Gracemount High School

“Committed to Care and Excellence”

School Handbook 2026 - 2027

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

Session 2026 - 2027

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 2025/26 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 Service Director, I am delighted to welcome you to our Edinburgh School Community. We want all our schools to provide vibrant, inclusive learning environments where our children and young people thrive; academically, socially and emotionally.

Our Vision for Education is "Edinburgh Learns for Life" and is designed to create a fairer, greener, healthier future for our young people and their families. Through the various aspects of strategy attached to this Vision, we are relentless in our collective ambition to transform lives by providing learning opportunities where our children and young people can find their passion in learning. Central to this is the delivery of high-quality teaching and learning experiences fostering creativity and nurturing individual talents. I believe strongly that this will enable them to live successful and happy lives now, and in the future.

As an inclusive community we work with parents, carers and, where appropriate, partner agencies to support all children and young people. By working together, we help children and young people to develop understanding about building positive relationships, respect, teamwork and fairness. We do this by providing engaging and relevant learning experiences, delivered by our staff who get the training and resources they need, and by working with the whole community to accept and care for one another. This isn't always easy, but we believe it is essential so that our children and young people learn to understand and respect differences, can work together and can handle setbacks and difficult situations throughout their lives.

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

We recognise that we all experience difficult times, and that everyone deserves the best possible care and support. In Edinburgh, we support children and young people to learn in different ways according to their needs. Children and young people learn differently with some requiring more support than others. This need for support arises for a variety of reasons including learning difficulties, challenges with emotional regulation and social communication issues. We must meet the needs of all our children and young people in a fair, compassionate, and proportionate way. We are fully committed to listening to any parent, carer, child, young person or member of staff to work together to resolve any challenges which may arise to enable all to reach their full potential.

Jackie Reid

Service Director and Chief Education Officer

Welcome from the Head Teacher

Dear Parents and Carers,

Welcome to the Gracemount High School Handbook for session 2026-27. 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 be getting at school.

We believe that our pupils thrive when school and home work together to provide the best educational experience, therefore, we aim to develop positive working relationships with parents.

Our school vision statement is “Committed to Care and Excellence” and we really do try and live up to this. Our every day approach to school is supported by our school values of Responsible, Respectful and Safe.

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

Section One	Practical Information about the School
Section Two	Parental Involvement in the School
Section Three	School Curriculum
Section Four	Support for Pupils
Section Five	School Improvement

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.

Ross Hunter
Headteacher

Section One – Practical Information about the School

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

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.

Contact Details	
Head Teacher	Ross Hunter
Depute Head Teacher/s	Mark Gregor Amanda Lyons Tania Peters Zelda Reynolds (Senior Development Officer)
Business Manager	Anne O'Neil
Curriculum Leaders	Creative & Aesthetic (Art, Music and Drama): Emma Whyte English: Bruce Foley Health & Wellbeing (PE, Dance & HE): Laura Bird Mathematics: Katrina Corrigan Modern Languages: Morven Boyd (Acting) Science: Melanie McGurk Social Subjects (Geography, History, Modern Studies & RME): Chris Wyllie Technologies (Computing, Business & CDT): Steven Whyte
Pupil Support Leaders	Lewis House: Julie Wilson-Martin Skye House: Jasmine McKay Tiree House: Ellie Manczak
Support for Learning Leader	Natasha Foster
Administrative Officers	Karen Reid & Elli Davies Bogert
Address	136 Lasswade Road EDINBURGH EH16 6TZ
Telephone Number	0131 664 7440
Website	www.gracemounthighschool.co.uk
E-mail Address	admin@gracemount.edin.sch.uk

About the School	
Stages of Education provided for	S1-S6
Present Roll	667
Denominational status of the school	Non-denominational
Gaelic Medium Education (if relevant)	N/A

Organisation of the School Day		
	Mondays – Thursdays	Fridays
Start Time	8.30am	8.30am
Morning Break	10.15am	10.15am
Lunch Time	1:05pm (1:15pm on Wed)	
Finish Time	3:30pm	12:20pm

Assembly days for pupils are scheduled in the school calendar which is available via the school website

Term dates

Term dates for the coming years can be found at:

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

School Session Dates 2026/27

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School Session Dates 2026/27

