

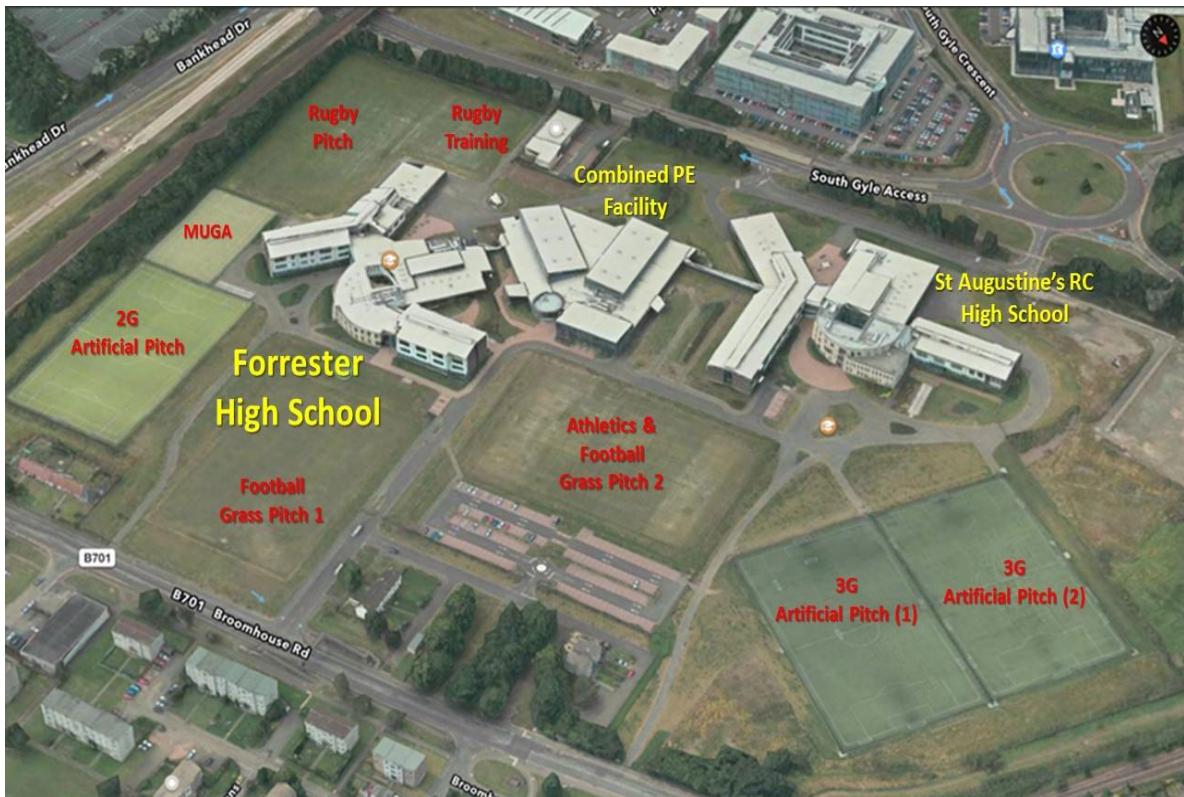
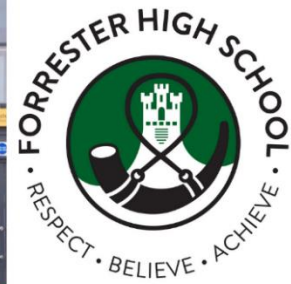
Believe & achieve

FORRESTER HIGH SCHOOL

# SCHOOL HANDBOOK

2022-23





## A Foreword from the Executive Director of Education, and Children's Services

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Session 2022 - 2023

Dear Parents/Carers,

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

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

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

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

I am pleased to introduce this brochure for session 2022 - 2023 and hope that it will provide you with the information you need concerning your child's school.

If you have any queries regarding the contents of the brochure please contact the Head Teacher of your child's school in the first instance who will be happy to offer any clarification you may need.

Amanda Hatton

Executive Director – Education and Children's Services

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## Welcome from the Head Teacher

Dear parents

Welcome to the Forrester High School Handbook for session 2022-23.

The School Handbook provides an introduction to our school and a general overview of the education your child will receive at Forrester. I hope the information you find here, and within our school website, will enable you to support your child as they progress through school.

### Ethos and Culture

Our school's ethos and culture reflect our commitment to equity, social justice and the belief that all our young people are entitled to engage in enjoyable experiences and make progress in their learning.

### Vision

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*“In a world where the kind of things that are easy to teach and test have also become easy to digitise and automate, it will be our imagination, our awareness and our sense of responsibility that will enable us to harness the opportunities of the 21st century to shape the world for the better. Tomorrow's schools will need to help students think for themselves and join others, with empathy, in work and citizenship. They will need to help students develop a strong sense of right and wrong, and sensitivity to the claims that others make.” (OECD, 2018)*

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At Forrester, we strive to develop as a caring, inclusive Learning Community which meets the diverse needs of all our learners, where all our young people are able to access the highest quality learning and are supported to develop their imagination, awareness and a sense of responsibility. This will enable them to gain the skills, experiences and qualifications they need to achieve success and to play their part in shaping the world for the better.

We want our school to be a great place to learn and a great place to work.

### Values:

Our school values have been developed in collaboration with students, parents and staff. These are well-matched to the aspirations of our community and the professional values of our staff. Work on developing our school values has been led by our Senior Development Officer and these are summarised in the following statement:

#### **Together we ...**

#### **Respect – Believe – Achieve**

In session 2018-19, the articulation of our values was developed through branding in key areas across the school. Our school values inform self-evaluation and provide a rationale for change and improvement.



