

Tynecastle High School

Handbook for Parents and Students 2014 - 2015

Tynecastle High School

Challenge - Ambition - Respect - Enjoyment - Success

2 McLeod Street, Edinburgh, EH11 2ND

0131 337 3488

www.tynecastle.edin.sch.uk

A Foreword from the Director of Children and Families

Session 2014-15

Dear Parents

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 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 now, more than ever, an integral part of school life. We look forward to developing that partnership with your support.

I am pleased to introduce this brochure for session 2014/15 and hope that it will provide you with all the relevant information you may 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.

Gillian Tee
Director of Children and Families



Children and Families 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 and 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.



Welcome from Tom Rae, Head Teacher

Dear parents

Welcome to the Tynecastle High School Handbook. Feedback from students, parents and staff tells us that Tynecastle is a fantastic place to learn. Our School motto is Tynecastle CARES, with the letters standing for Challenge, Ambition, Respect, Enjoyment and Success. Visitors to the school soon pick up on our friendly, can-do ethos. Above all we are an inclusive school which places young people at the heart of learning. Our size, under 600, also allows us to know our students really well, and ensure that needs are met. This is a feature our departing S6 wanted me to share with you; that they all felt really connected to their school. They also really valued the resilience and life-experience gained in attending a socially diverse school. The life-skills gained from this are just as important in the future work-place as the academic qualifications they have gained. We are also culturally diverse. Almost forty languages are spoken, giving us the linguistic capacity to communicate with over four billion global citizens!

We are particularly proud of the range of student achievements and destinations, and in recent years we compare very favourably with other schools. Students take up university (including Oxford) and college places, vocational training, and a wide range of apprenticeships. Of course, this is only possible as a result of the commitment of our dynamic staff. They are really committed to excellence in learning and we are in the forefront of innovative developments. For example, in session 2014-15 four year-groups will have school iPads. Students also benefit from a wide range of clubs, trips and activities. On Wednesday lunchtimes most of our staff volunteer their support for a rich mix of clubs for all ages, and in the last year students and staff have visited South America (World Challenge), Florida (Science trip), France (S1-2 cultural) and most recently Belgium (Battlefields).

This handbook also offers an introduction to our school and a general overview of the education your child will be getting at school.

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

To make our handbook easy to use I've divided the information into five different sections:

- Section 1 – Contact Details and Term Dates
- Section 2 – Our Culture and Values
- Section 3 – Practical Information about the School
- Section 4 – Support for Pupils
- Section 5 – School Curriculum, Learning and Teaching
- Section 6 – Parental Involvement in the School
- Section 7 - School Improvement

Section 1 – Contact Details and Term Dates

Contact Details

Head Teacher	Mr Tom Rae
School	Tynecastle High School
Address	2 McLeod Street, Edinburgh, EH11 2ND
Telephone Number	0131 337 3488
Absence Line	0131 337 0336
Website	www.tynecastle.edin.sch.uk
Email Address	admin@tynecastle.edin.sch.uk
Twitter	@TynecastleHigh

About the school

Stages of Education provided for: Secondary 1 to Secondary 6

Present Roll: 518

Denominational Status of the School: Non-denominational

Organisation of the School Day

Start Time:	8.30am
Morning Break:	Monday to Thursday 10.30am-10.45am Friday 10.00am-10.15am
Lunch Time:	Monday, Tuesday, Thursday 12.45pm-1.30pm Wednesday 12.45pm-1.45pm
Finish Time:	Monday, Tuesday, Thursday 3.30pm Wednesday 3.45pm Friday 12.15pm

Gym: All students receive 2 hours of Physical Education (PE) per week

Assembly days for pupils are Fridays (on rotation by House)

School Session Dates 2014/15

Staff resume		Monday	11 August *	2014
Staff only		Tuesday	12 August *	2014
Pupils return		Wednesday	13 August	2014
Autumn Holiday	Schools closed	Monday	15 September	2014
All resume		Tuesday	16 September	2014
Scottish Independence Referendum	Primary and nursery schools closed	Thursday	18 September	2014
Mid-term	All break	Friday	10 October	2014
	Staff resume	Monday	20 October*	2014
	Pupils resume	Tuesday	21 October	2014
Term ends		Friday	19 December	2014

Staff resume		Monday	5 January*	2015
Pupils resume		Tuesday	6 January	2015
Mid-term	All break	Friday	13 February	2015
	All resume	Monday	23 February #	2015
Secondary pupils resume		Tuesday	24 February	2015
Term ends		Thursday	2 April	2015

The Easter break incorporates the following three holidays				
Good Friday	Schools closed	Friday	3 April	2015
Easter Monday	Schools closed	Monday	6 April	2015
Spring Holiday	Schools Closed	Monday	20 April	2015

All Resume		Tuesday	21 April	2015
May Day	Schools closed	Monday	4 May	2015
All resume		Tuesday	5 May	2015
In Service Day	Closed for Pupils	Thursday	7 May*	2015
Victoria Day	Schools closed	Monday	18 May	2015
All resume		Tuesday	19 May	2015
Term ends		Friday	26 June	2015

Section 2 - Our Culture and Values

Our Ethos – Tynecastle CARES

Feedback from students, parents and staff tells us that Tynecastle is a fantastic place to learn. Our School motto is Tynecastle CARES, with the letters standing for Challenge, Ambition, Respect, Enjoyment and Success. Visitors to the school soon pick up on our friendly, can-do ethos - above all we are an inclusive school which places young people at the heart of learning. Our size, under 600, also allows us to know our students really well, and ensure that needs are met. This is a feature our departing S6 wanted me to share with you that they all felt really connected to their school. They also really valued the resilience and life-experience gained in attending a socially diverse school. The life-skills gained from this are just as important in the future work-place as the academic qualifications they have gained. We are also culturally diverse. Thirty seven languages are spoken, giving us the linguistic capacity to communicate with over four billion global citizens!

We are particularly proud of the range of student achievements and destinations, and in recent years we compare very favourably with other schools. Students take up university (including Oxford) and college places, vocational training, and a wide range of apprenticeships. Of course, this is only possible as a result of the commitment of our dynamic staff. They are really committed to excellence in learning and as a Microsoft School of Innovation we are in the forefront of developments. For example, all S3-6 students have been issued with iPads. Students also benefit from a wide range of clubs, trips and activities. On Wednesday lunchtimes most of our staff volunteer their support for a rich mix of clubs for all ages. We will also be visiting South America (World Challenge), Florida (Science trip), France (S1-2 cultural) and Belgium (Battlefields) in the year ahead. Please do not hesitate to get in touch if you want to find out more.

Values

We are committed to supporting the development of the whole pupil and as a result, wish to encourage their development in spiritual, moral, social and cultural terms.

These key human aspects of learning are supported through the following arrangements by:

- creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility;
- promoting social and moral learning through the way in which we promote positive behaviour. For example, we are a Restorative Practice school with all staff and students trained in this philosophy of respect and empathetic listening. We have also been extensively involved in the Growing Confidence Programme.
- We value the contribution of our many partners in promoting our values. For example, Place2Be, Skillforce, The Green Team, and our Community Learning Team partners, to name but a few.
- Ensuring that staff and adults within the school provide positive models for pupils. Many staff are mentors, and many students offer role-model support formally and informally. For example, senior students have been trained on the Cool, Calm and Connected programme.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based. Monthly House

Assemblies, where achievements of students are celebrated lie at the heart of this. We also offer quality assemblies for all students as part of our Religious Observation programme.

- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

Promoting Positive Behaviour

We wish to encourage a partnership with you to ensure the best possible standards of pupil behaviour.

In 2010 we drew up a new policy for managing behaviour, the Framework for Promoting Positive Behaviour, in consultation with staff, students and parents. We review this annually using a range of feedback. This has contributed to our low rate of exclusions and referrals. Each classroom displays a summary of the policy in poster form including information on Restorative Practice. These posters make clear our high expectations, the range of rewards available, and the consequences of poor behaviour choices.

