Ross High School

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1. AN INTRODUCTION FOR PARENTS

Welcome to Ross High School

As Parents, Guardians or Carers you have the right to expect that your child will be provided with the highest quality of education in a climate where they are safe, valued and treated with dignity and respect. In Ross High School our aim is to ensure your child is supported to develop into:

- A successful learner who values their learning which equips them with qualifications and skills for life
- A responsible citizen who is able to fulfil their potential and see their place in the world
- An effective contributor who is able to share their opinions and experiences while respecting others
- A confident individual who is able to achieve their personal and academic goals

We look to maximise the potential in ALL pupils. After their years in our school we would hope to have developed solid well-adjusted and educated citizens with strong moral values. As such our young people are well equipped to cope with the demands of modern society.

In partnership with yourselves and the wider school community we can all be confident in great success. If after reading this Handbook any questions are left unanswered, please do not hesitate to contact the school. Further information can also be found on our website at www.rosshigh.co.uk.

Paul Reynolds
Head Teacher
## 2. STAFF LIST 2013-2014

### Senior Management
- Mr Paul Reynolds, HT
- Ms Katrina Donaldson, DHT (F)
- Mr Neil Chisholm, DHT (S)
- Mr Neil Craik Collins, DHT (W)
- Mrs Dorothy Patterson, DHT
- Mrs Margaret Cleat, Bus Manager

### Art & Design
- Ms Sian Selby/Mr William Revolta
- Mr Ian Morrison
- Ms Liz Walker

### Biology
- Dr Aileen Kennedy
- Miss Fiona Beggs
- Mrs Ruth Chadwick

### Business Studies
- Mr Neil Gill
- Mr JP Potter
- Mrs Moira Donnelly
- Ms Audrey Brown

### Chemistry
- Mrs Jane Lockett
- Miss Wendy Adams
- Mr Ian Davies
- Ms Nikki Latham

### Computing Studies
- Mrs Rhona Shuttleworth, PTC
- Dr Maureen Collins
- IT Room

### Craft & Design
- Mr Russell Wallace, PTC
- Mr Richard Hall
- Mr Fraser Kidd
- Mr Adrian Savage

### Drama
- Mrs Jodie Stark
- Mr David Fitzgerald

### English
- Mr Ross MacLean
- Mrs Pauline Edmonds
- Mrs Christine Gallan
- Ms Rona Sutherland
- Mrs Katie Aitken/Mrs Lesley Morrison
- Miss Michelle Bradley
- Miss Audrey Ross
- Mr Jonathan Foley
- Ms Regina Barry
- Mrs Sarah Fleming (Eng/PSB)

### FCT
- Mrs Janette Thomson
- Mrs Isobel McKinlay
- Mrs Carol Allan

### Geography
- Mrs Rhona McNaughton, PTC
- Mr Mike Halcrow
- Miss Jenny Bennett

### History
- Mrs Yvonne Barbour
- Mr Chris Kettles
- Ms Eilidh Williamson (His/PSB)

### Support Services
- Mr Derek McCallum, PTC
- Mrs Alison Mack, 16+ Pupil Support

### Guidance
- Mr Derek Smith, PT (F)
- Ms Louise Dalgliesh, PT (S)
- Mrs Julie Shannon, PT (W)

### Guidance Support
- Mrs Shirley Gillie (F)
- Ms Lorna Anderson (W)
- Mrs Emily Ferguson (S)

### Library
- Mrs Moyra Lumsdon

### Mathematics
- Mr James Doig
- Mrs Jane Davy
- Mrs Sam Stebbing
- Ms Jodie Turnbull
- Mr Eddie White
- Mrs Claire Tams
- Mrs Rhona Livingstone
- Mr David Punton
- Ms Joy Brokway

### Modern Langs
- Mrs Lucy Scott-Watson / Mrs Linda Scott
- Ms Jenny Kerr
- Mrs Heather Shanley
- Mr Christophe Paus
- Ms Irina Gancheva

### Modern Studies
- Mr Lee Campbell
- Mr Thomas Munro

### Music
- Mr Pat Holden, PTC
- Mrs Catriona Crawford
- Miss Elisabeth Cowe
- Mrs Loneskie, Woodwind
- Mrs C Wilson, Upp.Strings
- Mr C Farren, Brass
- Mr C Day, Citar
- Mrs M Wilson, Piano
- Ms O Gray, Lower Strings
- Mr N Wilson, Percussion
- Mr D Barnes, Chanter/Pipes

### Physics
- Mr Chris Laud, PTC
- Mr Daryl Stanfield
- Ms Charlee Goodsman

### Physical Education
- Mrs Jenny Clelland
- Miss Charlee Goodsmans
- Mrs Andrea Paterson
- Miss Laura Protheroe
- Mr Darren Leslie
- Mr Liam Baird
- Mr Toby Binnian

### R.M.E.
- Mrs Marilyn Vlachos
- Ms Carrie Black/Ms Hazel Christie

### Pupil Support Base Office 383
- Ms Fiona Connal, PT
- Mrs Linda Girot
- Mrs Sandy Darling
- Mrs Lucy Scott-Watson
- Ms Eilidh Williamson
- Mrs Sarah Fleming
- Mrs Audrey Arthur
- Mr Darren Donnelly
- Ms Lorna Telford
- Mrs Lauren Oliver
- Mrs Elizabeth Kidd
- Mrs Ann Meek
- Mrs Suzanne Wood
- Miss Nicky Pollard
- Mrs Paula Hamilton
- Mrs Gail Murray
- Ms Tina Mackinnon
- Miss Vasiliki Koutsouveli
- Miss Suzanne Cathro
- Miss Adele Currie
- Mr Reece Allan

### ASN
- Mrs Joyce Blair
- Mrs Lisa Paris
- Mrs Julie Lindsay
- Ms Penny McClintock

### Admin Staff
- Mrs Lorraine Shepherd
- Mrs Yvonne Arthur
- Mrs Jo Hodges
- Mrs Val Turnbull
- Mrs Louise Baxter

### School Support
- Mrs Margaret Bourhill, Snr Sci Tech
- Mr Calum Flynn, Lab Ast
- Mr Davie Sands, Tech
- Mrs Sheila Morgan, Rep
- Mrs Vivienne Costello, Aux
- Mr Mark Urwin, Active Sch Coord
- Mr Adam Martin, Active Sch Coord

### Catering
- Mrs Tracey Jack

### Premises Staff
- Mr Davie Hogg
- Mr Alan Grant
- Mr Pat Cairney

### ASN Auxiliaries
- Ms Louise Baird
- Mrs Adele Hurst
- Mrs Tracey White
- Ms Jacqui Richardson
- Ms Fiona Cummins
- Mrs Eileen Durnan
- Ms Rebecca Fyanes
- Ms Yvonne McKenzie
- Ms Denise Sundborg
- Ms Trudie Hunter
- Ms Lynn Russell
- Ms Julie Tucker
- Ms Gillian Archibald
- Ms Susan Dickson
- Ms Amanda Herriott
- Ms Isabel Campbell
- Ms Fiona Gallacher
- Miss Zena Abas
- Mrs Lynn Boulton
- Mrs Rachael Marshall
- Mrs Rose Buchanan
- Mrs Gillian Montgomery
- Mrs Sue Gibb
- Mrs Helen Jamieson
### 3. SCHOOL SESSION DATES 2014/2015

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<td>23 February</td>
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**Provisional 2015/16**

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<td>17 August</td>
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Dates approved by Education Committee on 24 September 2013
4. ROSS HIGH SCHOOL AND THE LOCAL COMMUNITY

How Ross High Began

Up until 1954, senior pupils from Tranent and surrounding area had to move on to Preston Lodge to complete their school education. A major effort to secure a 6 year school for Tranent and nearby villages resulted in the founding of Ross High. Our name recognises the strength of support of the Convenor of East Lothian Council at that time – Councillor George Ross.

The Area We Serve

Ross High School is situated in the centre of Tranent. Our catchment area is large, stretching from the A1 to the Lammermuirs, receiving pupils from Sanderson’s Wynd, Windygoul and St Martin’s Primary Schools in the town of Tranent and from the Primary Schools in the villages of Macmerry, Elphinstone, Humbie, Ormiston, Pencaitland and East and West Saltoun. 987 pupils were on the school roll on the September census day 2013

We encourage all of our pupils to take pride in their school and to contribute positively to their community. Our young people support many local activities, events and charities.

East Lothian Council

We belong to East Lothian Council, under the management of the Department of Services for People. If you need to communicate with the department, the details are:

Services for People
East Lothian Council
John Muir House
Haddington EH41 3HA
Telephone No: 01620 828727
Fax No. 01620 827291
5. THE AIMS AND VALUES OF ROSS HIGH SCHOOL

Ross High School Aims

Ross High School prides itself in being a very inclusive and caring learning community. We seek to provide educational opportunities of the highest standards by:

- Encouraging Achievement
- Rewarding Success
- Developing Responsibility
- Promoting Respect
- Promoting Health and Wellbeing

We want to work in partnership with you to provide your son/daughter with an education, which equips them for the years ahead in work, life and play. We work closely with our nine associated Primaries, support agencies, local industry and the wider community to give our pupils a supportive and ambitious education.

We aim to foster our pupils’ academic, social and physical development through a curriculum designed to help them gain a wide range of skills which will support their success in school and beyond.

We will encourage pupils to play a full part in the life of the school and challenge them to fulfil their own potential in everything they do. Developing a sense of responsibility and encouraging respect for self and others, will be at the very heart of our work with your children.

Promoting and recognising wider achievements is important to us. We believe that this fosters confidence and aspiration. We invite pupils and their families to make us aware of achievements which take place out of school so that we can recognise these and get to know your child’s strengths better.

6. INVOLVING PUPILS

We feel that it is important that pupils are engaged as fully as possible in their own education. We involve all our young people in setting their own goals and in helping us to reflect on and improve the educational experience. Listening to our young people is important in maintaining and promoting our school community. Our pupils are encouraged to voice opinions responsibly and staff work to ensure that all pupils are enabled to do so.

Firstly and most importantly, pupils are involved from the outset in setting challenging goals for themselves and in reflecting on their progress. Guidance Teachers and Class Teachers involve all pupils in regular individual reviews of progress as well as giving them regular opportunities to give feedback on courses.