## Aims

At Forrester we aim to:

- Work closely with parents and other partners to achieve the best possible outcomes for all our learners.
- Respect and celebrate diversity and the contribution that all individuals make to the richness of our school community.
- Support our young people to be successful, to set ambitious goals for themselves, and to recognise and achieve their potential.
- Help students build the confidence and skills which will enable them to make a valuable contribution to society and to thrive in their lives beyond school within a competitive, globalised economy.
- Build resilience, self-belief and emotional health and wellbeing.

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

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

In addition, the *Table of Contents* on the following pages will enable you to navigate more easily to the specific information you are looking for.

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

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

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

Stephen Rafferty

Headteacher



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## Section 1: Practical Information about the School

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

- Practical Clothing
- School meals
- Financial assistance with school clothing, transport and school meals
- Travelling to and from school
- School closures in an emergency or unexpectedly for any reason
- Complaints, comments and suggestions (how to complain if you are not happy about something).
- How the school manages data
- The School Nursing Team
- The use of social media



## Contact Details

<b>Name of Head Teacher</b>	Stephen Rafferty
<b>Name of School</b>	Forrester High School
<b>Address</b>	212 Broomhouse Road, Edinburgh, EH12 9AE
<b>Telephone Number</b>	0131 334 9262
<b>Website</b>	www.forresterhighschool.org.uk
<b>E-mail Address</b>	admin@forrester.edin.sch.uk

## About the School

<b>Stages of Education provided for</b> – Secondary
<b>Present Roll</b> - 820
<b>Denominational Status of the School (if any)</b> – Non-denominational

## Organisation of the School Day

Monday - Thursday	
<b>Warning Bell</b>	8:25am
<b>Daily Morning Tutor</b>	8.30am – 8.40am
<b>Period 1</b>	8.40am – 9.40am
<b>Period 2</b>	9.40am – 10.40am
<b>Break</b>	10.40am – 10.55am
<b>Period 3</b>	10.55am – 11.55am
<b>Period 4 (S3-6)</b>	11.55am – 12.45pm
<b>Lunch (S1/2)</b>	11.55am – 12.45pm
<b>Lunch (S3-6)</b>	12.45pm – 1.35pm
<b>Period 4 (S1/2)</b>	12.45pm – 1.35pm
<b>Period 5</b>	1.35pm – 2.35pm
<b>Period 6</b>	2.35pm – 3.35pm

Friday	
<b>Warning Bell</b>	8:25am
<b>Daily Morning Tutor</b>	8.30am – 8.40am
<b>Period 1</b>	8.40am – 9.30am
<b>Period 2</b>	9.30am – 10.20am
<b>Break</b>	10.20am – 10.35am
<b>Period 3</b>	10.35am – 11.25am
<b>Period 4</b>	11.25am – 12.05pm

## Registration and enrolment

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

Registration for First Year takes place in November each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child.

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

Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

## Attendance and absence

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

Absence from school is recorded as

- authorised, that is approved by the Communities and Families department, or as
- unauthorised, that is unexplained by the parent (truancy).

Please let the school know by letter if it is a planned absence (e.g. hospital appointment) or phone by 9.30 a.m. on the day of your child's unplanned absence (e.g. sickness bug).

**You should update the school on each day of your child's absence.** Please email or phone the school (please speak slowly and clearly if you are leaving a message). Please give your child a note on their return to school, confirming the reason for absence. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

For appointments, students must show their appointment card or a letter from parent/carer to their DMT teacher or at the School Office.

If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

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

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

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



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

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

### School Dress Code

Parents are asked to co-operate with the school in encouraging the wearing of the school dress code. Our Dress Code was agreed in consultation with parents, students, staff and the Parent Council.

Wearing School Dress Code contributes to a positive school ethos, helps avoid discrimination and reduces peer pressure to wear expensive designer clothing. Furthermore, a school's reputation can also be enhanced in the local community by the wearing of school uniform and school security is improved as uniform makes it easier to identify intruders.

Our Dress Code has evolved over the years, is flexible and easy for students and parents to obtain.

#### **S1-3:**

- Black or white Forrester polo shirt; or shirt and school tie
- Black Forrester Jumper/Black Jumper (no logo)
- Black trousers/skirt
- Black shoes or trainers

#### **S4-6:**

All senior pupils should wear a white shirt and school tie along with black trousers/skirt

More information about our School Dress Code and how to order online is available on our website at the following address:

<https://forresterhighschool.org.uk/school-uniform>

The following items are not suitable:

Leggings, track suit bottoms, hoodies, football tops, hats, scarves, T-shirts, large logo clothing, strappy tops, bright clothing.

It is everyone's responsibility to support and promote school dress code and your support with this, and all other aspects of your child's schooling, is very much appreciated.

### Practical Clothing

In certain circumstances and for safety, appropriate clothing is necessary for some activities. For example, in Physical Education, Science, Craft Design and Technology, and Home Economics. This extends to the wearing of suitable footwear and even, on occasion, to the length of pupils' hair and the wearing of jewellery and earrings. Offensive clothing such as T-shirts or other items painted with



obscene language or illustrations are not permitted. Football colours are also not allowed as they can lead to incidents of rivalry.

### Physical Education

A change of clothing is required for PE. The following are necessary for health and safety reasons, and your co-operation is requested to ensure that pupils are equipped to participate in lessons.

- T-shirt or sweatshirt
- Shorts, joggers or leggings
- Suitable trainers or gym shoes
- Football boots can be worn for use on the 4G pitch (these are not compulsory)
- For swimming – trunks, shorts, or one-piece swimming costume suitable for school.