Our approach to Behaviour Management is based on mutual respect. We realise that adolescence is a difficult time for some students, and that many have complex needs. We pride ourselves on being a very student-centred, inclusive school. A range of initiatives and partnerships help us to meet the needs of our students, for example, Place2Be, Skillforce, Growing Confidence, JASS, the Green Team, CLD to name but a few. In September 2014 we won the Working Together Award for this at the City of Edinburgh Achievement Awards.

Anti-Bullying Policy

Bullying behaviour is:

- deliberately threatening, frightening or hurtful
- physical, emotional or verbal
- unacceptable and not tolerated

People can be bullied on the grounds of:

- race
- gender
- sexual orientation
- disability
- socioeconomic status
- nationality

- religion
- other real or perceived differences

However, it can also be for no apparent reason.

There are considerable benefits from tackling bullying effectively and consistently:

- improved safety of young people
- improved standards of behaviour
- improved academic performance
- increased self-esteem and motivation
- improved attendance
- improved partnerships, communications and trust with all our stakeholders

Tynecastle High School has a strong and effective policy on bullying which is applied by every member of staff. Students are strongly advised to speak immediately to a member of staff if they feel that they or their friends are being bullied. The sooner school knows about the situation, the easier it is to prevent bullying.

Whilst many believe that children who bully must be punished for their behaviour, it is widely accepted that this type of response can at times be ineffective, dangerous, breeds resentment and can make the situation worse.

Punishment can make a person resentful instead of reflective. Children who bully must be given the opportunity to hear about and face up to the pain, hurt, distress and anger they have caused to others. Punishment does not help to restore relationships and can result in further retaliation.

Whilst appropriate action will be taken by the school, it is also important that all parents involved, work with the school to resolve the problems in the best interests of their child or young person.

Persistent bullies will be excluded from school.

Please see our 'School Policies' section of our website, www.tynecastle.edin.sch.uk to access our Anti-Bullying policy.

Section 3 - Practical Information about the School

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

1. Communicating with the school
2. Registration and Enrolment
3. Attendance and absence
4. School Uniform
5. Financial assistance with school clothing, transport and school meals
6. School meals
7. Travelling to and from school
8. School Security and General Supervision
9. School closures in an emergency or unexpectedly for any reason (including winter weather)
10. Mobile Phones Policy
11. Equality
12. EAL (English as an Additional Language)
13. Complaints, Comments and Suggestions Procedure
14. Health and Safety
15. School Health Service
16. Gaelic Education in Edinburgh
17. Other School Policies

1. Communicating with the School

Please have a look around our website – www.tynecastle.edin.sch.uk You will find lots of up-to-date information including our latest news and events. Our main school Twitter account - @TynecastleHigh – also features on the front page. There is a link to subscribe to receive our latest news and events by email (please see the 'Stay Updated' box at bottom of front page).



This section provides you with some background information on our school. It tells you how our school day and school year are made up and how to contact the school if, for example, your child is ill.

2. Registration and enrolment

The date for registration of new school entrants is advertised in the local press and on the council's website www.edinburgh.gov.uk. Registration First Year Secondary 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.

3. Attendance and absence

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

Absence from school is recorded as authorised i.e. approved by the children and families department, or as unauthorised i.e. unexplained by the parent (truancy).

Please let the school know by letter or phone if your child is likely to be absent for some time, and give your child a note on his or her return to school, confirming the reason for absence. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

If your child is absent please call the Absence Line on 0131 337 0336.

It is school policy to send out a Truancy Call message if we have not heard from you. This is to ensure your son/daughter is safe.

Please make every effort to avoid family holidays during term time as this will disrupt your child's education and reduces learning time. I can approve absence from school for a family holiday in certain extreme situations, for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with me before the holiday. If I cannot give permission before the holiday, it will be recorded as unauthorised absence. I 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 me on this basis is regarded as authorised absence. Any requests for extended absence over two weeks will be referred to the Senior Education Manager: Inclusion who will decide if it will be recorded as authorised or unauthorised leave.

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

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

4. School Uniform

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform.

The uniform was agreed in consultation with parents, pupils, staff and the Parent Council. We are proud of our school dress code. We believe it promotes equality and the safety of all students. We appreciate your parental support with this and request that when purchasing uniform for the session ahead that you use the guidelines below.

- White shirt or blouse
- Formal black trousers or skirt (not joggers, tracksuit bottoms, shorts, footless tights or any other fashion variety.).Leggings worn under a school skirt are fine.
- School tie (at all times)
- A plain black jumper or top
- Black footwear only (without coloured designs/logos etc.)
- No item of clothing that is so short or so revealing that it causes offence to others
- Schoolbag with all the necessary equipment

Please note:

- Outdoor garments must be removed in classrooms
- Belts must be plain black. Fashion belts are not allowed
- No hats to be worn inside school
- Any jewellery must be minimal and in line with Health and Safety policy

Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing.

A school's reputation can also be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders.

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for Health and Safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons.

Please help us by ensuring that pupils do not bring valuable or expensive items of clothing to school.

In certain circumstances, appropriate clothing will be necessary for school activities for safety reasons, e.g. in games areas, science laboratories, technical workshops; 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 inappropriate as they can lead to incidents of rivalry.

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

5. Financial assistance with school clothing, transport and school meals

You can get this if you claim certain benefits and you are:

- A parent with a child or children who will be attending a City of Edinburgh Council school in the 2014/15 session
- You are a young person living on your own aged 16-18 attending high school and claiming benefit in your own right.

What are the qualifying benefits?

You are entitled to receive free school meals and assistance with schoolwear if you get

- Income Support (IS)
- Income-Based Jobseekers Allowance (IB-JSA)
- Any income-related element of Employment & Support Allowance (IR-ESA)
- Child Tax Credit on its own, if your annual income is under £16,010 (CTC)
- Universal Credit (currently piloted in certain areas) (UC)
- Support under Part IV of the Immigration & Asylum Act 1999 (IAA)

In addition, if you receive an element of Working Tax Credit (WTC), you can get free school meals (not assistance with schoolwear) if your annual income is under £6,420.

Information on free school meals and clothing grants is available on the www.edinburgh.gov.uk website. Applications for free school meals and clothing grants can be made by contacting School Grants, Awards and Placements, Business Centre 1:1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG or telephone 0131 469 3471. Application forms are also available from the school office. An application is required for every school session. The Council will send out reminders to those who qualified the previous year.

6. School Meals

School Meals are provided by Chartwells Catering. Menus offer healthy and tasty meal options while reflecting the Scottish Government food and drink legal requirements for school lunches. Special diets and allergies are usually accommodated subject to consultation with parent/guardian and catering services.

Meal prices are reviewed annually. Please contact the School to be advised of the current price.

Please see the Parental Information on our website www.tynecastle.edin.sch.uk for a sample menu.

The school operates a Cashless Catering system, although payment may also be made in cash. We have an attractive social area attached to the cafeteria where all food, including packed lunches, is consumed.

In line with our Healthy Schools approach we discourage students from bringing in fast food and unhealthy drinks e.g. fizzy/energy drinks.

7. Travel to and from School

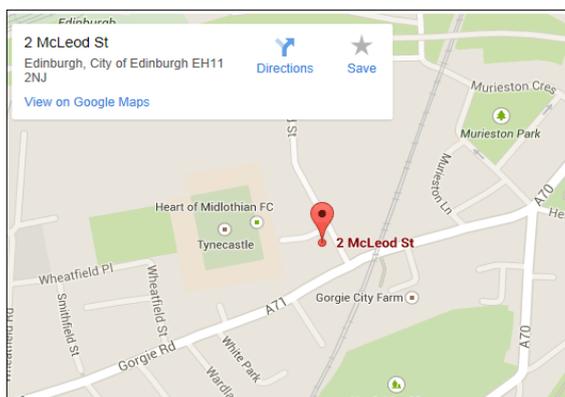
Parents are requested, when dropping off/collecting children from school that they do not park near the pedestrian exit or in any location which causes an obstruction and they take care not to restrict the view of the school crossing patrol.

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.

Transport Secondary School Children (Excluding Placing Requests)

McLeod Street is located just off Gorgie Road which is well served by a number of buses. We are also close to a nearby cycle path. We are a Sustrans Cycle Friendly secondary school with generous and secure cycle storage.