Under the Children (Scotland) Act 1995, the views of children should be taken into account when major decisions are being made which will affect their lives. At Ross High School, we believe that outcomes will be significantly more successful if we involve young people fully in discussions along with their parents.

At Ross High School, we have a Pupil Council made up of representatives of all Register Classes and House Councils. These are led by our Head Boy and Girl and their Deputes, along with the House Captains. The Councils are consulted on a wide range of school issues and the House Council arrange a number of school activities across the year. They are actively involved in improving aspects of our school.
7. SCHOOL PRIORITIES

Ross High School aims to deliver the highest quality of education for all its learners by focussing on the following:

ETHOS
• High expectations of attainment, achievement, conduct, appearance.
• Emphasis on identity with school and house.
• Positive communication of achievement and diversity.
• Consistent reinforcement of positive behaviour.
• Communication and links with Parents and Community
• Involvement of all staff, pupils and parents and other agencies in consultation.

TEACHING AND LEARNING
• Development and sharing of good practice.
• Appropriate support, challenge and aspirations for all pupils.
• Encouragement of independent learning.
• A focus on developing interdisciplinary skills.
• Use of ICT to further support learning and teaching.

CURRICULUM
• Continual review, evaluation and improvement of the curriculum offered to all pupils.
• Increasing flexibility, choices, levels of courses and prevocational courses for pupils.
• Development of stronger links with Higher Education, Further Education and training opportunities.
• A flexible and robust curriculum will be offered which supports individual needs and is appropriate to a range of achievement and aspiration.

MANAGEMENT AND LEADERSHIP
• Clear communication of all management responsibilities
• Management structures and communication systems which focus on and reinforce good learning and teaching
• Developing the leadership capacity of staff and pupils.

INCLUSION AND EQUALITY
• Developing more inclusive approaches to developing support for all pupils
• Keeping under review supports for pupils, courses for pupils and training for staff.

ACHIEVEMENT AND ATTAINMENT
• Recognising and rewarding a wider range of achievements.
• Continuing to set challenging targets and support aspirations of all.
• Focus resources on quality teaching and learning, ensuring high achievement and attainment.

ENVIRONMENTAL AND RESOURCES
• Promoting environmental awareness and sustainable resourcing.
• Ensuring access to ICT resources and training.
• Continuing to involve pupils in improvements to school environment
• Ensuring that resources are deployed to support the health and wellbeing of the whole school community.

These are our priorities and are reflected in our School Improvement Plan.
8. SCHOOL INFORMATION

Accommodation
Ross High School has been through a major refurbishment and partial new build which was completed in 2005. This has resulted in upgraded facilities which includes

- An attractive new library built into a pupil court yard.
- A large enclosed pupil social area adjacent to the school assembly hall
- A large games hall in addition to 2 other gymnasia, fitness room, additional changing rooms and a PE theory classroom.
- Improved music facilities with recording studio.

ICT
ICT continues to be a growth area in the school curriculum with six rooms of computers shared between Business Studies and Computing Departments plus three suites of Computers attached to the Art Department, FCT and CDT to aid design work. The library also has a bank of computers for pupil use. The whole school is networked to allow maximum use of technology by pupils and teaching staff. We also have sets of portable laptops which can be deployed in ordinary classrooms in Science, Social Subjects and English. All of our teaching areas now have interactive white boards.
School Library
The Library caters for the needs of all pupils in a relaxed working environment. Through this welcoming and supportive environment, we hope to develop positive attitudes to reading, study and lifelong learning. A computerised cataloguing system ensures quick information retrieval, which in turn encourages pupils in modern methods of retrieval.

Come and see for yourself
The best way to know what our facilities are like is to come and see them. Arrangements are made each year for the Parents of P7 pupils to visit and individual arrangements can be made for any parents who move into our catchment and wish to see around the school.

Letting of school facilities
School facilities can be booked by groups and organisations during the evenings. If you wish to check availability contact the school office where details of how to apply for a let can be obtained.
MOVING TO ROSS HIGH SCHOOL

Enrolment Procedures
All P7 pupils from our cluster primary schools who live within the catchment area are enrolled at Ross High School as part of the annual transition process. Any non-district pupils wishing to enrol at Ross High School from P7 will be considered for a place following a request being submitted to East Lothian Council at John Muir House in Haddington.

Any placement requests for children to enrol at Ross High School during the school session should be directed to the Depute Head Teacher overseeing Pupil Support to discuss options. This is presently Mr Chisholm.

Transitions
Primary to Secondary School – Our aim is to ensure that every child is supported to start in S1 feeling happy and ready to achieve their potential.

The schools that form our cluster along with Ross High School, are Elphinstone, Humbie, Macmerry, Ormiston, Pencaitland, Saltoun, Sanderson's Wynd, St Martin's and Windygoul Primary Schools.

Pastoral Support Links
Throughout your child’s P6 and P7, Ross High staff are preparing for their move into Ross High and to make sure that every child makes a smooth and comfortable transition to our school. Pupil Support staff and some students also talk to P7 pupils to answer any questions they may have about life at Ross High School.

Curricular Links
Partner Primaries work together in many subject areas to make sure that work at Ross High follows on smoothly from work in the partner primaries. Further information about these developments is available at parents’ evenings.

Primary Induction Programme
In the November before starting S1, we host a Parents’ Open Evening in Ross High School for P7 pupils and their parents. This is an informal opportunity to tour the school, meet staff and students and ask questions.

From March onwards, there are a number of transition support programmes that run to provide extra help for those pupils that might need it in a small group or on a 1:1 basis.

In May, Pupil Support staff visit all of our partner primary schools with some students to discuss life at Ross High.

In June P7 pupils become S1 students for two days on the exciting Induction Days. During the two induction days, all new S1 classes will have at least two senior students assigned to them as their Buddies. The senior students will guide the class around the school, stay in the class for the first few lessons to make sure all is well and be available for students at break and lunchtimes. After the second of these days, there is a parents’ evening to present what the pupils have been successful with on the Induction Days and also allow pupils and parents to ask any more questions in an informal setting.
**Secondary School to life after School** – Our aim at this key transition point is to support every school leaver into a positive and sustainable placement in employment, training, Further Education or Higher Education.

**16+ Support**
All pupils from S3 onwards are tracked towards their potential and planned leaving dates to make sure that they are securing an appropriate placement to move into from school. Initial support is available from your child’s Guidance Teacher, and this is enhanced with input from our Skills Development Scotland Careers Advisors, Higher Education providers and support agencies, Colleges and training providers when necessary to ensure a positive future for all of our school leavers. Opportunities to gather further information are also provided through speaker programmes in school as well as trips to open days, careers conventions and taster days. This is all aimed supporting the students to develop the skills, knowledge and confidence to plan and move into their future to reach their goals.

**SUPPORT FOR PUPILS**

**The Guidance System**
The school is divided into three Houses, each named after a local castle: Fa’side, Seton and Winton. Each House has classes of pupils in every year-group S1-6 so each pupil should stay in the same one for the duration of their time a Ross High. Each House is supported by a Head of House (Depute Head Teacher), Principal Teacher of Guidance, Support for Learning Teacher and Guidance Support Worker. The Guidance Support Worker would usually be your first point of contact who can then direct your query to the best person to assist you. They can be reached through the school office.

The House teams will monitor and support attendance at school, help to address any difficulties that pupils may be experiencing, monitor academic progress and provide support and advice to pupils and their families regarding matters that may affect the pupils’ progress. The staff also have access to a wide range of support services from within and outside of the school that they can put students or their families in touch with if they request help.

**Students with Additional Support Needs**
East Lothian Council has a policy that promotes the inclusion of all pupils with Additional Support Needs. Ross High School offers a range of supports for young people with Additional Support Needs to enable them to be educated in their local school with the supports required to meet their needs. These supports are co-ordinated through the East Lothian Council Staged Assessment and Intervention Framework to support multi-agency working to meet the needs of every student. If you would like to discuss any supports for your child, please contact their House support team.

If there is anything you wish to discuss about your child’s transfer, please contact Mr Chisholm, Depute Headteacher.
School Hours for Pupils – Session 2013/2014
Monday – Thursday 08.30 – 12.50
13.35 – 15.35

Friday 08.30 – 11.55

Class Times – Session 2013/2014
Our teaching week is divided into 27 periods of one hour.

Monday – Thursday
Registration 08.30 – 08.35
Period 1 08.35 – 09.35
Period 2 09.35 – 10.35
Interval 10.35 – 10.50
Period 3 10.50 – 11.50
Period 4 11.50 – 12.50
Lunch 12.50 – 13.35
Period 5 13.35 – 14.35
Period 6 14.35– 15.35

Friday
Registration 08.30 – 08.40
Period 1 08.40 – 09.40
Period 2 09.40 – 10.40
Interval 10.40 – 10.55
Period 3 10.55– 11.55

The School Office is open 08.15 to 16.00 Monday to Thursday, 15.00 on Fridays.

Transport
Transport to Ross High is provided by the Authority for pupils who reside within the catchment area of the school and who live over two miles from the school, or who qualify on safety grounds.

Bus passes are issued by the Council’s Transport Department to all pupils entitled to travel on school transport. This pass allows one return journey per day between the pupil’s specified pick-up point for the permanent home address and the school on the allocated contract vehicle. These passes are valid for one year. Details of pick-up points and timings are communicated to parents by the Transport Department on an annual basis and revised as necessary.

Requests for duplicate or replacement passes should be made using the form provided by the school office. The cost is £15.00 for a public service pass eg Macmerry and Elphinstone and £5.00 for a private contractor bus. Payment along with completed form should be sent to Transport Services, address on the form.

Our young people are encouraged to travel safely to school and to look out for one another. As a part of our focus on health and wellbeing, pupils are encouraged to walk to school where they can, or cycle. A new cycle shelter has been installed at the front of the school.
Prepared for school

School Dress
All pupils at Ross High School wear our school uniform and we believe that this contributes to our school being an inclusive, safe and effective learning community.

Pupils in years 1-3 wear a junior tie while those in years 4, 5 and 6 wear a senior tie. Both cost £5 and are available at the school office.

