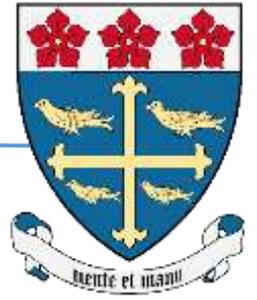


Queensferry High School

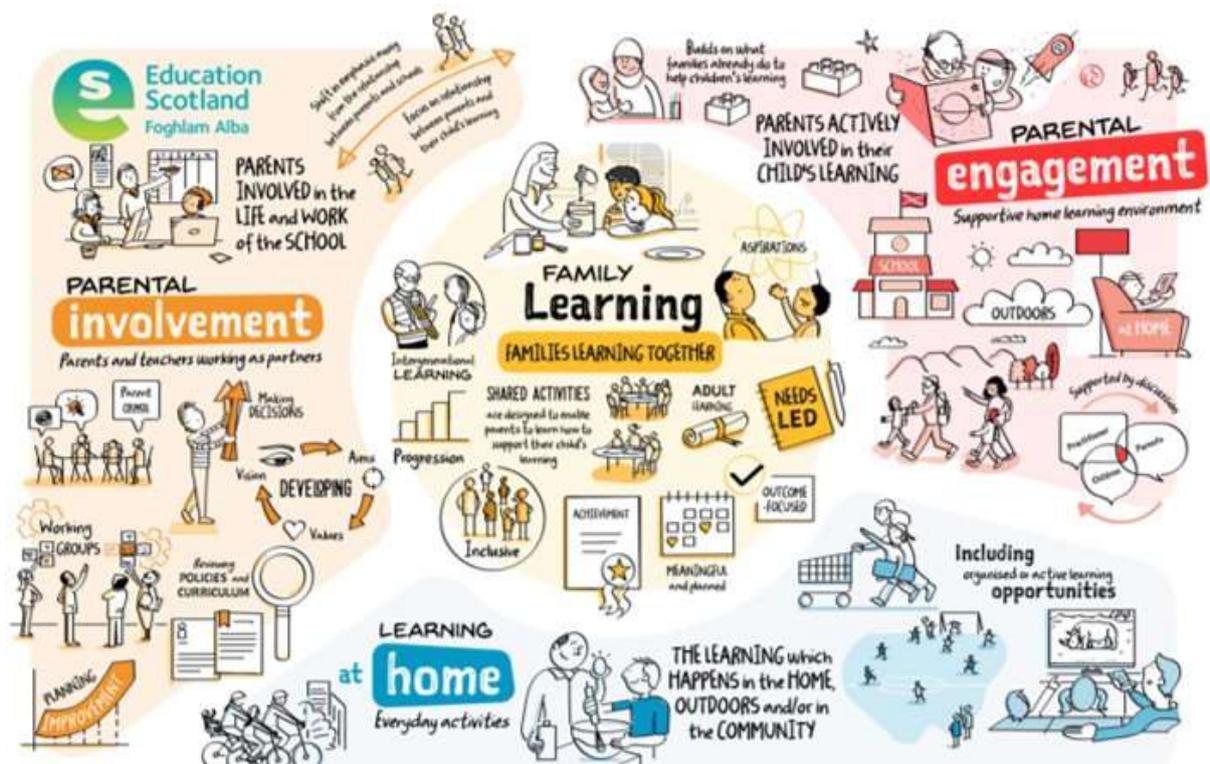
Home - School Partnership



Overview - Home ↔ School Partnership

Education Scotland's policy on [Parental Engagement and family learning](#) outlines the roles and responsibilities of schools in building partnerships between home and school which have a positive and sustained impact on young people's learning and wellbeing.

