years and the early years of secondary are now seen as a continuum in terms of what and how children learn. This is called the Broad General Education under Curriculum for Excellence. There is a great deal of contact between primary and secondary to ensure a smooth transition from one system to another. Our subject departments, especially English and mathematics, liaise regularly with their colleagues in primary when planning their S1 to S3 courses.

In first year, pupils are allocated to register classes of roughly equal size (maximum 30 per class). Information from our partner Primary schools is used to achieve gender, ability and geographical balance within each class. These mixed-ability classes are further sub-divided into practical classes (maximum 20 per class).

Pupils are taught either by register class for certain subjects such as history, geography and modern languages or by practical class for other subjects such as science, art, music, computing, home economics and craft, design and technology.

The standard approach in S1 to S3 is that of direct teaching, group-work and active learning. Setting according to ability takes place in mathematics. Regular assessments are used to diagnose how each pupil is progressing and whether pupils can advance to more demanding

work or whether further supportive work is required. Our curriculum takes full account of the guidelines issued under Curriculum for Excellence. The experiences and outcomes outlined are fully embraced, giving all pupils the opportunity to respond to the challenge of learning and applying their skills and knowledge across the curriculum. Literacy, numeracy and health & wellbeing are embraced by all departments. We also aim increasingly to give pupils opportunities to develop choice within their curriculum, and to create increasingly personalised programmes of study.

Our S1 course consists of English (four periods), French (three periods), mathematics (four periods), geography, history and modern studies (three periods), science (three periods), physical education (two periods) and one period each of craft, design & technology, home economics, art & design, music, drama, computing, RME and PSE.

Enhancing Choice in S3

By the end of S2 pupils should, as far as possible, have completed Level 3 in all their subjects, allowing them to go on to more in-depth study of certain areas at Level 4 in S3. The S3 Curriculum has been designed to provide all of our pupils with a broad and balanced educational experience as they come to the end of the Broad General Education phase. Within this, pupils are given increasing opportunities to study some areas in greater depth and to follow interests by having increasing choice and a personalised curriculum.

Our S3 course consists of English, mathematics, PE, RME, PSE and eight other subjects of the pupil's choice, including a science subject and a social science subject. This makes up an interesting, varied and balanced group of subjects.

Moving into the Senior Phase – S4 to S6

As pupils move into S4, then inevitably SQA examinations will become more important and pupils will move on to a study of National Qualification courses. Pupils will choose a curriculum in S4 which allows them to follow courses of study in a wide range of areas. They will also be able to follow increasingly personalised courses of study, including, where appropriate, extended work experience, courses in association with colleges and also links with the local community.

Accordingly, the Guidance Department organises a full programme of information for S3 pupils at this point:

- A Course Choice Booklet is issued to pupils. This gives details of National Qualification courses, as well as information about careers and advice about the choice process.
- This Booklet is studied with pupils as part of the S3 PSE programme.
- Pupils are encouraged to seek further information from class teachers.
- Principal Teachers explain the courses to the pupils.
- A Parents' Information Evening is held in the school to provide background information and advice to parents in supporting pupils with course choice.
- Reports are sent to parents from subject departments.
- A Parents' Evening enables parents and teachers to discuss the most suitable choice of subjects.

As pupils move further into the Senior Phase, in S5 and then in S6, they will study for Highers and Advanced Highers, and also continue to study for National awards. We aim to have pupils follow a diverse programme of study, increasingly tailored to their specific needs.

Parents are asked to note that course choices may alter according to changes in roll, staffing or policy and in line with national developments. Please note also that current courses may not be available when a pupil enters S1, and options currently offered at later stages may not be provided when a pupil reaches this stage in due course. For S5 and S6 classes, it may not be possible to pursue all subjects through all levels from National 3 across the National Qualification Framework.

ASSESSMENT AND REPORTING

East Lothian Notes

What is meant by assessment?

Assessment tells us what children and young people know, understand and are able to do and enables us to focus on what they need to do next. Assessment is a process which supports your child's learning throughout their school life and is not a series of events "done to them." By involving your child in the whole process of learning and assessment and allowing them to take responsibility for their own learning, it raises their standards of achievement and develops their skills for learning, life and work. Progress therefore becomes a measure of your child's success in setting high expectations and successfully achieving them.

Assessment and Reporting across East Lothian Schools

Each of the eight Curriculum for Excellence curriculum areas is broken down into a set of experiences and outcomes. These experiences and outcomes in each area are then grouped as Early Level (Nursery-P1); First Level (P2-P4); Second Level (P5-P7); Third and Fourth Levels (S1-S3). The Experience describes the learning whilst the Outcome represents what the learning will achieve. This is often explained from the pupil's perspective as an 'I can....' statement.

What's in an "outcome"?

- The learning within each outcome is given to your child as a series of learning intentions: statements that help a child understand what they are learning and what is expected of them.
- Each learning intention is supported by success criteria which show what your child needs to do to achieve success in learning.
- As each pupil achieves the success criteria, both teachers and children can see the progress in learning that is being made.

How are we assessing?

Teachers look at a range of evidence of learning which your child has produced before summing up his/her progress at that point in time. Some concrete examples of evidence might be:

- Self-assessment of a written story focusing on paragraphing, use of descriptive language and a coherent plot.
- A maths "check-up" worksheet on equivalent fractions.
- A PowerPoint presentation on a country's climate, land composition and geographical landmarks.
- A teacher's observation of ball control in PE.

Evidence of pupils' progress and achievements will come from day-to-day learning and through the things they may write, say, make or do.

How do teachers report on your child's progress?

Progress is now defined as “how much” and “how well” your child is learning, and not solely on “how fast”, although pace is still important. The new curriculum is designed to enable your child to achieve greater breadth and depth of learning whilst also securing the development of skills and knowledge. Therefore reporting must now include information on progress - defined as either developing, consolidating or secure depending on how well your child has achieved a breadth of learning, how they have risen to challenges and how they have applied their learning in other curricular areas or contexts.

If your child has had opportunities to show breadth, challenge and application in the different curricular areas, but cannot show how they have achieved this through their learning at a certain level, the teacher may report that your child is “developing.”

If your child demonstrates a range of evidence, showing they have met challenges and deepened their learning, then your child will be “consolidating” their progress.

If your child has demonstrated that they have knowledge, understanding and skills across a breadth of learning, have met challenges that deepen their learning and have applied all of this in another context or curricular area consistently, then the teacher will report that your child is “secure.”

Assessment and Reporting is an integral part of the cycle of effective teaching and learning. Assessment is a regular feature of all courses and is used by teachers to monitor and record student performance and to provide appropriate support and feedback.

ASSESSMENT AND REPORTING IN NORTH BERWICK HIGH SCHOOL

In the phase of broad general education from S1 to S3, most assessment of pupil progress is built into normal class teaching. End of unit tests or assessments are used to assess strengths and weaknesses in a pupil's learning and are used to structure the pupil's work. Successful completion of a core unit will lead to extension work, whereas difficulties or weaknesses diagnosed in an end of unit test can be tackled in other revision units. These assessments are also based on various elements or skills which are central to a subject, e.g. reading, writing, talking and listening in English.

Reports to parents are therefore based upon a wide range of assessments and full 'cheque-book' reports give information on pupil progress and ‘next steps’ according to the differing elements or skills appropriate to that subject. In addition, there are opportunities for teaching and Guidance staff and the Head Teacher to comment on effort, conduct and attitude to work.

In S4 and beyond the regular, continuous 'diagnostic' assessment does continue as part of the normal classroom process. However, as a result of most courses in S4 to S6 leading to national certification, formal school examinations are built into the school programme including 'preliminary' examinations, which are used as a 'trial run' for the actual SQA examinations. These prelims also provide the evidence for Estimate grades and if necessary for appeals.

The format of reports for years S4 to S6 are similar to those used in S1 to S3, i.e. cheque-book style reports with separate pages for each subject to report on skill/content and attitude to school work. Each year group will receive one full cheque-book report per session. In all years, where there is felt to be a gap between parents' meetings and the full report, an interim report giving a brief summary of progress and attainment is issued to parents.

For session 2012-2013 the pattern of Reporting and Parents' Meetings is as follows:

S1	'Settling-in' report	-	October
	Open Afternoon	-	November
	Parents' Meeting	-	April
	Full Report	-	June
S2	Interim Report	-	November
	Full Report	-	March
	Parents' Meeting	-	March
S3	Interim Report	-	October
	Parents' Meeting	-	February
	Full Report	-	May
S4	Parents' Meeting	-	October
	Prelims	-	November
	Full Report	-	January
S5/S6	Full Report	-	December
	Parents' Meeting	-	January
	Prelims	-	January and February
	Results of prelims	-	March

In addition, Guidance staff continually monitor pupil progress and attitude to work and will make speedy contact with parents if difficulties arise. Equally parents are, of course, invited to contact the school at any time to make an appointment to discuss a pupil's progress, attitude or conduct.

TARGET SETTING

Throughout a child's career at the High School, they will have a series of targets, which will be tracked carefully. From S1 to S3, all departments adopt an approach which can be summed up as 'how can I (the pupil) improve?'