8. School Security and General Supervision

School begins at 8.25am but our doors are open from 7.45am and we have warm and comfortable social areas for students who arrive early. At breaks we have a staff supervision rota. A senior member of staff is also always available in support. The school also benefits from a very effective security camera system.

The safety and security of pupils and staff when attending or working in a school is very important to us. We use a number of security measures including a visitors' book, badges and escorts, while visitors are within the school building. Normally, anyone calling at a school for any reason will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit.

9. Unexpected Closures / Winter Weather

In the event of an emergency, such as 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.

Depending on the time when the emergency happens a range of communication channels will be used e.g. text, Tweet (@TynecastleHigh), website announcement (www.tynecastle.edin.sch.uk), letter by pupil-post.

In addition, announcements will be made on Radio Forth (Forth 1 and Forth 2) 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 www.edinburgh.gov.uk will also be used.

10. Mobile phone use by students

The school cannot take responsibility for loss or damage to mobile phones. However, we accept that they are part of modern life and students are permitted to use them in the downstairs social areas at breaks. Our policy requires phones to be switched off as soon as the bell rings. All corridors and classrooms have clear guidelines on appropriate use in school. PSE lessons, and extra training for S3-6 students (as these groups have iPads) also aims to deliver quality training on acceptable use of Social Media etc.

11. Equality

The Council has published an Equality Scheme, which can be viewed on the council's website: http://www.edinburgh.gov.uk/info/20218/council-wide_plans_and_strategies/881/equality_and_rights

This outlines the duties which the Council is required to undertake to tackle discrimination, prevent harassment and ensure our work promotes equality. The Council is committed to eliminating discrimination on the grounds of race, gender, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status or pregnancy/maternity.

12. English as an Additional Language

The Children & Families Department provides a support service of teachers of English as an additional language. The teachers visit schools to work with those bilingual pupils who require assistance in developing English language skills.

There are many bilingual students who speak a range of different languages in Tynecastle. If your child's home language is not English, in-class support may be available from visiting EAL teachers who also communicate with staff and parents/carers on educational and cultural matters. This is to ensure your child develops their full potential across all areas of the curriculum. English beginner classes are available for early stage learners of English and ESOL classes from S3 upwards after school

13. Complaints, Comments and Suggestions Procedure

We all hope that you will be completely satisfied about your child's education and we encourage feedback on our services from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be compliments, 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, in particular, 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 take note of in relation to making a complaint:

- Please consider what the issue is and whether it is really a complaint, rather than a request for service. If this is the case, please contact your son/daughter's Support for Pupils teacher in the first instance and allow them the opportunity to resolve the issue. They will alert the Head Teacher, who will monitor the situation.
- Please make any complaints to the Headteacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- A complaint, rather than a request for service, or support, is when the school has not resolved an issue you have raised.
- We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.
- If you are still unhappy with the service or with our response then you will have the right to take the matter further and contact Advice and Conciliation (0131 469 3233)
- If you are still unhappy 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.

14. Health and Safety

Within the general policy laid down by The City of Edinburgh Council, the Children & Families Department has prepared and has continuing development of, safety policy statements for all areas of its responsibility in accordance with the [Health and Safety at Work Act 1974](#). School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises. It is expected that students 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.

15. School Health Service

A team of specialist Health Service and Children and Families Department staff work together to provide a service throughout your child's years at primary and secondary school. A planned programme is put into place to make sure that they benefit as much as possible from all that school has to offer, and to help prepare for life after leaving school. The School Health Service is part of the Community Child Health Service and has direct links with those who carry out health checks on children before they start school.

Many different services are provided. The staff involved make every effort to work closely with parents/carers and with others who are caring for your child, both at school and in other branches of the Health Service. Some of the services, e.g. testing for vision, hearing or speech, are provided to all children on a routine basis to discover which children may need further tests or Parents/carers are not necessarily notified at the time of these screening tests and any parent who does not want a child to be included should notify the school at the beginning of the session. Naturally, if treatment is thought to be required the child's parents/carers will be informed and consent requested. The issue of maintaining confidentiality is taken seriously by the School Health Team at all times.

Some of the staff concerned and the parts they play are as follows:-

- School Nurses are involved with health promotion and education, prevention of ill health, immunisation, health surveillance and screening.
- The School Doctor is made aware of any possible problems and parents/carers and the family doctor are informed if any further action is considered necessary.

The School Nurse may be helped by a Health Assistant. The School Nurse acts as an important link between home and school. She visits the school and liaises with the teachers to find out whether any pupil has a health need that requires to be addressed. The School Nurse can link with other members of the health team, in the community or in hospital, concerned with a child's health.

The School Nurse reviews the notes of all children in Senior 3 as well as those of all new entrants.

An information booklet about the School Health Service is issued to all new pupils coming from outwith the Edinburgh area.

Parents/carers are also asked to complete a health questionnaire about their child at Senior 3 and asked if they would like their child to have a medical consultation with the School Doctor.

The School Doctor may ask for your consent to examine your child if his/her medical records are incomplete or if the doctor particularly wishes to check on his/her progress. You will be invited to be present at any medical examination and kept informed if the School Doctor wishes to see your child again, or thinks that he/she should be seen by the family doctor or a specialist in paediatrics. You can, if you wish, arrange for your family doctor to undertake the examinations instead of the School Doctor, but you may be charged a fee for this. In secondary schools the School Doctor may consider whether any special information should be provided for the Careers Service.

The School Doctor or Nurse will be pleased to see you and your child at a mutually convenient time if you are concerned about his/her health or general progress at school.

With your consent, the School Health Service Staff also carry out immunisations to protect against various diseases.

The Audiometric Team normally checks children's hearing on a number of occasions before the age of 13/14 years. The School Health Team will be told if your child seems to have a hearing problem and they will inform parents/carers and GPs as necessary.

The Speech and Language Therapist can provide assessment and, if necessary, treatment if you, a teacher or the School Doctor feels that your child may have a speech or language problem.

For emergency dental care for children:

Please attend The Emergency Dental Service, Chalmers Dental Centre, 3 Chalmers Street, Edinburgh EH3 9EW (Monday to Friday: 9.00am - 4.45pm)
Or call The Lothian Dental Advice Line 0131 536 4800 (Monday to Friday 5.00pm – 8.00am and at weekends)

We hope that the School Health Service can, together with yourselves, contribute to your child's overall well-being and development. Please do not hesitate to arrange through the Head Teacher to see the School Doctor or School Nurse should you require any further information.

Head Lice

Head lice are spread through head to head contact at home, while playing or in school.

Regular wet combing of your child's hair using a head lice detection comb is the best way to catch this possible problem at an early stage.

The only way to be sure that your child has head lice is to find a live louse. If you find live lice, get the correct lotion from your doctor, health visitor or pharmacist. Shampoos and other treatments are not effective.

One treatment is two applications of the treatment lotion, seven days apart. If this is not followed then re-infection is likely. Advise family members and close friends that your child has head lice and that they should check their own hair. Only treat if live lice are found. Don't be shy about advising others of this possible problem because you would likely tell family and friends about other infections which might affect them.

Regular wet combing of your child's hair with the head lice detector comb is the best protection as it allows you to detect the condition and treat it speedily.

Medicine administration

Our Welfare Assistant works closely with our Support for Pupils team and parents to meet the needs of those students who require administration of medicines. The nurse makes visits to the school and will be happy to see any parent who wishes to make an appointment by contacting the school.

Medicines

Medicines can be kept and administered by the Welfare Assistant, or carried by your child to be taken as needed. Please ask your child to collect a form from the Welfare Assistant if they need to bring medicines, including asthma inhalers, to school.

Health Checks

Parents are not notified in advance of vision and other screening tests. Parents are informed of the results of these tests. No treatment will be carried out without parental consent. Please notify the school at the beginning of the year if you do not want your child to have routine health checks.