Please ensure that all items of clothing are clearly labelled, particularly ties, sweatshirts and PE equipment which are often lost. Please also help us by ensuring that students do not bring valuable or expensive items of clothing to school.

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

### Mobile phones

The benefits of mobile phones are recognised. Many young people and their parents regard them as an essential means of communication. Mobile phones may be brought into schools. However, the following limitations apply:

Phones can be used at break and lunch time in the social areas but should be switched off or muted whilst in lesson.

### School Meals

Menus offer healthy and tasty meal options while reflecting the Scottish Governments food and drink legal requirements in both primary and secondary settings. Our menus are written to balance pupil choice with the most stringent of school food standards in the UK.

All our menus are nutritionally analysed and new dishes trialled by pupils prior to menu launch

- All our meat is either Quality Meat Scotland or Red Tractor Assured
- All our dairy comes from Scottish Farms
- All eggs used are Free Range
- All fish is MSC certified
- We believe in sourcing food with provenance and aim to increase our spend with Scottish suppliers every year

The catering service supplies meals for pupils by following the special diet policy – more information on menus/ special diets and prices can be found here;

<https://www.edinburgh.gov.uk/food-clothing/lunch-menus-schools>



## Free School Meals & Clothing Grants

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

Universal Credit (where your monthly earned income is not more than £610)

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

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

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

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

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

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

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

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

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

## ParentPay

The City of Edinburgh Council has introduced a financial management system, called ParentPay, to all schools and early years establishments within the Council area.

This system enables us to manage the school's finances in a more efficient way, it also has the advantage of enabling parents/carers, or anyone else paying for school services, to do so online or via local PayPoint outlets in the community. If registered, parents will be able to use the system to pay for lunches, milk, breakfast clubs, school trips and any other additional costs or fees incurred.

If a family has children at different schools, all payments can be managed through the one account. The school will also be able to send general communications to parents using the secure system provided.



### Travel to and from School

We encourage our pupils to walk to school as the majority of our pupils live in the school catchment. Parents are requested to use the school carpark, when dropping off/collecting children from school. Parents are asked not to drive onto school grounds, and to avoid parking in any location which causes an obstruction.

Please leave Disabled Parking free for our families who have a blue badge, enabling them to get their children to school safely.

### General Supervision

Before school begins supervision is a parental responsibility, therefore pupils should not arrive at school until as near to the school start time as possible. However, breakfast Club is available from 8:15am.

### School security

The safety and security of pupils and staff attending or working in school is very important to us. We control access to the school building and use security measures such as visitor books, badges and escorts, while visitors are within the school building.

Anyone arriving at the school, for whatever reason, should enter through our visitor entrance and report to the school office. The office staff will then make any necessary arrangements for the visit. Parents should not attempt to enter schools through another entrance, unless supervised by a member of staff.

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

### Unexpected Closures

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

These include:

- Text alert (via Group Call)
- Email alert (via Group Call)
- Website message
- Twitter message
- School App message

It is therefore vital that parents keep us informed of any update to contact details.

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

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



## Complaints, Comments and Suggestions Procedure

We hope that you will be completely satisfied with your child's education, and we encourage feedback on our services from parents and pupils. We are interested in feedback of all kinds regarding the work that we do, whether this is positive comments, suggestions or complaints.

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

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

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

- Please make any complaints initially to the Headteacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.
- If you are dissatisfied with the service or/and with our response then you will have the right to take the matter further and contact Advice and Complaints Service (Schools and Lifelong Learning) email: [cf.complaints@edinburgh.gov.uk](mailto:cf.complaints@edinburgh.gov.uk) or by telephone: 0131 469 3233.

If you remain dissatisfied after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.

## Health and Safety

Within the general policy laid down by The City of Edinburgh Council, the Education and Children's Services Department has prepared and has continuing development of, safety policy statements for all areas of its responsibility and accordingly manages health and safety and welfare in a way that complies with health and safety statutory and regulatory requirements, and all relevant approved codes of practice and guidance.

School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises.

It is expected that pupils will behave responsibly and comply with all safety requirements.

The support of parents/carers in promoting good practice in health and safety matters is of great importance to the school.

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

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

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





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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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### What pupil data is collected and transferred?

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

The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school.

The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to the Scottish Government. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Data is held securely and no information on individual pupils can or would be published by the Scottish Government.

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

### Why do we need your data?

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

Accurate and up-to-date data allows us to:

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

### Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (2018). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the use of pupil data can be found on the ScotXed website ([www.scotxed.net](http://www.scotxed.net)).

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



actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith the Scottish Government.

### **Parental Requests for class lists**

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

### Concerns about data collection

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

### School Nursing Team

The School Nursing team is made up of the

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

Services provided:

#### *Universal Services for All School Age Children:*

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

#### *Education of Staff and Pupils*

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

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

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

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



Ten key areas specialist school nurses will focus on:

#### Emotional Health and Wellbeing

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

#### How to Refer to the School Nurse

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

#### Who Does What

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

#### Further information

Please see the NHS Lothian School Nursing Service web pages:

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

#### Medicine Administration

We recognise that some pupils will need access to medication while at school. In some cases, this will be for a long-term condition while in others it will be for a shorter period.

It is important that we are made aware of any medical needs your child may have. If they require access to medication during the school day, a supply of the medication should be passed to the school office. At that time, you will be asked to complete a form providing further information.

Medication will be held in our Welfare Room and arrangements will be made for your child to have access when required.

If your child normally carries an asthma inhaler or epipen we would ask that the school is provided with a spare inhaler or two epipens to cover emergencies and to act as a backup supply.



