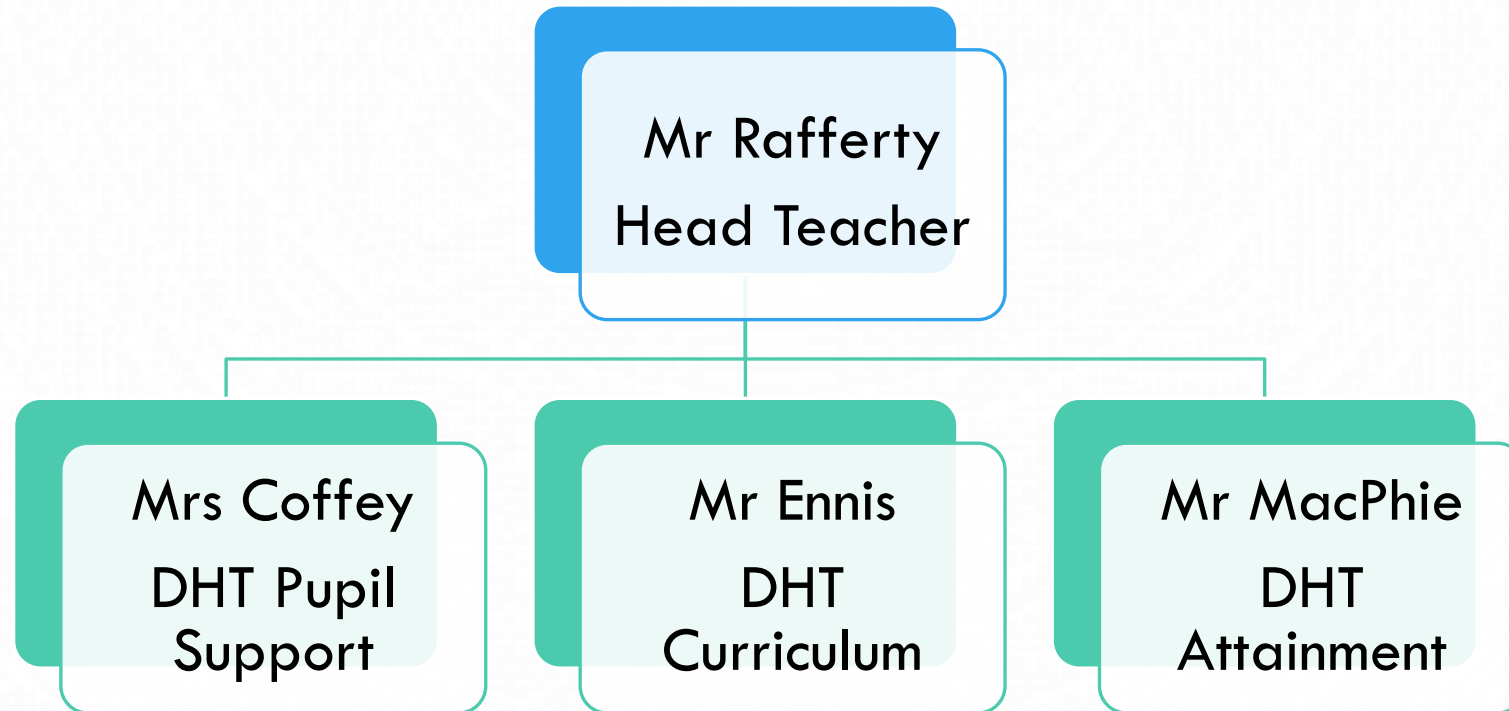




S1 PARENT WELCOME EVENING

THE SENIOR LEADERSHIP TEAM



THE HOUSE TEAMS



Mr MacPhie
Mrs Flannigan-Brown/Mrs
Kennedy
Mrs Meldrum



Mr Ennis
Mrs MacPhie/Miss Hood
Mrs Thomson



Mrs Coffey
Mrs Forbes
Mrs Ross



THE TRANSITION TEAM



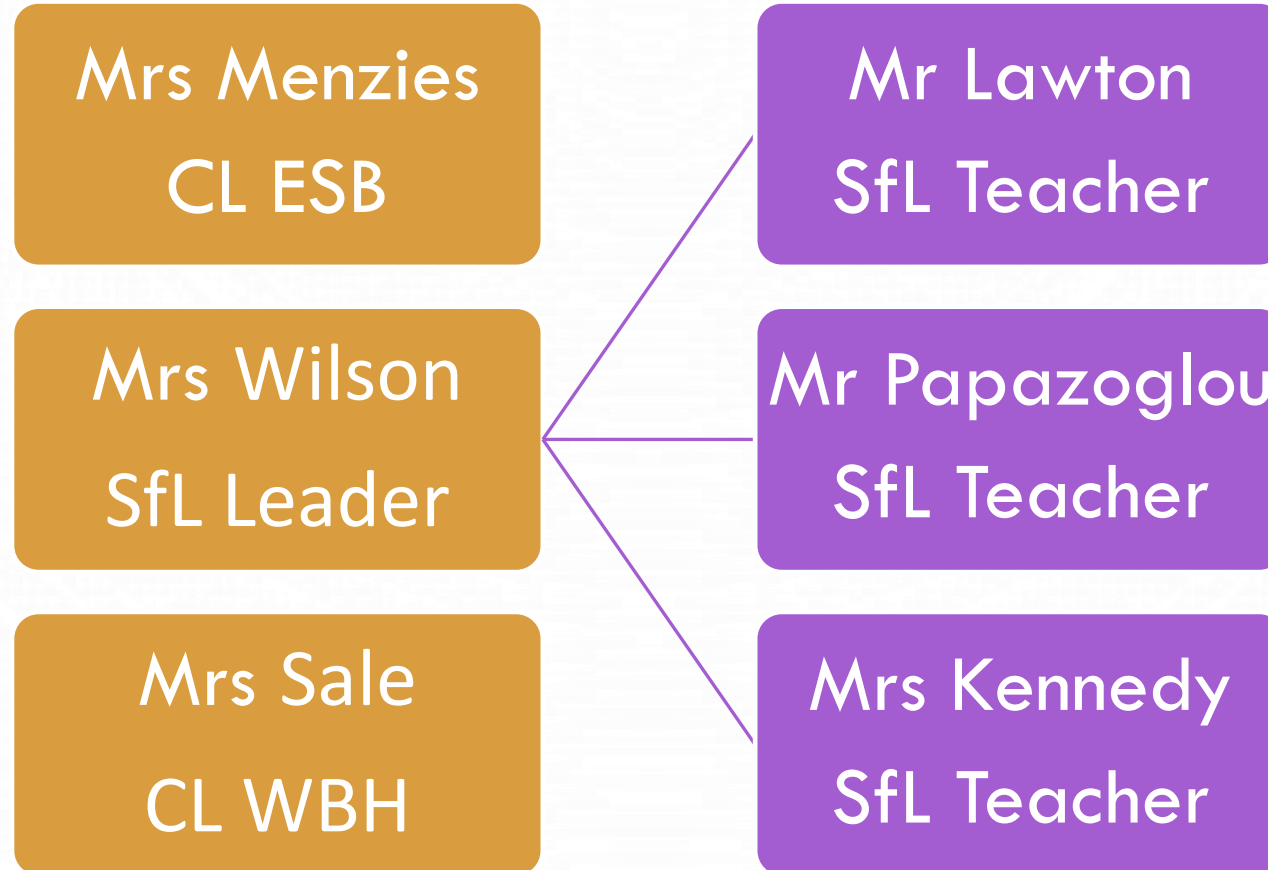
Miss Easton
Transition Teacher



Mrs El M'Rabty
Pupil Support
Officer
(Attendance)



ENHANCED SUPPORT PROVISION



ENHANCED SUPPORT PROVISION – EXTENDED TEAM



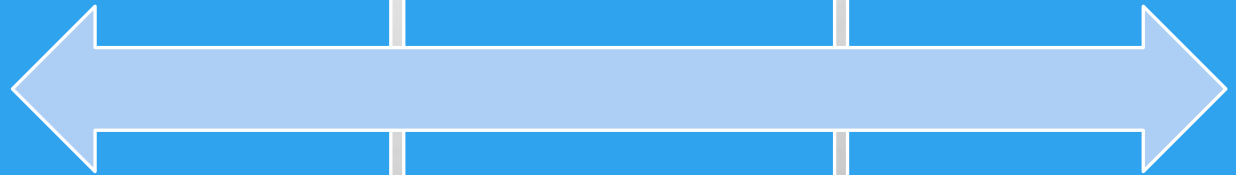
Well-being
Hub:
Miss McLeod
Mrs McCulloch



Support for
Learning:
Mrs Lloyd
Mrs Somerville
Mrs Epp



Enhanced
Support Base:
Mrs Bayliss
Miss Hickey





WHAT WILL WE COVER?