Boys
Plain black trousers
Plain white dress shirt with school tie

Girls
Plain black skirt or trousers
Plain white blouse with school tie

Plain black/brown shoes or trainers are preferred.

Unsuitable Dress
The following items of dress are regarded as unsuitable for school wear:
Any item of clothing made from Denim/Canvas materials; T-shirts or jerseys with printed slogans; football scarves and badges, any “team” wear; shell suits and tracksuits; top and trousers which show ‘midriff’; any head wear which is not part of religious dress.

Pupil Safety – Flammable Clothing Risks
Certain sports clothes, such as shell suits, are not considered appropriate school clothing due to the serious fire risk they present in subjects such as Science, Craft & Design, Food & Consumer Technology and Art. In order to protect pupils from such risk we will not allow them to work in the subjects where such a threat exists if they are wearing these types of clothing. Please contact the school if you require any advice on appropriate clothing.

Assistance with Provision of School Clothing
The Council operates a scheme of provision to ensure that a pupil is sufficiently and suitably clad to take full advantage of the education provided. Please see the additional information given by the council.

Physical Education Kit
Physical Education is an important part of every pupil’s curriculum and pupils must bring a change of suitable clothing for activities. Though timetabled for outdoors, pupils should bring indoor kit in case it is not possible to go outdoors. Training shoes must be different from those worn daily.

Indoor
Towel
T-shirt/Sports Shirt
Socks
Training Shoes- non-marking soles

Outdoor
Towel
T-shirt/Sports Shirt
Socks
Training Shoes
Optional – Tracksuit

The wearing of team/international “colours” is not permitted.
Swimming Kit
Towel, Trunks (boys), One-piece swimming suit (girls)

Pupil Safety
Pupils should remove all items of jewellery before taking part in Physical Education lessons to prevent injury being caused to themselves or others in the class. Valuable items should be given to the teacher for safekeeping.

Technical Education and Food & Consumer Technology
Near the beginning of each session or at the start of a course/lesson parents are asked to make a contribution towards payment of materials used in making items in these subject areas.

Replacement Costs
When a pupil loses, graffitis, or irreparably damages text books or teaching resources, we may have to charge for costs of a replacement.

Because of the high costs of text books in the senior years and the difficulty we have had in ensuring the safe return of books and resources when pupils leave school, we have had to take the decision to request a deposit for any pupil embarking on courses in S5 and S6. This single deposit is fully refunded on completion of a Leaver’s Form and return of all books.

Property and Lockers
• All pupils are expected to use a school bag.

• All personal property, clothing and PE kit should be clearly marked with the pupil’s name, and school books covered and named.

• Pupils should not bring to school items of value or large sums of money.

• The High School cannot take responsibility for articles that go missing, but pupils should report any missing property to the School Office and efforts will be made to find the article.

• A number of lockers are available for pupils to hire for a small annual cost. Enquiries should be made at the school office.

• A ‘Valuables Box’ is provided in Physical Education and pupils are strongly advised to use this facility to safeguard their property and belongings while in the department.
Instrument Tuition

Tuition is provided in string, woodwind and brass instruments, and in piano, guitar and percussion. All new pupils will be asked when they first go to the Music Department whether they have had Instrumental lessons previously or wish to have an opportunity to learn to play an instrument. Further details are available from Mr Holden, Principal Teacher Curriculum.

Leaving Dates

There are two leaving dates:

1. May 31 – For pupils who reach the age of 16 between 01 March and 30 September that year.

2. Last school day in December – For pupils who reach the age of 16 between 01 October and the last day of February.

Dining Hall

The Dining Hall is open from

10.35 – 10.50 am Monday to Thursday (10.40-10.55 am Friday)
12.50 – 1.25 pm Monday to Thursday

During the interval, pupils can buy snacks and drinks and at lunchtime there is a cafeteria system which offers a wide range of choices. We recommend that pupils use this facility.

A cashless system is in operation which is supported by the use of Smartcards(Young Scot) or National Entitlement Cards which are issued to all pupils in East Lothian. These are issued before pupils come up to secondary school. Credit can be added by putting cash into the machines placed in the social area and dining hall or parents may send a cheque into school or put money on the account online at www.eastlothian.gov.uk.

Students who receive free meals have credit automatically added to their account. Further information about free meals can be found in the information provided by the council.

Facilities are provided in the dining area and social area for any pupil who wishes to bring a packed lunch.
Health and Wellbeing

The Health and Well-being of our pupils and staff is central to all of our activities.

- We have reviewed our curriculum to ensure that we cover all Health and Well-being outcomes for every child
- We try to encourage healthy eating through courses, choices available in our school cafeteria and initiatives linking Pupil Councils with our Caterers
- We have a wide range of school activities, including Winter and Summer Sports Festivals in which all pupils are encouraged to participate through House Competitions
- Our Sports Co-ordinator, along with other staff provide a range of alternative activities such as dance, archery, bowls and cheerleading to encourage those who may not normally participate in traditional sports.
9. CURRICULUM

We have reviewed our curriculum and will continue to develop this in line with current guidelines. Curriculum for Excellence is being introduced across Scotland for all 3 to 18 year olds.

The following are principles for our S1 to S3 Curriculum:-

- A broad general education which offers pace and challenge to all.
- A structure which increasingly explores personalisation and choice for pupils.
- A curriculum that ensures progression of experiences and skills.
- The promotion of the highest levels of attainment and achievement.

There will be an emphasis on Literacy, Numeracy and Health and Wellbeing which are the responsibility of all teachers to develop.

A Curriculum for Excellence is focused on developing four capacities in our young people which are regarded as essential for success in life.

- Successful learners
- Effective contributors
- Confident individuals
- Responsible citizens

All curricular areas, as well as the wider life of the school, seek to develop these capacities in our learners.

The First Year Curriculum
The First Year curriculum is planned around the eight curricular areas of Curriculum for Excellence.

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<thead>
<tr>
<th>Language and Literacy</th>
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Social Studies and Science will be taught as integrated subjects initially, and will be taught increasingly as discrete subjects as pupils move through the S1 to S3 curriculum. There will be a number of curricular experiences offered to our pupils throughout first year, which will be taught by teams of teachers in an integrated way.

The emphasis in our curriculum will be on:-

- Active learning which promotes understanding and learning to learn.
- Making connections between different areas of learning
- Involving pupils in assessing their learning and planning for the next stage.
- Promoting opportunities for personal achievement.
- Developing skills for learning, life and work.
**Literacy - English**

English isn't *all* Shakespeare.

It's about the way we **communicate** with each other in a complex and changing world.

We live in a world where we are constantly bombarded with information and English is the subject that trains us to sift through the words so that we may better understand their meaning.

The English department is home to **dynamic** lessons, where links to the real world bring learning alive, through lively discussion and debate.

In S1, our pupils’ skills in reading, writing, talking and listening are developed with a **challenging** and **stimulating** course, working through units on themes and texts.

Each pupil’s experience of English will develop their communication skills, allowing them to become **active learners**, with access to a variety of learning stimuli: novels; short stories; drama; poetry; television programmes; films; newspaper articles and advertising.

In addition to this, pupils can progress with their personal reading through the **Reading for Gold** programme, working closely with Mrs Lumsden in the library. Literacy and language skills are also developed on a weekly basis, with a focus on enhancing pupils’ spelling, grammar and vocabulary.

**Numeracy - Mathematics**

All S1 pupils follow our Curriculum for Excellence course, which is complimented by a variety of resources. Active learning is a key part of the course encouraging problem solving and pupils working in real life contexts. Topics covered include number, money, measurement, shape and information handling.

**Enterprise**

**Modern Languages (French)**

Pupils learn modern languages within the bounds of their own experience. Thus, main topics will encompass such subjects as greetings and farewells; home, family pets; food and drink; days, dates and time; clothes; the weather; school; birthdays; leisure time; travel, street directions; and shopping. The chief emphasis in all our courses is on effective communication by speaking, listening, reading and writing in the foreign language.

**Information Technology (ICT)**

Our aims are to widen pupils’ knowledge of the uses of IT and to further improve their basic skills beyond that taught in their primary school.

Pupils are introduced to computer networks and are taught how to log on, organise, store and retrieve information using the network. A unit on safe use of the Internet is included. The pupils also learn about computer systems and the hardware and software needed for them to function.

The course is centred on practical activities using the most common application packages. Some of the course is delivered on-line with built in extension tasks to keep the faster learners challenged.
Health and Wellbeing

Physical Education
Physical Education is essentially practical in nature. During the first three years sports and games, dance, gymnastics and leadership are introduced. Participating in PE is key to developing a healthy lifestyle. Pupils are supported to participate to the best of their abilities and are expected to bring PE kit.

Social Education
Every pupil in Ross High School studies Social Education. In S1 the pupils attend for one period a week. Social Education aims to empower pupils to make informed choices as well as promoting their personal development. An integral part of Social Education is careers education. Responsibility, respect and tolerance underpin the teaching ethic in all Social Education classes. Pupils are encouraged to take part in discussion and give their views. Topics covered in S1 include: Anti-bullying, study skills, personal safety, smoking, alcohol, vandalism, sex education, healthy lifestyles, drugs awareness, careers and leadership.

Social Subjects
Pupils in S1 will take an integrated Social Subjects Course incorporating aspects of Geography, History and Modern Studies within each unit of work. The introductory unit will compare Scotland with Ghana, looking at the history of each country, comparing the way that they are governed and the rights and responsibilities that people have in both countries. We will also compare the landscape, climate and the trade and employment patterns. Further units will look at the rainforest and other global issues like climate change and finally past and present day slavery. In S2 all pupils will then study Geography, History and Modern Studies as separate subjects.

Religious and Moral Education
Pupils in S1 are encouraged to think and to become more aware of the big issues in life by looking at their own beliefs and those of others. They will look at their value as individual members of society and at their responsibilities. Pupils will learn about belief in God and how this affects people’s lives, including a look at festivals and worship.

Science
The S1 Science course covers 4 main themes: Space, Searching for Life, Planet Earth and Life. Through studying these topics we aim to encourage student curiosity, interest and enjoyment of Science. Pupils are encouraged to think scientifically and do many practical experiments and investigations to help them understand the world around them. In S2, pupils will study an integrated science course that provides the experience of the discrete science subjects. This is delivered by one teacher to provide continuity of individual skills development.
Technology
Graphic Design and Manufacture
In the first year pupils carry out a variety of practical and graphical tasks to develop their skills in two of our main subject areas. Pupils will build up their own electronic learning logs to demonstrate their skills and share these with home.

