

# Queensferry High School

WORK HARD • BE KIND



## School Handbook

2025-26

 Together Everyone Achieves More

A Foreword from the Executive Director of Education, and Children's Services  
Session 2024-2025

---

Dear Parents/Carers,

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

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

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

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

I am pleased to introduce this brochure for session 2024-25 and hope that it will provide you with the information you need concerning your child's school.

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

Amanda Hatton

Executive Director of Children, Education & Justice Services

Education, and Children's Services Vision

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

We believe that children and young people do best when:

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

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

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



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

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

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

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

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

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

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



**Lorna French**

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

### **Welcome from the Head Teacher**

Dear Parents and Carers,

Welcome to the Queensferry High School Handbook for session 2025/26 - we are delighted to share information about our school with you.

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

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

- |                  |  |
|------------------|--|
| 1. Section One   | Practical Information about the School |
| 2. Section Two   | Parental Involvement in the School     |
| 3. Section Three | School Curriculum                      |
| 4. Section Four  | Support for Pupils                     |
| 5. Section Five  | School Improvement                     |

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 the school.

Kind regards,



Craig Downie

Headteacher

# Section One – Practical Information about the School

## **Communicating with the School**

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.

<b><u>Contact Details</u></b>	
Head Teacher	Craig.Downie@queensferry.edin.sch.uk
Depute Head Teacher/s	Kevin.Thomas@queensferry.edin.sch.uk Ben.Lewis@queensferry.edin.sch.uk Alison.Chisholm@queensferry.edin.sch.uk Kenny.Manson@queensferry.edin.sch.uk
Inclusion Collaborative	Chloe.swinney@queensferry.edin.sch.uk – <b>S1</b> Michael.clark@queensferry.edin.sch.uk – <b>S2</b> Helen.Bradley-Laing@queensferry.edin.sch.uk – <b>S3</b> Jocelyn.Hannah@queensferry.edin.sch.uk – <b>S4</b> Jamie.Scobie@queensferry.edin.sch.uk – <b>S5</b> Susan.Lamb@queensferry.edin.sch.uk – <b>S6</b> Roslin.Pettigrew@queensferry.edin.sch.uk – <b>Support for Learning</b> Marietta.Zaloni@queensferry.edin.sch.uk – <b>ESP Lead</b> Catriona.Reynolds@queensferry.edin.sch.uk – <b>ESP Lead</b>
Curriculum Leaders	<u>Beverley.Jessiman@queensferry.edin.sch.uk</u> – Science <u>Rachel.Shankland@queensferry.edin.sch.uk</u> – Maths <u>Andrew.Thomson@queensferry.edin.sch.uk</u> – English <u>Angeline.Ross@queensferry.edin.sch.uk</u> – Languages <u>Joe.Moore@queensferry.edin.sch.uk</u> – Social Subjects <u>Scott.Harris@queensferry.edin.sch.uk</u> – Technologies <u>Douglas.Anderson@queensferry.edin.sch.uk</u> – Expressive Arts <u>Karen.Dickson@queensferry.edin.sch.uk</u> – Health & Wellbeing
Business Manager	Natalie.Gardiner@queensferry.edin.sch.uk
Administrator	Gillian.Denholm@queensferry.edin.sch.uk
Address	80 Station Road, South Queensferry EDINBURGH EH30 9JX
Telephone Number	0131 319 3200
Website	<a href="https://queensferryhs.co.uk/">https://queensferryhs.co.uk/</a>
E-mail Address	admin@queensferry.edin.sch.uk
<b><u>About the School</u></b>	
Stages of Education provided for	S1-S6
Present Roll	1288

Denominational status of the school	Non-Denominational	
Organisation of the School Day		
	Mondays – Thursdays	Fridays
Start Time	08:30	08:30
Morning Break	10:10	10:10
Lunch Time	12:55	12:55
Finish Time	15:15	

### **Term dates**

Term dates for the coming years can be found at:

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

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

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

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

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

\* Five In-Service days for all schools.

## **Registration and Enrolment for P1 and S1.**

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

Registration for Primary One and 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.

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

## **Attendance and absence**

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

Absence from school is recorded as

- authorised, that is approved by the Education, and Children's Services department, or as
- unauthorised, that is unexplained by the parent (truancy).

Please let the school know by letter if it is a planned absence (e.g. hospital appointment) or phone by 9 a.m. on the day of your child's unplanned absence (e.g. sickness bug).

**You should update the school on each day of your child's absence.**

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

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

Please discuss your plans with your child's Headteacher before booking the holiday. If they cannot give permission before the holiday, it will be recorded as unauthorised

absence. They can authorise a holiday if you can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the Headteacher on this basis is regarded as authorised absence.

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

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

### **School Uniform**



### **Uniform Policy - Session 2025/26**

There are a number of reasons for having a clearly defined uniform policy:

- In a large school, for safety reasons, it is essential that all pupils are instantly recognisable as QHS pupils
- We regard school as a 'place of work' for our young people school and wearing school uniform creates the right climate and mindset required for learning
- Wearing school uniform instils pride, a sense of belonging, a sense of purpose in class and projects a positive image to the local community and visitors to the school
- Items of school uniform are significantly cheaper than branded items of clothing

- School uniform removes the stigma attached to not wearing more expensive branded items and reduces peer-pressure.

I would like to thank you for your cooperation and support with this policy.

It is our firm belief that pupils who look smart and dress with high standards will think smart and have higher expectations. This is only achievable with parental support and so we thank you in advance for supporting our shared values.