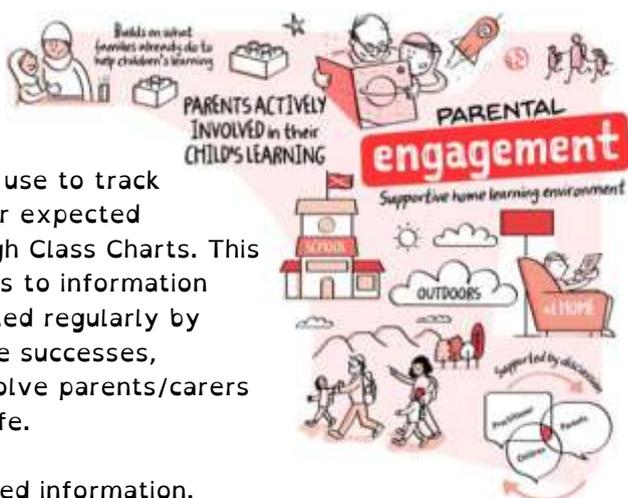
The [thematic inspection of family learning \(2021\)](#) provides a framework to align schools on home school partnership working. We will use this to outline our work in each of these areas.



Education Scotland, 2021

Parental Engagement

→ Actively involving parents and carers as partners in their young person's learning



Individuals

Reporting – Development - The system we use to track personal development, using our expected behaviours and values, is through Class Charts. This system allows continuous access to information about your young person. Updated regularly by staff, this allows us to celebrate successes, intervene when needed and involve parents/carers in these key factors in school life.

See Appendix A for more detailed information.

- Learning – Our reporting system involves three tracking reports per session for each year group. Each report gives basic information which includes; Level of Work, Progress in Learning, Attendance and Engagement (Class Charts snapshot). For each year group, specific information is used to help monitor progress.

See Appendix B for more detailed information.

- Parents evenings – Our parent's evenings, hosted in school, allow the opportunity for in person interaction between parent/carers and teaching staff. Every effort is made to ensure access to as wide a range of staff as possible. In the lead up to each event, further information is shared regarding booking of and access to appointments. Updated format for equitable access

Group

Curriculum insight – Open evening

Annually, we host a P7/S1 open evening to allow new and prospective parents the opportunity to see first-hand, the excellent learning environment our young people work in while meeting curriculum staff to explore the experience of our young people's transition into secondary education.

- Resources – With the first tracking report for each year group, curriculum mapping and resources to support learning will be shared. These resources allow an understanding of the work of our young people as well as signposting to opportunities for families to engage and support young people in making progress in their learning.
- SQA
Annually, we host an event to outline key processes and procedures in SQA examinations while highlighting the support parent/carers can provide for young people approaching examinations

Whole School

Pathway Planning – Transitions – Course Choice

When approaching course choice, in school events will be hosted to clarify the curriculum model, highlight resources to support choice and allow parent/carers the opportunity to seek feedback from or ask questions of key staff.

- P7 to S1 – Throughout P7, we run an extensive transition programme with a number of events and key dates which support our young people in their preparation for joining QHS. This programme culminates in our 3 day visit in June before joining us full time in August each academic year. Information around our transition programme will be shared by your young persons' Primary School.

– Positive Destinations

At QHS, we host an annual information evening to outline the support available to young people planning to transition from school to positive destinations. Our information covers supports to access; Volunteering opportunities, Employment, Apprenticeships, College and University.

Family Learning



→ Designed to enable parents and carers to their young person's learning and development

Learning Together – Creating opportunities for families to come together and engage in learning related to their young person's Literacy, Numeracy and Health and Wellbeing. Each of these will have a focus on the activities covered in lessons, the way in which skills are developed and guidance to support families to learn together.

Literacy – Mr Thomson (Curriculum Leader English)

Numeracy – Mr Taylor (Principal Teacher of Raising Attainment)

Health & Wellbeing – Ms Macfarlane (Pupil Support Leader)

Skills Development - Supporting parents/carers with the skills to help their young people access their learning, digital literacy and/or opportunities in their community eg Microsoft Applications, Empowered Learning (iPad 1 to 1 rollout)

Learning – Learning to Learn (S1-3) – Ms Mackie (Class Charts Champion)

This session allow the opportunity to build understanding of our approaches to Teaching & Learning alongside providing support to empower you to support your young person's learning.

