

A Foreword from the Executive Director of Children, Education and Justice Services

Session 2025-26

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 2024-25 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 of Children, Education and Justice Services

Education, and Children's Services Vision

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

We believe that children and young people do best when:

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

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

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

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

As Service Director, I am delighted to welcome you to our Edinburgh School Community. We want all our schools to provide vibrant, inclusive learning environments where our children and young people thrive; academically, socially and emotionally.

Our Vision for Education is "Edinburgh Learns for Life" and is designed to create a fairer, greener, healthier future for our young people and their families. Through the various aspects of strategy attached to this Vision, we are relentless in our collective ambition to transform lives by providing learning opportunities where our children and young people can find their passion in learning. Central to this is the delivery of high-quality teaching and learning experiences fostering creativity and nurturing individual talents. I believe strongly that this will enable them to live successful and happy lives now, and in 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 building positive relationships, respect, teamwork and fairness. We do this by providing engaging and relevant learning experiences, delivered by our staff who get 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 learn to understand and respect differences, can work together and can 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 often let us know by reacting in different ways. This can sometimes present challenges for those around them. By working together, and by understanding the cause and working out solutions, we can find a way to solve or deal with these challenges. We will work with a child, young person, and their family to work out the best way forward. This may involve making adaptations, providing additional support or, in exceptional circumstances, identifying a change of learning 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. Children and young people learn differently with some requiring more support than others. This need for support arises for a variety of reasons including learning difficulties, challenges with emotional regulation and social communication issues. We must meet the needs of all our children and young people in a fair, compassionate, and proportionate way. We are fully committed to listening to any parent, carer, child, young person or member of staff to work together to resolve any challenges which may arise to enable all to reach their full potential.

Jackie Reid

Service Director and Chief Education Officer

Welcome from the Head Teacher

Dear parents

Welcome to the Forrester High School Handbook for session 2025-26.

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

"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)

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

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

Stephen Small

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

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

About the School

Stages of Education provided for – Secondary

Present Roll - 850

Denominational Status of the School (if any) – Non-denominational

Organisation of the School Day

Monday – Thursday		Friday	
Period 1	08:30 - 09:20	Period 1	08:30 - 09:20
Period 2	09:20 – 10:10	Period 2	09:20 – 10:10
Period 3	10:10 - 11:00	Period 3	10:10 - 11:00
BREAK	11:00 – 11:15	BREAK	11:00 – 11:15
Period 4	11:15 – 12:05	Period 4	11:15 – 12:05
Period 5	12:05 – 12:55	Period 5	12:05 – 12:55
LUNCH	12:55 – 13:40		
Period 6	13:40 – 14:30		
Period 7	14:30 – 15:20		

Term dates

Term dates for the coming years can be found at:

https://www.edinburgh.gov.uk/schools/term-dates

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.

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.

Parents must inform the school if the child is absent providing the reason for this and they should respond promptly to communication from the school regarding attendance

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 ahead of time, if it is a planned absence (e.g. hospital appointment) or contact the school by 9.30 a.m. on the day of your child's unplanned absence (e.g. sickness bug).

You should update the school on <u>each day</u> of your child's absence. 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.

You must complete an "Absence Request in Exceptional Circumstances form" and send this to the Head Teacher to request this absence.

A holiday may be authorised if you can prove that work commitments make a family holiday impossible during school holiday times. 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 a cultural or heritage trip, or to return to country of origin, e.g. to care for relative, bereavement, family wedding.

Parents should work in partnership with the school to promote and support positive relationships to maximise their child's attendance. A supportive approach is taken to unexplained absence. However, the Children, Education and Justice Services department has legal powers to write to, interview 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/leggings/shorts
- 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:

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

School Grants

Families on low income can get school grants to help with the cost of lunches and school clothing.

All children in primary 1 to 5 receive free school meals, regardless of your income or benefit status. However, if you meet any of the following conditions you will be eligible to receive

- free school meals for your children in P6, P7 and in secondary school
- payment for lunches during school holidays
- free milk
- a school clothing grant payment of £125 for each primary child and £157 for each secondary child, paid once a year into your bank account

You must receive one of the following benefits:

- Universal Credit (where your monthly earned income is not more than £796)
- 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 £19,995
- Both Child Tax Credit and Working Tax Credit and an income of up to £9,552

Please note income thresholds are subject to change in April 2025.

* From February 2025 children in P6 and P7 will be eligible to receive free school meals for families in receipt of the Scottish Child Payment.