### Use of social media

At Forrester High School, we understand the benefits of using social media. However, if misused, our school community can be negatively affected, such as by damaging the school's reputation. We would encourage all members of the school community to conduct themselves on social media with decency, curtesy, and respect for others.



## Section 2: Parental Involvement in the School

Parental involvement is very important as we know children and young people do better on a wide range of measures when parents are more involved in the life of the school. These positive effects include:

- Better behaviour
- More confidence and greater self-esteem
- Higher attendance rates
- A lower risk of exclusion
- More enthusiasm about learning
- Better results.

This section contains information about our Learning Together Framework and how parents and carers can get involved in their child's learning.

You can also find out more about the ethos of our school, what our values are and our aspirations for our pupils including how we celebrate pupil success, and links we have with partner organisations and the wider local, national and international community.

Lastly, it includes information on City of Edinburgh Council structures to support the voice of parents and carers. This includes your Parent Council and Parent Teacher Association/Parent Association, how to contact them and how parents and carers can get involved in the life and work of the school.

Connect <https://www.facebook.com/groups/connectingparentgroups> is the national organisation for Parent Teacher Associations and Parent Associations in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents.

The National Parent Forum of Scotland <https://www.npfs.org.uk> has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

### Equality

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

### Children's Rights





The rights of children and young people are at the heart of our code to practice. They are laid out in the United Nations Convention on the Rights of the Child (UNCRC). The UNCRC ensures that children and young people grow up healthy and safe and that their views are taken into considerations in decisions that affect them.

### Promoting Positive Relationships

Every child and young person has the right to a high quality education. Positive relationships are fundamental to enable effective teaching and learning to take place. All staff focus on positive relationships by looking for opportunities to encourage learner skills, recognise effort and build on strengths. Positive relationships form a foundation that minimises difficulties occurring.

We have adopted the following key principles to create a caring, supportive, learning environment:

- an ethos that values positive, restorative and respectful relationships and promotes shared values
- an inclusive and safe learning environment which supports children and develops their skills and resilience enabling them to become responsible for their own behaviour
- recognising that all behaviour is communication and that understanding what is being communicated and the underlying needs is crucial for assessing and meeting children's needs and finding solutions.

The school uses approaches and strategies which are designed to help prevent and de-escalate difficult situations and identify and support individual support needs.

We understand that everyone learns best when they feel good about themselves. Punishments can make children feel bad about themselves. This can hinder their ability to engage in their learning, including their behaviour. Positive approaches to support behaviour focusses on relationships, skills building, restoration and when appropriate logical or natural consequences appropriate to the child, rather than the implementation of punishments.

We explore and establish "what's happened" with children. To do this we listen to their response whether that is given verbally or expressed non-verbally and act appropriately. Once the reason and purpose for the child's behaviour is known we explore how we can develop appropriate support or adaptations to address the issue by promoting well-being, offering coping strategies and agreeing constructive solutions.

We also want to engage directly with parents to foster and develop our positive ethos. To work together to maintain and support shared learning community values and excellent home/school communication. We want to work together to address, prevent and resolve any difficulties should they arise and to build on our strengths together.

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

These are summarised in the following three words:

1. Ready
2. Respectful
3. Safe



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

We want to encourage a partnership with you to ensure the best possible standards of pupil behaviour. Please follow the link below to our *Relationships, Learning and Behaviour* framework.

<https://forresterhighschool.org.uk/wp-content/uploads/2022/02/RLB-2022-1.pdf>

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

City of Edinburgh Council updated their anti-bullying guidance in session 2020-21. As an authority, we are committed to equalities and the wellbeing and protection of children and young people from bullying and prejudice. We work to prevent bullying and prejudicial behaviours and attitudes, and to develop positive relationships with all members of our school communities and wider partners. This work is part of our approach to Getting it Right for Every Child, creating communities that allow children to be Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included.

Pupil-led equalities groups, which reflect the diversity of the school community, are working to ensure that all children have access to support, are listened to and are involved in the decisions that will continue to make their school a place to which feels safe, happy and nurturing.

*You may add your own text here or you may use all or part of the suggested text*

As a school, we are committed to equalities and the wellbeing and protection children and young people from bullying and prejudice. Our school procedure is informed by the overarching 'Preventing and Responding to Bullying amongst Children and Young People' procedure. We recognise that policy and procedures alone will not address the prevention of bullying; through our core practices (Relationships, Rights Respecting, Resilience, Restorative) we aim to build positive relationships and a culture and ethos which ensure respect, equality and inclusion. We promote an actively anti-bullying and anti-prejudice culture in our school through preventative, pro-active and responsive approaches.

Bullying and prejudice-based behaviours are not tolerated. The school will put in place appropriate support for all children and young people involved in a bullying or prejudice-based incident. We will support children who display bullying or prejudiced behaviour to identify the feelings and views that have caused them to act in this way. and We will challenge these views and support children, through education and learning, to develop alternative ways of behaving. Working together with parents is an essential part of our approach to preventing and responding to bullying. When bullying or prejudice happen it is important that all parents involved work with the school to resolve the problems in the best interests of their child.

### Learning Together Framework

All parents and carers are welcomed and encouraged to:

- be involved with their child's education and learning
- be active participants in the life of the school; and



- express their views on school education generally and work in partnership with their children's schools.

### Parental Involvement

‘Parental involvement is about supporting pupils and their learning. It is about parents and teachers working together in partnership to help children become more confident learners’.

Parental Involvement Act, 2006

Research shows that young people do better in school when their parents are involved in their learning and in the life of the school. Therefore, we want to do everything possible to support all parents to be engaged in their child’s learning and in the life of the school.