Routine Immunisation

Parents are informed of and their consent sought for routine immunisation as follows:

- All, aged 14-15: booster immunisation against diphtheria, tetanus and polio
- Girls, aged 12-18: H.P.V. Cervical Cancer Immunisation

16. Gaelic Education

Gaelic-medium education, where pupils are taught the entire curriculum through the medium of Gaelic, is available at nursery and primary levels. There are Gaelic parent and toddler groups and playgroups across the city.

Edinburgh's first dedicated Gaelic nursery and primary school will be opening in the former Bonnington Primary School Building August 2013. Those children currently attending the Gaelic-medium unit, based in Tollcross Primary School, will transfer to the new school and the new P1 intake for 2013 will start at the new school. Pupils attending the school do not need to have prior knowledge of Gaelic. If you wish your child to attend the new Gaelic School from August 2014, you should register them at the existing Gaelic-medium unit at Tollcross Primary School. Pupils who wish to study Gaelic at secondary level can transfer to James Gillespie's High School which offers Standard Grade and Higher courses.

Please note that Gaelic is taught at Tynecastle as part of the Broad General Education in S1-3 as part of our languages policy. We plan to extend provision in future years.

17. Other School Policies

Please see our website, www.tynecastle.edin.sch.uk, to access a range of relevant policies and materials e.g. Standards and Quality Report

Section 4 - Support for Pupils

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



Our Support for Pupils Team – (L-R) Oliver Cook, Ross Rahimian, Jacquie Ramsay, Louise Moultray

Getting It Right for Every Child (GIRFEC)

Taking care of young people's well-being and making sure they are thriving - 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. Further details of the policies and procedures can be found on Edinburgh Council website at www.edinburgh.gov.uk/InOnTheAct

In on the Act - Supporting children and young people with additional support needs provides the following information specified by the Education (additional Support for Learning) (Scotland) Act 2009 which includes:

- 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 -
 - i. have additional support needs,
 - ii. require, or would require, a co-ordinated support plan,
 - iii. the role of parents, children and young persons in the arrangements referred to in paragraph (b),
 - iv. the mediation services provided
 - v. 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.

The Student Support Team is made up of members of Support for Pupils and Support for Learning teams. The job of the Student Support teacher is to:

- help with any problems which your child might have in settling into school, however big or small
- support your child throughout their school career to enable him / her to reach full potential
- assist you and your child to make appropriate course choices.
- put you or your child in touch with appropriate professional agencies if you should require support and/or information

A well structured course of PSE begins in first year and continues to sixth year, developing and revisiting themes. These themes are devised to meet key aspects of a Curriculum for Excellence and develop our students to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

Themes covered are:

- Restorative Practice
- Taking responsibility for health and well being
- Planning for choices and changes

- Study skills
- Work Experience

In addition and on an on-going basis, lessons will include:

- Preparation of a Learner Statement and recording of achievements both in and out of the classroom as part of their student profile in their e-portfolio
- Reviews of tracking and full reports and monitoring of individual Learning Goals
- Review of Learning interviews and coursing advice

PSE at Tynecastle is about helping students to make informed choices and take responsibility for themselves and others. The topic of sexual health is addressed in all years. Please contact your child's Support for Students teacher if you wish to discuss our approach to this sensitive issue or indeed, any other.

Further Additional Support Involving Outside Agencies

A team of experienced workers from different agencies is associated with the school and can be asked by Student Support to offer additional help with any particular problems.

The team includes members of Educational Psychology Services, the School Health Service, the Educational Welfare Service, Early Intervention Service, English as an Additional Language and other services as appropriate.

Parents are kept informed of any requests for support and are involved in any decisions made. The aim is to help vulnerable students throughout their education

Support for Learning (SfL)



Our Support for Learning Team – (L-R) Roni Cheung, Jackie Elliot, Julio Ardillo, Marianthi Papadopoulou, Yvonne McGregor and Jo Fleming (not pictured)

General

Information sheets and Additional Support Plans are kept securely on our staffshare file for confidential access by Teaching Staff. These provide strategies to support students in the classroom. SfL attend parents' evenings and will make appointments with students as necessary, although any parent can make an appointment if they wish to discuss a particular Learning Need. SfL have a major input into student transition and a leading role in supporting

the outcomes and experiences of the lowest attaining students and those with exceptional needs.

All needs are reviewed regularly, including those of our Young Carers and Looked After Students. We welcome parental involvement and feedback in this process.

First Year

SfL work closely with the English department to carry out further assessment of S1 with a view to implementing the Council's recommended reading recovery programme. According then to individual and departmental need, our team of Learning Assistants are deployed throughout a variety of curricular areas. This ensures new S1 students are supported in their transition whatever their need might be.

Thereafter

The job of the Support for Learning department in a secondary school is to work in class with teachers to give all students the best education possible. Do not be surprised to hear that your child has two teachers in some classrooms rather than one! Students may be extracted for individual or small group work for a specific purpose i.e. Dyslexia or Gifted and Most Able needs.

National Qualifications

All too soon it will be time for major examinations. If your child has specific difficulties or some physical or sensory impairment, it is the job of the school to identify and arrange for any support that may be needed to give your child the best opportunity to succeed in examinations. A reader, scribe, extra time or the use of a word processor are among the supports that are commonly available. The SQA rules are that we must prove the support provided improves the outcomes. Students will be trained in the use of alternative assessment arrangements from S1 onwards. The majority of students have their needs identified and subsequently addressed at point of entry in S1. In close collaboration with cluster and non-cluster schools, data sharing starts in the February preceding start of session in August. An enhanced Transition programme is offered during May to students with significant ASN following discussion with Primary teaching staff.

New students in other year groups are identified by the transfer of information from previous schools, or concerns raised by teaching staff, parents or even the students themselves. The latter often comes to light during individual mentoring or tracking meetings.

Within the curriculum students are supported as follows:-

- By subject specialists: through our whole school commitments to 'Knowing Your Students' all teaching and support staff are regularly briefed on individual students and this information is held securely on the server for further access.
- By Support Assistants in the classroom environment: Students with exceptional needs have an individualised 1:1 programme of in-class support. This is tailored to their particular ASN and the hours awarded by the CEC Integration Audit Programme. In addition, Support Assistants will more widely support the lowest achieving 20% in Literacy and Numeracy across S1-S4/
- By SfL Leader/Literacy Leader via CEC approved Reading Recovery programme: This is taught in small groups of not more than 7 students and targets S1-S3. Typically 6 Groups

run over the course of a session.

- By intervention with other CEC Support Services and outside agencies: We maintain positive, ongoing links with Visiting Teaching Support Services (VTSS) for disabled students and many other agencies such as Enable Scotland and Edinburgh College to ensure we give students with ASN every opportunity to fulfil their potential.

The aim of SfL is to provide, as far as is practicable, an integrated mainstream education for all students. We support a Learning Base which is teacher-led for students who may, on a temporary basis, be unable to attend all classes. This supports students across the school community who may be facing a variety of challenges, including ill health, bereavement, and family issues.

If you think your child has an ASN that we are not aware of, or needs that are changing you should contact their Support for Students Leader or Support for Learning Leader via the main telephone contact 337 3488.

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

Parents, carers and children with additional support needs can also seek independent advice and support through Enquire: www.enquire.org.uk, 0845 123 2303

Scottish Independent Advocacy Alliance, www.siaa.org.uk, 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, 0131 667 6633.

Pastoral Support and Sensitive Aspects of Learning

A well-structured course of PSE begins in first year and continues to sixth year, developing and revisiting themes. These themes are devised to meet key aspects of a Curriculum for Excellence and develop our students to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

Themes covered are:

- Restorative Practice
- Taking responsibility for health and well being
- Planning for choices and changes
- Study skills
- Work Experience

In addition and on an on-going basis, lessons will include:

- Preparation of a Learner Statement and recording of achievements both in and out of the classroom as part of their student profile in their e-portfolio
- Reviews of tracking and full reports and monitoring of individual Learning Goals
- Review of Learning interviews and coursing advice

PSE at Tynecastle is about helping students to make informed choices and take responsibility for themselves and others. The topic of sexual health is addressed in all years. Please contact your child's Support for Students teacher if you wish to discuss our approach to this sensitive issue or indeed, any other.