- **Design and Manufacture**
  Problem solving through designing, making and evaluating projects constructed in wood, metal and plastic.

- **Graphic Communication**
  Communicating graphically both manually and through the use of IT using appropriate forms of drawing for certain task.

Food & Consumer Technology
Pupils carry out a variety of practical tasks, which develop real life skills. The main topics studied are:-

- Food choices, diet and health
- Use of up-to-date equipment
- Consumer rights and responsibilities
- Design
- Problem solving and resource management.
Expressive Arts

Art and Design
S1 pupils follow a course that allows them to achieve a basic understanding of: Line, Tone, Shape, Colour, Pattern and Texture. This will be accomplished by studying: Drawing Skills, Painting Techniques, Design Disciplines, Printmaking and 3-D Ceramic Construction.

Music
This is a practical-based course in which pupils are given the opportunity to learn to play keyboards, percussion instruments, drum kit and acoustic and bass guitar using a wide range of 20th century styles of music. There are also composition courses in which children are encouraged to use computer technology.

Drama
Drama proves an excellent medium for personal and social development.

The subject promotes personal growth and develops a fuller understanding and awareness of self and others, it develops the promotion of personal and interpersonal skills in communication and in cooperation and relationships.

How do pupils make their choices?
We aim to give young people the opportunities to make as many choices as possible in their learning. It is important to us that they learn to make informed choices and take responsibility for them. Choices will be offered between topics and activities as part of their developing curriculum.

When our pupils are going to be given opportunities to make choices about their future curriculum, we ensure that they are given up to date career information and guidance in their Social Education classes. You will receive a full progress report, be invited to attend an Information Evening and a Parents’ Evening before you and your son/daughter make a provisional choice. Your child’s choices are discussed with him/her at an individual interview, with you present as well, we hope. Any difficulties can then be discussed and uncertainties resolved.
**Curriculum in Years 4, 5 and 6**

Review of the Senior Phase of our curriculum is currently underway in line with Curriculum for Excellence. We are developing curricular choices and options for qualifications to allow pupils challenging and flexible progression routes in Years 4, 5 and 6. We have been successful in allowing pupils to sit examinations early where it is appropriate for individuals.

We work with a number of partners to provide appropriate progression routes for pupils which will take them onto positive and ambitious post school destinations. We presently have the support of LEAPS and Pathways to the Professions to support young people into university. We are working closely with Queen Margaret University and Edinburgh College to develop new programmes.

Students presently entering Years 4, 5 and 6 follow courses in line with National Guidance and follow the Scottish Credit and Qualifications Framework (SCQF) as follows:

National 3 – SCQF level 3 qualifications. Internally assessed on a Pass/Fail basis.

National 4 – SCQF level 4 qualifications. Internally assessed on a Pass/Fail basis.

National 5 – SCQF level 5 qualifications. Externally assessed, graded A-D or Fail. This course also includes some internal assessment.

In S4 parents can expect to be advised on which level is most appropriate for their child.

Higher – SCQF level 6 qualifications. Externally assessed, graded A-D or Fail. This course also includes elements of internal assessment. It would be expected that a pupil sitting Higher would have achieved National 5 previously in this subject.

Advanced Higher – SCQF level 7 qualifications. Externally assessed, graded A-D or Fail. This course also includes elements of internal assessment. It would be expected that a pupil sitting Advanced Higher would have achieved Higher previously in this subject.

Alternative arrangements are available for pupils with additional support needs sitting exams.

**Religious and Moral Education**

There is a statutory requirement to provide religious education and religious observance. Pupils in years 1 to 4 are provided with RME education while in S5 and 6 there are options available. All pupils are involved in regular religious observance assemblies.

**Teaching and Learning.**

All teachers strive to ensure their lessons are of the highest quality providing a variety of learning techniques. Class sizes vary depending on the nature of the subject. Practical class sizes (e.g. Science, Music, Food and Consumer Technology) are kept to a maximum of 20 with non-practical classes set to a maximum of 30.
Wider Achievement

Pupil achievement is very important to us. It is the first of our school aims. We are continuously looking at ways that we can promote achievement for all pupils by offering a wide range of in-class experiences to develop skills and confidence, as well as offering a wide range of extra curricular activities. We have also introduced House Competitions to add an edge of challenge where pupils get points for their house by participating in events and contributing to their community.

Through the year at Ross High

Below are some of the events planned to make our school a richer learning community.

January
- Prelims
- Burns Night Ceilidh

February
- S6 London trip

March
- Course Choicing for next year

April
- Duke of Edinburgh expedition

May
- SQA exams

June
- Sports Day
- Celebration of Success
- Activity Week - Paris/London, Berlin
- P7 Visits to Secondary School
- S6 Leavers’ Dance
- Rapid response S1 technology challenge

July
- Holiday

August
- New start

September
- S1 Welcome Disco
- S1 Health & Wellbeing Event
- Outdoor Challenges
- Sponsored Walk

November
- P7 Evening

December
- Christmas Concert
- Christmas Dance

Throughout the year, events are planned to make learning more active, motivating and inclusive. Many departments plan visits to the theatre, museums, sites of interest, and universities.
We have an ongoing programme of Pupil Council events and House Competitions which are organised by our senior students.

We have an extensive extra curricular activity programme which is published in a separate booklet. There are also opportunities for individuals to opt into the Duke of Edinburgh programme, The Saltire Award and John Muir Award.

We feel that it is also important that individual achievements are recognised and we ask parents to be involved by encouraging your youngsters to participate in different activities and letting the school know of your child’s successes and achievement.

**Achievement**

All curricular areas work with other areas and offer opportunities beyond school to extend learning. These visits and events enrich individual learning and are an important part of our education. You will have to fill out a permission slip each time your child is going out of school on a trip. You will be always be given information about how the trip will be organised. The following offer some examples of activities on offer.

**Art And Design**

To help support both their coursework pupils are encouraged to make visits to Art Galleries and Museums. Each year we try to visit the Edinburgh College of Art to view their Degree Show. We have attended open days and over the years have been to Edinburgh, Glasgow and Dundee Colleges of Art.

Every year two senior pupils have attended a week at the Summer School at Edinburgh College of Art and others have been given the opportunity to attend Friday afternoon portfolio classes. We have also had a number of visits from various colleges explaining courses and possible career pathways.

We also try to encourage pupils to participate more fully by having a lunchtime art club, animation club and some Friday afternoon art activities throughout the session.

**English**

**Theatre Trips and Author Events**

The English Department organise several Theatre outings each session, a firm favourite (with all ages) being The Lyceum Theatre pantomime. Members of the English Department regularly offer Theatre trips, including trips to London and New York.

**Reading Club**

The English Department work closely with the School Librarian to encourage pupils to read for their own enjoyment. Accelerated Reader allows our S1 pupils to take quizzes on novels they have read giving instant feedback and scores. Pupils thrive on the competition and we have noticed a distinct increase in the number of library books issued.
Maths
The staff and pupils of Ross High School are very committed to extra curricular activities throughout the school year. Other events include the following:

• Maths Fun Day: This is held once a year at Ross High School for S1 pupils. Teams of 3 or 4 pupils solve mathematical problems whilst competing to be the fastest team. Various prizes are on offer.

• Fun Maths Roadshow: S1 pupils get the opportunity to enhance their problem solving skills by competing to solve some creative mathematical problems.

Music
The Music Department offers a wide range of activities for all young people at Ross High School. Some groups meet for weekly rehearsal sessions, culminating in public performances both in school and in the wider community.

Such groups include a number of vocal ensembles, a brass band, a string group “Fiddlesticks”, a wind band and a swing band. On occasions more exotic sounds have been heard (steel pans and samba drumming). Some groups meet as a response to pupils’ own interests and initiatives (rock bands etc.) or are put together for specific events.

Music is a performing art and to this end we are always very keen to encourage pupils to participate and perform as much as possible. Groups are called upon to play at all school functions including Celebration of Success Ceremonies and the Christmas Concerts. Lunchtime concerts provide informal platforms for budding musicians whilst the annual Young Musician of the Year competition, run by the Tranent Rotary Club, is yet another opportunity to play, perhaps at a more serious, competitive level.

Our brass band is always in demand to play at local events and is particularly busy over the festive period, supporting the Christmas Light Ceremonies in the surrounding villages. The string group and wind band are also well established and regularly perform outside school.

E-Ross
We are very proud of the fact that our school has won its Green Flag. This award recognises the ways in which our school has developed a number of pupil leadership and citizenship opportunities as well as environmental aware activities such as:

• Recycling resources
• Energy monitoring
• The reinstating of our wildlife pond
• The making of garden beds
• Posters encouraging awareness of eco issues.

We ask that all pupils and our families help us to keep our Green Flag by supporting our environmentally aware practice and by making our young people more responsible with litter.
Outdoor Education
All pupils get opportunities to participate in outdoor challenges which are organised on a year group basis. Young people can opt into the Duke of Edinburgh Award programme which is run by the school at Bronze and Silver level.

Outdoor Education is provided to the school through 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.

Sports
Ross High School Sports

Ross High School is fully committed to enhancing the Health and Well-being of all of our pupils. There is a vast array of extra-curricular sports on offer throughout the week and pupils are encouraged to participate. To ensure all pupils and parents are aware of what activities are on offer an Activities Booklet is prepared on an annual basis.

We also welcome feedback and often ask the pupils if there is anything they would like to see added to the programme.

We are also committed to educating senior pupils to enable them to help coach, officiate or run a school sports team. This will be achieved by working with the East Lothian Sports Development Team and allowing senior pupils to attend extra curricular coaching courses where the pupil will attend the course and assist a sports team over a number of weeks. Upon completion of the sports block the pupil will be presented with a certificate of coaching in his/her chosen sport, endorsed by that sport National Governing Body.

The school is keen to link its sporting activities with any local sports club to enable our pupils to further their sporting aspirations.

Ross High School is committed to providing a sound base of skills and knowledge in these sports, whilst providing the opportunity to further the pupils’ understanding and involvement in their chosen sport.