All parents are welcomed and encouraged to:

- be involved with their child’s education and learning
- be active participants in the life of the school
- express their views on school education generally and work in partnership with the school

Getting involved in the life and work of your child’s school can include:

- ✓ Establishing and reviewing the Vision, aims, rationale of setting/school
- ✓ Improvement planning
- ✓ Decision-making on education matters affecting child’s learning
- ✓ Developing/reviewing policies
- ✓ Organising events for families
- ✓ Using parents’ skills to enhance/enrich the curriculum
- ✓ Short-life working groups
- ✓ Volunteering
- ✓ Developing the young workforce
- ✓ Parent Council/Parent Teacher Association

### Parental Engagement

Parental engagement can be considered as active involvement in learning. Parental engagement represents a greater ‘commitment, ownership of action’ than parental involvement within educational settings such as early learning and childcare or schools.

Goodall and Montgomery, 2014

Your child’s school will actively involve you in their child’s learning. This can include

- ✓ discussions between parents/practitioners and children



- ✓ Focusing on how families can build on what they already do to help child's learning and to provide a supportive learning environment at home
- ✓ Providing clear and regular communication from school to home
- ✓ Making good use of information technology and the school website

### Family Learning

Family learning is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage.

Family Learning Network, 2016

Family Learning encourages family members to learn together as and within a family, with a focus on intergenerational learning.

Family learning activities can also be specifically designed to enable parents to learn how to support their children's learning.

### Learning at Home

Learning at home recognises the vital role that parents, family members, peers and practitioners play in children's learning and development.

Review of Learning at Home 2018

The learning which happens in the home, outdoors and/or in the community, including organised or active learning opportunities

Everyday activities that families already do can be learning at home. These can include

- play
- leisure activities
  - fun events
  - sports
  - trips
  - cultural or volunteering experiences
  - school related activities such as homework, reading and sharing books.

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

We offer opportunities for you to discuss your child's progress with teachers through parent consultation meetings. Dates for these are published on the school calendar, and you will be advised when these meetings take place. Over and above these set meetings, parents are welcome to contact the school, at any time, to ask for information or to arrange a meeting.



## Parent Forum and Parent Councils

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

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

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. It is important to us that our Parent Council represents the rich diversity of our school community. We warmly invite all parents to volunteer or put themselves forward as representatives on the Parent Council.

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

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of nursery education and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff.
- To raise funds for the school for the benefit of pupils (in some schools the PSA/PTA/PA fulfils this role).

### Parent Council Contact

- Chair Person: Lorraine Kneebone
- Email: [forresterpc@gmail.com](mailto:forresterpc@gmail.com)
- Parent Council Website: <http://forrester.seesaw-staging.co.uk/parent-zone/parent-council/>

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

*Connect* is a national organisation which aims to make family engagement in children's learning and school lives as good as it can be. Please visit the Connect website for more information and support.

Website: <https://connect.scot>

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



The National Parent Forum of Scotland also produces a range of excellent resources which will help parents support their child through school.

Website: <https://www.npfs.org.uk>

### **Locality groups and the citywide Special Schools Group**

Locality groups and the citywide Special Schools Group enables Parent Councils members to get together to discuss common issues and have their views on local and citywide issues heard.

The above groups meet four times a year. There are four locality groups: North West, North East, South West and South East. There is also one citywide special schools' group.

### **The Consultative Committee with Parents**

The Consultative Committee with Parents (CCwP) is a forum that gives parents and carers the chance to discuss citywide and national issues with members of our staff and other groups.

The CCwP meets four times a year. Parent members are chosen at the meetings of the locality groups and citywide special schools' group. One parent from the CCwP is put forward to take part in the Education Children Families Committee. This post lasts up to four years.

### **Education Children's and Families Committee**

The committee has one parent representative who speaks on the behalf of parents, taking their views from their work in a school, locality group and the Consultative Committee with Parents (CCwP).

### **Who to ask:**

All questions/ requests for information can be sent to

[parental.engagement@edinburgh.gov.uk](mailto:parental.engagement@edinburgh.gov.uk)

Your email will be forwarded onto the right person/department to provide the answer/support you need.



## Section 3: The School Curriculum

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

As well as giving you information about the statutory curriculum requirements, we have included details on sports and outdoor activities available to pupils and the range of facilities available within the school.

Details of how parents will be informed about sensitive aspects of learning e.g. relationships, sexual health, parenthood and drugs awareness are included as well as information about religious instruction and observance and arrangements for parents who wish to exercise their right to withdraw their child.

### Edinburgh Learns for Life –A Vision for Education



#### **Our Vision**

The Edinburgh Learns for Life vision is to create a fairer, healthier, greener future for everyone. We will work together to ensure that high quality learning takes place in schools and in the wider communities where young people live, learn and work. All our young people will be supported to make progress in their learning, pursue their interests and passions, without being limited by barriers. We will provide inclusive and equitable learning opportunities for everyone. Learners will be provided with opportunities to lead, and shape, their own learning where a wide range of pathways are valued equally. Through working together, we will form relationships, and connections, which support positive health and wellbeing and reduce poverty.

#### **Our Curriculum for Excellence**

Our Curriculum is intended to help our young people gain the knowledge, skills and attributes needed for life in the 21st century. Based on the Scottish Curriculum for Excellence, our curriculum enables young people to develop as:

- Successful Learners
- Confident Individuals
- Effective Contributors
- Responsible Citizens



The curriculum consists of all the experiences planned for learners throughout their time in school. These experiences are organized into the following contexts:

- Opportunities for personal achievement
- Interdisciplinary Learning
- Curriculum areas and subjects
- Ethos and life of the school as a community

### Curriculum Entitlements

As part of their learner journey, all children and young people in Scotland are entitled to experience a coherent curriculum from 3 to 18, in order that they have opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world.