As the pupils move into S4 and beyond, they are asked to consider carefully their forthcoming SQA qualifications. They discuss with all their class teachers realistic but challenging target grades which then become their aims for the session. These targets are notified to parents, who are asked to support their children fully in the pursuit of these goals.

From S4 to S6, regular reviews of these targets are made. Subject teachers refer pupils to Guidance for whom they have a cause for concern. Pupils are interviewed and strategies agreed on how to improve. Parents are informed of these concerns and strategies.

THE S3 PROFILE

Our Primary pupils produce a profile at the end of P7, giving us excellent information on their strengths and achievements as young learners. We want to encourage them to build on this profile and constantly to review and update information on their progress at North Berwick High School. By the end of S3, all of our learners will have produced an updated profile, following a similar process to that completed in P7. This is a document which highlights an individual's best achievements over the course of their Broad General Education from S1 until S3 in literacy, numeracy and health & wellbeing. It also has an emphasis on wider achievement both within and outwith the school environment. It gives pupils an opportunity to show the development of various skills across subject areas and in their extra-curricular pursuits.

The profile is very much the pupils' work. It is written by them and should reflect what they feel are their main strengths. Pupils will be supported to write their profile during PSE time with their Guidance teacher, who knows them well and can encourage and help them. Subject teachers engage pupils in dialogue about their achievements during class time, which in turn helps pupils to write meaningful and representative information on their progress. It is hoped that the completion of the profile will be helpful when preparing young people to write personal statements for jobs, college or university later on in life.

Profiles will be further supported through the introduction of e-portfolios. These will be electronic examples of work recorded by pupils themselves, giving examples of their achievements. This may be copies of written work, photographs, or video footage. Parents will have access to their child's portfolio and will be able to comment on their progress. We are currently investigating the best way of recording such evidence and will be taking this forward throughout the remainder of this inaugural session for S3 profiles.

HOME LEARNING

Home learning is an important feature of school life. It allows pupils to develop the habit of study, to plan work within specified time limits and to undertake additional tasks which will be a reinforcement or extension of work done within the classroom.

Home learning can take various forms and will vary from subject to subject. It will largely be in the form of written exercises for return to the class teacher or may be revision of work done in class. Pupils may also be asked to undertake the reading of material in preparation for future lessons or general reading. The development of the reading habit is of benefit to all subjects, not just English.

The amount of time spent on home learning will vary from child to child and will depend upon year stage. It is important that the home learning habit is developed from first year and we would expect S1 to be working towards at least one hour per night of regular home learning. This should increase throughout S2, reaching a level of up to two hours during S3, depending on the particular course chosen. Senior pupils should be applying themselves regularly and consistently to private study for a considerable part of each evening and over parts of the weekend. This is essential if they hope to secure good grades in national examinations.

All pupils are issued with high quality homework diary/planners to help them plan their home learning schedules. All pupils receive advice on how to make effective use of their homework diaries.

The school has a clear support strategy in place for pupils who find it difficult to complete home learning tasks or hand assignments in on time. Parents will be informed and pupils will be given the chance to complete home learning at lunchtime or at close of school. Where there is a supportive partnership between the school and the home, a pupil's progress is greatly enhanced. Parents can help support the school in this area by checking their child's homework diary, by helping to set aside a quiet area of the house for home learning, by helping the child to establish routine schedules for the completion of home learning and by providing a suitable schoolbag.

Parents are asked to let the school know whenever circumstances have prevented their child from completing the work set. Teachers will inform parents if home learning is not completed on time, or if the standard of work done is not satisfactory. Parents' interest in their child's education generally is much appreciated and co-operation between parents and teachers should ensure the most efficient learning by every pupil without an excessively demanding amount of effort and time.

Parents can also help by monitoring the effect which any part-time employment may have on the ability of their children to complete home learning. The school's Home Learning Policy statement, including specific departmental guidelines on homework, is available on the school website.

EXTRA-CURRICULAR ACTIVITIES

There are many opportunities for pupils to take part in activities outwith the formal school curriculum. These range from regular weekly clubs or sporting activities to field-trips or foreign visits which will take place only once or twice per session. These activities reflect the interests of staff and as staff changes occur so activities may change. Whatever the activity, young people can gain a great deal and expand their interests, skills and friendships by being involved in school life in this way.

Among the activities/clubs recently offered to pupils have been:

African Drumming	Golf
Badminton	History
Basketball	Hockey (boys and girls)
Beekeeping	International Film Club
Charities	Jewellery making
Chess	Orchestra and ensembles
Choirs	Rugby
Dance	Sailing
Debating	Scripture Union
Drama	Soul Band
Duke of Edinburgh Award	Table Tennis
Eco-schools	Theatre Visits
Fair Trade	Young Engineers
Gardening	

In recent sessions, S1 have had Sports Days in the final term.

S2 have also had Sports Days and an annual ski trip to the Alps.

S3 continue their long tradition of activities week in May, when the timetable is suspended and pupils take part in a range of opportunities and experiences, within the UK and abroad. Particularly popular are the outdoor education residential courses.

In line with guidance for Curriculum for Excellence, we are keen for pupils to take part in at least one residential excursion during their time at school. This may be during the S3 activities week or one of the other curricular trips or expeditions offered to other year groups. We realise these trips represent a substantial financial outlay for many parents and financial assistance is available for parents who may have difficulty paying for such a trip. To give an idea of potential costs, the table below shows some of the proposed trips that we hope to offer over the next few years. None of these are guaranteed at this stage but it does give you an idea of the sorts of trips that will be available.

Year group	Trip	Approx cost
S2	Annual ski trip to Alps in January/February	£780 - £820
S3	Annual Activities Week in May, e.g. <ul style="list-style-type: none"> • north of Scotland outdoor activities • south-west Scotland golf • business management in London • history battlefields in Belgium/France • watersports in Ardeche 	£330 £360 £375 £425 £560
S3/S4	Exchange trip for French, German or Spanish (includes reciprocal hosting of pupil from partner school)	£400
S4/S5/S6	Social subjects trip in June - alternates each year between: <ul style="list-style-type: none"> • geography field trip to the Alps (odd years) • history and modern studies trip to e.g. Washington and New York; China (even years) 	£600 £1000-£1300
S5/S6	Cultural and climbing trip to Morocco in June 2014 and, possibly, alternate years thereafter	£970
S5/S6	Choir tour to Malawi in June 2013, including working with partner school (fundraising activities planned to offset some of cost). There may be more trips planned for the future to continue the partnership.	£2500
S6	Advanced Higher modern languages cultural/work experience trip to France or Germany	£380

All educational Excursions are designed and planned in accordance with East Lothian Council's comprehensive Guidelines.

Outdoor Learning

The school is helped in its provision of outdoor learning by the East Lothian Outdoor Education Service based in Unit 3, Musselburgh Racecourse Complex, Balcarres Road, Goosegreen Road, Musselburgh, East Lothian, EH21 7SR. The aim of the service is to provide first class experiences of outdoor education for schools and other groups and to offer a support and advice service for outdoor activity in East Lothian.

Further information can be found at:

http://www.eastlothian.gov.uk/info/834/extra-curricular_activities/393/outdoor_learning

ATTENDANCE

Parents must account for every absence from school. Parents are asked to inform the school if their child is going to be absent by telephoning the dedicated line 01620 894716 before 9.30 am if possible.

We would strongly ask that family holidays should not be taken during term time. This is especially so for pupils in later years, where the demands of certificated examination work impose considerable strain on pupils who miss periods of school work. Any request for a child's absence for a family holiday must be made in writing to the Head Teacher.

Parents are responsible for ensuring that their child attends school regularly and where an absence should occur, informing the school as to the nature of non-attendance and possible length. In cases of unsatisfactory attendance, the Head Teacher will call on the Child & Family Support Worker (Attendance) to visit the home and discuss the problem with the parents. If such unsatisfactory attendance continues the Head Teacher, following discussions with the Child & Family Support Worker (Attendance) and other agencies will decide whether the case should be referred to the local Area Attendance Advisory Group. This Group has been formed to make recommendations to the Executive Director of Services for People on the statutory responsibilities of the Authority with regard to defaulting parents.

PUNCTUALITY

As a school we also stress to pupils the importance of arriving at school punctually in the morning and afternoon and to class at period change and after break. Persistent problems connected with punctuality will be picked up by Guidance staff and parents will be contacted in cases where poor punctuality is becoming a problem.

SCHOOL MEALS

Pupils can purchase a variety of meals and snacks in our superb dining room, which operates on a 'cash card' basis. There is also provision for pupils who wish to eat a packed lunch. We do not encourage pupils to leave the premises at lunch time.

Under the Council Committee for Education policy, children in attendance at schools under the management of the Council are entitled to free school meals if their parents are in receipt of Income Support or Income-based Jobseekers Allowance or Income Related Employment and Support Allowance or Child Tax Credit but NOT Working Tax Credit with an annual income of less than £15,860 or Child Tax Credit and Working Tax Credit with an annual income of less than £6,420. No other children are eligible for free meals. Further information can be obtained from the Department of Services for People, Business Unit, John Muir House, Haddington, EH41 3HA.