Any parent who is willing to assist the sports plan in any manner should contact the School Sports Co-ordinator for further details.

School Sports Days
This annual event involves the whole school in either participating, facilitating or encouraging over three days of wide ranging sports events. House and individual competitions encourage as many youngsters as possible to take part in this increasingly popular event.
Skills for Work
From S1 onwards, we try to make young people aware of the world beyond school in order that they develop relevant life skills and ambitions. In S1 all pupils take part in an enterprise and technology challenge.

Introduction to Industry
These sessions give S2 pupils the opportunity to work with business and industry in small informal groups. The importance of teamwork and planning are emphasised and students are encouraged to use their own initiative to make sensible use of the resources available to them. The workshops encourage the development of problem solving and communication skills.

“Student for a Day”
S3 pupils are given the opportunity to spend a day at University finding out about student life. The pupils work co-operatively in small groups with a student leader and tour the campus to find answers to a quiz on the University. The day finishes with each group giving a presentation entitled “Student for a Day” to the student leaders, University Staff who organised visit and their peers in a Lecture Theatre.

Young Enterprise, Scotland
This is a great opportunity for any budding entrepreneur to try out their business skills and set up their own business! This extremely challenging activity is available to S5/S6. As well as the business experience the pupils are given the opportunity of sitting the Young Enterprise Scotland Strathclyde University Business exam and gaining an additional qualification.

Senior Pupils Helping Others
Our senior students are a very important part of our school community. Contributing to the school community is a fundamental part of the learning experience for our senior pupils. They are given opportunities where they will develop their interpersonal skills of communication, working with others and taking responsibility. This experience is recognised in award certificates and references. They are able to complete the Higher SQA Award in the core skill “Working with Others”.

Students in S5 and S6 can apply to become a prefect and, in Sixth Year, they can apply to become one of our Senior Leadership Team. Competition for these posts is increasing year on year.

Senior pupils play a major role in our Anti-bullying Programme by supporting vulnerable S1 pupils, meeting with them regularly at lunchtimes. Senior Pupils also provide in class support in many departments across the school. Paired Reading sessions are held for pupils who have reading difficulties.

Organising and participating in the ‘Biggest Coffee Morning in the World’ has become an annual event for our senior pupils.

Many of the S5/6 pupils have participated in school events: at the Christmas Musical Evening they have organised and provided a finger buffet and party games. Seniors escort P7 pupils and their parents/guardians to departments during Open Evenings and provide refreshments.
10. SCHOOL EXPECTATIONS

Our school is a large community and every community needs rules to guide its activity consistently and ensure the safety of all. Everyone at Ross High School has the right to attend in safety, security and comfort and to concentrate on learning, teaching or whatever else is their task. Any behaviour which denies others these rights is unacceptable.

All pupils must realise that effective education can only take place in an atmosphere of mutual respect within a class. Ross High aims to foster positive behaviour through celebration of achievement and use of praise. The support of parents in encouraging high standards of pupil behaviour is appreciated.

We believe that our school rules are clear and fair. It is inevitable that sometimes there will be breaches of and challenges to our discipline system. We will try to respond to these quickly, consistently and fairly.

Ross High School promotes Restorative Practice as a means to resolving issues when relationships break down. In this process, the focus is on finding solutions to problems and recognising the feelings of the people involved as a way of moving forward. It is important to us that any young person involved in a difficulty understands and is enabled to act responsibly.

Values and Expectations
At Ross High School we have a clear and consistent system that provides positive support for learning. We encourage positive behaviour and achievement as well as discouraging unacceptable behaviour.

We aim to:
• Reward good behaviour
• Ensure consistent treatment of students
• Give praise high priority
• Ensure that poor behaviour has consequences

Code of Behaviour
Students are presented with a copy of our pupil rules. These are displayed on the walls of all classrooms.

The following pupil rules are given to all pupils
All organisations have rules to make sure everyone works safely and sensibly together.

You have a lot to gain if both you and your school have a good reputation. You can help keep this good reputation by choosing to follow the rules.

If you choose to do the right thing you will get praise, rewards and earn respect. If you choose to do the wrong thing, you may get one of a number of different sanctions.

What you should choose to do:
1. Show respect to others
2. Focus on your learning and achievements  
3. Be organised and responsible  
4. Respect your environment  
5. Take pride in your appearance  

Ross High School believes in Restorative Practice. We believe positive relationships are the key to success. The school will always have a member of staff available to address any issue that should arise in a reflective and solution focused way.  

Pupils are permitted to purchase lunch from the local High Street during the lunch break although are asked to stay within the school grounds during the morning interval. To ensure the Health and Safety of others pupils are asked not to bring hot food or drinks into the school.  

School Policy on Anti-Bullying  
At Ross High School we are actively opposed to any form of bullying  
The school has an Anti-Bullying Policy as part of East Lothian Council’s policy and procedures. Any instance of bullying which is reported or which we find out about will be carefully investigated and action taken to try to put an end to it.  

What can we do to prevent bullying?  
Raising pupils’ awareness of the importance of tolerance, mutual understanding and harmonious living is a feature of various aspects of the curriculum and an active feature of everyday life in the school. Raising awareness, in particular, of the seriousness of bullying, countering the familiar reluctance to ‘tell on’ anyone and reassuring pupils that telling someone if they are being bullied will not make things worse, are all features of the anti-bullying approach we take. We keep a central record of all incidents of bullying so that we can detect trends and do our best to prevent further problems.  

How do we create a sense of security so that children will come forward to say they are being bullied?  
Firstly, by being very active in following up all instances that come to our attention. Through Social Education classes, the message is conveyed that it is right to speak up. We also have a team of Sixth Year students who act as anti-bullying mentors for younger children.  

Our pledge is that whenever we hear of possible bullying, we will urgently take whatever action we can to put things right.  

The school’s Anti-Bullying Co-ordinator is currently Mr McCallum.
11. SCHOOL POLICIES

Reporting and Assessment

Schools have a legal obligation to report to parents/guardians on the progress of their children. In order to share accurate information on progress, and to take action to help individuals reach their potential, we send a minimum of two reports home per year, in addition to Parents’ Evenings.

In most subjects and courses, assessment is ongoing and is formative. That is, the pupil’s progress will be assessed on the basis of a range of classwork activities and feedback will be given to the young person in order to improve their performance and confidence. At particular points in a course, tests and exams will contribute information about a pupil’s relative performance. Reports will record individual performance against agreed criteria and should indicate next steps.

Assessment
Assessments will be spread throughout a session
A variety of instruments of assessment (end of unit tests, oral work, informal discussions, writing in various forms, examples of practical work, etc) will be used.

Formal school assessments take place as follows:

- S4/5/6 - Preliminary Examinations in January/February.
- SQA Examination, and internal arrangements for assessments at Higher and National level including end of unit assessments.

Target Setting and Tracking
Tracking progress is all about involving pupils in understanding how they learn and helping them to take responsibility for their own learning.

Targets are set by subject staff in agreement with pupils and these are stated clearly on reports. Updates are completed twice a year for S2 and S3, and three times a year for S4, 5 & 6. These reports are collated electronically and distributed to pupils. In addition to tracking reports, a full report is produced for each year group once a year.

The role of guidance staff is to keep an overview of pupil progress across all subjects. You will get a phone call or be invited in if there is any ongoing concern about progress across a range of subjects.

Effective and early communication between subject and guidance staff will ensure that tracking is positive and motivating for pupils.

Homework
In Ross High School homework is seen as a vital part of the successful education of our young people. It supports our pupils to achieve their full potential and regular satisfactory completion of homework significantly improves the chances of success in examination, further and Higher Education.
• Homework to be recorded in pupil organisers.
• Variety of tasks to be issued.
• Pupils to be given assistance in organising their Homework Schedule in Social Education class and shown how to make good use of the personal organiser
• Pupils are expected to complete the homework tasks to the best of their ability for the required date
• Pupils are entitled to receive feedback from teachers on their homework
• Pupils should be allowed reasonable time to complete homework depending on the task
• The amount of time to be spent on homework to be:-

- First Year - 1 hour per weekday evening
- Second, Third and Fourth Year - 1½ hours per weekday evening
- Fifth and Sixth Year - 2 hours per subject per week

• We ask that parents check the personal organiser on a daily basis, if possible, or at least weekly, to provide support and encouragement for their child to complete the homework to the best of their ability and on time
• The school will contact parents by phone or letter to give details of missed homework.
• If the pupil is going to be out of school on the day the homework is due he/she should give it to his/her teacher on the first occasion he/she returns to that class or before he/she is absent from school.

Guidance Role
If a pupil continues to fail to complete homework, you will be invited in to discuss this ongoing issue to see whether additional supports are needed.

The Personal Organiser is a commercially produced diary (given free to every pupil) which will note homework and where teachers will note progress. You will be invited to enter your own comments. The Organiser will also include a section where you can note the reasons for any absences – which will save you writing a separate note. In this way we intend to keep in touch with you regularly. Please support the school by signing the organiser weekly and reading comments from staff.

Internet Access
Acceptable Use
When pupils enter S1, parents receive a letter regarding Terms and Conditions of Internet Use. Parents are given the option to opt out by signing to let the School know their child is not allowed to use the Internet.

The use of a School’s Internet Account must be consistent with the Education and Operational Policies and Procedures of the School as well as East Lothian’s Council’s Information Security Policy.

The sending or receiving of any of the following material is prohibited.

• Copyright or trade secret material
• Threatening or obscene material
• Material related to criminal activity
• Material related to subversive organisations
Etiquette
Users must comply with the general rules of the Internet when exploring, creating Web Pages or using E-Mail. Messages to/from pupils will be monitored by the teacher responsible. In particular, users should

- Use appropriate language
- Not reveal the address or telephone number of themselves or any other user.
- Be polite

Security
Users agree not to violate any network security or interfere with system performance. Users must not access another user’s account, files or attempt to find out or use another person’s password.

Charging Services
Users must not access any service or download data or unauthorised software which charges a fee for such services or access. Users are liable for any or all charges for such a service or access.

Damage
Users are liable for all damage they may cause to hardware and software.

PENALTY FOR MISUSE
The penalty for misuse as described in any of the above may result in pupils losing privileges of access to IT facilities or in extremely serious cases the police may be involved.