Staff resume		Monday	10 August *	2026
Staff only		Tuesday	11 August *	2026
Pupils resume		Wednesday	12 August	2026
Autumn Holiday	Schools closed	Monday	14 September	2026
All resume		Tuesday	15 September	2026
Mid-term	All break	Friday	9 October	2026
Staff resume		Monday	19 October*	2026
Pupils resume		Tuesday	20 October	2026
Term ends		Friday	18 December	2026

Staff resume		Tuesday	5 January*	2027
Pupils resume		Wednesday	6 January	2027
Mid-term	All break	Friday	12 February	2027
All resume		Monday	22 February	2027
Good Friday	Schools closed	Friday	26 March	2027
Easter Monday	Schools closed	Monday	29 March	2027
All resume		Tuesday	30 March	2027
Term ends		Friday	2 April	2027

Edinburgh Spring Holiday	Schools closed	Monday	19 April	2027
All Resume		Tuesday	20 April	2027
May Holiday		Monday	3 May	2027
Staff only		Tuesday	4 May*	2027
Pupils resume		Wednesday	5 May	2027
Victoria Day	Schools closed	Monday	24 May	2027
All resume		Tuesday	25 May	2027
Term ends		Tuesday	29 June	2027

* Five In-Service days for all schools.

The above timetable allows for staff and pupil attendance as follows:

	Pupils	Staff
Term 1	86	89
Term 2	56	57
Term 3	48	49
Total	**190**	**195**

Registration and enrolment

The date for registration of new school entrants is advertised in all local nurseries, in the local press and on the council's website **www.edinburgh.gov.uk.**

Registration for 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.

Attendance and absence

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

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

Absence from school is recorded as
authorised, that is approved by the Children, Education and Justice Services department, or as unauthorised, that is unexplained by the parent (truancy).

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

You should update the school on each day of your child's absence. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

If you have a text messaging alert system please add here.

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

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

Schools can authorise absence when they are satisfied that there is a legitimate reason for the request. Head Teachers 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 Education Wellbeing Service Team Leader, who will decide if it will be recorded as authorised or unauthorised leave.

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

A holiday may be authorised if you can prove that work commitments make a family holiday impossible during school holiday times. Your employer will need to provide evidence of your work commitments. Absence approved by the Head Teacher on this basis is regarded as authorised absence.

Parents may request that their children be permitted to be absent from school to celebrate recognised religious events. Absence approved on this basis is regarded as authorised absence.

Extended leave can also be granted on request for a cultural or heritage trip, or to return to country of origin, e.g. to care for relative, bereavement, family wedding.

Parents should work in partnership with the school to promote and support positive relationships to maximise their child's attendance. A supportive approach is taken to unexplained absence. However, the Children, Education and Justice Services department has legal powers to write to, interview parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

School Dress Code

Parents are asked to co-operate with the school in encouraging the wearing of our dress code.

The school dress code was agreed in consultation with parents, pupils, staff and the Parent Council. It incorporates a range of popular items of dress, e.g. sweatshirts. Wearing our dress code contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing.

The school can provide you with details of uniform suppliers. In addition, the school also maintains a stock of uniform items which can be purchased at a reduced price. Please contact the school is you require further details.

Our dress code promotes a positive ethos in our school and helps with safety and security.

The school dress code consists of

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- plain black clothing and items such as school shirt/tie, plain blue polo shirt or an (optional) school branded hoodie, jumper or polo shirt.
  Plain black items are just as acceptable – black trousers, tracksuits, jogging bottoms, leggings, skirts and shorts are encouraged.
- T-Shirts and Polo shirts should either be black or blue, as an alternative to a shirt/tie, and must either be school branded or plain.

School Branded items, which are entirely optional, can be purchased on-line or in school. https://www.border-embroideries.co.uk/schools/gracemount-high-school.html

Senior School – S5/6

- School blazers are strongly encouraged but not mandatory. The school will pay for the braiding costs on the understanding the blazer will returned to the school when the pupil leaves. Alternatively braiding costs can be met by the families.

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

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

Please ensure that **all items of clothing are clearly labelled**, particularly ties, sweatshirts and PE equipment which are often lost.