Further information can be found at:

www.eastlothian.gov.uk/info/594/benefits_education_and_schools/1366/school_clothing_and_free_school_meals

MEDICAL CARE

Throughout their years at primary and secondary school, all children will be seen from time to time by a team of specialists, Health Service and Department of Services for People staff to make sure they benefit as much as possible from all that school has to offer, and to help them prepare for life after leaving school. The School Health Service is part of the Community Child Health Service and has direct links with those who carry out health checks on children before they start school.

When a pupil is taken ill at school, the procedure followed will obviously depend on what is wrong. He or she may be sent to rest in the sick room or parents asked to take the pupil home or a doctor summoned. In exceptional cases, the pupil will be taken home by a member of staff. Apart from some cases in the first category, the parents will be informed as soon as possible.

On first admission to the school, parents will be asked if there are any health problems or treatments that the school should be aware of and whether there are any reasons why the pupil should not take part in Physical Education or games. Similarly, we expect parents to notify us of problems or treatments which arise once the child is in school. Only with this knowledge can we cope adequately if something goes wrong.

Parents are asked to note that, in general, staff do not administer medication or drugs of any sort. There will, however, be certain pupils for whom parents have made an explicit request in writing that medication be administered within school hours. A strict set of regulations and monitoring apply in such cases, including a written record which logs every administration of the drug. This is to safeguard the interest of both staff and pupils. No medication is given in school except by those staff with specific responsibility to do so.

All members of staff who have agreed to be trained in the administration of specific drugs to pupils suffering from an epileptic seizure or a severe allergic reaction and who are required to apply specific drugs to those pupils will be covered by East Lothian Council's Public Liability Policy.

RELIGIOUS OBSERVANCE

Religious observance should provide opportunities for the school community to reflect on, and develop, a deeper understanding of the dignity and worth of each individual and their contribution to the school and wider communities. In recognition of Scotland's Christian heritage, schools are encouraged to use the rich resources of this tradition when planning religious observance. Many school communities contain pupils and staff from faiths other than Christianity or with no faith commitment. This should be taken fully into account in supporting spiritual development. It is of central importance that all pupils and staff can participate with integrity in forms of religious observance without compromise to their personal faith stances.

At present school assemblies are the most common vehicle for delivering religious observance. There should be a clear distinction between assemblies devised for the purpose of religious observance and assemblies for other purposes such as celebrating success. Religious observance might include opportunities for class, year, stage or

whole school observance as well as involvement by pupils and others, including school chaplains, in planning and presentation. There is a statutory provision for parents to withdraw children from participation in religious observance. This right should always be made known to parents and their wishes respected. Parents should be provided with sufficient information on which to base a decision.

Where a child is withdrawn from religious observance, schools should make suitable arrangements for the child to participate in a worthwhile alternative activity. In no circumstances should a child be disadvantaged as a result of withdrawing from religious observance.

Our School Chaplains are Rev Neil Dougall, Bill Nisbet, Shiona Liddle, Rev Dr David Graham and Rev John Lindsay. On occasions they join with us to take morning Assembly. The School Chaplains are also available for pupils who may wish to consult them on a one-to-one basis. They operate very much on a 'team basis'.

THE SCHOOL AND THE COMMUNITY

An important feature of school life is the development of links between the school and the community it serves. Departments are encouraged to integrate aspects of the local community into their courses to make students aware of the history and nature of their local area and its resources. In addition the community is welcomed into the school to share its resources and to attend functions such as the Christmas Concert. The school Charities Committee aims to integrate the raising of funds for charities with local needs and to organise events in support of the local community as, for example, with the Christmas Party organised for local senior citizens.

SCHOOL LETS

Anyone wishing to book accommodation in the School should contact Mrs C Langlands, in the School Office, or FES FM Ltd (tel 01786 458 888 or Fax 01786 458 889) for out of school hours events.

INSTRUMENTAL PROVISION IN NORTH BERWICK HIGH SCHOOL

North Berwick High School has instructors of brass, woodwind, violin, cello, piano, percussion and guitar. We try to ensure that as many pupils as resources and time will allow can benefit from the opportunity of learning to play a musical instrument.

Demand for instrumental lessons will almost always outstrip practical provision. Some degree of selection is therefore inevitable. However, any interested S1 pupil who has not previously had instrumental tuition at primary school is welcome to audition for a place on the instrumental scheme here at North Berwick High School. Those who already receive instrumental lessons in primary will have the opportunity to continue in secondary.

PARENTAL INVOLVEMENT

Parent Forum and Parent Council

The Scottish Schools (Parental Involvement) Act 2006 encourages and supports more parents/carers to become involved in their children's education. The main aims of the Act are to:

- help parents/carers become more involved with their child's education and learning;
- welcome parents/carers as active participants in the life of the school;
- provide easier ways for parents/carers to express their views and wishes.

To help achieve these aims, all parents/carers will automatically be members of the Parent Forum at their child's school and will be entitled to have their views represented to the school, education authority and others, through a representative Parent Council for the school. As a member of the Parent Forum, parents/carers will have a say in selecting their Parent Council (the representative body) to work on behalf of all parents/carers at the school.

The role of the Parent Council is to:

- support the school in its work with pupils;
- represent the views of all parents/carers;
- encourage links between the school, parents/carers, providers of nursery education and the community;
- consult with and report back to the Parent Forum.

The Parent Council arrangements came into effect from August 2007. For more information on the Parental Involvement Act or to find out about parents as partners in their children's learning contact the school or Val McIntyre, Principal Officer, at the Department of Services for People on 01620 827228 (vmcintyre@eastlothian.gov.uk) or visit the Parentzone website on www.parentzonescotland.gov.uk.

Head Teachers now have a legal obligation to consult with their Parent Council on what they would like included in the School Handbook and to ensure that it is incorporated. However, the Scottish Government are aware of the tight timescale for the 2013-2014 School Handbook, but discussions must take place at Parent Council meetings and any decisions taken reflected in the handbook. It is anticipated that there will be greater opportunity for parental involvement in future years.

Further information can be found at:

www.eastlothian.gov.uk/info/878/schools/1126/parent_councils_and_parent_forms

Scottish Parent Teacher Council (SPTC)

The Scottish Parent Teacher Council is the national organisation for Parent Teacher Associations (PTAs) and Parent Associations (PAs) in Scotland and runs an independent helpline service for all parents. You can contact the Scottish Parent Teacher Council telephone number 0131-474-6199, by e-mail sptc@sol.co.uk, the website www.sptc.info or write to Scottish Parent Teacher Council, 15 Mansfield Place, Edinburgh, EH3 6BB.

Parent Teacher Association

Membership of the Association is open to all parents or guardians of children attending North Berwick High School and to all staff at the High School.

The objectives of the Association are:

- (a) to promote co-operation between parents and teachers in everything pertaining to the well-being of the school, its pupils and the community;
- (b) to arrange parent/teacher meetings and provide a forum for discussion of all matters relating to the education welfare of the children in the school;
- (c) to liaise with the Parent Council;
- (d) to assist in fundraising ventures for the benefit of the school.

The Association is managed by a committee of up to 14 members. A full committee consists of 8 parents, 2 staff, 2 senior pupils plus two ex-officio members viz the Head Teacher and one member of the Parent Council.

POLICY ON PRESENTATION FOR EXAMINATIONS

At the appropriate time in S4, S5 and S6 the external examination subjects to be sat will be discussed with the pupils and notified to parents. The major factors in the discussion will be on-going classroom progress, the results of preliminary examinations and the balance of subject presentations, i.e. will presentation in a weak subject bring down other subjects with it, or, by non-presentation in the weak subject will passes in other subjects become more likely? Parents who disagree with the school recommendations are invited to contact the school to discuss the matter.

EXAMINATION RESULTS

Our examination results at North Berwick High School are very good and we are naturally highly pleased with our pupils' performances. However, we would wish to stress to parents that they represent only one of the school's many activities. As a school we value and encourage all kinds of achievement. The development of our pupils into socially responsible and self-disciplined young people is every bit as important as their academic success.

Examination Results (within Scottish Credit and Qualifications Framework)

Percentage of the relevant September S4 roll achieving:									
By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20
	10	11	12	10	11	12	10	11	12
	95	99	98	88	91	90	58	57	58

Percentage of the relevant September S4 roll achieving:									
By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20
	10	11	12	10	11	12	10	11	12
	65	71	68	41	52	48	24	27	26

Percentage of the relevant September S4 roll achieving:									
By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20
	10	11	12	10	11	12	10	11	12
	60	58	65	45	40	52	33	32	33

EXTRACT FROM HEAD TEACHER'S REPORT ON THE SCHOOL IN 2011-2012

Activities and Achievements

I now come to a section in which I shall try to indicate the breadth and depth of our achievements in session 2011-2012.

Competitions and Awards

We enjoyed success in a number of competitions and won many awards.

The Pupil Support team won the prestigious East Lothian Council STAR Award for Community and Partnership Working, just reward for the sterling work done in association with North Berwick Youth Café in developing initiatives and partnership working with our pupils, many of them our most vulnerable young people.