12. PUPIL WELFARE

Medical Care for Pupils
Pupils who become unwell during the school day should ask permission from their classroom teacher to visit the Guidance Support Office. The Staff will decide if the pupil needs to be sent home. There are facilities adjacent to the Guidance Suite for pupils who feel unwell to lie down for a short time. We do not have trained medical staff on site.

If a pupil is to be sent home, contact will be made with the parent/guardian. In this connection parents are asked to submit a contact telephone number so that contact is possible in the event of no one being at home. It is essential that the emergency contact telephone number on record is accurate and available during the school day.

Parents/Guardians (or emergency contact person) will be asked to collect the unwell pupil. In the interest of safety a pupil should not leave school when ill without the permission of a member of staff.

The school is unable to administer treatments or medicines (including aspirin and paracetamol) without a written request by parents or guardians. Forms are available from the school office for such requests. Parents or Guardians should notify the appropriate Guidance Teacher if any medication administered in school is to be changed.

All members of staff who have agreed to be trained in the administration of specific drugs to pupils suffering from all 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.
What happens if your child needs to go to the toilet during lessons?
The school actively tries to reduce the number of disruptions to lessons. One of the biggest causes of a lesson being interrupted can be ‘visits to the toilet’.

Pupils are therefore required to go to the toilets at intervals and change of lessons. If a child desperately needs to go to the toilet, this will be allowed. If, however, a child requests to visit the toilet frequently, you will be contacted and asked if there is a medical reason for this. If there is a genuine medical reason we will gladly issue your child with a personal ‘Toilet Pass’ which, on showing this to his/her teacher, will enable him/her unquestioned access to the toilet.

Emergencies
It is absolutely essential that the school is in possession of an emergency contact number for each pupil, through which a parent can be contacted in emergency.

In any emergency the staff will obviously take all such steps as would be expected of a sensible parent, but delay in contacting the actual parent can lead to difficulty or distress.

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, Pupil Support Division, School Doctor, School Nurse, Careers Advisor, Social Worker. 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.

Fire Drill
Procedures for fire drill are explained to pupils at the start of each session. There is a fire drill at least once per term.

All visitors to the school are asked to note that in the event of the fire drill they should leave the school by the nearest marked fire exit and assemble at the front of the school. Please do not re-enter the building for any reason until you have been advised that it is safe to do so.

Child Protection
Given on-going public concern on the subject of child abuse, and changes in the law, schools are now required to report if we think any child has come to harm as a consequence of possible abuse.

When there is the possibility that a child could be at risk of abuse or neglect, the school is required to refer the child to Social Work, the Police or the Reporter and under these circumstances, the parent would not normally be consulted first.
Attendance and Absence Procedures
Please phone the school as early as possible in the morning after 8.00am if you know that your child is going to be absent that day. You will be asked to give the name and register class of your child and the reason for absence.

Truancy Call
Our “Truancy Call” system will automatically send your mobile a text message (or voice message to your landline) if your child does not register in the morning. This message will ask you to contact the school to explain the absence.

We want to support the good attendance of your child at school so that we can ensure their safety and well-being and support their ambitions.

Good attendance is vital if a young person is going to achieve their potential in school and beyond. Parents are responsible for ensuring that their child attends school regularly. 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 parents. If such unsatisfactory attendance persists 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 Reporter of the Children's Panel. It is important that parents/guardians communicate with the school quickly regarding any issues to do with attendance.

All absences must be explained by way of a signed note from a parent or guardian. These notes must be given to the Register Teacher immediately on return from absence. Arrangements can be made to have school work sent home during a prolonged absence.

Medical/dental appointments for pupils should be arranged as far as possible outwith school hours.

Any requests to be excused from participating in Physical Education or any other activity, must be in writing stating the reason and the likely length of time of non-participation.

Should it be necessary for a pupil to leave the school building during the school day e.g. dental appointment they are asked to ensure they alert the school office of this in the morning and sign out of the building at that time. Pupils are also asked to sign back in upon their return.

Parents should make every effort not to take pupils out of school for family holidays during term time.

All requests for absence, for any reason, must be made in writing to the Headteacher, in advance of the requested absence.

Rules from the Scottish Education Department restricts a Head Teacher’s approval of ‘term-time holidays’ to the bereavement of a very close member of the family, a recent extremely traumatic family experience, and parental holiday times being the result of the employers’ rules. If families are required by their employer(s) to take annual holidays during term-time, written proof of this must be sent to the Head Teacher.

Lateness
All pupils who arrive late to school (08.30 a.m.) will sign in and a text will be sent to parents. Persistent latecomers will be subject to school discipline, which usually takes the form of school detention. The only exceptions are for “lates” due to bus delays or for GP/Dentist appointments. Parents or Guardians will be contacted when there are concerns about a particular, or persistent lateness.
Additional Support Needs

Ross High School has been designated as the Authority provision for pupils of Secondary Age who have Severe and Complex Additional Support Needs. Pupils travel from all over the authority to attend the ASN Department within Ross high school. The department is housed in a purpose built wing, which was opened in February 2008. The department now operates with 5 classes plus a Life skills room. We also have tutorial rooms and facilities for the many therapists and visiting specialist services, which work with our young people. We are well equipped to support all physical and personal care needs of our pupils. All our staff members are trained to be able to meet all medical and physical needs of the Young People.

The ASN Department aims to provide each pupil with an individualised curriculum according to his/her identified strengths and needs. We focus on developing communication skills, both verbal and non-verbal, using symbols, photographs, objects, signing, written words and augmentative communication aids.

Developing skills for life is an integral part of all our work in the department. We seek to promote the ability of each pupil to perform tasks necessary for life after school, to the highest level possible, across all areas of the curriculum.

We work very closely with a range of professionals from education services, health personnel, social work and other organisations offering specialist services to our young people. This ensures that we are offering the best possible co-ordinated support necessary to ensure our pupils will benefit from school education.

All pupils have an IEP (Individual Education Plan). Many also have a CSP (Coordinated Support Plan). Targets for both these plans are drawn up in consultation with parents, Therapists and School Staff. The plans are reviewed annually.

Our pupils’ transition in to us from ‘The Hub,’ our partner provision in the primary sector, this facility is based in Sanderson’s Wynd Primary School in Tranent. Some come from the Communication provision based in Musselburgh Burgh Primary School. We also get pupils, whose needs are deemed to be too severe and complex for them to cope successfully within their local Secondary School.

Our school building is fully accessible to all people. In accordance with the Disability Discrimination Act. The curriculum we offer is appropriately differentiated for all pupils to take account of individual needs.

Other Financial Support
We are fortunate to have some funds available to help pupils where money difficulties are preventing them from achieving their best or taking part in school activities.

The Hanson Awards - How the Awards began
Although not a native of these parts, Mr Hanson has many family connections with the area and wishes to offer support to our young people in a tangible way. He particularly wants the fund to be used to give aspiring youngsters a financial "leg-up" so that they can achieve what their circumstances do not allow for, and to reward such youngsters for their efforts towards self-fulfillment, in helping others and in contributing to the community. He was inspired to create the fund by his nephew, Colin Smith, a former pupil at Ross High.
13. HOME AND SCHOOL LINKS

Newsletters, Letters etc.
Once a term newsletters containing general information about school matters and events will be sent to parents by way of the pupils. Other letters about specific matters will also be sent home from time to time, and some of these will have tear-off slips for parents to sign, so that we can be sure that the message has indeed got home. Our “parent-call” system will text you to inform you that a letter has been given to your child. We are trying to introduce email as a means of communication with parents.

Parents’ Evenings
A number of Parents’ Evenings are arranged each session to allow parents the opportunity to consult with their child’s subject teachers. Dates are confirmed via the Newsletters.

In session 2013 - 2014, the schedule of such Parents’ Evenings was:

- P.7 November and June
- S1 February
- S2 January
- S3 January
- S4 December
- S5/6 November

Parents are, of course, welcome to contact their child’s Guidance Teacher at any time. Please contact the High School to make an appointment to discuss any matter concerning the progress of your child.

Parent Forum and Parent Council
We encourage you to get more involved with our school by coming along to our Parent Council meetings or the annual Parent Forum.

The Ross High Parent Council meets on the last Tuesday of every month (except where this falls during a school holiday) at 7pm in the Conference Room at the front of the school. The Parent Forum is held annually on the last Tuesday in September. Please speak to one of the parent members if you would like to know more.

Meetings will have a standing agenda, but will discuss any topic or issue that parents wish to bring to the attention of the meeting e.g. School Uniform, Anti-bullying, etc. Parents are welcome to attend or can contact directly as below, or writing via the school as shown.

Under the terms of the legislation “Scottish Schools (Parental Involvement) Act 2006 ALL PARENTS are automatically members of the Parent Forum at their child’s school and are entitled to have a say in what happens at the school.
As a member of the Parent Forum, parents can expect the following:

- Get information about what your child is learning
- Gain information about events and activities at the school
- Gain advice on how to support your child’s learning
- Identify how to be more involved in the school
- Have a say in the selection of the Parent Council.

Ross High School Parent Council was formed at a meeting on 26th August 2007. This replaced the previously elected School Board. The meeting was made up of parents, teachers, members of the community and elected representatives. By definition, it is very parent friendly.

The role of the Parent Council is to:-

- Support the school in its work with pupils and parents
- Represent the views and ideas of all parents
- Encourage links between the school, parents, pupils, pre-school groups and the wider community
- Report back to the Parent Forum

The school and Local Authority must listen to suggestions made and respond accordingly. It has a working constitution and elected Office Bearers. Minutes of the meetings, along with a copy of the constitution can be accessed via the Parent Council website on www.rosshighparentcouncil.org.uk

If you wish to receive the Ross High School Parent Council Newsletter you may forward your contact details to: info@rosshighparentcouncil.org.uk

OFFICE BEARERS

Chair             | James Belton | James@roshighparentcouncil.org.uk
Vice-Chair        | Roger Powell | Roger@roshighparentcouncil.org.uk
Clerk             | Nikki Nicholls | Nikki@roshighparentcouncil.org.uk
Treasurer         | Vacancy

Or write to

Ross High School Parent Council
Well Wynd
TRANENT
EH33 2EQ

Tel: 01875 610 433

www.rosshighparentcouncil.org.uk

For more information on the Parental Involvement Act or to find out about parents as partners in their children’s learning please contact the school or Val McIntyre at the Department of Education & Children’s Services on 01620 827228 or vmcintyre@eastlothian.gov.uk or visit the Parentzone website on www.parentzonescotland.gov.uk or East Lothian Council website on www.eastlothian.gov.uk.
14. EAST LOTHIAN COUNCIL

Resources and People Services

John Muir House Handbook

(Appendix to School Handbook)

November 2013
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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.