Your child might still get school grants 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

School grants are valid for **one school year**. The entitlement ends if your child leaves school before the end of the school year.

Information on school grants and how to apply is available on the website: 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 and Facebook page 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 or by telephone: 0131 469 3233.

Further information can be found here - https://www.edinburgh.gov.uk/contact-us/comments-complaints/3

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 Children, Education and Justice 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 or protected 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 <u>City Of Edinburgh's Privacy Notice</u>.

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:

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

What pupil data is collected and transferred?

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

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

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

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

Why do we need your data?

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

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

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

Your data protection rights

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

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 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.nhslothian.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 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

Staff at Enter school name have engaged with CEC Social Media Guidelines and as such, understand the benefits and risks of using social media as a way to positively represent the general life of a school.

We encourage parents and carers to interact on social media with the same respect and kindness as we would in real life.

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

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 Staff 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: The role of Chair is rotated between members of the Parent Council
- Email: forresterpc@gmail.com
- Parent Council Website: Forrester High School Edinburgh | 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.

Connect is a charity which supports Parent Councils and works with local authorities. The City of Edinburgh Council pays for all Edinburgh Parent Councils to have membership of Connect.

Connect are committed to making family engagement in children's learning and school lives as good as it can be. They work with parents and educators, providing information, advice and training.

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

Citywide Mainstream school and Special Schools Group

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

There is one citywide special schools group, and a mainstream group. Both these groups meet four times a year on line.

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 citywide special schools and mainstream group. Two parents from the CCwP are put forward to take part in the Education, Children and Families Committee. This post lasts up to two 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

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)

Gaelic-Medium Education

Gaelic-Medium Education (GME), is available at nursery, primary and secondary levels. We also run Gaelic parent and toddler groups at various locations in the city. For more information visit the Cròileagan Dhùn Èideann Facebook page https://www.facebook.com/croileagan/

Edinburgh's first dedicated Gaelic Medium Education nursery and primary school, <u>Bun-sgoil Taobh na Pairce</u>, opened in Aug. 2013 in the Leith area of the city. The school attracts a wide range of families from across the city and the wider Lothian area. Although pupils starting at P1 do not need to have prior knowledge of Gaelic, attending a Gaelic-medium setting for pre-school years is highly advantageous and so is strongly recommended. Learners need to develop strong language skills to fully access our rich curriculum with confidence. To achieve this, we adopt an immersive model which means Gaelic is the main language of the classroom and the school, from the earliest stages. To allow for the best outcomes for all our learners, we would only admit pupils later than Primary One if their skill and confidence in Gaelic language are demonstrably at a level that would allow them fully to access the curriculum and take part in school life with confidence.

The nature of the immersive model means that GME does not lend itself well to flexi-schooling. To be best placed to support pupils thrive in a GME environment, all parents are strongly encouraged to

committing to engage with learning the language themselves. School staff are happy to advise and support families with their Gaelic learning.

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

Please contact the school for further information.

Currently, pupils who have studied at <u>Bun Sgoil Taobh na Pairce</u> transfer to <u>James Gillespie's High School</u>, at the end of P7, to continue with GME.

For general enquiries about GME provision in Edinburgh you can contact us via out dedicated mailbox at gme@edinburgh.gov.uk

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

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 **24**th **December** 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.

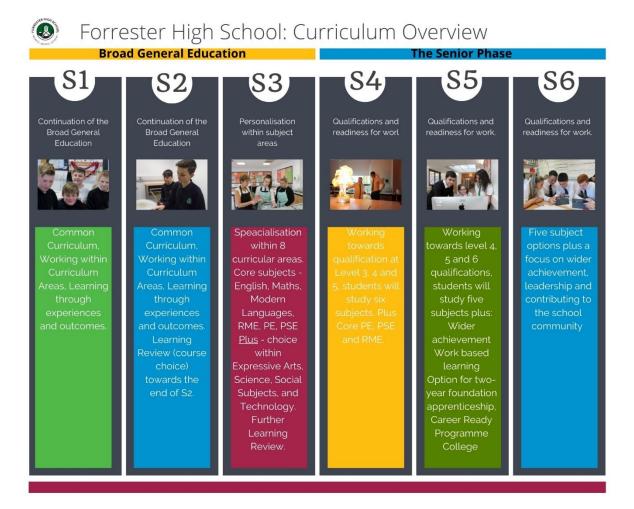
Transport for Placing Requests

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

Overview of Forrester's School Curriculum:



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 *Benchmarks*, 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.