- THE CLASSROOM EXPERIENCE – JOHN MACPHIE
- HOME LEARNING – JOHN MACPHIE
- SUPPORTING YOUR CHILD IN THE CLASSROOM – CHELSEA WILSON
- SUPPORTING YOUR CHILD'S LEARNING AT HOME – KATE MACPHIE
- SOCIAL AND EMOTIONAL SUPPORTS – MRS COFFEY/MISS EASTON
- THE ROLE OF THE PUPIL SUPPORT LEADER (GUIDANCE) – MRS FORBES
- HOUSE TEAM GROUPS



Forrester
High School

“Together we...”
respect • believe • achieve





CLASSROOM EXPERIENCE

- STAFF WILL MEET & GREET YOU
- THERE WILL BE A SEATING PLAN
- ROUTINES IN PLACE
- A PACE TO LEARNING
- SUPPORTS THROUGHOUT
- CHOICE
- WORK IN GROUPS
- SELF & PEER ASSESS
- USE TECHNOLOGY
- FUN

THE CLASSROOM EXPERIENCE

The Forrester Way



The 3 Student Rules

- Be Ready
- Be Respectful
- Be Responsible

The 3 Staff Rules

- Be Calm
- Be Consistent
- Be Fair

Consistencies

1. Meet and greet, end and send
2. Open door
3. Circulate around the class
4. Catch them getting it right
5. Retain ownership of a situation, personally follow up

Consequences

1. Reminder of the rules
2. Tell
3. Warn
4. Last warning
5. Moved seats
6. Time out and micro-script
7. Repair

Take emotion out of the situation

Micro-script

1. I've noticed you...
2. You are not showing our 3 rules
3. You have chosen to...
4. I need you to...
5. I remember you were good last week...
6. That is what I need to see...
7. Thank you for listening

Avoid

- Asking why?
- Asking questions
- Asking young people to look you in the eye
- Talk side on

We need to discuss this later

Mini-Restorative

What went wrong?
How can we fix it?

Appropriate for minor or major incidents.

Clean slate

Positive recognition

- Verbal feedback
- Written feedback
- Contact home
- Recognition walls
- Twitter



The 3 Rules

- 1 Be ready
- 2 Be respectful
- 3 Be responsible

"Together we..."
respect • believe • achieve



**Forrester
High School**

No Mobile Phones



- 1 At the start of every lesson, Phones go into your bag, and bags placed to the side of class, or place phone in provided pouch/box
- 2 The teacher will remove any phones if they are seen during the lesson, and returned at the end.
- 3 If you choose not to pass over your phone, this will result in removal from class, and contact home. Time out of the next class if needed.

"Together we..."
respect • believe • achieve

Pupil Tracking

Key Data

Field Name	How Often	CEC Required	Data Type
Target Level	x1 - During T1	Yes –First tracking	This should include the Level and stage. i.e: 1.1-4.3 1.1 – ACHIEVED against a few of the BENCHMARKS within that level . 1.2 ACHIEVED against some or less than half of the BENCHMARKS within that level. 1.3 ACHIEVED against the majority of the BENCHMARKS within that level.
Working Level	x3 - T1, T2, T3	Yes – see reporting calendar	
Predicted/estimated Level	X1 – T3	Yes – see reporting calendar	
Progress	x3 - T1, T2, T3	Yes – See reporting calendar	1- Exceeding Expectations, 2 - Meeting Expectations, 3 - No Meeting Expectations.
Effort	x3 - T1, T2, T3	No	Outstanding, Good, Satisfactory, Inconsistent, Major concern.
Homework	x3 - T1, T2, T3	No	
Behaviour	x3 - T1, T2, T3	No	
Concern	x3 – T1, T2, T3	No	No concern, quality of work concern, engagement concern, attendance concern
Time Keeping	x3 – T1, T2, T3	No	Always on time, usually on time, often late, always late, does not attend.
ipad	x3 – T1, T2, T3	No	Always brings, usually brings, rarely brings, never brings, aware of concern

School Tracking x 3: 10th Oct 24, 11th Dec 24, 13th March 25
Parents' Evening: 3rd April 25 4-7pm



20% of your child's waking
life is spent in school



Learning Together

A shared space for the Forrester learning community

How we teach!