Children and young people's rights and entitlements are central to Scotland's curriculum and every child and young person is entitled to experience:

- a curriculum which is coherent from 3 to 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas from early years through to S3. This includes understanding the world, Scotland's place in it and the environment, referred to as Learning for Sustainability
- a senior phase after S3, which provides opportunities to attain and achieve, including to study for qualifications, awards and other planned activities to develop the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to maximise their individual potential, benefitting from appropriate personal support and challenge
- support to help them move into positive and sustained destinations beyond school

Ref (<https://scotlandscurriculum.scot>)





Overview of Forrester’s School Curriculum:

**Forrester High School: Curriculum Overview**

Broad General Education			The Senior Phase		
<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
Continuation of the Broad General Education	Continuation of the Broad General Education	Personalisation within subject areas	Qualifications and readiness for work	Qualifications and readiness for work.	Qualifications and readiness for work.
Common Curriculum, Working within Curriculum Areas, Learning through experiences and outcomes.	Common Curriculum, Working within Curriculum Areas, Learning through experiences and outcomes. Learning Review (course choice) towards the end of S2.	Specialisation within 8 curricular areas. Core subjects - English, Maths, Modern Languages, RME, PE, PSE Plus - choice within Expressive Arts, Science, Social Subjects, and Technology. Further Learning Review.	Working towards qualification at Level 3, 4 and 5, students will study six subjects. Plus Core PE, PSE and RME.	Working towards level 4, 5 and 6 qualifications, students will study five subjects plus: Wider achievement Work based learning Option for two-year foundation apprenticeship, Career Ready Programme College	Five subject options plus a focus on wider achievement, leadership and contributing to the school community

Transition to Forrester

A positive start to secondary school can make a significant difference to young people’s wellbeing, engagement and learning. At Forrester, we want to ensure that all students get off to the best possible start. We work closely with primary schools to ensure that learners are ready for the move to Forrester and that we are ready to receive our new learners. It is normal for learners to feel a level of anxiety during transition. However, we understand that some learners can find this process more difficult and, in some cases, overwhelming. Where this is the case, we provide extra support and personalised programmes to make transition as smooth as possible.

S1-3 Curriculum

Our S1-3 Curriculum at Forrester is a continuation of the Broad General Education (BGE). It builds on the strengths developed in Primary School and prepares students for success in the Senior Phase. At this stage the curriculum is built around experiences and outcomes within the following 8 curricular areas:

- Expressive Arts
- Health and Wellbeing

- Languages (including English and modern Languages)
- Mathematics
- Religious and Moral Education
- Sciences
- Social studies
- Technologies

In the BGE, Students are assessed holistically, against identified milestones or *Bench Marks*, during their learning. A learning review, at the end of S2, provides an opportunity for **personalisation and choice** – learners choose subjects to specialise in within the 8 curriculum areas.

### S4-6 Curriculum

The Senior Phase is designed to build on students' strengths and to equip them for life beyond school through the development of skills, qualities and qualifications. In the senior school (S4, S5 & S6), students study a variety of subjects at different levels. The courses on offer are described in the Course Choice section of our website. However, students and parents should note that courses can only run if they have sufficient take-up.

The new National Qualifications are now well embedded, with minor adjustments to Nationals, Higher and Advanced Higher assessments being made due to the impact of COVID 19.

National Qualifications consist of internally and externally assessed components which contribute to the final grade for each student.

Teaching staff will assist students by advising them of the appropriate levels of study for each new session. It is vital that every student consult their subject teachers before making provisional choices. Final choices should then be decided in consultation with parents and Pupil Support Leaders.

The Senior Phase at Forrester has been designed to support individual learner pathways. The information below provides an outline of the senior phase curriculum and the individual pathways available to students. More detailed information on pathways for the Senior Phase is given during briefing sessions, as part of our coursing process.

#### Pathways in Senior Phase

##### S4 Students

- Choose six subjects (including Maths or Applications of Maths, and English)
- Four periods per week in each subject.
- One period of core RE
- One period of core SE
- Two periods of core PE
- Opportunity to take Job and Employability Training (JET)
- Opportunity for College

S5 students choose 5 subjects.



- Choose five subjects (depending on level of study)
- Opportunity for work-based learning on a Friday
- Option of two-year Foundation Apprenticeship
- Opportunity to enrol in two-year Career Ready programme
- Opportunity for College
- Various wider achievement and skills-based opportunities

#### S6 students

- As above plus
- Core Personal Development
- PE
- A range of leadership opportunities

Please contact Mr Ennis, Depute Head Teacher, if you would like any further information regarding the Forrester High School curriculum.

### Teaching, Learning and Assessment

#### Online Learning

During Lockdown in early 2021, the school delivered a comprehensive programme of live online lessons. Microsoft Teams has been adopted by all staff as the preferred platform for sharing content and interfacing with learners online.

#### Blended Learning

Blended Learning can be defined as a mix of traditional and digital technologies that are blended together in a way that helps learners to learn more productively. We are in an unprecedented time of change with our schools planning how their blended learning model will work. We continue to work hard to provide high quality learning, teaching and assessment for all learners. This is a journey that will take full account of the needs of our communities.

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

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

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

Teachers share learning intentions with students on a day-to-day basis, by discussing the aims of individual pieces of work.

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



### Assessment

As students progress, teachers use a range of assessment strategies, including Assessment for Learning (or formative assessment) as well as setting tests. Students are also involved in assessing their own progress and developing their next steps.