Richard Keatinge and Hannah Burke completed a 'Lessons from Auschwitz' project, which will include visiting Auschwitz-Birkenau. They will also play a key role in the Holocaust Memorial Day in January.

Ten S2 pupils took part in the Edinburgh and Lothians Construction and Built Environment Challenge, winning their first round and going forward to meet nine other schools in the final, at which they received very positive feedback from the judges.

Six members of the Young Engineering Club competed in the annual Scottish Robotics Games in Edinburgh. They had been working for over six months, building and testing their remote-controlled buggies. Over forty teams were represented and Steven Selby and Hamish Barbour gained bronze medals.

Emma Finlayson won the Young Volunteer of the Year Award 2012 for her work with the Youth Café.

Rhiordan Langan-Fortune was elected as a member of the Scottish Youth Parliament.

Rachel Coll was the Rotary Young Musician of the Year and starred in two shows at the Fringe.

Rowan Wood's Higher Art & Design folio was selected for publication in the Times Education Supplement Scotland, such was its quality. Rosie Watson's work was exhibited in the annual Advanced Higher Art & Design exhibition in 2011, to be followed by Katherine Baker and Benjamin Duncan in 2012 – tremendous achievements when measured against the very best art work in Scotland. Amy Irvine S3 and Rachel Jackson S1 were successful in the Royal Hospital for Sick Children Painting competition, Amy winning first prize in her category and Rachel being highly commended.

A team from S3 had a highly enjoyable experience taking part in the Stock Market Challenge, finishing fourteenth out of twenty-five.

In the Enterprising Maths Competition 2012 at Meadowbank, our team of Eilidh McSherry, Jamie Bell, Greig Govenlock and Ruben Lancaster came an overall (all-time best) ninth out of thirty-three schools from the Lothians and we were the highest ranked school from East Lothian. Our team also placed first in the relay competition.

Naomi Pearson and Samantha Perkins competed in the East Lothian Food Festival competition.

Laura Baron followed Sophie Allinson in representing the school in the Young Ambassador programme, set up to prepare for the London Olympics in 2012. Laura was selected to inspire others, no matter their ability, to take part in sport and activity.

Clubs and Groups

The school continues to run an impressive series of clubs and societies, such as sailing, beekeeping, mixed hockey, netball, rugby, football, basketball, hockey, mountain biking, scripture union, badminton, gymnastics, drama, fair trade, eco school, gardening, ukulele, charities, computer, cookery, film, friendship bracelets, languages, newspaper and young engineers.

Visits and events

A wonderful and very appropriate ‘pirate wheel’ was put on the wall at the front entrance to the Hall in memory of Niall Anderson – Live for the Moment. It was paid for from the Pirate Day fund-raising from the previous session (which also raised more than £4000 for the Teenage Cancer Trust). The wheel was crafted in India and made it to NBHS with about 400 one-rupee postage stamps attached. How Niall would have loved that!

The school was privileged to have Gerald Nsengyumya visit us from Rwanda. Gerald was a member of their national rugby team and came to speak to us about the genocide there. He spoke movingly and without flinching about what had happened and his dignity and sense of compassion moved everyone greatly.

Pupils from the school hosted radio shows on Friday evenings on East Coast FM. The pupils planned and then ran the shows every week. Katherine Frost, Steven Selby and Eilidh McSherry have been heavily involved in the development of the radio station.

Class 1G2 participated in the BBC News School Report, part of a national event organised by the BBC in March. This involved the pupils working around the school to develop news stories and to use various aspects of sound and video technology and become real reporters, working in a live news room. On the News Day the groups did various pieces and uploaded them on to the school web site. They also interviewed our MP Fiona O’Donnell and MSP Iain Gray.

Forty-three S4 biology pupils visited the Beaver Trial Site at Lochgilphead, accompanied by Polly Phillpot from the Royal Zoological Society.

Former pupils Kari Spence and Isabelle Ives returned to Rwanda during the summer, and were joined by Kari’s mum for a spell, as they did extensive voluntary work with young people.

Eve Borrowman, Rebecca Davidson, Amber Whitelaw and Eilidh Simpson attended the Take One Action's youth film festival residency at the MacRobert Centre in Stirling.

A highlight from early in the session was the visit from the Maasai Osiligi Warriors from Kenya, who led workshops with S1 and S2 and their teachers. Their visit was inspirational as they spoke about their home life and culture and sang and danced and led the pupils and staff. It was amazing to see our pupils and staff leaping and dancing, albeit not to such a degree of success as our visitors!

Professor Mike Maher spoke to Higher and Advanced Higher pupils about careers in engineering.

The Take Away Theatre Company gave a World War Two production to all of S1. Three actors performed a one-hour play on life in Britain at that time, from the perspective of a 13-year old girl.

S5 and S6 visited the Brunton Theatre to watch *Of Gods and Men*, as part of National Schools Film Week.

We had a second International Ceilidh in November, hosting fifty pupils from the International School in Brussels, giving our guests a warm welcome and showing them 'how it is done' when it comes to Scottish dancing.

The International Group screened the film 'Dirt! The Movie', at the Scottish Seabird Centre.

Higher modern studies pupils attended the Model United Nations event in November, and S3 and S4 groups visited the Scottish Parliament.

Advanced Higher modern studies pupils observed court proceedings at the Sheriff Court in Edinburgh. Thankfully, all of them returned! A group also attended a politics conference at Edinburgh University and also a film premiere at the Edinburgh International Film Festival as part of their Crime and Law Studies.

John Crawford, Struan and Ruaridh Bennett and Rory Armitage played a strong role in the Athelstaneford Community Consultation about a proposed skate park in the village.

Two S4 classes went to see a performance of 'Macbeth' by the travelling drama group, Icarus. This small production really brought the Scottish Play to life. There was also a 'Macbeth' workshop.

In October, Higher physics pupils made the long trip to Faslane to visit the submarine base and to see physics in action.

Advanced Higher physics pupils took part in a Particle Physics masterclass at the University of Glasgow. A group also attended the University of Edinburgh's 'Science on a Summer's Evening' event in June.

Keiran and Rachel Eadie took part in the filming of a documentary about Sir Chris Hoy.

Senior pupils again took part in the Business Dynamics conference in June at the school.

S1 and S2 pupils attended the production of 'Kidnapped' at the Brunton Theatre.

Nandini Nagra and Maggie Goodlad spent a week at the University of Strathclyde's space school.

The Arts

We performed 'A Midsummer Night's Dream' in June. This ambitious performance was excellent, with superb performances from the young cast who performed this play with great maturity and insight, mixing pathos and humour beautifully. The performers also visited Stratford Upon Avon to give an impromptu performance there in front of close to a hundred visitors! The group also watched performances of 'Richard III' and 'Julius Caesar'.

We continued to have great success in music. Joanna Casson played in the National Youth Choir of Scotland and the Edinburgh Youth Orchestra. Joanna and Ruth Dougall achieved Grade 8 in cello. Wendy Smith played clarinet for the Royal Scottish National Orchestra in the Usher Hall at the schools' Maestro Concert in October. Lorna Scullion gained Grade 7 in flute. Callum Burns gained Grade 7 in piano, as did Joanna Casson. Fraser Lewis gained Grade 6 in violin. Heather Townsend played tenor drum with the Lothian and Borders Police Pipe Band. Rachel Nelson gained distinction in Grade 6 piano.

Many of our pupils played in various groups at the East Lothian Showcase Concert in the spring, held outwith the county in the lovely setting of the Queen's Hall in Edinburgh, playing in brass, woodwind, guitars, percussion and string orchestra.

Zoe Moskal Guy and Mr Coady recorded an album of Burns' songs in the summer, with the album launched in late October. Funds raised from the album will support the Sick Children's Hospital and the Burns' Birthplace Museum.

We took part in the MacMillan Cancer Concerts at the Town House in Haddington in October.

We took part as one of the choirs which sang in welcoming the Olympic Torch as it made its way through the country with a brief visit to the county, in Musselburgh. Our pupils sang their hearts out and were complimented on their performance.

We hold a number of musical clubs and ensembles, including our brass band, chorale, guitar ensemble, guitar group, jazz band, junior choir, orchestra, piano ensembles, percussion ensembles, staff/senior choir, string ensemble and woodwind ensemble, whose results are all heard to magnificent effect at our concerts.

Particular mention goes to the Ukulele Orchestra of North Berwick High School which, from humble beginnings in 2009, has flourished, and indeed will be

performing at the forthcoming East Lothian Learning Festival. The orchestra has brightened up the lives of many people near and far, performing at literally dozens of events. The group even performed to more than 300 people to promote ukuleles to Midlothian – missionary work indeed!

Our concerts continue to set new standards of excellence. The concerts were a great success, as usual, and the hall was also beautifully decorated at Christmas by the art department. Particular mention goes to Joanna Casson, Rowan Wood and Jacob Cusworth from S6, who arranged, organised, rehearsed and led the Chamber Choir and the Guitar Group at the concerts.