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

In certain circumstances, appropriate clothing will be necessary for school activities for safety reasons, e.g. in games areas, science laboratories, technical workshops; this extends to the wearing of suitable footwear and even, on occasion, to the length of pupils' hair and the wearing of jewellery and earrings. Offensive clothing such as T-shirts or other items painted with obscene language or illustrations are not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

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

School Meals

Menus offer healthy and tasty meal options while reflecting the Scottish Governments food and drink legal requirements in both primary and secondary

settings. Our menus are written to balance pupil choice with the most stringent of school food standards in the UK.
All our menus are nutritionally analysed and new dishes trialled by pupils prior to menu launch

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

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

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

School Grants

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

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

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

You must receive one of the following benefits:

- Universal Credit (where your monthly earned income is not more than £796)
- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, but not Working Tax Credit, and your income is less than £19,995
- Both Child Tax Credit and Working Tax Credit and an income of up to £9,552

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

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

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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
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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

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.

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.

We offer a Breakfast Club which starts at 8.00am most mornings.

A breakfast club is available. Please contact the school office should you require further details.

During break and lunch times, 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.

Wet Weather Arrangements

In wet weather pupils are allowed into school during breaks and at lunchtime. However, as supervision during these periods is limited, it is especially important that they exercise good behaviour. Children having school lunches may remain in school during wet weather but again, supervision is limited. Children who go home for lunch should, where possible, return as late in the lunchtime as possible

Unexpected Closures

In the event of an emergency, such as a power cut or severe weather, that prevents schools from opening in the morning or results in an early closure a range of communications channels are used to let parents know.

In addition to City of Edinburgh Council communication channels, the school operates a text system and would text parents to advise of any issues.

In addition, announcements will be made on local radio stations and via the Council's corporate Twitter account www.twitter.com/Edinburgh_CC and Facebook page www.facebook.com/edinburghcouncil.

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

Mobile Phones

The benefits of mobile phones are recognised. Many young people and their parents regard them as an essential means of communication. Mobile phones can continue to be brought into school but are not to be used in classrooms.

To contact your child during the school day when they will be in class please contact the school office in the first instance.

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 or by telephone: 0131 469 3233.

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

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

Health and Safety

Within the general policy laid down by The City of Edinburgh Council, the Children, Education and Justice Services 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.

The school has a Health & Safety Committee which meets regularly to discuss any Health & Safety related issues.

Information about how we manage pupil data in schools

Gracemount 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

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 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 Gracemount 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/child moves schools, we have a legal obligation to pass on information to their new school/education authority about their education at Gracemount 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.

Sharing personal data to support Wellbeing

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

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

If it would be helpful to share information with someone else, we will discuss this with you and seek your consent before we share it so that you know what is happening and why. The only time we will not seek consent to share information with another

organisation is if we believe that a child may be at risk of harm. In these situations, we have a duty to protect children, which means we do not need consent. On these occasions, we will normally tell you that information is being shared, with whom, and why – unless we believe that doing so may put the child at risk of harm.

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

Sharing educational data with the Scottish Government

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

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

What pupil data is collected and transferred?

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

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

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

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

Why do we need your data?

In order to make the best decisions about how to improve our education service, the

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

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

Your data protection rights

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

The Scottish Government works with a range of partners including Education Scotland and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of the Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith the Scottish Government.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, scotxed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

Medical Care & the Administration of Medicines

There are several First Aiders in school. If any pupil feels unwell, they may be sent to see a First Aider. It is their duty to decide what action is required and to make the necessary arrangements. In cases where the child needs simply rest, quiet and supervision, or treatment of superficial wounds, they will provide it. Where, however,

the pupil needs to be sent home, they will contact one of the parents. If the parents cannot be reached immediately, and hospital attention is deemed necessary, the child will be taken to hospital without delay whilst efforts to locate a parent continue. No child will be allowed to go home without a parent's permission. If a parent cannot be reached, the person designated by the parents as the emergency contact will be contacted. Parents should be aware of the limitations under which the First Aider works. Nonprescribed medication of any kind cannot be administered by them. If your child takes prescribed or un-prescribed medicine or has any other medical need, the school should be made aware and you should contact your child's Pupil Support teacher. It is incumbent on parents to inform the school of any special medical condition or requirements pertaining to their child so that the school staff may exercise proper supervision and care and ensure that the correct paperwork can be completed.

School Nursing Team

The School Nursing team is made up of the

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

Services provided: Universal Services for All School Age Children Child Health Surveillance Programme:

- Drop in Services – a drop in health zone for High School Pupils (either in school or community facility) who are seeking advice or support on sexual health and health related issues Education of Staff and Pupils.
- Staff training – CPD in-service days on health actions plans, anaphylaxis etc – will be usually be delivered by the staff nurse.
- Healthcare Plans for pupils – education staff will be supported by staff nurses on the planning and education.