National Qualification courses consist of internally and externally assessed components which contribute to the final grade for each student. We also offer a range of alternative, but equal qualifications which do not typically have an exam at the end of the year. These courses are a combination of National Progression Awards and Skills for Work Awards.

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 seven subjects (including Maths or Applications of Maths, and English)
- Four periods per week in each subject.
- One period of core Social Subjects (including RMPS)
- One period of core Social; Education
- Two periods of core Physical Education
- Opportunity to take Job and Employability Training (JET)
- Opportunity for College

S5 students

- Choose six subjects (depending on level of study)
- Core Personal Development
- 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 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.

<u>www.skillsdevelopmentscotland.co.uk</u> 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

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/

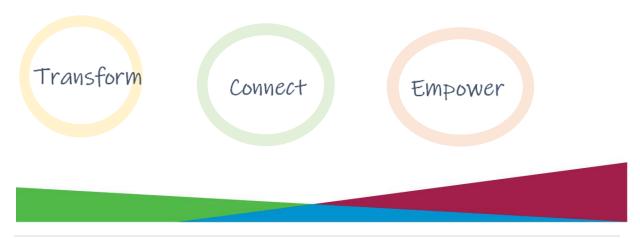
Section 3: The School Curriculum

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.

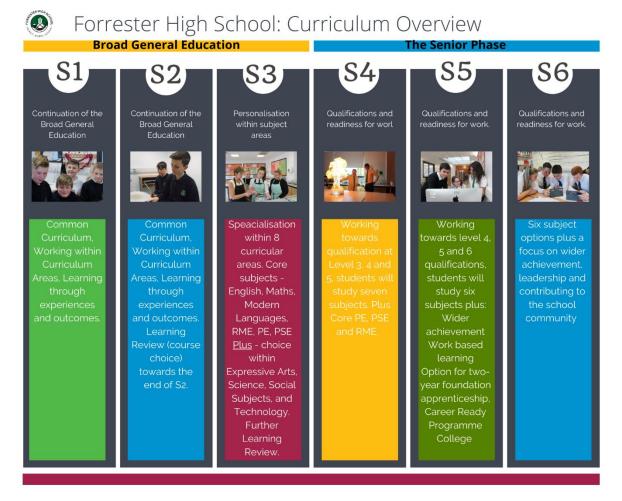
Children and young people's rights and entitlements are central to Scotland's curriculum and every child and young person is entitled to experience:

- 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:



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 *Benchmarks*, 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.

National Qualification courses consist of internally and externally assessed components which contribute to the final grade for each student. We also offer a range of alternative, but equal qualifications which do not typically have an exam at the end of the year. These courses are a combination of National Progression Awards and Skills for Work Awards.

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 seven subjects (including Maths or Applications of Maths, and English)
- Four periods per week in each subject.
- One period of core Social Subjects (including RMPS)
- One period of core Social; Education
- Two periods of core Physical Education
- Opportunity to take Job and Employability Training (JET)
- Opportunity for College

S5 students

- Choose six subjects (depending on level of study)
- Core Personal Development
- 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
- 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.

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

For information about the School-College Partnership and Foundation Apprenticeships, please see Appendices.

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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: <u>www.enquire.org.uk</u> Telephone 0845 123 2303
- Scottish Independent Advocacy Alliance, <u>www.siaa.org.uk</u> 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 Telephone 0131 667 6633.

Pastoral Support (Pupil Support Team)

Please follow the link below for information about our Pupil Support Team.

https://forresterhighschool.org.uk/our-school/pupil-support-team/

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

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

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.

During February 2025 the school was revisited by Education Scotland following publication of the previous visit in March 2024. The visiting team found that as a school we have been successfully addressing the priority areas of improving the consistency of high-quality learning and teaching and ensuring a strategic overview of progress and attainment. Each of these areas were also validated during a City of Edinburgh Council self-evaluation visit in December 2024. Following on from the visit the results in August 2025 showed significant improvement in attainment in National Qualifications (NQs) with the following achieved:

Measurement	August 2025	Improvement from August
		2024
S4 – 5 or more National 5s	37%	+17%
S5 – 5 or more Highers	8%	+2%
S5 – 3 or more Highers	21%	+9%
S5 – 1 or more Highers	41%	+7%
S6 – 5 or more Highers	14%	+3%

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. The wide variety of National Progression Awards (NPAs) and additional qualifications on offer is continuing to support our learners throughout the senior phase ensure their attainment is strong and offers progression for a greater number of learners.