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 another senior member of staff then this should be arranged as quickly as possible. If you still 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/complaints
Creating a Positive Ethos

East Lothian Council schools endeavour to create a positive learning ethos in a variety of ways. Some schools have taken on initiatives such as UNICEF’s accredited scheme which promotes the learning of the UN’s Convention of Rights for the Child. Some schools have taken on approaches to promoting positive behaviour such as restorative practice and/or the Nurturing Classroom/School. Being Cool in School is an Authority-wide initiative in schools which encourages pupils to assert themselves appropriately as they face everyday situations. These are just some examples of good practice in East Lothian.

More information can be found from the Scottish Government’s website on “Improving relationships and promoting positive behaviour in Scotland’s schools” at: http://www.scotland.gov.uk/Publications/2008/04/15100117/1

Anti-Bullying Policy

All schools have an Anti-Bullying Policy as part of East Lothian Council’s Anti-bullying Policy and incidents of bullying in schools are recorded as part of the Policy.

Further information can be found at: http://www.eastlothian.gov.uk/antibullying

Anti-bullying East Lothian (A.B.E.L)

Anti-bullying East Lothian (A.B.E.L) is located at the Brunton Hall, Musselburgh. A.B.E.L 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. A.B.E.L offers information and support to the young person being bullied and their family and the young person displaying the bullying behaviour and their family.

Further information can be found at: http://antibullyingeastlothian.org.uk

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 in 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, Resources and People Services, telephone number 01620-827228 or by e-mailing vmcintyre@eastlothian.gov.uk or the Parentzone website http://www.educationscotland.gov.uk/parentzone

Head Teachers now have a legal obligation to consult with their Parent Council to establish what they would like included in the School Handbook and ensure it is incorporated. Discussions should take place at Parent Council meetings and any decisions taken must be reflected in the school handbook. Further information can be found at: http://www.eastlothian.gov.uk/parentcouncils

Parent Staff Associations
Where a Parent Staff Association exists at a school information on the Parent Staff Association will be provided by the school.

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 by telephone 0131-474-6199, by e-mail sptc@sol.co.uk, the website http://www.sptc.info or write to Scottish Parent Teacher Council, 15 Mansfield Place, Edinburgh, EH3 6BB.

The 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 8 curricular areas consisting of: Expressive Arts, Health and 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
Other areas which can facilitate enhanced learning opportunities for pupils include:

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

Further information can be found at: http://www.eastlothian.gov.uk/communitylifeandleisure

**Outdoor Education**

Outdoor Education is provided to schools through the East Lothian Outdoor Learning Service based in Musselburgh. The Outdoor Learning Service provides high quality, safe and sustainable outdoor learning opportunities. The service promotes progressive experiential learning and the benefits of healthy lifestyles. It responds to the needs of East Lothian schools and the wider community, delivering outdoor learning in an effective, inspirational and motivating manner.

Further information can be found at: http://www.eastlothian.gov.uk/outdoorlearning

**Educational Excursions**

Educational Excursions are designed and planned in accordance with the East Lothian Council’s comprehensive Guidelines.

Further information can be found at: http://www.eastlothian.gov.uk/educationalexcursions

**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.

Further information can be found at: www.eastlothian.gov.uk/religioninschools
Assessment and Reporting

What is meant by assessment?
Assessment tells us what children and young people know, understand and are able to do. Assessment is a process which supports your child’s learning from Nursery through to S3 and 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.

What is assessed?
Curriculum for Excellence comprises 8 curricular areas consisting of: Expressive Arts, Health and Wellbeing, Languages (including English, Gaelic, Classic and Modern Languages), Mathematics, Religious and Moral Education, Sciences, Social Studies and Technologies. There are also 3 key areas which all teachers are responsible for teaching Literacy across learning, Numeracy across learning and Health and Wellbeing across learning.

Assessment and Reporting across East Lothian Schools
Each curriculum area 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.
- Each learning intention is supported by success criteria which are your child’s steps to achieving success in learning.
- As each pupil achieves the success criteria, teachers and your child can both see the progress in learning which is being made across outcomes within each curricular area.

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 P.E.

Evidence of children and young people’s 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 which is either developing, consolidating or secure depending on how well your child has developed a breadth of learning, in challenging aspects and applied this 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 has not evidenced each through their learning and across a level, the teacher may report that your child is “developing.”

If your child demonstrates a range of evidence, where he/she has met challenges and deepened his/her learning, then your child will be “consolidating” their progress.

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

There is a range of ways in which your child’s teacher reports on his/her progress. Here are a few examples:

- “Learning Stories” are used to build a picture of progression for your child in each curricular area.
- Pupil reports are used to sum up your child’s progress in learning across the curriculum.
- E-portfolios are used to provide ongoing evidence of your child’s progress.

All learning is a journey of progress, which is rarely linear and takes many routes and pathways. Your child may take longer to progress in some areas in order to ensure the security that will enable them to make progress confidently.

Teachers will report also on your child’s effort and also on the level of support given.

**When do schools assess?**
Assessment takes place as part of everyday learning and teaching, periodically and at key transitions. As part of everyday learning, teachers are continuously assessing their pupils’ progress using learning intentions and success criteria as measures of pupils’ success. From time to time, teachers will use tests to assess children and young people’s progress and achievements in order to be able to plan ahead, record and report on progress and support learners.

Transitions are the moves children and young people make, from home to nursery, from stage to stage, from primary to secondary, to further education and employment. Information about a learner’s progress and achievements will be passed on to make sure that their broad general education continues at the correct level and at an appropriate pace for them.

**Where can I find out more information about assessment and reporting?**
Your child’s school will be able to provide you with more information on how they carry out specific assessments and how they report on your child’s progress.
Further information can be found at:
http://www.educationscotland.gov.uk/parentzone
Transitions

Enrolment
If you want your child to go to their catchment school, you should register your child directly with that school. You will need to provide your child's birth certificate and two pieces of proof of residence showing your current address (one of which must be your most recent council tax assessment letter or book and a recent utilities bill dated within the last six months). You must show these at the school by the beginning of December (please contact your catchment school to check enrolment days). This allows the Business Unit within Resources and People Services to give your child, as a resident in the school’s catchment, priority for a place. Further information can be obtained by e-mailing schoolplacements@eastlothian.gov.uk

Further information can be found at: http://www.eastlothian.gov.uk/enrollingyourchild

Pupil Placement
The law allows parents to express a preference for a different school (such a school is often referred to as a non-catchment 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/choosingaschool
Further information can be found at:
http://www.eastlothian.gov.uk/PlacingRequests

Reserved Places/Roll Capping in Schools
Resources and People Services obtains 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 the Services 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 Education Committee 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.

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 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 Education Committee in May 2011.


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

More Choices More Chances

More Choices More Chances is Scottish Government's broad strategic framework for improving outcomes for young people aged 16-19 yrs old by reducing the number who are not in education, employment or training. Whilst at school, there are a number of interventions offered to school age young people to better prepare them for life beyond school including: extended work experience placements, vocational courses (some of which are certificated) and business coaching. In addition to these opportunities, post school options include Activity Agreements and a variety of Employability Fund programmes offered at stages 2-4. The More Choices More Chances partnership includes a range of partners including Edinburgh College and other learning/training providers.

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 that 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 Resources and People Services, Business Unit, John Muir House, Haddington, East Lothian, EH41 3HA.
Further information can be found at: http://www.eastlothian.gov.uk/additionalsupportneeds

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.

Further information can be found at: http://www.eastlothian.gov.uk/transition

East Lothian Educational Psychology Service

Educational Psychologists are part of Resources and People Services. Educational Psychologists make regular visits to all nursery, primary and secondary schools.

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, Telephone number 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/educationalpsychology

Professionals visiting schools/information sharing and confidentiality
Schools can call on professionals from a number of different agencies/services for help and advice. These
include Educational Psychologists, officers with the Educational Services, School Doctor, School Nurse,
Careers Advisor, Social Worker, Family Support Worker etc. Formal referral to any of these agencies/
services would only take place with the consent of parents/carers. 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.

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 may 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
The East and Midlothian Child Protection Committee (EMCPC) is the key group dealing with child
protection work in East Lothian and Midlothian. Child abuse can happen to any child and in any family
background. We all have a duty to protect children, whether we are professionals or private individuals.

If you think a child is being abused or neglected, speak to a member staff at the child’s school, the
Children’s Services duty social worker by calling 01875 824 090 (Mon-Thurs 9am-5pm and Fri 9am-
4pm), the Emergency Social Work Service by calling (freephone) 0800 731 6969 at any time outside
normal office hours. The contact details are:--
  Children’s Wellbeing
  Randall House
  Macmerry, EH33 1RW
  Telephone: 01875 824309 (Email: childrenandfamilies@eastlothian.gov.uk)

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 Resources and People
Services, 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: http://www.eastlothian.gov.uk/childprotection
Children and Young People who are looked after

There are some children and young people who are looked after or looked after and accommodated (LAC) and who may have additional support needs as directed by the Education (Additional Support for Learning Act) (Scotland) 2004 (amended 2009). Schools are 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 Wellbeing to support these often vulnerable young people.

Team Teach

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

There may be times when children need more help; this may require staff’s positive physical support to ensure; the pupil’s own safety; the safety of other pupils and staff; that property is not seriously damaged. In East Lothian, we have adopted the ‘Team Teach’ approach to manage this level of behaviour on the few occasions it occurs, and staff are trained and accredited to use a range of ‘Team Teach’ techniques.

In these instances all incidents are recorded in school. 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 routinely followed by all school staff. If required we will ask parents to share relevant information with other people/agencies supporting pupils, e.g. transport, respite, link family, etc, to maintain a consistent approach for children and young people. If you have any questions about how we manage behaviour at school, or about the ‘Team Teach’ approach please contact the Head Teacher.