– Supporting Study (S4-6) – Ms Laing (Learning & Teaching Lead)

This session will allow the opportunity to build confidence in supporting our young people to prepare for assessments. We will demonstrate a variety of methods alongside some guidelines for optimising study at home.

Digital literacy and Empowered Learning - Mr Lewis (Depute Head Teacher)

In advance of our rollout of 1:1 devices for our young people, this session provides an opportunity to understand the opportunities these devices deliver, responsibilities for young people and the technical support to help young people use each device to its potential.

Professional supports – Hosting events with partner professionals to share advice and offer support with any areas of concern for wellbeing or learning. These events will give an insight into the supports offered to young people as well as highlighting how families can support young people

School Nursing & Police Scotland – Lindsay Fearn & PC Young

This session will allow our School Nurse to give practical tips on supporting the health and wellbeing of our young people, including sexual health supports. Our School Link Officer will provide an insight into the support available to young people and families, while outlining the approach taken when interacting with young people in their community.

Mental Health – Ms Hannah (Pupil Support Leader)

This session allows an opportunity to explore our approach to supporting the mental health of our young people while building confidence among parents/carers to promote the mental health of their young people.

Wellbeing Support - Helping parents/carers feeling confident about the ability to meet the demands of parenting young people through adolescence

Raising teens with confidence – Isla Kay (Lifelong Learning Development)

This opportunity allows an insight into key pillars of the raising teens with confidence programme, supporting parents/carers to build understanding and confidence with parenting in difficult moments.

Learning at Home

→ Supporting parents/carers with access to information and opportunity which support everyday activities



Signposting – Throughout the year, we will share opportunities & information which supports activity at home. The main points of information sharing are:

School website – queensferryhigh.co.uk

Apple – [Download here](#)

Android – [Download here](#)

The following online spaces are great sources of information on supporting young people with a wide range of topics:

Parentzone Scotland - [Parentzone Scotland | Parent Zone \(education.gov.scot\)](#)

National e-Learning Offer - [National e-Learning Offer | Education Scotland](#)

Developing the Young Workforce - [Home \(dyw.scot\)](#)

Skills Development Scotland - [Scotland's national skills agency | Skills Development Scotland](#)

Scottish Qualifications Authority - [Scottish Qualifications Authority - SQA](#)

Outdoor Learning – We aim to support parents/carers in developing confidence in families to access their local area. We will demonstrate, through participation in activity, how we lead young people in these experiences and build confidence in parents/carers to replicate these skills.

Lead group walks – Ms Brown (Outdoor Learning Lead) & Team – 26/08/22

Bike maintenance workshop – Mr Swann (Outdoor Learning Lead) – 03/03/23

Community – Our local community has a range of groups and organisations who can support in providing structured activities for families to learn together. These opportunities will be shared as they arise – please see the information below to allow you to make contact if you have questions or suggestions:

- Queensferry District Community Council – queensferrycommunitycouncil.co.uk
- Youth Work – [Youth work projects map – The City of Edinburgh Council](#)
- Active Schools – [Active Schools \(joininedinburgh.org\)](http://joininedinburgh.org)
- Edinburgh Leisure – [Edinburgh Leisure](#)

Parental Engagement – At a glance

Term 1 – August to December

Parental Involvement			Parental Engagement			Family Learning		
Session	Date(s)	Host	Session	Date(s)	Host	Session	Date(s)	Host
Head Teacher Drop-In	18/08/22	Craig Downie	Reporting – S1-3 Tracking 1 S4-6 Tracking 1 S4-6 Tracking 2	16/09/22 07/10/22 16/12/22	Senior Leadership	Learning Together – Numeracy	TBC	Ross Taylor
PSA	06/09/22	PSA Chair	Parent/Carer Evening – S2 Evening S1 Evening S3 Evening	06/10/22 01/11/22 07/12/22	Senior Leadership	Skills Development – Empowered Learning / Microsoft Apps	TBC	Ben Lewis
Parent Council AGM	07/09/22	Parent Council Chair	Senior Awards Ceremony	15/09/23	Senior Leadership Team	Professional Supports – Police Scotland / School Nursing	TBC	PC Gill Young Lindsay Fearn
			Pathway Planning – Positive Destinations	20/09/22	Kevin Thomas Susan Lamb	Outdoor Learning – Accessing local area (walking)	07/10/22	Mhara Brown
			P7 / S1 Open Evening	12/10/22	Michelle Gordon			