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 S1-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.

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.

A copy of our Standards and Quality Report and School Improvement Plan can be found on our school website here:

https://forresterhighschool.org.uk/our-school/school-handbook/

Our main priorities are:

Learning, teaching and assessment

- Work with young people to develop pupil voice in learning and teaching
- Further develop moderation to support the reliability and consistency of professional judgements
- Continue to improve pace, challenge and aspiration for all learners to move the overall quality of learning and teaching to VG

Meeting Learners' Needs

- Continue to review and refine approaches to transition from P7 into S1
- Build capacity for learners' needs to be met through inclusive pedagogy within classrooms

Raising Attainment

- Continue the specific focus on improving percentage of high-quality passes in NQs
- Improve attainment in NQs at N5, H and AH in line with Virtual Comparator
- Maintain attainment in SCQF qualifications
- Review communication of progress to learners and parents/carers

Useful Websites

You may find the following websites useful.

- <u>www.edinburgh.gov.uk</u> 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 provide some feedback about our School Handbook by completing a very short survey here:

https://forms.office.com/e/cpfDtYJ0it

Appendix 1: Education and Children's Services Vision

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

We believe that children and young people do best when:

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

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

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

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Appendix 2: School Session Dates 2025-26

Please also see: https://www.edinburgh.gov.uk/schools/term-dates

Staff resume		Monday	11 August *	2025
Staff only		Tuesday	12 August *	2025
Pupils resume		Wednesday	13 August	2025
Autumn Holiday	Schools closed	Monday	15 September	2025
All resume		Tuesday	16 September	2025
Mid-term	All break	Friday	10 October	2025
Staff resume		Monday	20 October*	2025
Pupils resume		Tuesday	21 October	2025
Term ends		Friday	19 December	2025

Staff resume		Monday	5 January*	2026
Pupils resume		Tuesday	6 January	2026
Mid-term	All break	Friday	13 February	2026
All resume		Monday	23 February	2026
Term ends		Friday	2 April	2026

The Easter break incorporates the following two holidays				
Good Friday	Schools closed	Friday	3 April	2026
Easter Monday	Schools closed	Monday	6 April	2026
Edinburgh Spring Holiday	Schools closed	Monday	20 April	2026

All Resume		Tuesday	21 April	2026
May Holiday		Monday	4 May	2026
Staff only		Tuesday	5 May*	2026
Pupils resume		Wednesday	6 May	2026
Victoria Day	Schools closed	Monday	18 May	2026
All resume		Tuesday	19 May	2026
Term ends		Friday	26 June	2026

^{*} Five In-Service days for all schools.

Appendix 3: 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 though 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

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Appendix 4: 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 5: Glossary of Terms

1+2	Mother tongue plus two additional languages	The policy to expand and improve learning so that by 2021 every child will learn a first additional language from Primary 1 and a second by Primary 5.
ACP	Anticipatory Care Plan	A document detailing how a patient would like their medical care to progress if they become unwell. For pupils with an ACP it should travel with them on school outings.
ADES	Association of Directors of Education in Scotland	The national organisation which represents directors and senior managers from Scottish local authorities.
ADHD	Attention Deficit Hyperactivity Disorder	ADHD is a condition that affects people's behaviour. People with ADHD can seem restless, may have trouble concentrating and may act on impulse.
AHDS	Association of Head Teachers and Deputes in Scotland	AHDS is a union for promoted teachers in primary, nursery and ASN schools.
AHPs	Allied Health Professionals	An umbrella term for a range of professional practitioners and support staff including Occupational Therapists, Physiotherapists, Speech and Language Therapist and Orthotists.
ASDAN	Award Scheme Development and Accreditation Network	A British education charity and awarding organisation. Provides programmes and qualifications for learners with special educational needs and disabilities.
ASD	Autism Spectrum Disorder	Autism is a lifelong, developmental condition that affects the way a person communicates, interacts and processes information.
ASL	Additional Support for Learning	Additional support for learning means giving children extra help or support so they can get the most out of their education.
ASN	Additional Support Needs	A child or young person is said to have additional support needs if they need more, or different, support to what is normally provided in schools or pre-schools to children of the same age.
BGE	Broad General Education	The broad general education begins in early learning and childcare and continues to the end of S3 (the third year of secondary school).
BNN	Bilingual Nursery Nurse	Nursery Nurse who works in English and another language, to support Early Years settings and schools (P1) in their work with children and families who have English as an Additional Language. This includes joint assessment of children with other additional support needs.
BSA	Bilingual Support Assistant	Bilingual Support Assistants support early stage EAL learners to access the curriculum using their home language and English; support home-school-home communication; and advise on cultural issues. In Edinburgh, we have BSAs for Arabic, Cantonese, Kurdish, Mandarin, Polish, Punjabi/Urdu.
CA	Classroom Assistant	Classroom assistants provide support to teachers. See PSA/PSW too.
CfE	Curriculum for Excellence	Curriculum for Excellence is the Scottish curriculum for pupils aged 3 - 18. It helps our children and young people