<b>Queensferry High School Uniform/ Dress Code</b>		
<b>Allowed</b>	<b>Not Allowed</b>	<b>Please Note</b>
School blazer (Expected in S5 & S6) White (or Black) shirt (with collar and buttons to the neck) QHS High School tie Black (Or Ferryfling) skirt/trousers/ Plain Black Jeans (now allowed following pupil consultation) Leggings only to be worn with a skirt (after pupil consultation) Dark footwear (plain black trainers are allowed following pupil consultation) QHS PE kit School bag Pupils may wear a plain black jumper or cardigan (no branding/ logo) over the shirt, but the tie must be clearly visible.	Tracksuit bottoms All hooded tops and labelled jumpers etc. should be removed in the school building White or coloured trainers Baseball caps and other hats should be taken off in the school building	All items of outdoor clothing (including hoodies, scarves, baseball caps and jackets) should be removed in School School Tie and full Uniform should be visible at all times when in the building

## School Meals

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

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

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

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

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

*An exemplar Menu at QHS can be seen below:*

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
BREAK	Breakfast Wrap (V)	Chicken Lorne roll	Bacon Roll	Chicken Lorne Roll	Bacon Roll
CHOICES	Chicken Sausage Roll	Cheese Bagel	Chicken Sausage Roll	Cheese Bagel	Chicken Sausage Roll
	Potato scone	Hash Browns	Potato scone	Hash Browns	Breakfast Muffin (v)
	Hash Browns	Potato Scone	Hash Brown	Potato scone	Hash Browns
	Croissant	Cinnamon Bun	Flapjack	Pain au Choc	Potato scone
	Pancakes	Pancakes	Pancakes	Pancakes	Cinnamon Bun
	Sugar Doughnut	Shortbread Biscuit	Oreo Biscuit	Gingerbread	Chocolate Muffin
	Chocolate Muffin	Chocolate Cookie	Lemon Muffin	Banoffee Muffin	Custard Cream
	Fruit Pot	Fruit Pot	Fruit Pot	Fruit Pot	Jam Doughnuts
HOT LUNCHESES	Macaroni Cheese (V)	Sw & S Chicken & Noodles	Chicken Tikka & Rice	Fish & Chips	Cheese Toastie
	Chicken Wings & Wedges	Pizza (v)	Cheese Panini (v)	Meatball Sub (V Opt)	
	Baked Potato (V)	Baked Potato (V)	Baked Potato (V)	Baked Potato (V)	Baked Potato
	Salad Bowl	Salad Bowl	Salad Bowl	Salad Bowl	Salad Bowl
SOUP	Cream of Tomato	Chicken Noodle	Lentil	Leek & Potato	Leek & Potato
HOT SNACK	Hotdog Roll	Chicken Nuggets	Hotdog Roll	Ciabatta Pizza	Pizza Slice (v)
COLD	BBQ Chicken Goujon Wrap	Sw Ch Falafel Wrap	Pakora Wrap	Tomato Pasta	Tomato Pasta
LUNCH	Pesto Pasta	Tuna & Cucumber Roll	Coronation Chicken Sub	BBQ Chicken Wrap	Chicken Salad Sub
CHOICES	Cheese Baguette	Chicken Caesar Pasta	Egg Mayo Baguette	Cheese Baguette	Cheese Roll

## School Grants

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

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

- free school meals for your children in P6, P7 and in secondary school
- payment for lunches during school holidays
- free milk
- a school clothing grant payment of £120 for each primary child and £150 for each secondary child, paid once a year into your bank account

You must receive one of the following benefits:

- Universal Credit (where your monthly earned income is not more than £850)
- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, but not Working Tax Credit, and your income is less than £18,725
- Both Child Tax Credit and Working Tax Credit and an income of up to £8,717

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

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

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

**Information on school grants and how to apply is available on the website:**

[www.edinburgh.gov.uk/schoolgrants](http://www.edinburgh.gov.uk/schoolgrants)

### Travel to and from School

We encourage our pupils to walk to school as the majority of our pupils live in the school catchment. Parents are requested, when dropping off/collecting children from school that they do not park in any location which causes an obstruction and they take care not to restrict the view of the school crossing patrol.

Please leave Disabled Parking free for our families who have a blue badge who require them to get their child to school on time.

### **Transport Secondary School Children (Excluding Placing Requests)**

School transport is provided for our young people travelling from Kirkliston. More information on how to apply for a space on travel can be sought from our school office.

### **General Supervision**

**Before school begins supervision is parental responsibility**, therefore pupils should not arrive at school until as near to the school start time as possible.

Our Pupil Support Officers facilitate a nurture space each morning – if your young person would like to access this please contact the Pupil Support Leader.

During intervals support staff supervise the children. There is always access to the building and toilets, and the children are made aware of this.

### **School Security**

The safety and security of pupils and staff when attending or working in a school is very important to us. Schools use a number of security measures including visitors' books, badges and escorts, while visitors are within the school building.

Everybody 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. We would respectfully ask that parents do not attempt to enter schools through another entrance, unless supervised by a member of staff.

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

### **Unexpected Closures**

In the event of an emergency, such as Covid, a power cut or severe weather, that prevents schools from opening in the morning or results in an early closure a range of communications channels are used to let parents know. We will do this through our Parent App, Social Media, and/or our Text Messaging service.

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

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

### **Mobile Phones**

The school mobile phone policy 'Disconnect to Re-connect' can be found here: [qhs-disconnect-to-re-connect-policy.pdf](#)

### **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 make any complaints initially to the Headteacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.

We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.

If you are dissatisfied with the service or/and with our response then you will have the right to take the matter further and contact Advice and Complaints Service (Schools and Lifelong Learning) email: [cf.complaints@edinburgh.gov.uk](mailto:cf.complaints@edinburgh.gov.uk) or by telephone: 0131 469 3233.

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

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

### **Health and Safety**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **What pupil data is collected and transferred?**

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

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

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

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

#### **Why do we need your data?**

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

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

### **Your data protection rights**

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

The Scottish Government works with a range of partners including Education Scotland and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with 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](mailto:scotxed@scotland.gsi.gov.uk) or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

## **School Nursing Team**

The School Nursing team is made up of -

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

## **Services provided**

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

Child Health Surveillance Programme

- Drop in Services - a drop in health zone for High School Pupils (either in school or community facility) who are seeking advice or support on sexual health and health related issues

## Education of Staff and Pupils

Staff training – CLPL in-service days on health actions plans, anaphylaxis etc – will usually be delivered by the staff nurse

- Healthcare Plans for pupils - education staff will be supported by staff nurses on the planning and education

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

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

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

10 key areas specialist school nurses will focus on:

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

## **How to Refer**

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

### **Further information**

Our NHS Lothian School Nursing Service web pages:

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

### **Who Does What**

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

### Medicine Administration

If your child has to be administered medication during the school day a Health Care Plan will be actioned with SFL and Pupil Support Leader and an allocated member of staff will support this.