Place2Be at Tynecastle High School

What difference does Place2Be make in your child's school?

Place2Be is a national charity working in over 200 UK schools to improve the confidence and emotional wellbeing of children and young people. We help young people feel better about themselves so that they are able to learn more easily, which means less worry for parents and teachers.

How we help young people, families and schools

Place2Be works with young people one-to-one and in small groups, offering regular time-tabled support for those who will benefit most. We try to make appointments at times that will cause minimal disruption to learning. Additionally, all pupils in S1-S3 can find help with friendship issues and other worries by choosing to visit Place2Talk at break or lunch time on Wednesdays and Thursdays. Young people can come to Place2Talk on their own, or in a small group. We routinely meet with parents and carers to discuss their concerns about their children and to get some background information before we offer one-to-one support. At Tynecastle High we also have A Place for Parents, offering counselling support to adults who have children in the school.

Place2Be supports teachers and school staff to think about the emotional needs of young people through Place2Think, which helps the whole school to thrive.

How Place2Be works

We have a dedicated Place2Be room at Tynecastle High where young people who are referred for one-to-one counselling can go to think about their concerns through talking and creative work. One-to-one support is typically offered for anywhere between six sessions and three school terms; the help we offer is tailored to the needs of the young person.

Place2Talk sessions and group work also happen in the Support for Students area. Place2Talk is a self-referral service, which means that young people can request a session for themselves by posting a slip in the Place2Be post box. Sometimes teachers also encourage young people to refer themselves to Place2Talk.

Referrals for one-to-one counselling and group work are usually made by the Support for Students teachers, but requests for support can be made by anyone who knows the young person well and has concerns about their emotional wellbeing (e.g., parents and carers, social workers, or other professionals involved in the young person's life).

Place2Be at Tynecastle High is overseen by Sarah Haywood, School Project Manager, who works with a small team of Volunteer Counsellors and liaises with school staff. Each member of the Place2Be team aims to help young people find new ways of coping with difficulties so they don't get in the way of relationships or learning.

We always obtain consent from parents or carers before working with young people. Place2Be services are confidential, but we follow the same guidelines for safeguarding and child protection as all other professionals working in school. We talk with young people about these guidelines at their first meeting with us.

Referrals for A Place for Parents are made by Sarah to our Parent Counsellor, Mary Gray. Parent counselling sessions are usually offered in school, initially for 8 weekly appointments but this can be extended if more help is needed.

If we are not the right service, or if additional support is required, we can make onward referrals to other agencies, such as Child and Adolescent Mental Health Services, Social Work, and other voluntary services.

We collect information at the start and end of an intervention using the Strengths and Difficulties Questionnaire (SDQ) and YP-CORE questionnaire, as part of our assessment process and to help us evaluate the impact of our work.

Times when we're especially useful

There are times when young people feel especially sad, confused, fearful or angry, for example when there has been a difficulty in the family due to separation or illness, or when there have been problems at school. Some young people become withdrawn; others may become demanding or challenging in their behaviour: that's when having Place2Be in school is especially helpful.

Any questions?

You are welcome to talk to your Place2Be School Project Manager face-to-face or by telephone or email. At Tynceastle High, our School Project Manager is Sarah Haywood who works on Wednesdays, Thursdays and alternate Fridays. You can contact Sarah by email at sarah.haywood@place2be.org.uk

To find out more about Place2Be, please visit our website: www.place2be.org.uk

Transitions – Moving from Primary, BGE to Senior Phase and Leaving School

We offer a wide range of experiences to our P7 pupils to assist with their transition to High School. The 3 day visit to Tynceastle High School takes place before the summer holidays. This is where 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. In addition to this, we offer an enhanced transition programme which includes the following:

Curricular visits for P6/7 pupils

CSI Tynceastle

All P6 classes spend a full day in May at Tynceastle High School working on an Interdisciplinary project entitled 'CSI Tynceastle'. This involves learning about forensics, chromatography and other investigative techniques and reinforces aspects of literacy, such as report writing and

presentation skills. As all four primaries work in mixed groups, this also allows pupils to get to know pupils from other primaries, which makes the Transition process at the end of P7 easier.

Curricular visits to Tynecastle during P7

All P7 pupils visit Tynecastle to participate in lessons with a Technology focus, either Health & Food Technology / Fashion & Textiles Technology / Design & Manufacture. The lessons cover Expectations & Outcomes from the Curriculum for Excellence curriculum that are more suited to being met in a specialist environment, e.g. in this case, the use of appropriate instruments, materials, tools and equipment to make quality products. This allows primary pupils to gain experience of working with tools and equipment and also to experience learning in a High School environment. It also links to their primary learning, e.g. making carrot cake to reinforce WW2 learning.

These visits are based on feedback and requests from primary about what they would like to experience. This usually involves a chance to visit practical subjects where they can work in laboratories and other practical areas.

Transition in the Summer term

The P7 pupils from one of our primary schools come to Tynecastle for the whole morning every Friday in the summer term. The learning is jointly planned and taught by High School teachers and their primary teacher. This allows P7 pupils an opportunity to experience a High School timetable with change of class and teacher every hour and to familiarise themselves with the building and meet some of the staff.

Enhanced Transition for selected pupils

Through our transition visits to our cluster Primary Schools in April, we identify a number of P7 pupils who would benefit from an enhanced transition programme. This small group visit Tynecastle weekly and work on organisational and confidence-building skills to enable them to have a smooth transition to High School. This has been a very successful programme in helping all our new S1s to settle well and make the most of High School.

Transition Fun Day prior to 3 day visit

All High Schools provide a 3 day transition visit for P7 pupils in June. We also organise an additional day called the P7 Transition Fun Day, which takes place just before the 3 day visit. The purpose of the day is for all new Tynecastle High School S1 students to enjoy an informal day of activities, get to know new class mates and have fun. This day is a great ice-breaker to the 3 day visit.

Tynecastle High School Christmas Pantomime

Every year, Tynecastle High School puts on a Christmas Pantomime. The cast comprises both students and staff. All P5 pupils in our cluster are invited to the matinee performance with audience participation very much encouraged. This is a hugely enjoyable event for everyone involved and a great way for the primary pupils to begin to identify with their local High School.

The Role of Support for Learning in Transition

Members of the Student Support Team visit all the cluster primaries in April to meet the primary 7 teachers and to discuss the needs of new first year students. If any students have additional

support needs, particular difficulties or abilities, a fuller discussion will take place. SfL staff at Tynecastle High School attend individual P7 Transition meetings where appropriate. The needs of gifted and talented students are also reviewed regularly, with additional support plans being drawn up if required. Existing Support Plans are requested in May in preparation for Transition in June and start of session in August.

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.

Section 5 - Curriculum for Excellence

Bringing learning to life and life to learning

Curriculum for Excellence has now been introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world. Curriculum for excellence will be fully implemented by 2016.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring each transition is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills.

Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for the development of literacy and numeracy from Early Level through to Senior Phase.

Curriculum for Excellence develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping make connections in learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

There are new ways of assessing progress and ensuring children achieve their potential. Since session 2012/13 there have been new qualifications for literacy and numeracy. New qualifications at National 4 and 5 became available from 2013/14. Our well regarded Access qualifications, Highers and Advanced Highers are in the process of being updated to take account of and support new approaches to learning and teaching.

There is an entitlement to personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever it's needed. There will be a new emphasis by all staff on looking after our children's health and wellbeing – to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building further on Scotland's reputation for great education.

Development of the 4 contexts of learning within Curriculum for Excellence at Tynecastle High School

1. The ethos and life of the school

The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community, including parents. All members of staff should contribute through:

- open, positive, supportive relationships which allow young people to feel that they are being listened to

- promoting a climate in which young people feel safe and secure
- modelling behaviour which promotes effective learning and wellbeing within the school community and
- being sensitive and responsive to each young person's wellbeing.

Children and young people should be encouraged to contribute to the life and work of the school and, from the earliest stages, to exercise their responsibilities as members of a community. This includes opportunities to participate responsibly in decision-making, to contribute as leaders and role models, offer support and service to others and play an active part in putting the values of the school community into practice.