The spring concert had two particular moments. The first was when the guitar group performed One Day Like This by Elbow in honour of Mr Peyton and then the concert culminated in a choral piece in honour of Mrs Medine as she accompanied her last-ever concert at NBHS. Unbeknown to her, Mrs Casson had contacted dozens of former music students and 88 came to sing ‘Angels’ for Mrs Medine. It was truly remarkable, seeing the stage totally filled with pupils and former pupils, some in their early thirties, singing so beautifully. What a tribute to Mrs Medine and also how lovely noting what their old school still meant to them!

Sport

We had a number of sporting highlights, both in teams and individually. We are also delighted that Paris Steele and Housecallcare continue to sponsor strips for our sporting teams.

We won the East Lothian Youth Games, attended by S1 and S2 pupils from across East Lothian. We also won the County Sports.

Many of our pupils have been successful in East Lothian Council’s Performance Athletes in School programme, with seventeen pupils being selected in basketball, rugby, badminton and hockey.

The school played a big part in the preparations for the Olympic Games. Under Miss Parry’s leadership and initiative, we held our own Torch Relay, using athletes from NBHS who ran a route round all of our partner primary schools. This was a major event to finish off the term beautifully. It was fitting that the final leg of the relay was run by Mr Barnes on his last day as Head Teacher of Law Primary! Olympic torch bearer Ken Reid spoke to S6 about his experiences in carrying the real torch and, of course, of his work in athletics. The school was selected also as an outstanding regional World Sport Day example for others.

In **basketball**, the Under 15 boys reached the Scottish Cup final, losing narrowly to James Gillespie’s HS. The S1 boys reached the Quarter Final stage, losing by one point to the eventual winners. Liam Mackle at U15, Gregor Gray at U16 and U18 and Shannon Purves at U16 all represented Scotland in the European Championships.

In **hockey**, Amy Nicholson was a member of the Scotland Under 18 squad. Amy White represented Scotland at U16 and Amy and Lara Frostwick were selected for the East District U16 team, and Martha Lawson and Olivia Lochhead for the East District

U15 team. Fern Mitchell represented Scotland at the 2011 UK School Games in Sheffield.

In **football**, the S1 and S2 teams progressed to the 3rd round of the Scottish Cup competition. The S2 team competed in the East and Midlothian Schools league. The S4 team progressed to the 4th round of the Scottish Cup. Several S4 pupils gave up their free time to coach the S1 and S2 football squads.

In **rugby**, we continued to have a large number of teams at all levels. Scott Burnside captained the Scotland Under 18 team recently, even though he is under 17. Scott and Reece Patterson, Andrew Loy and Lewis Carmichael were members of the Edinburgh Under 17 squad. The Under 14s had magnificent victories in the Merchiston and Stewarts Melville Sevens; never before had a state school won both these events in the same season. There was further success at the East Lothian Schools sevens, when both the Under 15 and Under 18 teams won their tournaments.

In **athletics**, Jake Roulstone 2L won gold in the 400m and silver in the 200m at the Scottish Schools Athletics Championships in June. His 400m time was the best in Scotland this year!

In **golf**, Lewis Govenlock and Gary Brownlee both qualified for the Scottish Schools' Golf Championships. Lewis won his qualifying event, and therefore captained the East Lothian team at the Scottish event. Clara Young, S4, is already one of the best Ladies players in Scotland, being the youngest-ever winner of the County Championship and top Scot in the SLGA Under 16 championships. She was the only Scot in the UK Under 16 team for an inaugural match against the cream of Europe for the Vagliano Trophy. She also represented Scotland in Hungary in the European Young Masters before returning home to play in the junior home internationals and the British Girls' Championships.

In **volleyball**, Chris McHardy was selected to play in the Sainsbury's UK School Games 2012. Ben McHardy was selected for the Scottish U16 Volleyball team.

In **netball**, Gemma Wightman was a member of the Edinburgh Under 17 Netball team.

In **sailing**, Sarah Alexander represented Scotland in the National Inland Laser Radial Championships. Alex Freer came fourth in the National Sailing Topper Championships.

In **swimming**, at the Scottish Schools' Swimming Championships, Joanna Whitelaw S4 was third in the 100m butterfly and in the 400m individual medley. Finlay Williamson was fifth in the 400m individual medley. Jennifer Jubb reached the finals in her event.

In **equestrian events**, Megan Lott S4 was selected for the Scottish Endurance riding Team, being one of only two juniors on the national team of twelve. Ailsa Black S3 represented Scotland in the Scottish Showjumping Team. Ellie Thomson was the Scottish Under 13 Jumping and Driving Horses champion. Lucy Yates was a Pony Club National Champion.

In **judo**, Francis Millward and Elizabeth Musgrove took part in international judo tournaments and training camps. Toby Boston is the Scottish Judo Champion at his age group.

In **karate** Murdo Lunn S3 came seventh in the World Karate Championships in Thailand from 89 competitors from 46 different countries – a wonderful achievement. He was also selected to represent Scotland at the Japan Karate Association Junior Championships in Paris in June.

In **tae-kwon-do**, Jake Roulstone won the British Championship at his age group.

In **badminton**, James Chapman was the Lothian Under 16 Badminton Champion.

End of Term Events

Our end of term events again were highlights of the year.

At Christmas, our musicians took their festive pieces out into the community to various venues including local nursing homes and partner primaries.

The Christmas Dances were a huge success, taking place over four evenings. The hall was filled with young people every night as they performed their Scottish Country dances with great aplomb under the PE department's direction.

We ended the Christmas term again with our now-annual Christmas Panto. The audience were treated to Little Red Riding Hood with associated singing and dancing. Memorable performances were received from S6 pupils and associated staff, including incredible panto dames, with Mr Peyton giving his valedictory performance!

Charities

The school continues its proud tradition of supporting those less fortunate than ourselves. We had various events, such as coffee mornings and dress-down days. We also held a very successful Senior Citizens' Party. £1625 was given to each of our school charities of Muirfield Riding Therapy and Help for Heroes. £750 was donated to Marie Curie and £450 to the Teenage Cancer Trust. Seven of our pupils raised £1200 for the MacMillan Cancer Support as part of the group of East Lothian pupils who receive musical instruction. £260 was raised in school by the MacMillan Coffee Morning. £950 was sent to Children in Need. I would like to thank Mrs Macaskill for coordinating our charity fund raising so well for over twenty years, raising thousands of pounds in the process.

As a special project last session, S3 modern studies decided to support a project for Rwanda, in association with the former pupils from NBHS who were going to visit Rwanda for the Faith and Hope Nursery and Primary School in Bugesera. £418 was raised in a fund-raising event in the hall, organised entirely by the pupils. Another £550 was raised at an evening gig.

Outdoor Activities and Excursions

Our annual Activities Week continues to grow and involves all pupils from S1 to S3 in a variety of events and activities. During that week, we had inter-house sports, the coastal walks, a variety of day activities for S3, a battlefields trip to Belgium, canoeing in the Ardeche, a business studies trip to London, a golf trip to Galloway, and camping, hiking and canoeing/kayaking in the Highlands. S2 visited New Lanark and S1 the Glasgow Science Centre.

Our S2 had another excellent week of skiing in Italy in January, when a party of over a hundred pupils and staff enjoyed a particularly pleasant and successful trip.

We ended the summer term with an outstanding trip to Morocco, including climbing Mount Toubkal, North Africa's highest peak at 4167 m. Arriving in temperatures of 40 degrees plus, with a sand storm and ludicrously dangerous driving, this was a cultural experience unlike any other!

Teams performed in each of the Outdoor Challenges, coordinated by the Outdoor Education service in East Lothian. Our teams did well: the S1s came in 2nd and 4th and the S6 team won their event.

In the Duke of Edinburgh Award, the Bronze group are presented under the auspices of the Community Centre, an excellent example of partnership working in action. Our Silver group completed their final expedition in the summer. Caitlin Rollinson, Heather Shaw, Elle Mackay, Nicole Crawford, Beth Pearson, Eilidh Simpson, Catherine Bunney, Iain Morrison, Gregor Wood, Alistair Mackenzie, Andrew Black, Connor Maguire, Euan Cragg, Innes Stevenson and Fergus Jones all gained their Silver award.

The Advanced Higher French class had an outstanding week in the Dordogne. The pupils did the school proud and their enthusiasm carried through the year and to very strong SQA results.

Parental Involvement

Parental involvement continues to be a major strength of the school. Events such as Consultation or Information Evenings are extremely well supported and the Parent Council continued to play a prominent role in the school. The school developed its new Management Information System, holding accurate information on all of our pupils and staff. We developed email links with parents, making full use of our system and greatly improving our communication with parents.

The PTA continues to support the school by holding fund raising events such as the Quiz Night. Last year, an amazing £3800 was given to the school, which allowed us to purchase our high quality homework diaries and to fund the outdoor classroom area at the front of the school.

A major event, as always, was the school PTA Burns' Supper and Ceilidh, with excellent contributions from the main speakers - our student leadership team.