### Use of social media

Queensferry High School understands the benefits of using social media; however if misused, our school community can be negatively affected, such as by damaging the school’s reputation. We advise parents, and carers to conduct themselves on social media using the following three commons approach to online behaviour:

- Common courtesy
- Common decency
- Common sense

### Parental Requests for class lists

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

### Other School Policies

*All our Schools Policies and Information documents can be found on our website at the following link:*

[Queensferry Community High School](#)

## Section Two – Parental Involvement in the School

Parental involvement is very important as we know children and young people do better in a wide range of measures when parents and schools work in partnership. These positive effects include:

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

Our Home School Partnership strategy has its foundations in 4 key pillars; Parental Involvement, Parental Engagement, Family Learning, Learning at Home. Please refer to our strategy outlined in the Learning Together Framework in this handbook for more information on our approach in each area. This includes your Parent Council and Parent Teacher Association/Parent Association, how to contact them and how parents and carers can get involved in the life and work of the school.

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

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

### **Equality**

City of Edinburgh Council is committed to improving the quality of life for those who face inequality, harassment, discrimination and prejudice and to harness the talent and celebrate the difference of all who live in the city. This commitment is set out in the

Equality, Diversity and Rights Framework which can be viewed on the council's website. As a school, we are committed to fulfilling our obligation of equity and excellence for all learners, with particular reference to protected characteristics under the Equality Act 2010 (race, gender, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status or pregnancy/maternity) and other factors such as poverty. We are looking to achieve our LGBT Charter Gold Award this session.

### **Children's Rights**

The rights of children and young people are at the heart of our code of practice. They are laid out in the United Nations Convention on the Rights of the Child (UNCRC). The UNCRC ensures that children and young people grow up healthy and safe and that their views are taken into considerations in decisions that affect them. We are starting our Rights Respecting Journey to achieve Silver standard this year and have developed our own QHS Rights Respecting Charter.

### **School Vision & Values:**

#### Our QHS Vision:

“Our learning community unites to create an inclusive environment where every young person can achieve their full potential as; Together Everyone Achieves More”

#### Values

The QHS values are to be Hard Working and show Kindness. We promote this every day by encouraging our young people to Work Hard and be kind!

---

Together Everyone  
**TEAM**  
Achieves More



*work hard and be kind*

---

*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 disciplinary issues are handled*
- *Ensuring that staff and adults within the school provide positive models for pupils*
- *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*
- *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*

### **Celebrating Success and Wider Achievement**

We believe a core part of our school ethos is to celebrate pupils who are working hard and being kind. Therefore we aim to support pupils to achieve success with a range of activities and events as detailed below.

We have award ceremonies for juniors and senior pupils, along with a separate sports award ceremony which all feature amazing pupil performances, guest speakers and a diverse range of awards and trophies.

We have S3 and S6 graduation ceremonies to celebrate the important milestones of transition from BGE to senior phase, and beyond school education.

We have a rich and diverse range of school clubs, currently featuring over twenty five staff and pupil lead groups. Pupils are encouraged to actively participate in existing clubs, and are supported to start their own. Successes at these clubs will then be celebrated through our social media.

We work closely with Active Schools with sports clubs running Monday to Saturday, with something for everyone to engage in.

To support pupils in achieving success, we have a wide range of study clubs taking part before school, during lunch and after school. There are currently twenty seven, with more being added as the session progresses.

Pupils and parent/carers are encouraged to share their achievements from outside of school which currently can be highlighted in our daily school addresses. We are looking forward to finding new ways to collate and share these successes in the coming sessions.

### **Promoting Positive Relationships**

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

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

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

The school uses approaches and strategies which are designed to help prevent and de-escalate difficult situations and identify and support individual support needs. Our staff are committed to a calm, consistent approach to supporting all of our young people.

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

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

by promoting well-being, offering coping strategies and agreeing constructive solutions.

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

Our school values of Work Hard and Be Kind underpin all our interactions and we ask all in our school community to ensure they are focused on being Ready, Respectful and Responsible.

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

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

[City of Edinburgh Council updated their anti-bullying guidance in session 2020-21.](#)

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

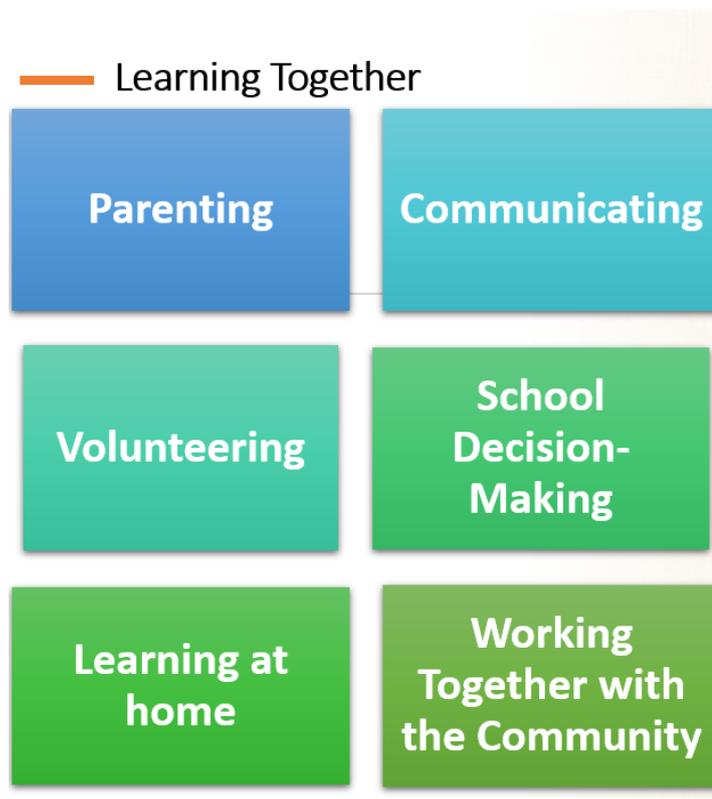
Pupil-led equalities groups, which reflect the diversity of the school community, are working to ensure that all children have access to support, are listened to and are involved in the decisions that will continue to make their school a place to which feels safe, happy and nurturing.