(Building The Curriculum 3 – a framework for Learning and Teaching, 2008)

The ethos and life of the school at Tynecastle High School

Our monthly rotas of assembly/tutor group programme deliver key themes in whole house assemblies with follow-up in the smaller settings of tutor groups. This Programme raises the profile of themes such as punctuality & attendance, diversity, anti-bullying and study skills, and also allows us to provide an opportunity for student voice through the work of the student council. Through this slot, we are able to address Experiences and Outcomes from a wide range of curricular areas, such as Literacy, Numeracy, Health and Wellbeing and RME. Students lead part of their house assembly, enabling us to provide leadership opportunities across the school. There is also a performance slot in each assembly, which provides achievement opportunities for students in all year groups. There is also a fun element to the house assembly/tutor group rota, which allows for fund-raising events for our chosen local, national and international charities.

Each tutor group spends 3 weeks out of 4 with their group tutor, which allows staff to further build relationships with a small number of students. As the group tutor role becomes embedded, tutors will take on an enhanced role in providing personal support to those students in their group as part of profiling, including:

- a review of learning and planning of next steps to build learners' skills and capabilities to reflect on their learning
- supporting students to reflect on opportunities for personal achievement, enabling them to produce a summary of achievements to help them plan their learning & development
- preparing students for and supporting them through changes and choices
- challenging, motivating and supporting all children & young people to achieve their best

2. Wider Achievement

Personal achievement provides young people with a sense of satisfaction and helps to build motivation, resilience and confidence. Curriculum for Excellence Experiences & Outcomes include opportunities for a range of achievements in the classroom and beyond. All establishments need to plan to offer opportunities for achievement and to provide the support and encouragement which will enable young people to step forward to undertake activities which they find challenging. This is one of the key areas where schools need to work closely with voluntary youth organisations to help young people access information and opportunities and make their voices heard.

(Building The Curriculum 3 – a framework for Learning and Teaching, 2008)

Wider Achievement at Tynecastle High School

Our extended lunch break (by 30 minutes every Wednesday) allows staff to offer a wide range of extra-curricular activities to students. This provides opportunities for students to enter competitions, to participate in inter-school activities, and generally to use and develop their skills in school.

There is also a comprehensive range of extra-curricular activities offered through the Active Schools Programme. Tracking of student wider achievement is done in S1 through the Junior Award Scheme Scotland (JASS) and also in PSE with S1, S2 and S3 groups as part of preparation of the S3 profile. Celebration of Wider Achievement takes place in assemblies and through other celebration events planned throughout the year.

3. Subject Areas

S1-S3 curriculum

S1-3 should provide a curriculum which

- enables learners to experience challenge and success in learning across a broad curriculum
- is underpinned by the 7 principles of curriculum design
- allows the development of the four capacities
- provides opportunities for interdisciplinary learning to develop an understanding of the connections within and across the learning experiences
- develops skills for learning, life and skills for work with a focus on stretching levels of literacy, numeracy and developing all aspects of health and wellbeing
- provides opportunities for celebrating learners' progress and achievements at the end of S3
- allows for preparation for transition to specialism in the upper school (S4 to S6)

(Building The Curriculum 3 – a framework for Learning and Teaching, 2008)

The S1-S3 curriculum structure should provide clarity as to how the Level 3 Experiences and Outcomes will be delivered in all curricular areas through discrete subject teaching and interdisciplinary learning, providing coherence for the learner.

(City of Edinburgh, Curriculum for Excellence, Position Paper 3, October 2009)

Students follow a common course during S1/2 comprising the 8 curricular areas. Other key features of our S1/2 curriculum:

- A degree of personalisation and choice delivered through subjects
- Two hours of PE per week for each student
- English and Maths allocations of four periods per week include 1 period of Literacy and Numeracy in S1/2

Our S3 curriculum is as follows:

- Choice of 8 subjects at the end of S2 covering all curricular areas
- A broad general education up to the end of 3rd / 4th level is achieved by keeping the 8

column choice structure within the 7 curricular areas, with one additional choice column

- Two hours of PE is offered as core for all students

4. Interdisciplinary Learning

- Junior Award Scheme Scotland in S1 at Gold level in S1
- S1 Product development (Information Literacy, Art)
- S1 Eating for health and fitness (PE, Science, Numeracy, Literacy, HE)
- An S2 timetabled Design course combining CDT and art focusing on creative use of innovative technology
- S2 Production, marketing and packaging (CDT, HE)
- S3 The John Muir Award

The Structure of the Curriculum

S4-6 curriculum (senior phase)

The purposes of the senior phase are to provide all learners with:

- an experience which builds on their learning in S1 to S3 with scope to develop their individual potential
- opportunities to study at as advanced levels as possible, to a high degree of rigour
- continued emphasis on Literacy, Numeracy, Health and Wellbeing, and the development of a wide range of skills for life and skills for work
- opportunities for a range of personal achievements, in or out of school
- opportunities to extend young people's own abilities and interests
- recognition of achievement, both attainment of qualifications and wider achievements
- a broad preparation for adult life, whether that next stage is further/higher education or employment training or volunteering, and for participation in wider society
- Opportunities for all learners to achieve the qualifications and experiences, skills and capacities necessary to move to their positive destination at the appropriate time

(Building The Curriculum 3 – a framework for Learning and Teaching, 2008)

The S4-6 curriculum at Tynecastle HS: The Senior Phase

- S4-6 are timetabled together to allow for pathway planning rather than cohort planning
- Two hours of core PE in S5 is available for all students other than those studying five Highers
- All S4 study 6 subjects
- An able S4 learner might follow a Higher pathway, if appropriate

- Progression through Experiences & Outcomes at level 4 in Literacy, Numeracy, HWB continues in S4, if not already achieved
- After S4, English and Maths are not compulsory
- The school is developing possible short course options in N3/4/5 pathways allowing access to more qualifications using the whole suite of accreditation available from SQA
- We continue to develop skills for life, skills for learning, skills for work and wider achievement opportunities
- As is the case nationally, we continue to address the requirement to provide interdisciplinary learning (IDL) opportunities in the Senior Phase (as well as during the Broad General Education)

Please see the Curriculum for Excellence section on our website for further information – www.tynecastle.edin.sch.uk

Active Learning

Curriculum for Excellence emphasises the value of an active learning approach. In the early years, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children's thinking using real life and imaginary situations. As children progress through school they continue to be involved in active learning experiences which are engaging and give them ownership of their own learning.

Planning Children's and Young People's Learning AB/JR

Teachers in nursery, primary and secondary schools share their learning intentions with pupils, parents and carers. This takes place on a day-to-day basis, by agreeing the aims of an individual piece of work.

Longer-term planning also takes place in a variety of forms.

Learner Reviews for Students moving from S2, S3, S4 and S5

Early in the Spring Term students in these year groups are encouraged in PSE classes to begin thinking about possible course choices for the following school session. They are supported in this process by their Support for Pupils teachers and Year Heads, with input from their class teachers through tracking and monitoring, and at Parents' Consultations.

Information Evenings for Parents also take place, and relevant documentation (including course choice sheets) is sent home to encourage discussion between students and parents.

A one-to-one Learner Review interview then takes place for each student, with an emphasis on width and depth of the courses chosen, while also maximising academic potential. Additionally, for students moving into S3, in order to satisfy the requirements of the Broad General Education, there is also consideration given to covering all curricular areas, while also allowing for personalisation and choice.

Home Learning

We have a clearly defined policy on home learning, a copy of which is in our School Planners and in the Home Learning section of the website. This can be found here:

<http://tynecastlehighschool.org.uk/school-information/learning/home-learning/>

Pupils are regularly given homework to support their learning and to encourage them to become more organised and self-supporting in their learning. Homework tasks will be given where a teacher feels a particular child or group of children may benefit from it.

The homework will be organised according to the stage and ability of the child, it can arise from all curricular areas, and it may include written, oral or practical activities. The tasks set will be interesting, worthwhile and challenging for the child.