		gain the knowledge, skills and attributes needed for life in the 21st century.
CL	Curriculum Leader	A promoted teacher who typically works in a secondary school and has a specific remit to take a lead role in managing their curriculum area. They typically manage and lead a team of teaching staff within their subject area.
CLD	Community Learning and Development	Teams who work with and support communities in areas such as adult and family learning and youth work.
CLPL	Career-long Professional Learning	Ongoing learning throughout a professional's career.
COSLA	Convention of Scottish Local Authorities	A membership organisation for councillors in Scottish local authorities.
CPD	Continuing Professional Development	Each teacher in Scotland is required to undertake a certain amount of CPD each year to maintain or upgrade skills and knowledge (see PRD and PU).
СРМ	Child's Planning Meeting	A meeting to implement or review a child's plan. A personalised child's plan will be available when a child needs a range of extra support planned, delivered and coordinated. This will explain what should improve for the child, the actions to be taken and why the plan has been created. The child's plan is managed by a 'lead professional': someone with the right skills and experience to make sure the plan is managed properly. Depending on the situation and the child's needs, the lead professional may also be their named person. The child and parent(s) will know what information is being shared, with whom and for what purpose, and their views will be taken into account. This may not happen in exceptional cases, such as where there is a concern for the safety of a child or someone else.
CSP	Co-ordinated Support Plan	A child/ young person is eligible for a CSP when they need support at school from services other than education services, on an ongoing basis. A CSP document gathers together reports and plans from all the professionals who will support a child with additional support needs in school, for example Speech and Language Therapists, Social Workers. A CSP should be reviewed every year and parents have a key role in this process.
СТ	Class Teacher	Teacher who is assigned to a specific class. In secondary specialist provision they may also be known as the base class teacher.
CYPADM	Children and Young People Acute Deterioration Management	A document detailing how a patient would like their medical care to progress if they become very unwell. For pupils with a CYPADM it should be with them at all times.
DHT	Depute Head Teacher	The role of DHT will vary from school to school but generally they will stand in for the Head Teacher as necessary and will have responsibility for leadership and management of colleagues.

DO	Development officer	Development Officers are appointed, often on a temporary basis, to undertake specific development work at school or authority level.
D of E	Duke of Edinburgh Award	A youth awards programme founded in the UK in 1956 by Prince Philip, Duke of Edinburgh, that has since expanded to 144 nations. The award recognises wider achievement
EAL	English as an Additional Language	A learner of English as an Additional Language is a pupil whose first language* is other than English. This includes children and young people: - who arrive in Scotland from another country during their schooling - who have always lived in Scotland / UK and use a language other than English at home * The first language is the language the child was initially exposed to in childhood and continues to be the language used at home and in the community.
EE	Enhanced enrolment	Enrolment meeting with a new arrival whose first language is not English and their and parents-carers (supported by an interpreter, if needed). This meeting enables school to gather full information about the child or young person's language skills (in all languages they speak/read/write), prior education and attainment, strengths and interests, additional support needs; and to share key information about school with the learner and family. Through effective use of information gathered at an enrolment meeting, the school can fully support the learner's transition into education in Scotland.
EIS	Educational Institute of Scotland	The largest teaching union in Scotland
ELC	Early Learning and Childcare	This term is meant to emphasise that care and education of very young children are not two separate things as babies and young children are learning all the time. ELC settings include family centres, nursery schools, nursery classes attached to primary schools and childminders. These places may be run by local authorities, private businesses, voluntary sector organisations and self-employed individuals.
EP	Educational Psychologist	Educational psychologists support schools and the local authority to improve all children's experiences of learning. They use their training in psychology and knowledge of child development to assess difficulties children may be having with their learning.
ERG	Education Resource Group	A City of Edinburgh Council group that considers which specialist provisions to place pupils in.
ESOL	English for Speakers of Other Languages	ESOL is studied by those whose first language is not English. SQA ESOL qualifications for young people (S3-S6) are delivered through the Schools College Partnership and by some secondary schools. ESOL courses and classes for adults are delivered by different providers, e.g. local authorities, colleges, third sector organisations.