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

Bullying and prejudice-based behaviours are not tolerated. The school will put in place appropriate support for all children and young people involved in a bullying or prejudice-based incident. We will support children who display bullying or prejudiced behaviour to identify the feelings and views that have caused them to act in this way. We will challenge these views and

support children, through education and learning, to develop alternative ways of behaving. Working together with parents is an essential part of our approach to preventing and responding to bullying. When bullying or prejudice happen it is important that all parents involved work with the school to resolve the problems in the best interests of their child.

### Learning Together Framework:



Parental involvement describes ways in which parents can get involved in the life and work of their child's school. Parental engagement is about parents' interaction with their children's learning. Schools and partners can play a vital role in supporting families to do this effectively by:

- enabling ongoing, two-way communications between home and school;
- supporting parents to contribute to school improvement and making decisions that affect the school;
- using the skills of parents to enrich the curriculum where appropriate; and
- providing opportunities for families to come together and engage with learning

### Aims and Rationale

The purpose of our strategy is to ensure excellence and equity in parental involvement and engagement within our schools. It will ensure:

- we have the capacity and skills to support parental involvement and engagement;
- involvement and engagement is monitored and evaluated;
- effective communication is in place between home and school;
- parents can see how their involvement is influencing school improvement;
- we provide appropriate opportunities to involve all parents, whatever their ability, background or interest, to participate in the design, delivery and evaluation of the services and facilities that impact on their children;

all staff who work with children and young people see the importance of engaging and working with parents.

### **Parental Involvement**

<p>'Parental involvement is about supporting pupils and their learning. It is about parents and teachers working together in partnership to help children become more confident learners'. Parental Involvement Act, 2006</p>
---

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

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

### **Parental Engagement**

<p>Parental engagement can be considered as active involvement in learning. Parental engagement represents a greater 'commitment, ownership of action' than parental involvement within educational settings such as early learning and childcare or schools.</p>
---

Goodall and Montgomery, 2014

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

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

## **Family Learning**

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

Family Learning Network, 2016

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

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

## **Learning at Home**

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

Review of Learning at Home 2018

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

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

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

To support our families with learning at home, we have developed a Family Learning Resource Hub, which provides timelines and topics/ skills for our entire curriculum (by subject area) as well as useful resources for parents/ carers to support the learning of

their young person. A link to the resource hub is published weekly in our Queensferry High School Newsletter.

For further information on our Home School Partnership working, please see our Home School Partnership Strategy on the school website.

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

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. For each year group, specific information is used to help monitor progress.

Parents evenings – Our parents 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.

### **Parent Forum and Parent Councils**

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

- receive information about the school and its activities;
- 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 your Parent Council operates. It is important to us that our Parent Council represents the rich diversity of our school community. We warmly invite all parents and carers to volunteer or put themselves forward as representatives on the Parent Council.

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents and carers
- To promote contact between the school, parents, pupils, providers of nursery education and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff.
- To raise funds for the school for the benefit of pupils

For more information please email [chairqueensferry@gmail.com](mailto:chairqueensferry@gmail.com)

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](http://www.parentzonescotland.gov.uk).

Parent Staff Association (PSA) / Parents Association (PA)

The PSA or PA is mainly responsible for arranging events for parents and raising funds for the school. It is important to us that our PSA or PA represents the rich diversity of our school community. All parents are welcomed and encouraged to volunteer. Please contact the PSA/PA if you want to join in – regular updates of meetings will be shared via the school app.

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

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

The above groups meet four times a year. There are four locality groups: north west, north east, south west and south east. There is also one citywide special schools group, and a mainstream group for the parents of children with an additional support need.

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

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

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

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

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

#### **Who to ask**

All questions/ requests for information can be sent to

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

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

### **Connect**

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

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

<https://connect.scot/>

### **Pupil Voice Groups**

Pupil voice is an integral part of improvement at our school. There are a range of roles S6 students can contribute to, including Captains of School or House, Committee Chairs, Vice chairs or members, and Ambassadors. S1-5 students can become Deputy House Captains, working closely with the House Captains to help improve our school.

Prospective School Captain's submit applications then give presentations to pupils and staff. They are then selected through a pupil and staff vote. For each House, one House Captain is selected by vote, and one is selected by interview.

Through leadership opportunities, pupils are encouraged to leave a legacy of change, to be a bridge between all the different stakeholders and to lead the community by example.

## **Section Three – School Curriculum**

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

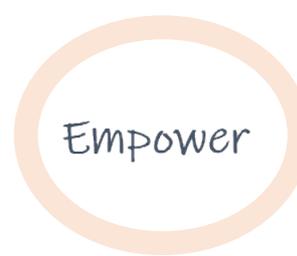
As well as giving you information about the statutory curriculum requirements we have included details on sports and outdoor activities available to pupils and the range of facilities available within the school.

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

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

#### **Our Vision**

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



## **Curriculum for Excellence:** Bringing learning to life and life to learning

Curriculum for Excellence is the curriculum across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards; preparing our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

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.

It 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 their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

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 that's needed. There is an emphasis by all staff on looking after our children's health and wellbeing using the Wellbeing Indicators.

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

At Queensferry High School we are committed to a curriculum which allows all of our young people to experience challenge and success from S1 to S6. Ensuring positive pathways for all learners is central to our curriculum structure with a clear focus on supporting our young people into positive and sustained post school destinations.