Parents are encouraged to help pupils with their homework as a means of keeping them up to date with the work of the class and the child's progress and to promote partnership between the school and parents. Homework provides an opportunity to consolidate what has been learned in class, and makes you aware of what your child is learning and provides you with a useful discussion starter. Homework is also an integral part of school work. Parental interest and co-operation in ensuring homework is undertaken is appreciated.

Please see the Information for Parents booklet on our website for further information

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.

We believe that any school which ignores the religious and spiritual dimensions of life cannot be said to be offering a complete education to its students. We are therefore committed to a high quality provision of religious education within Tynecastle, and we comply fully with Scottish Government requirements in this area.

At no time is there any attempt to indoctrinate, persuade or compel students to accept a particular belief; the aim is rather to allow them to make an informed choice, or, if they so desire, no choice at all. We adopt a 'personal search' approach to learning. This engages the students in thinking about what is good, wholesome and worthwhile in life. This engages students in the learning process and focuses on analysing morals and principles and on questioning / challenging beliefs about what constitutes a good and fulfilling life.

Religious Observance Programme

As is the case in all schools in Edinburgh, we have a Religious Observance Programme in our curriculum. The aims of religious observance are to promote the spiritual development of all members of the school community and to express and celebrate the shared values of the school community, providing experiences which will be meaningful to all. Our school community comprises students, staff and families from a variety of faith backgrounds and worldviews. This diversity will be valued and considered when planning our acts of religious observance. We would like to reassure you that our religious observance adopts an open and respectful approach and does not seek to compromise the beliefs of any students or their families. There will be 3 religious observance events during the year, each lasting around 20 minutes. Our religious observance programme can be viewed on our website at www.tynecastle.edin.sch.uk

Extra-Curricular Activities

We offer a wide a range of sporting and cultural activities as possible.

Students are encouraged to take part in the wide range of clubs and activities, which are available after school or at lunch-time. In addition to in-school activities, classes also make regular educational visits and field studies. These visits are linked to the students' class work.

Lists of clubs operating this session during our extended Wednesday lunchtimes can be found on our website: www.tynecastle.edin.sch.uk

Active Schools

The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood. These opportunities are available before, during and after school, as well as in the wider community.

For further information contact the Active Schools Coordinator:

Pam Brown

Active Schools Co-ordinator

Tynecastle HS, Balgreen PS, Dalry PS, Craiglockhart PS and Stenhouse PS

Mobile: 07884 142774

Email: pamela.brown@ea.edin.sch.uk

A list of our Active Schools Programme for this session can be found on our website: www.tynecastle.edin.sch.uk

Assessment

As pupils progress through our school, teachers use a range of assessment strategies, including Assessment for Learning strategies as well as setting tests. Pupils are also involved in assessing their own progress and developing their next steps.

We recognise that all pupils do not develop and progress at the same rate and, therefore, we use both group and individual methods to ensure that all pupils 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.

The Student E-Portfolio and the S3 Profile

A profile is a snapshot of a student's best achievements at a given point in time. It is produced by the student with support from their teachers. Your child's profile will draw together a range of information about his / her learning. It is one of the ways in which his / her achievements can be recognised.

By completing his / her profile your child will increase his / her self-esteem, improve his / her motivation, and thereby improve his / her learning. This is integral to the overall Curriculum for Excellence aims of raising attainment, reducing the achievement gap and preparing for the future.

Throughout S1-3, your child will be creating and developing their own e-portfolio. You can access this at home at any time by using your child's log in.

What are the purposes of Profiling and the Profiles?

Profiling is the process that gets you to the end product. A profile is the end product.

The purposes of profiling are to:

- build learners' skills & capabilities to reflect on their learning.
- provide learners with a summary of their achievements to help them plan their learning & development.
- challenge, motivate and support all our students to achieve their best.

The purposes of profiles are to:

- provide learners with a reflective summary statement of achievement from S3 into the senior phase.
- publicly recognise progress in learning
- support & inform transition

The S3 Profile.

S3 marks the end of young people's broad general education phase and is a time when they are choosing their future learning paths for the senior phase. It is a unique point both to reflect on learning that has taken place to date and to plan for future learning and development. At the end of S3, your child will produce his / her S3 profile, drawing from all his / her progress and achievements captured in the e-portfolio.

The S3 profile will include:

- a learner's statement: your child will produce a statement outlining his or her best achievements in and out of school.
- as appropriate a record of qualifications and awards: this may include SQA qualifications and any other qualifications and awards.
- information on progress and achievement in literacy and numeracy and in health and wellbeing.
- information on progress and achievement across all curricular areas.

Section 6 - Parental Involvement in the School

Parent Councils

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.

Parents are welcomed 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.

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. Parents / carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are:

- To support the school in its work with students
- To represent the views of parents
- To promote contact between the school, parents and students
- 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 students (in some schools the PTA/PA fulfils this role).

Please contact the Chair of our Parent Council, Sue McKendrick, at TynecastlePC@mckendrick-family.uk

The Parent Council link on the school website can be found at <http://tynecastlehighschool.org.uk/school-information/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 the Parentzone website at www.parentzonescotland.gov.uk.

The Scottish Parent Teacher Council is the national organisation for PTAs and PAs in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents.

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.

Parental involvement is very important as we know it helps children do better in school. This section contains information about how parents can be involved in supporting learning at home as part of a home – school partnership. 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 our Parent Teacher Association/Parent Association and Parent Council, how to contact them and how parents can get involved in the life and work of the school.

Parental Engagement

We welcome parental involvement as research has shown that when parents are involved children do better in school.

We welcome parental contact at any time. The first point of contact for parents is the Support for Pupils Leader. However, a member of the senior team will always be available to respond to an urgent request for support or information. Our office keeps a careful note of all calls and we will usually be able to respond within 24 hours and set up a meeting as soon as possible with the appropriate person, should this be required.

We issue interim reports and full reports for all year groups and there is a Parent Consultation evening as well. We also welcome informal contact at the many school events which take place throughout the year. Parents are encouraged to speak to a member of the senior team if they have a specific enquiry. We also run a number of transition events for S1 parents throughout the year and in the autumn hold an Open Day for prospective parents.

Once a term there is a very full School Newsletter which celebrates the life and work of the school. In addition to this, there are regular Head Teacher update letters. Increasingly, much of our support for parents can be accessed on materials and links on our school website. We believe strongly that warm personal communication is the best method, so telephone calls are used as well as letters. In times of emergency (as stated above under poor weather arrangements) or for a specific purpose we also make use of text messaging. It is therefore important that we have up-to-date numbers for parents. We also request that you provide us with an email contact as this can be very useful.

As a Microsoft School of Innovation we are also working on ways to use ICT to enhance communication. For example, we use Twitter extensively. Recently, our active Parent Council

has set up a parent Facebook page to promote events and share information. All S1-6 students for example have been issued with iPads and increasingly, these are being used to support parents with information on homework and learning.

We also have a very active Parent Council which organises a number of successful events, for example, our Summer Fair, and Burns Night celebrations. We also organise Parent forum events and have successfully consulted on a range of issues e.g. senior phase consultation

Student Council

Tynecastle's Student Council is made up of one representative from each Tutor Group in the school. Students interested in representing their Tutor Group on the Council canvass for election, and voting (in Tutor Groups) takes place before the summer holidays for new S2-6, and in early September for new S1.

Student Council meetings are led largely by House Captains (of Braemar, Dunvegan and Tantallon), with support currently from Ms Moyes and Mrs Bell. Many issues are discussed, but the Student Council is also very good at getting things done, for example:

- Student Council reps are regularly consulted on the work of School Improvement Groups (for example Learning and Teaching, Self-Evaluation, Senior Phase Curriculum), and make great suggestions
- Student Council reps designed and produced a 'What Makes a Good Teacher?' poster for display around the school
- Student Council reps bid for, devised, organised and ran a Creative Conversation attended by staff, local councillors, Sainsbury's staff and Parent Council members
- Student Council reps took part in the City of Edinburgh's Budget Planning process
- Student Council reps suggested appropriate House Points Challenge rewards (cinema trips for Junior and Senior students)

Following each Student Council meeting, and the agreement of Minutes (recorded by a House Captain), two House Captains attend Senior Team Meeting in order to provide an update of the work of the Student Council. Reps then share Minutes with their Tutor Groups, and the cycle begins again with requests for items for the next meeting.