Parental Engagement – At a glance

Term 2 – January to March

Parental Involvement			Parental Engagement			Family Learning		
Session	Date(s)	Host	Session	Date(s)	Host	Session	Date(s)	Host
Head Teacher Drop-In	06/01/23	Craig Downie	Reporting – S1-3 Tracking 2 S4-6 Tracking 3 S4-6 SQA Estimates	20/01/23 10/03/23 21/04/23	Senior Leadership	Learning together – Literacy	TBC	Andrew Thomson
			Parent/Carer Evening – S4 Evening S5/6 Evening	12/01/23 06/02/23	Senior Leadership	Skills Development – Study (S4-6)	05/01/23	Joanna Laing
			Pathway Planning – Course Choice S2/3 Info. Evening S4/5 Info. Evening	18/01/23 08/02/23	Kevin Thomas	Professional Supports – Mental Health	TBC	Jocelyn Hannah School Counsellor
			SQA- Supporting young people with examinations	21/03/23	Natalie Honeyford	Outdoor Learning – Bike Maintenance	03/03/23 (24/03/23)	Rory Swann

Parental Engagement – At a glance

Term 3 – April to June

Parental Involvement			Parental Engagement			Family Learning		
Session	Date(s)	Host	Session	Date(s)	Host	Session	Date(s)	Host
Head Teacher Drop-In	20/04/23	Craig Downie	Reporting – S1-3 Tracking 3	11/05/23	Senior Leadership Team	Learning together – Health & Wellbeing	TBC	Jenna MacFarlane
Business Breakfast	09/06/23	Kevin Thomas	S1-3 Awards Ceremony	15/06/23	Senior Leadership Team	Skills Development – Learning to Learn (S1-3)	TBC	Caitlin Mackie
						Wellbeing Support – Raising teens with confidence	TBC	Isla Kay

Appendix A – Class Charts

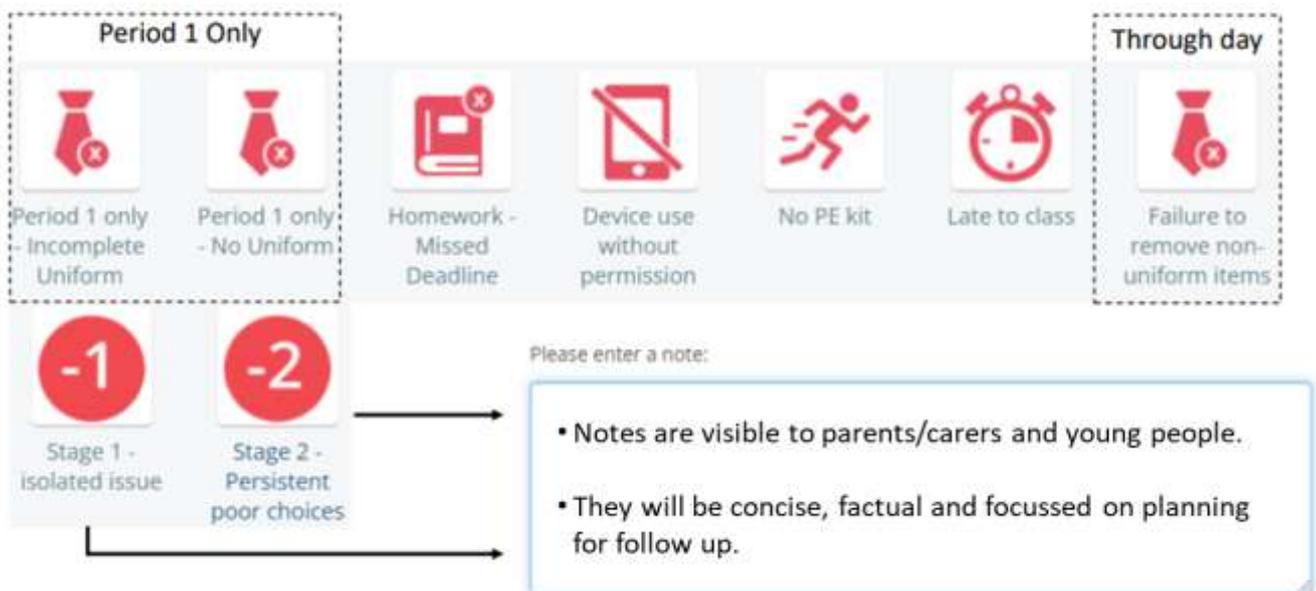
Class Charts is a system which allows us to recognize and celebrate the interactions of our young people in school, highlighting where they excel in relation to our expected behaviours and school values. The system also allows us, with transparency, track and monitor interventions where young people need support in meeting those same expectations. The measures we currently use, mapped against our Promoting Positive Behaviour policy are outlined below:



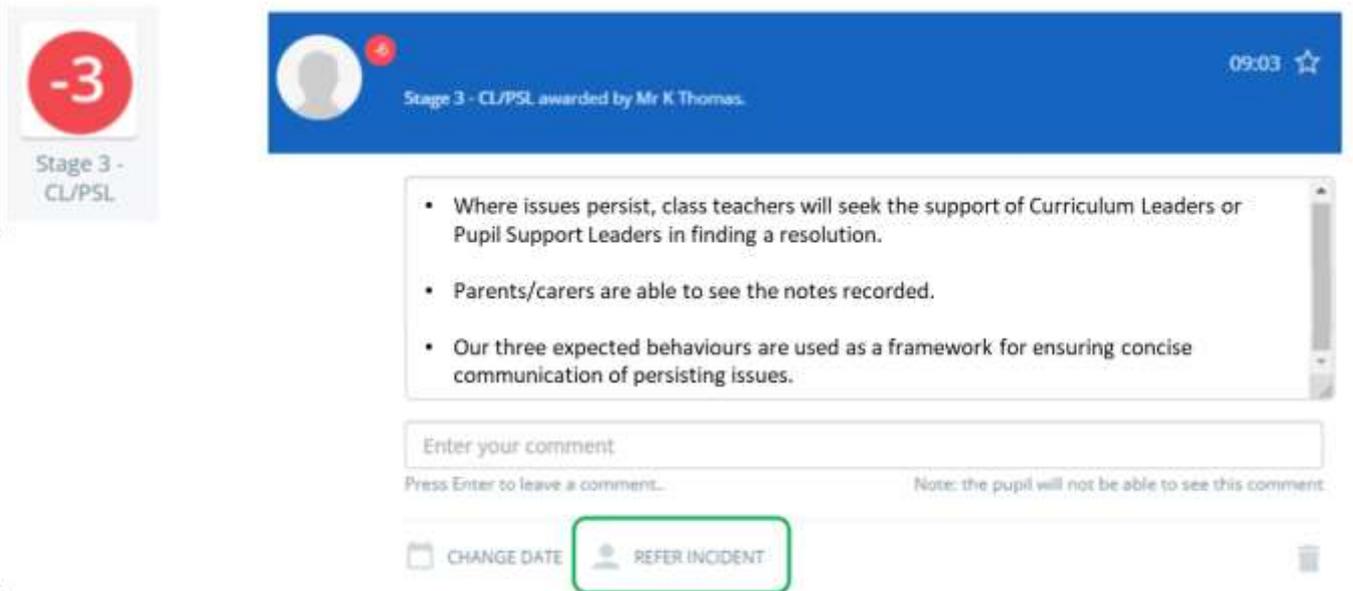
Stage 1 → Recognising Positive Choices / Achievements