The North Berwick Burns' Club's Anniversary Dinner, held in a packed Marine Hotel, had as usual a major input from the school. The quality of the performances

was remarked upon by all who were present, with Sophie and James being tremendous ambassadors for the school.

I would also like to thank the parents who support the many events in the school, allowing money to be raised for school funds. These funds give us the ability to support outings and events for our children.

I think nothing sums up our strong partnership more than the Careers Convention, held in the school in September. This event, organised by parents from the Parent Council, attracted dozens of exhibitors; hundreds of our pupils and their parents attended the evening, taking advantage of the first-hand knowledge of the exhibitors and also some first-class workshops.

Conclusion

Out of such bounty, what was the highlight? We had so much, as ever. I shall pick two from the session this year.

The first was that amazing choir at the spring concert. To see the whole stage filled with pupils and former pupils, and to see Mrs Medine's face as they all appeared, was the greatest pleasure. And then to actually hear them perform!

The second was *A Midsummer Night's Dream*, which was simply captivating. Everyone in the audience was enthralled by the play, set as it was in a contemporary setting. It was magnificent and a real example also of everyone working together. It illustrated perfectly our four Rs of responsibility, relationships, respect and resilience and, my goodness, did they Aim High!

In conclusion, I commend this report to its readers and look forward to another successful year.

Colin Sutherland
Head Teacher
September 2012

GENERAL INFORMATION FROM EAST LoTHIAN COUNCIL

COMMUNICATION

School Communication with Parents

The Children (Scotland) Act 1995 amended the definition of "parent" in the Education (Scotland) Act 1980 to "Parent includes guardian and any person who is liable to maintain or has parental responsibilities in relation to, or has care of, a child or young person".

Communication with parents can take many forms and have many purposes. Schools are supported by East Lothian Council to use a range of ways to ensure that all parents have the information that they need to support their own child's learning and to help them become involved in the life of the school.

Divorced/Separated Parents – Information

Effective communication between the school and parents is vital. This can sometimes be difficult when parents separate or divorce. If parents are separated or a divorce was granted after November 1996 both parents will retain parental responsibilities, unless the court has specifically removed those responsibilities. In relation to placing requests, appeals against certain educational decisions and access to pupils' records, both parents will normally have equal rights. Even if a divorce was granted prior to November 1996 the parent without custody may not have lost all rights to information and to be involved in decision-making. The above definition may also give others rights.

Schools will therefore request the names and addresses of both parents at the time of enrolment and at the annual update of data. The parent/s with whom the pupil resides will automatically receive all communications from the school. If a parent lives away from the family home they will, when the school is first informed of their address, receive a Recorded Delivery letter enquiring whether or not they wish to receive information about their child's education. If no reply is received it will be assumed they do not wish to be kept informed and there will be no further communication unless a request for information is subsequently received. If they wish to be kept informed they will receive copies of all communications regarding the pupil including copies of reports and notification of Parents' Meetings. The parent with whom the pupil resides will be informed that this is happening.

The school is dependent on the parent with whom the pupil resides supplying the appropriate information, i.e. the address of the parent not living in the family home, details of Court proceedings prohibiting that parent's involvement in the child's education or any other relevant documentation. Parents/Carers should note that children can only be collected from school by the parent with whom they reside unless the parent/carers have authorised an alternative arrangement. If someone else is to collect the pupil the school should be informed in advance.

Complaints Procedures

Most complaints can and should be resolved at school level. If you have cause for concern, the first person to approach will normally be the Head Teacher. If a meeting is required with the Class or Guidance Teacher, Head Teacher or other senior member of staff then this should be arranged as quickly as possible. If parents remain dissatisfied then the procedures contained within “How to make a comment, compliment or complaint about a Council service” should be followed.

Further information can be obtained at:

http://www.eastlothian.gov.uk/downloads/file/2421/feedback_leaflet

Pupil Placement

The law allows parents to express a preference for a different school (such a school is often referred to as a non-district school) rather than placing their child in their local school. The Council is obliged to grant a placing request wherever possible. While most requests are granted, in some cases this is not possible. The Council can only refuse a placing request if any of the criteria as per Section 28A (3) Education (Scotland) Act 1980 is met. If a placing request is refused the parent has the right to appeal this decision. An appeals panel will hear the appeal and if they come to the conclusion that they do not think the grounds of refusal quoted stand or that even though the grounds of refusal stand it is still inappropriate to refuse the place, they can overturn the decision and the child would be allocated a place in that school.

Pupil placement process must meet set timescales; all requests received by 15 March must be considered at the same time. Parents must receive the outcome of their request before the end of April. If a school is oversubscribed detailed reports outlining all the placing requests for that school are presented to the Pupil Placement Sub Committee for approval.

Further information can be found at:

http://www.eastlothian.gov.uk/info/879/school_and_nursery_places/630/choosing_a_primary_school_in_east_lothian

Reserved Places/Roll Capping in Schools

The Department of Services for People obtain information on the migration of pupils from certain schools where we may need to reserve places for incoming district pupils. Reserving places is crucial in areas where there are high levels of house build or high migration into catchment. This also informs whether it will be necessary to roll cap certain stages within a school or the whole school to maximum number.

By the end of December we have received class organisation returns from primary and secondary schools for the next school year. This information is vital as it informs us of how many district pupils have enrolled and the number of non-district places that can be granted. It is also an early warning for any problems, i.e. over school capacity or large increases in pupils' numbers because of house build. Detailed reports requesting roll capping of schools or retaining places for pupils moving into the catchment area are always presented to Council Committee for Education for approval.

School Catchment

Every school has a catchment area; each catchment area has clear boundaries. Children living in the catchment area are given priority for places in this school. Entitlement to a place in a school is based on home address and **not** on attendance at an associated school or nursery class. In some areas there are separate Catholic schools available for parents wishing their child to be educated in this type of school. Children living in the catchment area and baptised in the Catholic faith are given priority for places in this school.

East Lothian has 6 secondary schools, 35 primary schools and 3 nursery establishments. Each primary school in East Lothian feeds into a corresponding secondary school (click on the link to view details). The boundary lines for each primary and secondary school catchment area in East Lothian, for the most part, remain so since circa 1980's, and were originally recorded on printed copies of A-Z street maps and Ordnance Survey Maps. To improve accessibility of information, each school catchment area map was re-digitised for public use on the East Lothian Council's website, as approved by Council Committee for Education in May 2011.

The catchment boundary lines are available to view via:
http://www.eastlothian.gov.uk/site/scripts/download_info.php?downloadID=1588)

For an overview map of all the catchments, download the following map from the East Lothian Council website. Note: There are no catchment boundaries for nursery provision.

More Choices More Chances

East Lothian's More Choices More Chances action plan aims to reduce the number of young people not in education, employment or training. This involves a number of interventions offered to school age young people to better prepare them for the world of work including: extended work experience placements, vocational courses and vocational certificates and employability courses. East Lothian Council also runs Get Ready for Work - a national training programme - and Activity Agreements - a Scottish Government grant funded programme - for young people who have left school to further support them into sustained employment and further education. The More Choices More Chances partnership includes Jewel and Esk College and other learning providers and the third sector.

SUPPORT FOR PUPILS

Pupils Who Have Additional Support Needs

All East Lothian schools offer a range of support for children and young people with additional support needs. There are a number of additional services both within the Authority and from external agencies which offer enhanced support to pupils with additional support needs.

Provision and resources are accessed through the local authority's processes of resource allocation and Staged Assessment and Intervention, in consultation with professionals, the child or young person and their family.

The Council's Policy document "Framework for Meeting Additional Support Needs" provides a framework for full and effective inclusion of pupils who have additional support needs. The Authority has an Accessibility Strategy for schools which enables access to Communication, Environment and the Curriculum for all pupils. Schools also take account of the Equalities Act 2010.

The Education (Additional Support for Learning Act) (Scotland) 2004 (amended 2009)

The Education (Additional Support for Learning Act) (Scotland) 2004 (amended 2009) states that:

- A child or young person who has additional support needs, and also his/her parents or carers, should be involved in any decisions-making. They can have a supporter with them at meetings or have an advocate present to present their case for them. A young person's views must be taken into account for post-school transitions.
- Young people and parents/carers should be provided with information and advice about their own, or their child's additional support needs. They can also request, at any time, an assessment to establish additional support needs or if a Co-ordinated Support Plan is required, or for a Co-ordinated Support Plan to be reviewed.
- A young person who has additional support needs or his/her parent or carer can make a placing request to another education authority or an independent school.
- The local authority is required to provide a free mediation. Common Ground Mediation is East Lothian Council's provider. It promotes collaboration between parents, children, school and education services. Anyone involved in a disagreement can access this service.
- Young people and parents or carers can make an application to use the free, national Dispute Resolution process to resolve certain types of dispute.
- Young people and parents or carers can appeal to the national Additional Support Needs Tribunal to challenge a decision about a Co-ordinated Support Plan and certain other matters relating to additional support needs. Free advocacy can be provided for this.

Information is available from the Department of Services for People, Business Unit, John Muir House, Haddington, East Lothian, EH41 3HA.