EVO/EVD	Гамы Va - :	EVOs and EVDs make up most of the staff what would be
EYO/EYP	Early Years	EYOs and EYPs make up most of the staff who work in
	Officer/ Early	nurseries and pre-school settings in Scotland.
	Years Practitioner	
FE	Further Education	This is post-compulsory education which is different from
		that offered in universities. It is mainly taught in colleges as
		well as work-based learning or in adult and community
		learning.
FEF	Finance for Equity	Funding for schools to address the poverty related
	Funding	attainment gap.
FLO	Family Learning	This person may develop and run courses and activities for
	Officer	families so they can help or support their child's learning.
FSM	Free School	, ,
	Meals	
FTE	Full-time	This is a way to measure how much time a member of
	Equivalent	school staff works in school. For example, FTE 1.0 means
		the person works full time, FTE 0.5 means the person is half-
	1	time.
GIRFEC	Getting it Right for	A Scottish Government policy which aims to make sure all
OIKI LO	Every Child	Scotland's children, young people and their families have
	Lvery Crillu	
		support across public services such as health, education and social work.
		The GIRFEC approach supports children and young people
	1	so that they can grow up feeling loved, safe and respected
ODT	O D	and can realise their full potential.
GRT	Gypsy Roma	The term Gypsy, Roma and Traveller is used to describe a
	Traveller	range of ethnic groups or people with nomadic ways of life,
		including:
	1	Gypsy Travellers (English, Welsh, Scottish, Irish
	1	Romany people)
		Roma (more recent migrants in the UK from Central and
	1	Eastern Europe)
		The term Traveller can also refer to groups that travel (e.g.
		New Travellers, Boaters, Bargees and Showpeople)
		however these are not ethnic groups.
GTCS	General Teaching	The professional body that maintains the register of teachers
	Council for	and ensures teachers' professional standards. In Scotland
	Scotland	children must be taught by qualifies and GTCS registered
		teachers.
GUS	Growing Up in	Growing Up in Scotland is a long-term study tracking the
	Scotland	lives of thousands of children and their families from the
		early years through childhood and beyond. The main aim of
		the study is to provide new information to support policy-
		making in Scotland but it is also intended to provide a
		resource for practitioners, academics, the voluntary sector
	<u> </u>	and parents.
HE	Higher Education	This is post-compulsory education which usually takes place
	•	in universities.
HESS	Health Education	1:1 support service to meet the complex care needs of pupils
	Support Service	that meet specific health care criteria.
HGIOS 4	How Good Is Our	A self-evaluation tool kit for schools.
1.0.00 4	School (version 4)	7. John Gvandation tool Nit for Johnous.
HNC/ HND	Higher National	Higher National Certificate (HNC) and Higher National
		Higher National Certificate (HNC) and Higher National
	Certificate/ Higher	Diploma (HND) are advanced qualifications equivalent to the
	National Diploma	first two years of study at university. They are offered by

r		
		colleges, some universities and many training centres. HNCs take 1 year to complete and HNDs take 2 years.
HT	Head Teacher	Also known as a rector, the Head Teacher is the leader and manager of a school.
ICT	Information and Communications Technology	ICT in education can be found in the following ways: - as a subject, e.g. computer studies - as a tool to support teaching and learning, e.g. the
		use of whiteboards - as an administrative tool.
IEP	Individual Education Plan	An IEP is a document which sets out the goals and achievements of each school pupil. Every child should have an IEP and should also have an input to its content. It should be reviewed regularly.
ITE	Initial Teacher Education	This describes the courses taken by people who want to become teachers. Courses are available at universities across Scotland through a four year undergraduate course leading to a BEd degree or a one year Post Graduate Diploma in Education (PGDE).
ITS	Interpretation and Translation Service	
JASS	Junior Award Scheme for Schools	A progressive learning programme for young people which has been designed to recognise wider achievement.
LA	Local Authority	There are 32 local authorities in Scotland.
LAC	Looked After Child	Under the Children (Scotland) Act 1995, 'looked after children' are defined as those in the care of their local authority – sometimes referred to as a 'corporate parent'. There are many reasons children may become looked after, including: • they face abuse or neglect at home • they have disabilities that require special care • they are unaccompanied minors seeking asylum, or who have been illegally trafficked into the UK • they have been involved in the youth justice system
LGBT	Lesbian, Gay, Bisexual and Transgender	
LNCT	Local Negotiating Committee for Teachers	See SNCT. Some matters are devolved to LNCTs for local agreement. LNCTs are required to have constitutions setting out the recognition and procedures arrangements. In addition to a negotiating function LNCTs also provide a consultative mechanism.
MSP	Member of the Scottish Parliament	
NAS/UWT	National Association of Schoolmasters/ Union of Women Teachers	A teaching union.