Forrester in Action

Every lesson at Forrester follows the same structure allowing consistency, routine and pupil's knowing what to expect during each learning episode.

Home Learning

Digital Learning and Technology policy

FORRESTER HIGH SCHOOL DIGITAL LEARNING AND TECHNOLOGY STRATEGY

'Digital technology can make a substantial contribution to the improvement agenda by enriching education across all areas of Curriculum for Excellence. If used effectively and appropriately, digital technology can enhance learning and teaching, equip our children and young people with vital digital skills and crucially, it can lead to improved educational outcomes.'

ENHANCING LEARNING AND TEACHING THROUGH THE USE OF DIGITAL TECHNOLOGY

DIGITAL LEARNING AND TECHNOLOGY AT FORRESTER HIGH SCHOOL

PDF ment sets out to outline our ongoing approach to Digital Learning and in Forrester High school in line with our Learning and Teaching

Digital Strategy

National e-Learning



Helping @ home



National e-Learning Offer | Education Scotland

Edinburgh Learns



SQA



SQA - NQ - Past papers and marking instructions

BBC Bitesize



bbc.co.uk

Home - BBC Bitesize

CLASSROOM SUPPORTS)

Differentiation

Allocation of Pupil Support Assistants

Inclusion Boxes & Inclusion Packs for PSAs

Extraction Groups

Assessments & Assessment Arrangements

THE SUPPORT FOR LEARNING PADLET

Padlet



Sign u

Mr Lawton - SFL • 4m

FHS-Support For Learning

Some ideas on how to support your pupil out with school. This is just starting points. The support is always changing and adapting to fit the needs of the pupils we see in school. If you have anything that you do that works and it isn't here, please email the school and we'll share your idea.

Dyslexia



Dyscalculia



Downs Syndrome



Neurodiversity



TOP TIPS

Errr...what was I doing?

Everyday Memory Tips for Adults



PDF

Helpline-Postcards_Everyday-Memory-Tips-for-Adults

iPad Apps for Learners with Dyscalculia/
Numeracy Difficulties



PDF

ipad-apps-for-learners-with-dyscalculianumeracy-difficulties

British



dsscotland.org.uk

Home - Down's Syndrome Scotland



dontscreenusout.org



differentminds.scot

Different minds. One Scotland



10 QUESTIONS TO ASK YOUR CHILD AFTER SCHOOL

Other than how was school?

What was the best part
of your
day? What made it so
good?

What lesson did you
like best at
school today? Why?

Tell me one thing you've
learned
today that you didn't
know this
morning

Can you give me an
example of
what you mean?

What do you do
when you get
stuck?

What do you think you
will
learn next lesson?

Did you find
anything difficult?
Tell me about it.

If I called your teacher
tonight,
what would they tell
me about you?



Tell me something
that made you
laugh today?

Is there anything I
can help you
with?

WHAT ELSE CAN HELP?

- POSITIVE COMMUNICATION
- SETTING BOUNDARIES
- ENCOURAGING INDEPENDENCE
- MANAGING TECHNOLOGY
- QUALITY TIME



TRANSITION SUPPORTS)

Link between primary schools and Forrester

Develop the skills for high school

P7 Events – maths day, HWB days, Q&A sessions, tours and 3-day transition experience

Working closely with the Pupil Support Team and staff

Pupil 'check ins'

THE ROLE OF THE PSL)

Key person for your child during their time at school

A link between parents and teachers

Help to support daily and provide longer-term support

Help support future plans

Signpost to agencies for help

Teach Social Education

Encourage resilience, kindness and respect

ADDITIONAL SUPPORTS)

Enhanced Support Provision: Wellbeing Hub, Enhanced Support Base and Sfl


1:1 Supports through counselling and the Youth Agency

CEC partners: Educational Psychology and the ASL Team

External Agencies: School Nursing Team, Police Liaison Officer and Social Work

Post-school support through Skills Development Scotland

Voluntary Organisations e.g. SAMH, Move On, Cyrenians, Shakti Women's Aid...and many more

The background of the slide is a light gray gradient. It is decorated with numerous realistic water droplets of various sizes. Some droplets are large and prominent, while others are small and scattered. They are primarily located in the top-left and bottom-right corners, with a few smaller ones in the center and top-right areas. The droplets have highlights and shadows, giving them a three-dimensional appearance.

HOUSE TEAMS FAQS