Our curriculum is designed around the seven key principles of;

- Challenge and enjoyment,
- Breadth,
- Progression,
- Depth,
- Coherence,
- Relevance,
- Personalisation and choice

Across our S1 and S2 young people will experience a Broad General Education. Underpinning this is a commitment to developing skills for learning, life and work with a clear focus on literacy, numeracy and health and wellbeing. In S1 and S2 learners will spend two periods a week engaged within a Skills Academy programme.

At the end of S2 all learners will have the opportunity to further personalise their learning.

All young people in S3 follow a core curriculum (Literacy, Numeracy, French, PSE, RME and Health and Wellbeing and a selection of subjects from our Sciences, Social Subjects, Expressive Arts and Technologies Faculties.) At this stage learners will also have the option to continue to develop skills developed in the S1-2 Skills Academies by taking up more specialised courses e.g. transitioning from our Plane to Spain Skills Academy into Spanish.

Across all subjects learners will continue to develop the key skills focussed on in S1-2 whilst also working to increase their confidence with the subject specific skills required for S4 and beyond.

Our Senior Phase curriculum aims to provide all our learners with the opportunity to progress within their own learning by pursuing a pathway which best meets their abilities and aspirations. For some learners this will be based on following a programme of study within school whilst for others this may be a combination of school based learning and engagement with the School College Partnership (SCP).

In S4 learners will follow a core curriculum of PSE, RME and Health and Wellbeing in addition to seven National Qualifications (NQs). These choices will include a literacy and Numeracy National Qualification.

In S5/6 learners will continue to follow a core curriculum of PSE and Health & Wellbeing in addition to up to five National Qualifications (level 4-7). Learners will also have the opportunity to participate in leadership and mentoring programmes.

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

Teachers share their learning intentions with pupils. This takes place on a day-to-day basis, by agreeing the aims of an individual piece of work.

### **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.

Pupils in P1, P4, P7 and S3 complete online standardised assessments in literacy and numeracy as part of everyday teaching and learning. The assessments help to identify children's progress, providing diagnostic information that support teachers'

professional judgement. The information provided by the assessments helps teachers to assess children's progress and to plan next steps in learning.

The senior phase (S4-S6) builds on the broad general education by continuing to develop learners' knowledge, understanding and skills. National Qualifications are designed to be flexible. Discussions are held with young people and parents on the most appropriate learning pathways.

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.

### **Homework**

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 and will be in line with the school's homework strategy.

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.

### **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.

### **First Minister's Reading Challenge**

The First Minister's Reading Challenge is an inclusive, exciting programme for all children – fostering a love of reading for pleasure. Research shows that reading for pleasure is crucially important for children's development.

The Challenge is open to all local authority and independent primary and secondary schools across Scotland, as well as, libraries and community groups. You can find out more information on the Challenge and also how schools can register to take part here: <https://www.readingchallenge.scot/>

A reading app called Bookzilla, aimed at S1-S3 pupils, helps them find and recommend books and to set themselves reading challenges.

### **Extra Curricular Activities**

We offer a wide a range of sporting and cultural activities. In addition to in-school activities, classes also make regular educational visits and field studies. We also have a wide range of extra curricular clubs. The most up to date version of what is available is on our school website and below is an example of the types of opportunities available.

Art Club Breakfast Book Club Choir Group Coding Club Creative Writing Club Debating Club Drama Club Eco Group EDGE Group Foreign Language Cinema Club Italian Club Library Art Group	Library Book Group Library Creative Writers Club Movember Philosophy Film Club QHS Vinted Rights Respecting School Award Pupil group Science Club STEM Club Young Enterprise Young STEM Leaders Group
---	--

### **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, and to develop effective pathways between schools and sports clubs in the local community. These opportunities are available before, during and after school, as well as in the wider community. The most up to date version of what is available as part of our enhanced curriculum is on our website, and examples of clubs available are listed below. For further information contact the Active Schools Coordinator via [Alisa.Wilson@ea.edin.sch.uk](mailto:Alisa.Wilson@ea.edin.sch.uk)

American football Badminton Basketball Cheer Leading Cycling Dance Football Functional fitness	Hockey Netball NRG pulse Rugby Running Swimming Volleyball Water Polo
---	--

### **Progression Pathways in the Senior Phase (S4-S6)**

We are committed to supporting all children and young people into positive and sustained leaver destinations. By curriculum pathway we mean: “the totality of all that is planned for children and young people throughout their education” (Building the Curriculum 3, 2008) - where all learners are on the right route to the right job, through the right course via the right information. For more information on our strategy in this area, please see our Supporting Positive Destinations strategy on the school website.

### **Career Information, Advice and Personal Support**

Through personal support we must build the confidence of our children and young people that they are making the right decisions about their learning pathways in line with their aspirations and abilities.

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

For information and support with career conversations go to: [www.mykidscareer.com](http://www.mykidscareer.com) *My World of Work* provides an online learner account that enables young people to develop their career management skills and record their attributes, skills, achievements and successes to help them plan their learner journey into work.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **How are the courses delivered?**

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

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

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

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

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

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

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

### **What qualification does the FA provide?**

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

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

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

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

More details can be found at:

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

## Section Four – 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.

### **Getting It Right for Every Child**

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

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

- builds solutions with and around Education, and Children's Services
- 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. Please see our Inclusion Policy for more details.

### **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. Please see our Child Protection Policy for more details.

### **Additional Support Needs**

As with all local authority schools in Scotland, this school operates under the terms of the

Additional Support for Learning Act (2009) and its accompanying Code of Practice: <https://education.gov.scot/parentzone/additional-support/the-additional-support-for-learning-act/>

It provides the following information:

- (a) the authority's policy in relation to provision for additional support needs,*
- (b) the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.*
- c) the other opportunities available under this Act for the identification of children and young persons who -*
  - have additional support needs,*
  - require, or would require, a co-ordinated support plan,*
  - the role of parents, children and young persons in the arrangements referred to in paragraph (b),*
  - the mediation services provided*
  - the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs.*

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

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

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

### **Literacy Difficulties/ Dyslexia**

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

*The Authority also recognises that there may be **associated difficulties***

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

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

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

### **English as an Additional Language (EAL)**

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

At QHS

Please see our Inclusion Policy for updated pathways of supports to support our young people with additional support needs

Please contact your child's Pupil Support Leader or the Support for Learning Leader for more information and support

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

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

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

### **Pastoral Support**

Every young person has an allocated Pastoral Leader linked to their pathway of support who is the first point of contact to support your child's Learning, Achievement and Wellbeing. There is a strong Inclusion focus at QHS.