NAT 1/2/3/4/5	National 1/2/3/4/5 qualification	National courses have seven different levels; National 1 to 5 then Higher and Advanced Higher, but the buzz words that you will hear the most are Nat 4/5s and Highers as these are most likely to gain your child access to college and university.
		In fourth year pupils will study for Nat 1 - 5s depending on what their attainment level in each subject is. In most schools a fourth year pupil would tend to sit Nat 4 or 5s. If they decide to stay on for a fifth year, they can sit more Nat 4 or 5s and progress to Highers.
NIF	National Improvement Framework	A Scottish Government framework focused on measuring and evaluating performance in schools. It includes parents and carers as part of the process.
NPFS	National Parent Forum for Scotland	Supported by the Scottish Government, NPFS provides a parental perspective for local and national policies and issues and helps support parental involvement.
NQ	National Qualifications	NQs are taken by young people in secondary schools, colleges and some training centres.
NVQ	National Vocational Qualification	Work based qualifications.
OSCR	Office of the Scottish Charity Regulator	OSCR decides whether to grant an organisation charitable status and to enter it on the Scottish Charity Register. They monitor charities to ensure they comply with the law.
ОТ	Occupational Therapist	Occupational Therapists can help people with practical tasks if they are: - physically disabled - recovering from an illness or operation - have learning disabilities - Have mental health problems They can look at aspects of daily life at home or in school. They look at activities that a person finds difficult to see if there is another way to do them.
PEEP	Personal Emergency Evacuation Plan	A plan for a person who may need assistance, for instance, a person with impaired mobility, to evacuate a building or reach a place of safety in the event of an emergency.
PEF	Pupil Equity Funding	Pupil Equity Funding is money that is given to schools to help them provide the best possible opportunities for children's learning. In particular, it is there to help the school support children who experience barriers to learning and who might be falling behind or not getting the same chances in their education because their family is experiencing poverty or other financial difficulties. This money is given to schools as part of the Scottish Government's Scottish Attainment Challenge. Pupil Equity Funding is designed to support children in Primary 1 to S3 who are eligible and registered for free school meals. However, Head Teachers can use their judgement to support other children in their school who are affected by poverty. For every child that is registered, the school will receive £1,200 in addition to their normal budget.

		The Head Teacher decides how the money is spent and has to demonstrate the impact the funding has had on children affected by poverty.
PLP	Personal Learning Plan	A document/folder where a pupil can keep a record of their goals and achievements alongside examples of their work.
PPP/ PFI	Public Private Partnership/ Public Finance Initiative	A collaboration between a local authority and private companies, often used in the building and management of schools.
PPR	Pupil Progress Record	A key record relating to a child/ young person's education that follows them through education.
PRD	Professional Review and Development	PRD is an essential part of the GTCS's Professional Update and professional learning. It provides teachers with ongoing opportunities to reflect on their practice and personal learning through professional learning conversations supported by an annual review meeting.
PSA/W	Pupil Support Assistant/Worker	Supports pupils with a wide variety of tasks in school. Also called Learning Support Assistant or Classroom Assistant.
PSE	Personal and Social Education	PSE addresses the learning outcomes within the Health and Wellbeing indicators in Curriculum for Excellence relating to mental, emotional, social and physical wellbeing, planning for choices and change, substance misuse and relationships, sexual health and parenthood.
PT	Principal Teacher	In primary and special schools this is usually a classroom teacher who also takes on some managerial roles within the school. In a secondary school this is typically a head of department or guidance position.
PU	Professional Update	This supports teachers to develop their skills and work. Teachers are asked to keep a record of their learning throughout their careers. This is logged on their GTCS profile and signed off by their line manager every 5 years.
PVG	Protection of Vulnerable Groups	The Protecting Vulnerable Groups (PVG) membership scheme is managed and delivered by Disclosure Scotland. It helps ensure people who work with children and protected adults
QIEO	Quality Improvement Education Officer	Usually, a local authority education officer who has a specific job around improving the performance of schools.
RA	Risk Assessment	A systematic process that involves identifying, analysing and controlling hazards and risks.
RME	Religious and Moral Education	
RSHP	Relationships, Sexual Health and Parenthood	
SAC	Scottish Attainment Challenge	The Scottish Attainment Challenge aims to raise attainment of children and young people living in deprived areas, in order to close the attainment gap. It will drive forward improvements in educational outcomes to ensure that everyone is encouraged to be the best they can be.
SALT/SaLT/S LT	Speech and Language Therapist	Speech and language therapists provide life-treatment, support and care for children and adults who have difficulties with communication, eating, drinking and swallowing.
SCCYP	Scottish Commissioner for	The Commissioner aims to promote and protect the rights of children and young people in Scotland.