Currently, Student Council are working towards establishing their own section on the school website... Watch that space!

Section 6 – 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.

Student achievements include:

- All S1 students gained Junior Award Scheme Scotland gold award. All students in S1 will participate in JASS this year
- All S1-S3 participated in our Health and Wellbeing week in May built around fitness and wellbeing
- A group of S1 Gaelic students travelled to the Isle of Skye to perform their play about the Clearances. This was performed in Gaelic.
- The S1-6 Dance club took part in the Dance Quest project led by dancers from the Scottish Ballet
- An S1 student won the British Council essay competition on 'Why Learning Chinese is important'
- A group of our S2 students participated in the 'Build a Business in a Day' workshop run by Napier University
- A group of our S2 students took part in the Go4SET (Science, Engineering and Technology) Ambassadors Project winning Silver Crest awards
- A group of S2 and S3 students participated in the Edinburgh Schools Tri-ump Triathlon event and one of our S3 students won the event
- An S2 student won the Scottish Poetry Library Twitter Competition winning a paper sculpture 'Lyre Bird' for the school library
- A group of S2 students took part in the Maths Masterclass at Fettes College
- A group of S3/4 students attended a conference on "Maths In The Pipeline" for students considering careers in civil and chemical engineering
- Our Advanced Higher Art portfolios have been featured at the annual SQA exhibition this year as the work of the students was deemed outstanding
- Senior students worked with engineers from Selex Galileo to research and model a radar transport system as part of the Engineering Education Scheme run by Strathclyde University.
- An S6 student competed in the Scottish Schools Indoor Track & Field Championships Finals

- A group of Advanced Higher English S6 students took part in '4 Life', a writing workshop with input from professional writers
- Our school was runner-up in the 'Big Pedal' cycling event for Scottish Schools.
- 2 teams took part in the Opito Petrochallenge with one team finishing second overall

Student leadership opportunities provided by departments and partnerships include:

- Our highly successful annual Christmas Pantomime provided opportunities for student leadership both on the stage and behind the scenes
- All S5-6 students are involved in supporting local charities through the Young Philanthropists Initiative
- A highly successful partnership with The Green Team, who are now based at our school, leading to many outdoor learning opportunities for our students, including The John Muir Award and Forest Schools.
- A number of Duke of Edinburgh awards
- S6 Leadership Conference (Napier)
- RBS initiative (Money Sense – Maths)
- S5 visit to Auschwitz
- All our S2 students took part in a Spanish cultural afternoon
- S6 Community class link with Redhall Special School
- Participation in the Multi-lingual debate at Heriot Watt University

Other Achievements:

Tynecastle achieved in many other ways in 2013/14. Below are listed a few events, which give a flavour of the year.

- Winner of City of Edinburgh Council Achievement Award in the Getting It Right category for our work on emotional and mental wellbeing
- A significant expansion of after school activities through the Active Schools Programme and our Wednesday lunchtime clubs
- A wide range of Parent Council and charity events including our annual Burns Supper in January and our Summer Fair in June 2014
- An outstanding range of sporting achievements recognised at our Celebration of Sporting Achievement evening
- Effective school – college links further enhanced involving S3, S4 and S5 students
- Our highly successful Open Evening in September 2014 involving students and staff

Attainment Summary for Session 2013-14

Standards of attainment over time

Attainment levels in Numeracy and Literacy are strong in S4-6, with 98% of S4 students gaining an award. This compares very favourably with our virtual comparators (77%). Trends over time in many indicators continue to improve in many areas, in particular the percentage of students

gaining an award at level 4. Almost all students gained a new National Award, or equivalent in S4 last session, and we look forward to building on this. The performance of Looked After Students attending school or on our roll in S4 was also strong. More students also gained three Higher passes last session. Those sitting Advanced Highers also performed well. Our Positive Destinations were also sustained at a high level. We are confident our new curricular structures will ensure increased passes at Level 5 by the time a student leaves school, and will be tracking and monitoring students at this level very closely in Pupil Support, and through our mentoring programme. In line with our high expectations, we will be presenting students at National 5 wherever possible. We will continue to support the high numbers of EAL students (15% in S4 last session) to ensure the highest attainment levels. We also aim to target some S6 students and parents to ensure aspirations are high. In all Faculties, we will continue to support and challenge, in order to ensure greater consistency across subjects and the best possible outcomes for all students.

Overall quality of learners' achievement

Students benefit from a range of vocational initiatives: JET, Work Experience, Career Academies, SkillForce, John Muir, SLA and CSLA. Wider achievement, both in and out with school, is promoted as essential in developing a wide range of skills for work and life. These opportunities are available to all and an extensive range of after school clubs and Wednesday lunchtime activities are offered e.g. Art Club, Eco Group, Film Club, Computer Games Competitions, Dance, and Badminton etc. Many of these activities are led by senior students. Opportunities to travel last session have included trips to France, Bolivia (World Challenge), Florida (Science) and an S1 Football team Trip to Sunderland. The Drama department involved over 100 students in a Pantomime production which was sold out to parents on three evenings. Throughout the year we celebrate student successes in wider achievement at assemblies and have two formal award ceremonies annually. This session S1-S3 students recorded these successes in their newly developed E-portfolios. Senior students also lead our charities initiatives and all in S5 are involved in The Young Philanthropist project. S1 students all experience a similar programme and last year gained a gold JASS award.

Impact of the school improvement plan

The development of an ethos of achievement and the provision of so many opportunities for wider achievement is having a positive impact on school culture. These opportunities and successes have further increased parental and business engagement in the school. Evidence of the impact can be seen from increased attendance at parent consultations and school events. Increased student leadership is evidenced by Student Council representatives leading House Assemblies, Career Academy students undertaking numerous public speaking events, and senior students running after school and Wednesday lunchtime clubs. Reduced referrals, exclusions and improved attendance figures last session show evidence of impact. Student feedback through questionnaires is also positive and indicates strongly that school makes a difference to their lives. Literacy and Numeracy improvement is further evidence of the impact of our school plan. Differences in attainment across subjects are also decreasing.

What are we going to do next?

- Further develop partnership working to improve our Positive Destinations
- Continue to challenge and support faculties to ensure the highest possible outcomes for young people
- Sustain our improving Literacy and Numeracy figures

- Improve our monitoring of the Broad General Education (S1-3)
- Develop a system (in line with CEC approaches being devised) for tracking wider achievement
- Continue to focus on improving outcomes for lowest 20%, Looked After Children and Young Carers
- Further improve our attendance strategies by building on progress from last session
- Develop our expertise in using the new Insight tool to review attainment
- Further develop our provision of wider achievement opportunities across the school

School Improvement Plan

Add in a link to S & Q on website and the Parent Summary – Jenni to add

Transferring Educational Data about Pupils

The Scottish Government – Education and Training has asked that the undernoted advice be included in our school brochures.

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 (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This 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 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.

Concerns

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.

Useful Websites

www.tynecastle.edin.sch.uk - our school website

www.edinburgh.gov.uk - contains information for parents and information on Edinburgh schools

www.hmie.gov.uk - parents can access school and local authority inspection reports and find out more about the work of Education Scotland

<http://www.educationscotland.org.uk/> - provides information and advice for parents as well as support and resources for education in Scotland

<http://www.parentzonescotland.gov.uk> - 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

<http://www.scottishschoolsonline.gov.uk> - 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

<http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying

<http://www.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

<http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.

Glossary

CFE	Curriculum for Excellence
ASN	Additional Support Needs
EMA	Education Maintenance Allowance
ASL	Additional Support for Learning
SQA	Scottish Qualifications Authority
FOI	Freedom of Information
HT/CL	Head Teacher/Curriculum Leader
CLD	Community Learning and Development
GIRFEC	Getting it Right for Every Child

The information in this school handbook is considered to be correct at the time of publication (16/12/2014).