## **Placing Requests**

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

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

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

post: School Transactions  
P1/S1 Placements,  
PO Box 12331,  
EDINBURGH  
EH7 9DN

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

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

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

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

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

## **Transport for Placing Requests**

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

## **Further information**

Further information on school placing requests can be found on our website at: [http://www.edinburgh.gov.uk/info/20256/school\\_places/1375/school\\_placing\\_requests](http://www.edinburgh.gov.uk/info/20256/school_places/1375/school_placing_requests)

## **Section Five – School Improvement**

### **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 Education, and Children's Services.

### **Standards and Quality Report**

Every year each school publishes a Standards and Quality report which highlights the school's major achievements. This can be found on our website: [Queensferry Community High School](#)

### **School Improvement Plan**

Every year the school publishes a School Improvement Plan which highlights the schools improvement priorities for the year ahead. This can be found on our website: [Queensferry Community High School](#)

## Websites

You may find the following websites useful.

[www.edinburgh.gov.uk](http://www.edinburgh.gov.uk) - contains information for parents and information on Edinburgh schools.

<https://education.gov.scot/parentzone> - parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.



<https://education.gov.scot/inspection-reports> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.

<http://www.ltscotland.org.uk/scottishschoolsonline-index-asp/> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.

<https://respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying

<https://education.gov.scot/> - provides information and advice for parents as well as support and resources for education in Scotland

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

## Glossary/Acronyms

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

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

<b>D of E</b>	Duke of Edinburgh Award	A youth awards programme founded in the UK in 1956 by Prince Philip, Duke of Edinburgh, that has since expanded to 144 nations. The award recognises wider achievement
<b>EAL</b>	English as an Additional Language	<p>A learner of English as an Additional Language is a pupil whose <b>first language*</b> is other than English.</p> <p>This includes children and young people:</p> <ul style="list-style-type: none"> <li>- who arrive in Scotland from another country during their schooling</li> <li>- who have always lived in Scotland / UK and use a language other than English at home</li> </ul> <p>* The first language is the language the child was initially exposed to in childhood and continues to be the language used at home and in the community.</p>
<b>EE</b>	Enhanced enrolment	Enrolment meeting with a new arrival whose first language is not English and their and parents-carers (supported by an interpreter, if needed). This meeting enables school to gather full information about the child or young person's language skills (in all languages they speak/read/write), prior education and attainment, strengths and interests, additional support needs; and to share key information about school with the learner and family. Through effective use of information gathered at an enrolment meeting, the school can fully support the learner's transition into education in Scotland.
<b>EIS</b>	Educational Institute of Scotland	The largest teaching union in Scotland
<b>ELC</b>	Early Learning and Childcare	This term is meant to emphasise that care and education of very young children are not two separate things as babies and young children are learning all the time. ELC settings include family centres, nursery schools, nursery classes attached to primary schools and childminders. These places may be run by local authorities, private businesses, voluntary sector organisations and self-employed individuals.
<b>EP</b>	Educational Psychologist	Educational psychologists support schools and the local authority to improve all children's experiences of learning. They use their training in psychology and knowledge of child development to assess difficulties children may be having with their learning.
<b>EPG</b>	Education Placement Group	A City of Edinburgh Council group that considers which specialist provisions to place pupils in.
<b>ESOL</b>	English for Speakers of Other Languages	<p>ESOL is studied by those whose first language is not English.</p> <p>SQA ESOL qualifications for young people (S3-S6) are delivered through the Schools College Partnership and by some secondary schools.</p> <p>ESOL courses and classes for adults are delivered by different providers, e.g. local authorities, colleges, third sector organisations.</p>
<b>EYO/EYP</b>	Early Years Officer/ Early Years Practitioner	EYOs and EYPs make up most of the staff who work in nurseries and pre-school settings in Scotland.
<b>FE</b>	Further Education	This is post-compulsory education which is different from that offered in universities. It is mainly taught in colleges as

		well as work-based learning or in adult and community learning.
<b>FEF</b>	Finance for Equity Funding	Funding for schools to address the poverty related attainment gap.
<b>FLO</b>	Family Learning Officer	This person may develop and run courses and activities for families so they can help or support their child's learning.
<b>FSM</b>	Free School Meals	
<b>FTE</b>	Full-time Equivalent	This is a way to measure how much time a member of school staff works in school. For example, FTE 1.0 means the person works full time, FTE 0.5 means the person is half-time.
<b>GIRFEC</b>	Getting it Right for Every Child	A Scottish Government policy which aims to make sure all Scotland's children, young people and their families have support across public services such as health, education and social work. The GIRFEC approach supports children and young people so that they can grow up feeling loved, safe and respected and can realise their full potential.
<b>GRT</b>	Gypsy Roma Traveller	The term Gypsy, Roma and Traveller is used to describe a range of ethnic groups or people with nomadic ways of life, including: Gypsy Travellers (English, Welsh, Scottish, Irish Romany people) Roma (more recent migrants in the UK from Central and Eastern Europe)  The term Traveller can also refer to groups that travel (e.g. New Travellers, Boaters, Bargees and Showpeople) however these are not ethnic groups.
<b>GTCS</b>	General Teaching Council for Scotland	The professional body that maintains the register of teachers and ensures teachers' professional standards. In Scotland children must be taught by qualified and GTCS registered teachers.
<b>GUS</b>	Growing Up in Scotland	Growing Up in Scotland is a long-term study tracking the lives of thousands of children and their families from the early years through childhood and beyond. The main aim of the study is to provide new information to support policy-making in Scotland but it is also intended to provide a resource for practitioners, academics, the voluntary sector and parents.
<b>HE</b>	Higher Education	This is post-compulsory education which usually takes place in universities.
<b>HESS</b>	Health Education Support Service	1:1 support service to meet the complex care needs of pupils that meet specific health care criteria.
<b>HGIOS 4</b>	How Good Is Our School (version 4)	A self-evaluation tool kit for schools.
<b>HNC/ HND</b>	Higher National Certificate/ Higher National Diploma	Higher National Certificate (HNC) and Higher National Diploma (HND) are advanced qualifications equivalent to the first two years of study at university. They are offered by colleges, some universities and many training centres. HNCs take 1 year to complete and HNDs take 2 years.
<b>HT</b>	Head Teacher	Also known as a rector, the headteacher is the leader and manager of a school.
<b>ICT</b>	Information and Communications Technology	ICT in education can be found in the following ways: - as a subject, e.g. computer studies