We recognise that students do not all develop and progress at the same rate and, therefore, we use both group and individual methods to ensure that all are given appropriate instruction and the opportunity to succeed. Please contact the school as soon as possible if you have any concerns about your child's progress.

### Home Study

Students are regularly given homework to support their learning and to encourage them to become more organised and independent. Homework is organised according to the stage and ability of the learner and given where a teacher feels it is of benefit to a particular student or group of students. The tasks set will be relevant, worthwhile, and challenging for the learner.

Our teachers use the Show my Homework app to set homework in S1-3. Notifications from this app enables parents to support their child with the organisation and completion of homework tasks. In S4-6, Microsoft Teams is used as a platform to issue and collect homework. Teams is also being used increasingly for setting homework in S1-3.

Parental interest and support in ensuring homework is undertaken is appreciated.

### Religious Instruction and Observance

Parents who wish to exercise their right to withdraw their child from religious instruction and / or observance should contact the head teacher, in writing, and alternative arrangements will be made for your child. More information can be found on the school website.

### Extra-Curricular Activities

We offer a wide range of extra-curricular activities during lunchtime and after school. In addition to in-school activities, educational visits, field studies and excursions also contribute to learning in curriculum areas.



### Active Schools

The aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their time at school and into adulthood. As well as promoting and facilitating participation in physical activity, our Active School Coordinator shares information on the

opportunities available before, during and after school, as well as in the wider community. For further information contact our Active Schools Coordinator on 0131 334 9290.

### Career Information, Advice and Personal Support

Through personal support, we build the confidence of our young people to make the right decisions about their learning pathways, in line with their aspirations and abilities.

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

For information and support with career conversations go to: [www.mykidscareer.com](http://www.mykidscareer.com)

The *My World of Work* website provides an online learner account that enables young people to develop their career management skills and record their attributes, skills, achievements and successes to help them plan their learner journey into work.

<https://www.myworldofwork.co.uk/secondary-school-pupils>

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

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

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

The following is a helpful guide to the SCQF for secondary school pupils:

<https://scqf.org.uk/media/1408/connecting-your-learning-journey-final-web-may-2018.pdf>

Parents and Carers can access further support on the SCQF here:

<https://scqf.org.uk/support/support-for-learners-parents/support-for-parentscarers/>

Your child may still be at school and about to make a transition to the next stage of their education or may already be at college or university. Wherever they are in their learning journey the SCQF is here to help you make sense of the range of Scottish qualifications, so you can support them to plan their next move.

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



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

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

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

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

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

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

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



## Section 4: Support for Pupils

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

### Getting It Right for Every Child

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

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

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

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

### Protecting Children and Young People

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

### Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice:

<https://education.gov.scot/parentzone/additional-support/the-additional-support-for-learning-act/>

It provides the following information:

- (a) the authority's policy in relation to provision for additional support needs,
- (b) the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.
- (c) the other opportunities available under this Act for the identification of children and young persons who -



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

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

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

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

### Literacy Difficulties/ Dyslexia

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

The Authority also recognises that there may be associated difficulties

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

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

If you have concerns please speak to your child's Pupil Support Leader, in the first instance.

### English as an Additional Language

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

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





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

- Enquire: [www.enquire.org.uk](http://www.enquire.org.uk) Telephone 0845 123 2303
- Scottish Independent Advocacy Alliance, [www.siaa.org.uk](http://www.siaa.org.uk) Telephone 0131 260 5380 Take
- Note: (National Advocacy Service for Additional Support Needs) (Barnados in association with the Scottish Child Law Centre) [www.sclc.org.uk](http://www.sclc.org.uk) Telephone 0131 667 6633.

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

This section also gives information about transition.

There are also details about making a placing request to another school.

#### Primary to Secondary Transfer

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

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

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address. Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

#### Placing Requests

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

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

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

post: School Transactions

P1/S1 Placements,

PO Box 12331,

EDINBURGH

EH7 9DN

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

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

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

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

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

### **Transport for Placing Requests**

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

### **Further information**

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

[http://www.edinburgh.gov.uk/info/20256/school\\_places/1375/school\\_placing\\_requests](http://www.edinburgh.gov.uk/info/20256/school_places/1375/school_placing_requests)



## Section Five – School Improvement

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

### Raising Attainment

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

### Standards and Quality Report

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

Our school's ethos and culture reflect our commitment to equity, social justice and the belief that all our young people are entitled to engage in enjoyable experiences and make progress in their learning. We strive to meet the diverse needs of all our learners and students are encouraged and supported to aim high, believe in themselves and to be active participants in their own learning.

Students and staff at Forrester High School benefit from a state-of-the-art building, opened in 2010 and managed through the Public Private Partnership. All classrooms are fully equipped to a very high standard and all teaching classrooms have access to an interactive whiteboard and Apple TV.

Forrester has developed as a 1-to-1 school since 2012, and students from S2-S6 now have school iPads to support their learning in the classroom and at home. The school received the Digital Schools Scotland Award in 2019. Our teachers are supported to use technology as part of their day-to-day teaching and learning and they employ a variety of strategies and resources to enhance the learners' experience. For example: iPads, Apple TV, Apple Pencils, Visualizers, 3-D printers.

In session 2020-21, the school continued to develop our ability to support the learning and health and wellbeing of students. We also further developed:

- School values
- Focus on Inclusion/equity/equalities
- Restorative Approaches
- Trauma Informed Practice
- Nurture
- Reduction in Exclusions
- Increase in number of young people returning to school
- Emphasis on Collegiality, Leadership and Teacher Agency

### School Improvement Plan

We want to make learning at Forrester as good as it can be, for all our students. In developing our improvement plan we have drawn on Feedback gathered from parents, students and staff.