Stage 2 → Consistent classroom interventions

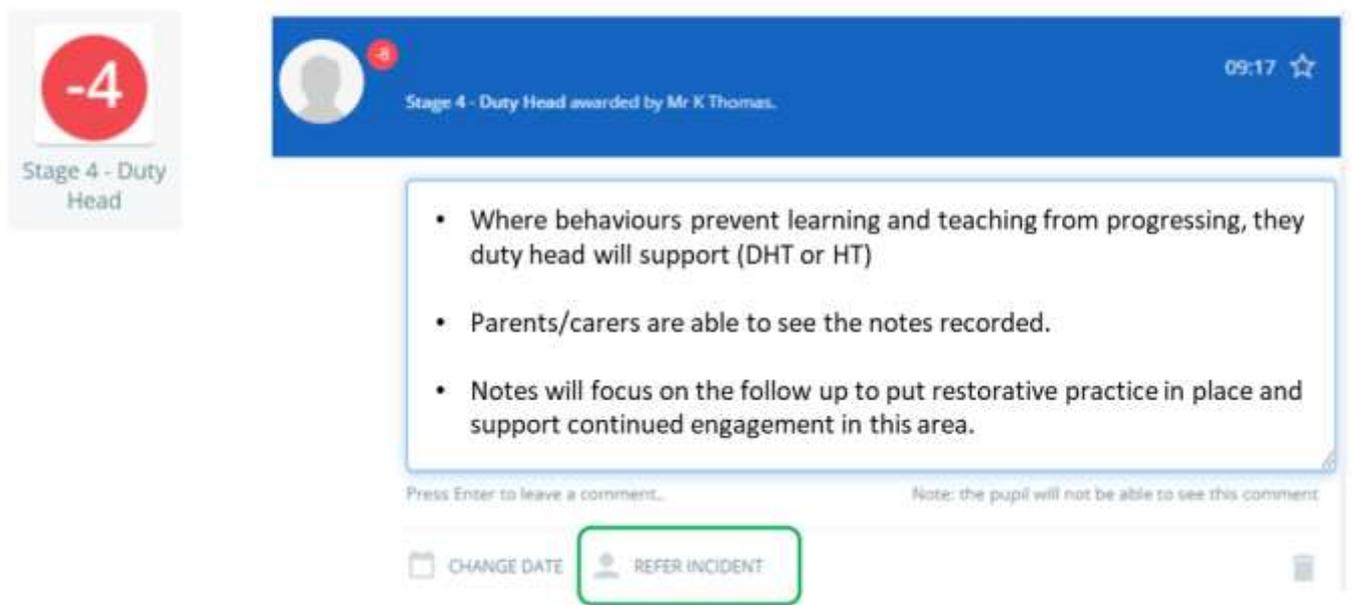


Stage 3 → Curriculum Leader (CL) Intervention



The screenshot shows a digital interface for a Stage 3 intervention. On the left, a red circle with the number '-3' is labeled 'Stage 3 - CL/PSL'. The main header is blue and contains a profile icon, a red notification badge, the text 'Stage 3 - CL/PSL awarded by Mr K Thomas', and the time '09:03' with a star icon. Below the header is a scrollable list of bullet points: 'Where issues persist, class teachers will seek the support of Curriculum Leaders or Pupil Support Leaders in finding a resolution.', 'Parents/carers are able to see the notes recorded.', and 'Our three expected behaviours are used as a framework for ensuring concise communication of persisting issues.' A text input field 'Enter your comment' is present, with a note below it stating 'Note: the pupil will not be able to see this comment'. At the bottom, there are buttons for 'CHANGE DATE' and 'REFER INCIDENT', with the latter highlighted by a green box.