		<ul style="list-style-type: none"> <li>- as a tool to support teaching and learning, e.g. the use of whiteboards</li> <li>- as an administrative tool.</li> </ul>
<b>IEP</b>	Individual Education Plan	An IEP is a document which sets out the goals and achievements of each school pupil. Every child should have an IEP and should also have an input to its content. It should be reviewed regularly.
<b>ITE</b>	Initial Teacher Education	This describes the courses taken by people who want to become teachers. Courses are available at universities across Scotland through a four year undergraduate course leading to a BEd degree or a one year Post Graduate Diploma in Education (PGDE).
<b>ITS</b>	Interpretation and Translation Service	
<b>JASS</b>	Junior Award Scheme for Schools	A progressive learning programme for young people which has been designed to recognise wider achievement.
<b>LA</b>	Local Authority	There are 32 local authorities in Scotland.
<b>LAC</b>	Looked After Child	Under the Children (Scotland) Act 1995, 'looked after children' are defined as those in the care of their local authority – sometimes referred to as a 'corporate parent'. There are many reasons children may become looked after, including: <ul style="list-style-type: none"> <li>• they face abuse or neglect at home</li> <li>• they have disabilities that require special care</li> <li>• they are unaccompanied minors seeking asylum, or who have been illegally trafficked into the UK</li> <li>• they have been involved in the youth justice system</li> </ul>
<b>LGBT</b>	Lesbian, Gay, Bisexual and Transgender	
<b>LNCT</b>	Local Negotiating Committee for Teachers	See SNCT. Some matters are devolved to LNCTs for local agreement. LNCTs are required to have constitutions setting out the recognition and procedures arrangements. In addition to a negotiating function LNCTs also provide a consultative mechanism.
<b>MSP</b>	Member of the Scottish Parliament	
<b>NAS/UWT</b>	National Association of Schoolmasters/ Union of Women Teachers	A teaching union.
<b>NAT 1/2/3/4/5</b>	National 1/2/3/4/5 qualification	<p>National courses have seven different levels; National 1 to 5 then Higher and Advanced Higher, but the buzz words that you will hear the most are Nat 4/5s and Highers as these are most likely to gain your child access to college and university.</p> <p>In fourth year pupils will study for Nat 1 - 5s depending on what their attainment level in each subject is. In most schools a fourth year pupil would tend to sit Nat 4 or 5s. If they decide to stay on for a fifth year, they can sit more Nat 4 or 5s and progress to Highers.</p>

<b>NIF</b>	National Improvement Framework	A Scottish Government framework focused on measuring and evaluating performance in schools. It includes parents and carers as part of the process.
<b>NPFS</b>	National Parent Forum for Scotland	Supported by the Scottish Government, NPFS provides a parental perspective for local and national policies and issues and helps support parental involvement.
<b>NQ</b>	National Qualifications	NQs are taken by young people in secondary schools, colleges and some training centres.
<b>NVQ</b>	National Vocational Qualification	Work based qualifications.
<b>OSCR</b>	Office of the Scottish Charity Regulator	OSCR decides whether to grant an organisation charitable status and to enter it on the Scottish Charity Register. They monitor charities to ensure they comply with the law.
<b>OT</b>	Occupational Therapist	Occupational Therapists can help people with practical tasks if they are: <ul style="list-style-type: none"> <li>- physically disabled</li> <li>- recovering from an illness or operation</li> <li>- have learning disabilities</li> <li>- Have mental health problems</li> </ul> They can look at aspects of daily life at home or in school. They look at activities that a person finds difficult to see if there is another way to do them.
<b>PEEP</b>	Personal Emergency Evacuation Plan	A plan for a person who may need assistance, for instance, a person with impaired mobility, to evacuate a building or reach a place of safety in the event of an emergency.
<b>PEF</b>	Pupil Equity Funding	Pupil Equity Funding is money that is given to schools to help them provide the best possible opportunities for children's learning. In particular, it is there to help the school support children who experience barriers to learning and who might be falling behind or not getting the same chances in their education because their family is experiencing poverty or other financial difficulties. This money is given to schools as part of the Scottish Government's Scottish Attainment Challenge. Pupil Equity Funding is designed to support children in Primary 1 to S3 who are eligible and registered for free school meals. However, Headteachers can use their judgement to support other children in their school who are affected by poverty. For every child that is registered, the school will receive £1,200 in addition to their normal budget. The Headteacher decides how the money is spent and has to demonstrate the impact the funding has had on children affected by poverty.
<b>PLP</b>	Personal Learning Plan	A document/folder where a pupil can keep a record of their goals and achievements alongside examples of their work.
<b>PPP/ PFI</b>	Public Private Partnership/ Public Finance Initiative	A collaboration between a local authority and private companies, often used in the building and management of schools.
<b>PPR</b>	Pupil Progress Record	A key record relating to a child/ young person's education that follows them through education.
<b>PRD</b>	Professional Review and Development	PRD is an essential part of the GTCS's Professional Update and professional learning. It provides teachers with ongoing opportunities to reflect on their practice and personal