Further information can be found at:

www.eastlothian.gov.uk/downloads/874/parental_support_schools_and_education

Enhanced Transition for pupils with Additional Support Needs

All children and young people go through a number of transition stages in their school education when they move from one setting to another. Children and young people with additional support needs will need different levels and types of support. In East Lothian, we manage this through the Staged Assessment and Intervention Framework. The team working with the child or young person, the child or young person themselves and their parents are best placed to decide on the level of planning and the nature of intervention needed.

East Lothian Educational Psychology Service

Educational Psychologists are part of the Department of Services for People. They make regular visits to all nursery, primary and secondary schools in the authority.

What do Educational Psychologists do?

Educational Psychologists work collaboratively with other professionals, parents and carers, to help children and young people overcome barriers to learning. They support school staff to enhance learning environments, to ensure they are effective for all children and young people, whatever their learning needs.

How does an Educational Psychologist become involved with my child?

If you have any concerns about how your child is getting on at school, the first thing to do is share them with school staff. If staff feel that an Educational Psychologist may be able to help, they will contact their link Educational Psychologist for a consultation or invite them to a staged assessment meeting in school. If the Educational Psychologist is going to become formally involved with your child, then parental permission for this will always be sought. You are also welcome to contact the Educational Psychology Service directly if you would prefer.

You can contact the Educational Psychology Service on Telephone: 01620 827827 or write to East Lothian Council, Educational Psychology Service, John Muir House, Haddington, East Lothian, EH41 3HA.

Further information can be found at:

http://www.eastlothian.gov.uk/info/200165/educational_psychology/1204/educational_psychology

Professionals visiting school/information sharing and confidentiality

Schools can call on professionals from a number of different agencies/services for help and advice. These include Educational Psychologists, Outreach Teachers, Officers within Department of Services for People, School Doctor, School Nurse, Careers Advisor, Social Worker and the Integration Team. Formal referral to any of these agencies/services would only take place with the consent of parents/guardians. There will however be occasions when issues may be discussed **in confidence** without formal referral and therefore without such consent. If parents are concerned about this they should contact the school for further information.

In Secondary Schools individual pupils may be discussed at the School Liaison Group. This is attended by representatives from the school, Community Child Health, Community Development, Education Welfare Service, Psychological Services, Integration Team and Children's Well-being. The meeting considers strategies to help pupils having difficulties in school. All matters discussed in these meetings are understood to be strictly confidential. Parents are not invited to these meetings in every secondary school.

Exceptional circumstances in which information may be disclosed without consent

Disclosure of personal information without consent may be justified where failure to do so may expose the service-user or others to risk of serious harm. Staff should always make every effort to gain consent but the health and safety of the individual has primacy over the right to confidentiality. Exceptional circumstances include:

- Child Protection: staff should adhere to the Edinburgh and Lothians Inter-agency Child Protection Procedures.
- Protecting vulnerable adults
- Protection of Children (Scotland) Act 2003
- Life threatening or dangerous situations, for example, where a young person:
 - shows signs of physical, emotional or sexual damage
 - is at risk of significant harm or threatening suicide.

Child Protection Procedures

Edinburgh, the Lothians and Borders, including East Lothian Council, have reviewed and re-issued the “Inter-Agency Child Protection Procedures”. The Procedures promote a high level of inter-agency co-operation when working with children who may be in need of protection. Training is available for all staff in East Lothian Council to ensure that their skill and commitment is used effectively in identifying and protecting children who have been abused or may be at risk of abuse. The Procedures will further encourage the partnership that exists between the Department of Services for People, Health and the Police in East Lothian and will help towards building a partnership with parents in carrying out our duties and responsibilities to East Lothian children and young people.

Further information can be found at:

www.eastlothian.gov.uk/info/1366/child_protection_and_vetting

Children and Young People who are Looked After

Children and Young People who are looked after or looked after and accommodated (LAC) and have additional support needs as directed by the Education (Additional Support for Learning Act) (Scotland) 2004 (amended 2009). Schools will be very aware of who their LAC pupils are and the supports and strategies which may be required to meet their diverse needs. The Educational Psychology Service works closely with schools and staff from Children’s Well Being to support these often vulnerable young people. Currently there is a research project being undertaken to investigate the impact of exclusion on pupils who are LAC. This is a joint project led by professionals from Education and Children’s Well Being.

Team Teach

We pride ourselves in East Lothian on providing a safe learning environment for our pupils. Sometimes, some of our children may get anxious or agitated, and we will do our best to help pupils using communication skills, distraction techniques and removing triggers where possible.

However, there may be times when children need more help. This may require staff’s physical support to intervene and ensure the pupil’s own safety, or that of other pupils and staff, or that property is not seriously damaged. In East Lothian Council, we have adopted the Team Teach approach to manage challenging behaviour, and staff are trained and accredited to use a range of techniques.

All incidents where it has been necessary to use physical intervention with the children are recorded in school, and parents are informed as a matter of course. Children who are likely to need help in this way will have a Positive Handling Plan that will be discussed with you, and consistently followed by all school staff. We will

also ask you to share this information with other people/agencies supporting your son/daughter, e.g. transport, respite, link family, etc. If you have any questions about how we manage behaviour at school, or about the Team Teach approach please contact the Head Teacher.

Community Life and Leisure

Community Life and Leisure can facilitate enhanced learning opportunities for children through provision of and support of:

- School Library Service
- Instrumental Music Tuition
- Drama provision/Theatre
- Educational visits in museums/projects.
- Study Support and After School Activities
- Sport

The Service is committed to facilitating access to the widest range of creative and learning opportunities and supports a broad range of information services and access.

Further information can be found at:

http://www.eastlothian.gov.uk/info/283/community_life_and_leisure

SCHOOL IMPROVEMENT

The Standards in Scotland's Schools Act (2000) requires that every local authority aims to secure improvement in the quality of school education which is provided in the schools managed by them. As part of East Lothian Council's legislative duty to ensure that schools are supported in improving standards for pupils each year, evaluation visits are carried out in every school twice during each school session. By focusing on improvements in performance during these visits, schools are supported in ensuring high standards are achieved and maintained. A Quality Improvement Officer carries out each of these visits.

The Role of Quality Improvement Officers

Currently there are five Quality Improvement Officers, two of whom are seconded until August 2013. The two seconded Quality Improvement Officers have a remit that encompasses authority and school developments relating to Curriculum for Excellence, while the permanent Quality Improvement Officers have responsibility for support and challenge across all schools, but there is overlap between the roles.

Responsibilities to individual schools include the following for Quality Improvement Officers:

- Provide support pre, during and post Education Scotland inspection
- Support and monitor development planning ensuring links to How Good Is Our School? Child at the Centre and Service Improvement Framework outcomes
- Provide advice on staffing/finance/resources issues
- Support development/progression of Curriculum for Excellence
- Analyse and use data to challenge schools to raise attainment and achievement

- Participate in the appointment of senior members of school based staff
- Provide support in the resolution of disciplinary matters; complaints; and other school based issues
- Devise and promote strategies to address areas where performance should be improved; monitor and report on progress
- Undertake evaluation visits to all schools and provide reports as appropriate.

The three substantive Quality Improvement Officers each have two clusters of schools within their remits:

- 1) Dunbar & Tranent
- 2) Haddington & Prestonpans
- 3) Musselburgh & North Berwick

The Quality Improvement Officer also supports a range of cluster activities, e.g. transition events, training afternoons etc. Other important elements within the Quality Improvement Officer role include:

- Monitoring of children who are home educated
- Parental complaints
- Freedom of Information Requests
- Chairing cluster moderation meetings for Exceptional Needs resource allocation
- Reporting to Scottish Government, Education Scotland, e.g. on Curriculum for Excellence implementation
- Managing Local Authority educational developments, e.g. Leadership Development, Assessment & Moderation
- Involved in the recruitment and selection process of Head Teachers and Depute Head Teachers.

LOCAL AUTHORITY POLICIES AND PRACTICAL INFORMATION

Transferring Educational Data about Pupils

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data? - In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the Scottish Qualifications Authority (SQA) 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
- enhance the quality of research to improve lives of young people in Scotland.

Data Policy - Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

Your data protection rights - The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website <https://www.scotxed.net/>

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This 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 relevant colleagues and individuals within and out with Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns - If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, 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.

Consulting with pupils

Under the Children (Scotland) Act 1995 the views of children should be taken in to account when major decisions are being made which will affect their lives. Generally children over 12 are presumed in law to have a view but younger children may also be mature enough to have a view and should be given the opportunity to express it. While schools may not be bound by this they do consult with their pupils and the methods used should be included in the handbook. This could include formal consultation through Pupil Councils, pupils co-opted to Parent Councils, questionnaires, suggestion boxes, review and planning meetings, as well as arrangements to consult with individual pupils at appropriate times (subject choice, exclusions etc.).

Exclusions of pupils

Exclusion from school is used on occasions when the safety of the pupil concerned or others is at risk if the pupil remains in school. The period of exclusion should be as short as possible and used as a “breathing space” to enable the school/family/other agencies to work together to support the child/young person to return to school successfully.