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.

The Role of Quality Improvement Officers

There are 3 Quality Improvement Officers who have responsibility for support and challenge across all East Lothian schools. Responsibilities to individual schools include the following:-

- 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 3 Quality Improvement Officers each have two clusters of schools within their remits:

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

Other important elements within the Quality Improvement Officer role include:

- Monitoring of children who are home educated
- Parental complaints and 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 process of Head Teachers and Depute Head Teachers.

Local Authority Policies and Practical Information

Composite Classes
There are composite classes in most schools across East Lothian. They help us to deliver effectively within the school’s budget and are based on pupil age. All classes whether composite or not, contain pupils of different abilities and levels of development. Teachers are expert in how to structure learning for pupils of differing abilities and composite classes do not pose any greater challenge than single-year classes. We know that friendship groups are important and we encourage children to mix with their friends at break, through whole-school or stage events. Parents should also create opportunities to maintain friendships and encourage new ones.

Further information can be found at: [http://www.eastlothian.gov.uk/compositeclasses](http://www.eastlothian.gov.uk/compositeclasses)

Absence and Attendance
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. Parents should be encouraged to take holidays wherever possible out with term times. Where parents wish to keep their child off school for some reasonable purpose, they are asked to write to the school before doing so. Where pupils have a rearranged appointment during school hours e.g. dentist, hospital the pupil should bring a note or appointment card to school before the appointment.

Further information can be found at: [http://www.eastlothian.gov.uk/attendance](http://www.eastlothian.gov.uk/attendance)

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. Below 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 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 the 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 (www.scotxed.net).

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the Scottish Qualification Authority. 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 outwith 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, mick.wilson@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ.
Consulting with pupils
Under the Children (Scotland) Act 1995 the views of children should be taken into 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 the Local Authority and schools may not be bound by this they do consult with pupils and the methods used will be included in the School’s 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.

Further information can be found at: http://www.eastlothian.gov.uk/exclusion

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 Resources and People Services, Business Unit, John Muir House, Haddington, EH41 3HA.

Further information can be found at: http://www.eastlothian.gov.uk/schoolclothingandfreeschoolmeals

Free School Meals
Under the Education Committee 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 £15,910 or Child Tax Credit and Working Tax Credit with and annual income of less than £6,420. No other children are eligible for free meals. Further information can be obtained from Resources and People Services, Business Unit, John Muir House, Haddington, EH41 3HA.

Further information can be found at: http://www.eastlothian.gov.uk/schoolclothingandfreeschoolmeals

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 Resources and People Services, Business Unit, John Muir House, Haddington, EH41 3HA.

Further information can be found at: http://www.eastlothian.gov.uk/emas
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 Resources and People Services, Business Unit, John Muir House, Haddington, EH41 3HA.

Further information can be found at: http://www.eastlothian.gov.uk/employmentofchildren

Home Education

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

Families are contacted by a member of staff within Resources and People Services annually and offered the opportunity to meet a 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.

For information can be found at: http://www.eastlothian.gov.uk/homeeducation

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 catchment 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 Resources and People Services, Business Unit, John Muir House, Haddington, EH41 3HA.

Further information can be found at: http://www.eastlothian.gov.uk/schooltransport

Road Safety

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 should always be reviewing 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.

Further information can be found at: http://www.eastlothian.gov.uk/roadsafety

Health and Safety
Resources and People Services have 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.

Medical Care
Throughout their years at primary and secondary school, all pupils will be seen from time to time by a team of specialists, Health Service and Resources and People Services 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.

Administration of Medical Procedures
All members of staff who have agreed to be trained in the administration of specific drugs to pupils suffering from all 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.

Further information can be found at:
http://www.eastlothian.gov.uk/adminofmedication

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 Head of Education. The 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 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,
Resources and People Services 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 http://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.

Schools within East Lothian
A list of all nursery, primary and secondary schools can be found at:
http://www.eastlothian.gov.uk/educationandlearning

Further information can also be found at:
http://www.eastlothian.gov.uk/educationandlearning

Useful Telephone Numbers
The undernoted staff are based within Resources and People Services, John Muir House, Haddington,
EH41 3HA.

| Depute Chief Executive       | Alex McCrorie            | 01620-827633 |
| Head of Education            | Darrin Nightingale       | 01620-827633 |
| Head of Children’s Well-being| Sharon Saunders          | 01620-827881 |
| Acting Principal Educational Psychologist | Anita Harrison/Gill Davies | 01620-827587 |
| Business Manager             | Richard Parker           | 01620-827494 |
| Principal Inclusion & Equality Officer | Fraser Parkinson / Val McIntyre | 01620-827961 |
| Parental Involvement Act (Parent Forums/ Councils) | 01620-827228 |
| Free School Meals, Clothing Grants, Education Maintenance Allowance, Pupil Placement and Home to School Transport Policy | Fiona Brown | 01620-827415 |
| Primary School Lets          |                          | 01620-827811 |

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 |
## School Session Dates

Below are the school session dates for 2014/15

School Session dates can also be found at: [http://www.eastlothian.gov.uk/sessiondates](http://www.eastlothian.gov.uk/sessiondates)

<table>
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<th>Term 1</th>
<th>Staff In-service Day 1</th>
<th>Monday</th>
<th>18</th>
<th>August</th>
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<td>Tuesday</td>
<td>19</td>
<td>August</td>
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<td>Pupils Resume</td>
<td>Wednesday</td>
<td>20</td>
<td>August</td>
<td>2014</td>
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<td></td>
<td>Autumn Holiday (Schools closed)</td>
<td>Friday</td>
<td>12</td>
<td>September</td>
<td>2014</td>
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<td></td>
<td>Schools closed</td>
<td>Monday</td>
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<td></td>
<td>All Return</td>
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<td>Term Ends</td>
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### TERM 2

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<td>13</td>
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<td>All Resume</td>
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<tr>
<td></td>
<td>Pupils Break</td>
<td>Wednesday</td>
<td>1</td>
<td>April</td>
<td>2015</td>
</tr>
<tr>
<td></td>
<td>Staff In service Day 4</td>
<td>Thursday</td>
<td>2</td>
<td>April</td>
<td>2015</td>
</tr>
</tbody>
</table>

### TERM 3

<table>
<thead>
<tr>
<th></th>
<th>All Resume (Staff and Pupils)</th>
<th>Monday</th>
<th>20</th>
<th>April</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>May Day (Schools closed)</td>
<td>Monday</td>
<td>4</td>
<td>May</td>
<td>2015</td>
</tr>
<tr>
<td></td>
<td>All Resume</td>
<td>Tuesday</td>
<td>5</td>
<td>May</td>
<td>2015</td>
</tr>
<tr>
<td></td>
<td>Staff In-service Day 5</td>
<td>Monday</td>
<td>18</td>
<td>May</td>
<td>2015</td>
</tr>
<tr>
<td></td>
<td>Pupils Resume</td>
<td>Tuesday</td>
<td>19</td>
<td>May</td>
<td>2015</td>
</tr>
<tr>
<td></td>
<td>Term Ends</td>
<td>Friday</td>
<td>3</td>
<td>July</td>
<td>2015</td>
</tr>
</tbody>
</table>

### Provisional 2015/16

|          | Staff Resume                  | Monday | 17 | August | 2015 |

Dates approved by Education Committee on 24 September 2013

The Scottish Government can be contacted at:

Scottish Government Education Department  
Victoria Quay  
EDINBURGH, EH6 6QQ  
Telephone Number 0131-556-8400

[http://home.scotland.gov.uk](http://home.scotland.gov.uk)

**Accuracy of Information**

The information contained in this booklet was accurate as at November 2013.

November 2013.
In 2012/13 89% of leavers moved on to positive destination.

The SCQF is a way of comparing the wide range of Scottish qualifications. It covers achievements from school, college, university and many work-based qualifications. It does this by giving each qualification a level and a number of credit points. The level of a qualification shows how difficult the learning is. The credit points show the size of the qualification and how much work is involved in achieving that qualification. For example, one person may study a course at Intermediate 1, SCQF level 4 and another at Higher, SCQF level 6. Both award the same number of SCQF credit points but at different levels of difficulty.

There are 12 Scottish Credit and Qualifications Framework (SCQF) Levels which provide an indication of the complexity of qualifications and learning programmes. SCQF Level 1 is the least demanding and SCQF Level 12 is the most demanding. SCQF Levels are based on a single set of Level Descriptors that are the common reference points and definitions which provide a way of recognising learning that is outcome-based and quality-assured.

Each level is described in terms of its characteristic general outcomes under five broad headings. These are:

- knowledge and understanding - mainly subject-based;
- practice (applied knowledge and understanding);
- generic cognitive skills - e.g. evaluation, critical analysis;
- communication, numeracy and IT skills; and
- autonomy, accountability and working with others.

In schools, students work towards qualifications from SCQF Level 1 to 7 through a range of SQA courses. The following table shows where the different SQA awards sit within the SCQF framework:

<table>
<thead>
<tr>
<th>SCQF Level</th>
<th>SQA Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 7</td>
<td>Advanced Higher A-C and Scottish Baccalaureates</td>
</tr>
<tr>
<td>Level 6</td>
<td>Higher A-C and Skills for Work Higher</td>
</tr>
<tr>
<td>Level 5</td>
<td>Standard Grade Credit (Grade 1-2), Skills for Work Int 2 and Intermediate 2 Pass A-C</td>
</tr>
<tr>
<td>Level 4</td>
<td>Standard Grade General (Grade 3-4), Skills for Work Int 1 and Intermediate 1 Pass A-C</td>
</tr>
<tr>
<td>Level 3</td>
<td>Standard Grade Foundation (Grade 5-6), Skills for Work Access 3 and Access 3 Pass</td>
</tr>
<tr>
<td>Level 2</td>
<td>Access 2 Pass</td>
</tr>
<tr>
<td>Level 1</td>
<td>Access 1 Pass</td>
</tr>
</tbody>
</table>

The complete list of SCQF Levels is available to view in the ‘SCQF Ready Reckoner’ on the SQA [http://www.sqa.org.uk/sqa/4595.html](http://www.sqa.org.uk/sqa/4595.html)