		learning through professional learning conversations supported by an annual review meeting.
<b>PSA</b>	Pupil Support Assistant	Supports pupils with a wide variety of tasks in school. Also called Learning Support Assistant or Classroom Assistant.
<b>PSE</b>	Personal and Social Education	PSE addresses the learning outcomes within the Health and Wellbeing indicators in Curriculum for Excellence relating to mental, emotional, social and physical wellbeing, planning for choices and change, substance misuse and relationships, sexual health and parenthood.
<b>PT</b>	Principal Teacher	In primary and special schools this is usually a classroom teacher who also takes on some managerial roles within the school. In a secondary school this is typically a head of department or guidance position.
<b>PU</b>	Professional Update	This supports teachers to develop their skills and work. Teachers are asked to keep a record of their learning throughout their careers. This is logged on their GTCS profile and signed off by their line manager every 5 years.
<b>PVG</b>	Protection of Vulnerable Groups	The Protecting Vulnerable Groups (PVG) membership scheme is managed and delivered by Disclosure Scotland. It helps ensure people who work with children and protected adults
<b>QIEO</b>	Quality Education Improvement Officer	Usually a local authority officer who has a specific job around improving the performance of schools.
<b>RA</b>	Risk Assessment	A systematic process that involves identifying, analysing and controlling hazards and risks.
<b>RME</b>	Religious and Moral Education	
<b>RSHP</b>	Relationships, Sexual Health and Parenthood	
<b>SAC</b>	Scottish Attainment Challenge	The Scottish Attainment Challenge aims to raise attainment of children and young people living in deprived areas, in order to close the attainment gap.  It will drive forward improvements in educational outcomes to ensure that everyone is encouraged to be the best they can be.
<b>SALT/SaLT/SLT</b>	Speech and Language Therapist	Speech and language therapists provide life-treatment, support and care for children and adults who have difficulties with communication, eating, drinking and swallowing.
<b>SCCYP</b>	Scottish Commissioner for Children and Young People	The Commissioner aims to promote and protect the rights of children and young people in Scotland.
<b>SCEL</b>	Scottish College for Educational Leadership	SCEL supports teaching staff by providing access to high quality leadership programmes of training.
<b>SCQF</b>	Scottish Credit and Qualifications Framework	This organisation promotes lifelong learning in Scotland. The Framework can help parents and young people to plan learning and develop routes through different types of learning.
<b>SDO</b>	Senior Development Officer	Senior Development Officers are appointed, often on a temporary basis, to undertake specific development work at school or authority level.
<b>SEIC</b>	South East Improvement Collaborative	A collaboration between City of Edinburgh, East Lothian, Fife, Midlothian and Scottish Borders councils to improve schools, early learning settings and other services for children and young people.

<b>SEYO</b>	Senior Early Years Officer	Work in pre-school and nurseries.
<b>SHANARRI</b>	Safe, Health, Achieving, Nurtured, Active, Respected, Responsible, Included	GIRFEC wellbeing indicators which help make it easier for children and families and the people working with them to discuss how a child or young person is doing at a point in time and if there is a need for support. At home, in school or the wider community, every child and young person should be safe, healthy, achieving, nurtured, active, respected, responsible and included.
<b>SIF</b>	Summary of Inspection Findings	This document is available on the Education Scotland website following an inspection.
<b>SIP</b>	School Improvement Plan	This document should show improvement targets for a school. This is typically now included in the SQIP.
<b>SLS</b>	School Leaders Scotland	A union for headteachers and depute headteachers.
<b>SLT/SMT</b>	Senior Leadership Team/ School Management Team	Usually includes the headteacher and depute head teachers; may also include the business manager and principal teachers.
<b>SNAG</b>	School Nutrition Action Group	A committee which usually includes school staff, pupils, parents and local people to promote healthy eating within the school community.
<b>SNCT</b>	Scottish Negotiating Committee for Teachers	A tripartite body comprising members from teaching organisations, Local Authorities, and the Scottish Government. The SNCT follows a negotiating framework for teachers' pay and conditions of service.
<b>SORT</b>	School Operations Risk Toolkit	A risk framework to manage all risk assessments and guidance required in association with the response to Covid-19.
<b>SQIP</b>	Standards and Quality and Improvement Plan	The purpose of the annual SQIP is to report on the main achievements over the last school year and to bring about further improvement to the learning experiences and achievements of pupils. Improvement planning involves identifying what is good about a school, deciding how good a school can be and identifying the best way forward.
<b>SSTA</b>	Scottish Secondary Teachers Association	A teaching union.
<b>STEM</b>	Science, Technology, Engineering, Maths	The name used for this group of subjects.
<b>SVQ</b>	Scottish Vocational Qualification	These qualifications are based on standards drawn up by industry, commerce and education.
<b>TALC</b>	Team Around the Learning Community	A collaborative approach with Educational Settings and Partners to support and maximise learning, attainment and achievement
<b>UCAS</b>	University and Colleges Admissions Service	UCAS process most applications for entry to higher education throughout the UK.

<b>UNCRC</b>	United Nations Convention on the Rights of the Child	This is an international human rights treaty that grants all children and young people (aged 17 and under) a set of rights.
<b>VOICE</b>		A teaching union
<b>VSDS</b>	Volunteer Scotland - Disclosure Services	VSDS is funded by the Scottish Government to support some charities with processing disclosure checks.
<b>VSE</b>	Validated Self-Evaluation	This aims to support and challenge the work of education authorities to improve the quality of education and outcomes for learners.
<b>YAD</b>	Young Adult Disability Social Work Team	SW team that support families of young adults with complex disabilities as they transition from children and families into adult services.
<b>YPPM</b>	Young Person Planning Meeting	See CPM

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

## Parent/ Carer Feedback

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

Tell us what you think

Your feedback will help us to improve our handbook.

Name of school: \_\_\_\_\_

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

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

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

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

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

Craig Downie  
Head Teacher  
Queensferry High School