Education Maintenance Allowances (EMAs)

Education Maintenance Allowances (EMAs) have been available since August 2004 for young people aged 16, planning to continue their education in school. It is a weekly payment of £30.00 paid directly to pupils from low-income families who stay on after the end of their compulsory schooling. Application Forms and further information is available from Department of Services for People, Business Unit, John Muir House, Haddington, EH41 4HA.

Further information can be found at:

http://www.eastlothian.gov.uk/info/677/council_and_government_grants/676/education_maintenance_allowance

Employment of Children

Children under the statutory school leaving age can only be employed within their term of the bye-laws on the Employment of Children. These regulations do not permit the employment of children under 13 years of age, and for those over the age there are limits on the hours and type of employment which are allowed. Parents and employers **must** both complete an application form for an employment permit before the employment begins. Forms and information are available from the school office. Further details can be obtained from the Department of Services for People, Business Unit, John Muir House, Haddington, EH41 4HA.

Further information can be found at:

www.eastlothian.gov.uk/downloads/file/1680/employment_of_children

Home Education

If parents wish to remove their child from mainstream education and home educate their child, they must write to the Executive Director of Services for People in the first instance stating reasons for this withdrawal and ask for permission.

Families are contacted by the department annually and are offered the opportunity to meet the Quality Improvement Officer and discuss the education provision for the child/children. If a family declines a meeting, they must submit information, in writing, about how they are meeting the educational needs of their child/children.

All enquiries made about home education are recorded in the department and a letter is sent to the family. Included with the letter is a leaflet for parents/carers giving details of websites offering advice and support.

Transport: Policy of the Council and Local Arrangements

The Council's current policy is to provide home to school transport for those pupils attending the district school who live more than two miles from that school. Bus passes are issued where public transport exists and contract transport is arranged where there is no suitable public transport. Where there are vacant seats on contract buses, these may be made available to pupils who are not normally entitled to free transport on a "grace and favour basis" but must be applied for each session. These can be withdrawn should the seat be required for pupils who qualify for this provision.

Travelling expenses are also met in the case of any pupil whom the Council requires to attend a school other than the district school, if the pupil meets the distance qualification and where appropriate, free travel is provided for pupils receiving special education. Parents who choose to send their children to a school other than the district school will not receive assistance in relation to travel to and from school.

Further information and an application form can be obtained from the school or from the Department of Services for People, Business Unit, John Muir House, Haddington, EH41 3HA.

Road Safety

In East Lothian there are currently almost 15,000 nursery, primary and secondary school pupils. In 2011, 26 school age children were injured on East Lothian's roads. Nearly 33% of all pedestrian casualties occurred to children in the 5-15 year age group.

East Lothian Council working with Lothian and Borders Police and other agencies are committed to reducing the numbers and severity of road casualties. They have identified a number of important initiatives to help reduce the number of road casualties. These will require a notable change of behaviour by everybody, particularly from drivers in built-up areas.

These initiatives aim to reduce the number of car journeys to and from school by pupils, parents and staff to:

- Encourage children to walk or cycle to school, thereby improving the safety for the pupil on the journey to school

- Provide pupils and parents with appropriate training to allow them and their children to journey to and from school safely
- Improve pedestrian safety in and around school
- Raise awareness amongst pupils, parents, and staff of the wider health and environmental problems associated with increase car use
- Improve the local environment for everyone by reducing pollution, congestion and addressing safety issues around the school.

Parents are asked to review their current or intended mode of travel to and from school and consider whether or not it should be changed or modified to help the school, pupils, staff and other parents to reduce the number of child casualties (Statistical source: Road Casualties Scotland).

Health and Safety

The Department of Services for People has prepared statements of safety policy for all areas of its responsibility in accordance with the Health and Safety at Work Act 1974. School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to 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 in promoting good practice in health and safety matters is of great importance to the school.

Emergency closure of schools

The first priority of the Head Teacher must be to keep the school open if at all possible. However, the early closure (or part closure) of a school in an emergency may be required because of fire, flood, loss of building services, extreme weather conditions or some other event.

When children have to return from school at a time earlier than normal, parents may not be able to arrange for them to be received at home by themselves or by an adult who will look after them. Head Teachers must be reasonably satisfied that there will be a responsible adult available to receive the child, and must be prepared to make arrangements for the supervision of certain children in school, until the normal closing time of the school.

In these circumstances, the Head Teacher should consult with the Executive Director/Head of Education. The Executive Director/Head of Education will use all of the information available both centrally and locally to decide whether the school should be closed and whether this would be for pupils only or for the whole school community. It should be noted that close contact will be maintained with the School Transport Officer at East Lothian Council.

The Head Teacher will prepare and send to the Executive Director/Head of Education the relevant information for notifying the media, through the Corporate Communications Team of East Lothian Council. This information should include the name of the school which is closing, whether it is a partial or whole school closure, i.e. to pupils; pupils and staff; community groups and the reason why the school is closing. Information will also be required on how long the closure will be and how the media, parents, carers and pupils will be informed when the school will be

reopening. Once approval has been granted to close a school, the Department of Services for People - Education will notify the Corporate Communications Team to ask them to inform the media and upload messages to the Council's communications channels, such as its Twitter feed, intranet and the Council's website www.eastlothian.gov.uk. Whenever possible, schools will update their own school website with this information.

Unacceptable Behaviour

East Lothian Council does not tolerate physical or verbal abuse towards staff. Such abuse is a criminal offence and may lead to prosecution.

SCHOOL SESSION DATES 2013 - 2014

TERM 1		
INSERVICE DAY 1	Monday	19 August 2013
INSERVICE DAY 2	Tuesday	20 August 2013
Pupils Resume	Wednesday	21 August 2013
September Holiday staff & pupils break	Thursday	12 September 2013
September Holiday (schools closed for staff & pupils)	Friday Monday	13 September 2013 16 September 2013
All Resume	Tuesday	17 September 2013
All Break (October break)	Friday	11 October 2013
October break	Monday-Friday	14 – 18 October 2013
INSERVICE DAY 3	Monday	21 October 2013
Pupils Resume	Tuesday	22 October 2013
All Break (Christmas)	Friday	20 December 2013
		= 80 pupil days = 83 staff days
TERM 2		
All Resume	Monday	6 January 2014
Pupils break	Friday	7 February 2014
February break	Monday – Friday	10–14 February 2014
INSERVICE DAY 4	Monday	17 February 2014
Pupils resume	Tuesday	18 February 2014
All break (Easter)	Friday	4 April 2014
Good Friday Easter Monday	Friday 17 April 2014 Monday 21 April 2014	
		= 59 pupil days = 60 staff days
TERM 3		
All Resume	Tuesday	22 April 2014
May Holiday	Monday	5 May 2014
INSERVICE DAY 5	Tuesday	6 May 2014
Pupils Resume	Wednesday	7 May 2014
Victoria Day Holiday	Monday	19 May 201
All resume	Tuesday	20 May 2014
Term ends	Friday	4 July 2014
		= 51 pupil days = 52 staff days

School Session dates can also be found at:

http://www.eastlothian.gov.uk/info/860/term_holiday_and_closure_dates/932/school_term_dates

Schools within East Lothian

A list of all nursery/primary and secondary schools can be found at:

http://www.eastlothian.gov.uk/directory/26/primary_schools_and_nurseries

USEFUL TELEPHONE NUMBERS

The undernoted staff are based within the Department of Services for People, John Muir House, Haddington, EH41 3HA.

Executive Director of Services for People	Don Ledingham	01620-827596
Head of Education	Vacancy	
Head of Children's Well-being	Sharon Saunders	01620-827881
Quality Improvement Manager	Sheila Ainslie	01620 827572
Principal Psychologist	Vacancy	01620-827587
Business Manager	Richard Parker	01620-827494
Principal Inclusion & Equality Officer	Fraser Parkinson	01620-827961
Parental Involvement Act (Parent Forums/Councils)	Val McIntyre	01620-827228
Free School Meals and Clothing Grants, EMAs, Pupil Placement, Home to School Transport Policy	Fiona Brown	01620 827415
School Lets	Frances McInnes	01620-827811
Service Development Manager, Development Team (Planning)	Gill McMillan	01620-829910

The undernoted staff are based at Randall House, Macmerry

Service Manager (Children's Services)	Marion Wood	01620-827881
Integration Team	Raymy Boyle	01620-829909
Area Resources Manager, Children's Services	Celia Borland	01620 827930

Further information can also be found at:

http://www.eastlothian.gov.uk/info/827/education_and_learning

The Scottish Government can be contacted at:

Scottish Government Education Department

Victoria Quay

EDINBURGH

EH6 6QQ

Telephone Number 0131-556-8400

www.scotland.gov.uk/

OCCASIONAL AND EMERGENCY ARRANGEMENTS

In the case of emergency closure, pupils will be sent home or remain in school, depending on home circumstances. In the case of pupils who travel by contract buses, winter conditions occasionally make it necessary to allow early departure and parents should have emergency arrangements made at home to receive the children at such times.

Please note that the information given in this Handbook was accurate at the time of compilation, December 2012, but that it is subject to change in roll, staffing, resources and curriculum in future years.