	Children and	
	Young People	
SCEL	Scottish College for Educational Leadership	SCEL supports teaching staff by providing access to high quality leadership programmes of training.
SCQF	Scottish Credit and Qualifications Framework	This organisation promotes lifelong learning in Scotland. The Framework can help parents and young people to plan learning and develop routes through different types of learning.
SDO	Senior Development Officer	Senior Development Officers are appointed, often on a temporary basis, to undertake specific development work at school or authority level.
SEIC	South East Improvement Collaborative	A collaboration between City of Edinburgh, East Lothian, Fife, Midlothian and Scottish Borders councils to improve schools, early learning settings and other services for children and young people.
SEYO	Senior Early Years Officer	Work in pre-school and nurseries.
SHANARRI	Safe, Health, Achieving, Nurtured, Active, Respected, Responsible, Included	GIRFEC wellbeing indicators which help make it easier for children and families and the people working with them to discuss how a child or young person is doing at a point in time and if there is a need for support. At home, in school or the wider community, every child and young person should be safe, healthy, achieving, nurtured, active, respected, responsible and included.
SIF	Summary of Inspection Findings	This document is available on the Education Scotland website following an inspection.
SIP	School Improvement Plan	This document should show improvement targets for a school. This is typically now included in the SQIP.
SLS	School Leaders Scotland	A union for Head Teachers and depute Head Teachers.
SLT/SMT	Senior Leadership Team/ School Management Team	Usually includes the Head Teacher and depute head teachers; may also include the business manager and principal teachers.
SNAG	School Nutrition Action Group	A committee which usually includes school staff, pupils, parents and local people to promote healthy eating within the school community.
SNCT	Scottish Negotiating Committee for Teachers	A tripartite body comprising members from teaching organisations, Local Authorities, and the Scottish Government. The SNCT follows a negotiating framework for teachers' pay and conditions of service.
SQIP	Standards and Quality and Improvement Plan	The purpose of the annual SQIP is to report on the main achievements over the last school year and to bring about further improvement to the learning experiences and achievements of pupils. Improvement planning involves identifying what is good about a school, deciding how good a school can be and identifying the best way forward.
SSTA	Scottish Secondary Teachers Association	A teaching union.

STEM	Science, Technology, Engineering, Maths	The name used for this group of subjects.
SVQ	Scottish Vocational Qualification	These qualifications are based on standards drawn up by industry, commerce and education.
TALC	Team Around the Learning Community	A collaborative approach with Educational Settings and Partners to support and maximise learning, attainment and achievement
UCAS	University and Colleges Admissions Service	UCAS process most applications for entry to higher education throughout the UK.
UNCRC	United Nations Convention on the Rights of the Child	This is an international human rights treaty that grants all children and young people (aged 17 and under) a set of rights.
VOICE		A teaching union
VSDS	Volunteer Scotland - Disclosure Services	VSDS is funded by the Scottish Government to support some charities with processing disclosure checks.
VSE	Validated Self- Evaluation	This aims to support and challenge the work of education authorities to improve the quality of education and outcomes for learners.
YAD	Young Adult Disability Social Work Team	SW team that support families of young adults with complex disabilities as they transition from children and families into adult services.
YPPM	Young Person Planning Meeting	See CPM

The information in this school handbook is considered to be correct at the time of publication (October 2025), however, it is possible that there may be some inaccuracy as the school year progresses

Parent/Carer Feedback

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

Tell us what	t you thin	k
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Name of school:			
Did you find	Please tick		
1. the handbook useful?	Yes	No	

Yes

Yes

No

No

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

Your feedback will help us to improve our handbook.

2. the information you expected?

3. the handbook easy to use?

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

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

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

Stephen Small

Head Teacher

Forrester High School