This year's improvement plan priorities are focused on renewal and the recovery from the adverse experience which has impacted all our lives during the Covid-19 Global Pandemic.



Our main priorities are:

- Raising Attainment and Achievement
- Teaching, Learning and Assessment
- Wellbeing, Equality and Inclusion
- Curriculum Pathways and Design

A copy of our Standards and Quality Report and School Improvement Plan can be found on our school website and a summary of our school improvement plan can be found in **Appendix 4** of this handbook.



## Useful Websites

You may find the following websites useful.

- [www.edinburgh.gov.uk](http://www.edinburgh.gov.uk) - contains information for parents and information on Edinburgh schools.
- <https://education.gov.scot/parentzone> - parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.
- <https://education.gov.scot/inspection-reports> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <http://www.ltscotland.org.uk/scottishschoolsonline-index-asp/> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.
- <https://www.childline.org.uk/info-advice/bullying-abuse-safety/> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <https://respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <https://education.gov.scot/> - provides information and advice for parents as well as support and resources for education in Scotland
- <https://www.equalityhumanrights.com/en> - contains information for everyone on equality laws within the government and local authorities.

The information in this school handbook is considered to be correct at the time of publication. However, it is possible that some details will change, as the school year progresses.



## Parent Feedback

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

Name of school: Forrester High School

Did you find (Please tick)

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

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

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



## Appendix 1: Vision of Communities and Families

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

We believe that children and young people do best when:

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

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

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



## Appendix 2: Getting It Right



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

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

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

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

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

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

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

**Andy Gray**

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





## Appendix 3: School Session Dates 2022-23

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

Staff resume		Monday	15 August *	2022
Staff only		Tuesday	16 August *	2022
Pupils resume		Wednesday	17 August	2022
Autumn Holiday	Schools closed	Monday	19 September	2022
All resume		Tuesday	20 September	2022
Mid-term	All break	Friday	14 October	2022
Staff resume		Monday	24 October*	2022
Pupils resume		Tuesday	25 October	2022
Term ends		Tuesday	20 December	2022

Staff resume		Wednesday	4 January*	2023
Pupils resume		Thursday	5 January	2023
Mid-term	All break	Friday	10 February	2023
All resume		Monday	20 February	2023
Term ends		Friday	31 March	2023

<i>The Easter break incorporates the following two holidays</i>				
Good Friday	Schools closed	Friday	7 April	2023
Easter Monday	Schools closed	Monday	10 April	2023

All Resume		Monday	17 April	2023
May Holiday		Monday	1 May	2023
Staff only		Tuesday	2 May*	2023
Pupils resume		Wednesday	3 May	2023
Victoria Day	Schools closed	Monday	22 May	2023
All resume		Tuesday	23 May	2023
Term ends		Wednesday	28 June	2023

## Appendix 4: School Improvement Priorities 2022/23

### 1. Raising Attainment and Achievement (3.2)

- Promote ethos and culture of achievement (in line with school values) at all levels
- Establish a culture of self-evaluation
- Improve attendance and punctuality
- Improve Numeracy at all levels across Learning Community
- Improve use of data at all levels
- Revise PRD policy in line with authority guidance

### 2. Teaching, Learning and Assessment (2.3)

- Launch FHS Teaching Standard linked to EL charter
- Build self-evaluation into the QA calendar at faculty and whole school level
- Self-evaluate LTA as part of PRD process (produce resource pack)
- Align CLPL to FHS Teaching Standard
- Update Home Learning policy at whole school and departmental level
- Evaluate Digital Learning provision and progress beyond DSA

### 3. Wellbeing, Equality and Inclusion (3.1)

- Launch and develop Wellbeing Hub
- Continue to develop the ESB
- Whole school launch of Anti-bullying and Prejudice policy
- Inclusive curriculum audit
- Continue with implementation of Relationships, Learning and Behaviour Policy
- Develop student voice across the school
- Continue to develop positive praise systems
- Re-launch activities week
- Continue to improve supports for mental health and well-being

### 4. Curriculum Pathways and Design (2.2, 2.6)

- Further develop courses to support the BGE experience
- Improve tracking in BGE and link with DO/attainment hub for identified pupils
- Explore choice options for S3 into S4
- Develop our senior phase curriculum – pathways for everyone
- Targeted opportunities for vulnerable students in senior phase
- Carefully plan transition and integration of new S1 students
- Investigate opportunities for experiential learning and development of skills
- Provide CLPL opportunities to support curriculum planning
- Revisit Career Education Standards
- All pupils to use MyWow profile

## Appendix 5: Senior Phase School-College Partnership (SCP): The City of Edinburgh Council and Edinburgh College

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

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

How are the courses delivered?

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

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

<http://www.edinburghcollege.ac.uk/Schools/Are-You-Still-At-School/SCP-Programme>

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

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

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

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

What qualification does the Foundation Apprenticeship (FA) provide?

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

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

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

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

More details can be found at:

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



## Appendix 7: Glossary of Terms

CFE	Curriculum for Excellence
ASN	Additional Support Needs
EMA	Education Maintenance Allowance
ASL	Additional Support for Learning
SQA	Scottish Qualifications Authority
FOI	Freedom of Information
HT	Head Teacher
DHT	Depute Head Teacher
PT	Principal Teacher
BM	Business Manager
CLD	Community Learning and Development
GIRFEC	Getting it Right for Every Child
CPM	Child Planning Meeting (Early Years and Primary)
YPPM	Young Person's Planning Meeting (Secondary)