Stage 4 → Duty Head Intervention



The screenshot shows a digital interface for a Stage 4 intervention. On the left, a red circle with the number '-4' is labeled 'Stage 4 - Duty Head'. The main header is blue and contains a profile icon, a red notification badge, the text 'Stage 4 - Duty Head awarded by Mr K Thomas', and the time '09:17' with a star icon. Below the header is a scrollable list of bullet points: 'Where behaviours prevent learning and teaching from progressing, they duty head will support (DHT or HT)', 'Parents/carers are able to see the notes recorded.', and 'Notes will focus on the follow up to put restorative practice in place and support continued engagement in this area.' A text input field 'Enter your comment' is present, with a note below it stating 'Note: the pupil will not be able to see this comment'. At the bottom, there are buttons for 'CHANGE DATE' and 'REFER INCIDENT', with the latter highlighted by a green box.

Access → To log into the system to track the progress of your young people, please follow the links below:

Online – [Class Charts](#)

App for Parents/Carers – [Apple](#) / [Android](#)

App for Pupils – [Apple](#) / [Android](#)

Appendix B – Curricular Reports

This appendix will detail the contents of each section of our curricular reports. Information will be separated into two sections – S1-3 Reporting and S4-6 Reporting detailing common features and any year group specific information.

S1-3 à Common Features

Broad General Education Level – Updated in each report for each subject to allow tracking of progress – young people in S1-3 would normally be working at 2nd, 3rd or 4th level. Achievement of a level can take up to 2 years in some curricular areas given the breadth of experiences to cover. Coupled with progress in learning, this will give an accurate picture of progress

Progress in learning – Updated in each report to identify positive progress or specific areas for concern from;

- ✓ **Skills Concern** – They will receive targeted intervention to support progress moving forward.
- ✓ **Attendance Concern** – Absence from lessons in proving a barrier due to gaps in learning.
- ✓ **Engagement Concern** – Disengagement in learning in this area is proving to be a barrier to progress.

Skills Academy – Each year, S1-3, has a theme for skills development. Withing each theme, we focus on developing 4 specific skills (from Skills 4.0 a). Throughout the year, these will be developed and updated – some skills may not be reported on until the 3rd tracking report.

Attendance – Updated in each report. Please note attendance starts at 100% on the first day of each academic year in August. Absences will bring the percentage down. Should you believe this measure to be anomalous, please contact your young person’s Pupil Support Leader.

Class Charts Update – A snapshot of the percentage of interactions which are positive. This is cumulative and will update with each report. For live data, please log into Class Charts.

Year Group Specific

S2 & S3

Projected Pathway – This gives an evidence-based indication of the starting point for study of National Qualifications. This measure is evidence based and may change as BGE Level and Progress in Learning develop. This is designed to support subject specialisation for a young person’s S3 Curriculum. This projection has a higher predictive value during S3 where subject specialisation allows for increased depth in their curriculum.

S3

Positive Destinations – We begin to capture our young people’s aspirations for life beyond school through their intended point of exit (after S4/S5/S6), their intended next step (volunteering, work, apprenticeship, college or university) and their career planning. This information is included to ensure transparency and start discussion around targeted support for those in need. Should discussion be needed around support in reaching a positive destination, please contact your young person’s Pupil Support Leader.

S4/5/6 → Common Features

Level of study – Indicates the level of qualification against the SCQF framework. Each level can have a variety of outcomes – for more information follow this link.

Working Grade – Evidence based. In initial tracking this will largely be at a pass level (7(D) or 6/5(C)) and will adapt accordingly as progress is made through the course and more evidence is generated. Updated in each report to allow tracking of progress relative to target grade.

Next Target Grade – This is measure which is set by our young people in discussion with their class teachers. It signals their next target for each reporting period, promoting their progress and achievement by setting achievable progression goals, building towards end of year attainment.

Progress in learning – Updated in each report to identify positive progress or specific areas for concern from;

- ✓ **Skills Concern** – They will receive targeted intervention to support progress moving forward.
- ✓ **Attendance Concern** – Absence from lessons in proving a barrier due to gaps in learning.
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