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

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

School Nurse Services for Children/Young People with Increased Needs:
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/ guidance teacher to refer them. Parents can refer by discussing with their GP or child's teacher/ guidance teacher.

Further information
Our NHS Lothian School Nursing Service web pages:
https://services.nhslothian.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.

Gaelic-Medium Education

Gaelic-medium education (GME), is available at nursery, primary and secondary levels. There are Gaelic parent and toddler groups and playgroups across the city. Edinburgh's first dedicated Gaelic nursery and primary school, Bun-sgoil Taobh na Pairce, opened in Aug. 2013 in the Leith area of the city. The school attracts a wide range of families from across the city and the wider Lothian area. Although pupils attending the school do not need to have prior knowledge of Gaelic, it is strongly recommended that they attend a Gaelic-medium setting for their pre-school years. In addition, parents with no Gaelic themselves are encouraged to engage with learning the language themselves.

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

Please contact the school for further information.

Pupils who have studied at Bun Sgoil Taobh na Pairce transfer to James Gillespie's High School, at the end of P7, to continue with their GME. In response to the increasing demand for GME, the City of Edinburgh plans to further develop it's secondary GME provision by opening a dedicated GME Secondary school from 2024. Details relating to specific location etc. will emerge after further consultation. Additionally, pupils from across the Lothians entering S5 or S6, who wish to study Gaelic at secondary level, can, depending on space and availability of courses, enrol at James Gillespie's High School to study at National 4, National 5, Higher and Advanced Higher courses.

Use of social media

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

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

Parental Requests for class lists

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

Other School Policies

Parents/Carers can access a range of addition information on the school website at: www.gracemounthighschool.co.uk

Section Two – Parental Involvement in the School

Parental involvement is very important as we know it helps children do better in school.

This section contains information about how parents can be involved in supporting learning at home as part of a home – school partnership.

You can also find out more about the ethos of our school, what our values are and our aspirations for our pupils including how we celebrate pupil success, and links we have with partner organisations and the wider local, national and international community.

Lastly, it includes information on City of Edinburgh Council structures to support the voice of parents and carers. This includes your Parent Council and Parent Staff Association/Parent Association, how to contact them and how parents and carers can get involved in the life and work of the school.

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

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

Equality

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.

Ethos

Gracemount High School is committed to creating a responsible, respectful and safe community that values learning, success and wellbeing.

The rights of the child are at the heart of our school and we were the first state school in the City of Edinburgh to be accredited with the Gold Rights Respecting School award presented to us by UNICEF.
We are very proud of this achievement and work every day to ensure that we secure the best outcomes for all our young people

Values

Our school values are a key part of what it means to be part of our school.

Responsible – we are responsible for coming to school ready to learn, participate and contribute to the success of our school.

Respectful – We respect ourselves, our environment and the rights of others.

Safe – we all work to ensure that our school community is safe and understand that everyone matters.

Promoting Positive Behaviour

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

We have a small number of easily remembered rules / values which everyone in our learning community knows. These are summarised in three words / short phrases:
1. Responsible
2. Respectful
3. Safe

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

The link to our Relationships for Learning policy can be found on our school website in the documents section.

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

City of Edinburgh Council have recently updated their anti-bullying guidance, and this will be followed by an updated Equalities and Anti-Bullying policy for Gracemount High School during the 2020-2021 session. The guidance for schools supports our commitment to equalities and the wellbeing and protection of children and young people from bullying and prejudice by other children and young people and aims to prevent bullying and prejudicial behaviours and attitudes. It aims to develop positive relationships with all members of school communities and partnerships as 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.

To support and further improve the positive relationship within schools, equalities groups, which have a wide representation of all stakeholders and reflect the diversity

of the school community, will work to take forward the key messages that are included in the guidelines and to ensure that all children have access to support, have their views listened and responded to and are involved in the decisions that will make continue to make their school a place to feel safe, happy and nurturing.

Gracemount High School is a Gold Level Rights Respecting School and we follow the principles of the UNCRC. We understand that all young people have the right to be protected from harm (Article 19 of the UNCRC) and our restorative approach to anti-bully directly helps to defend this right.

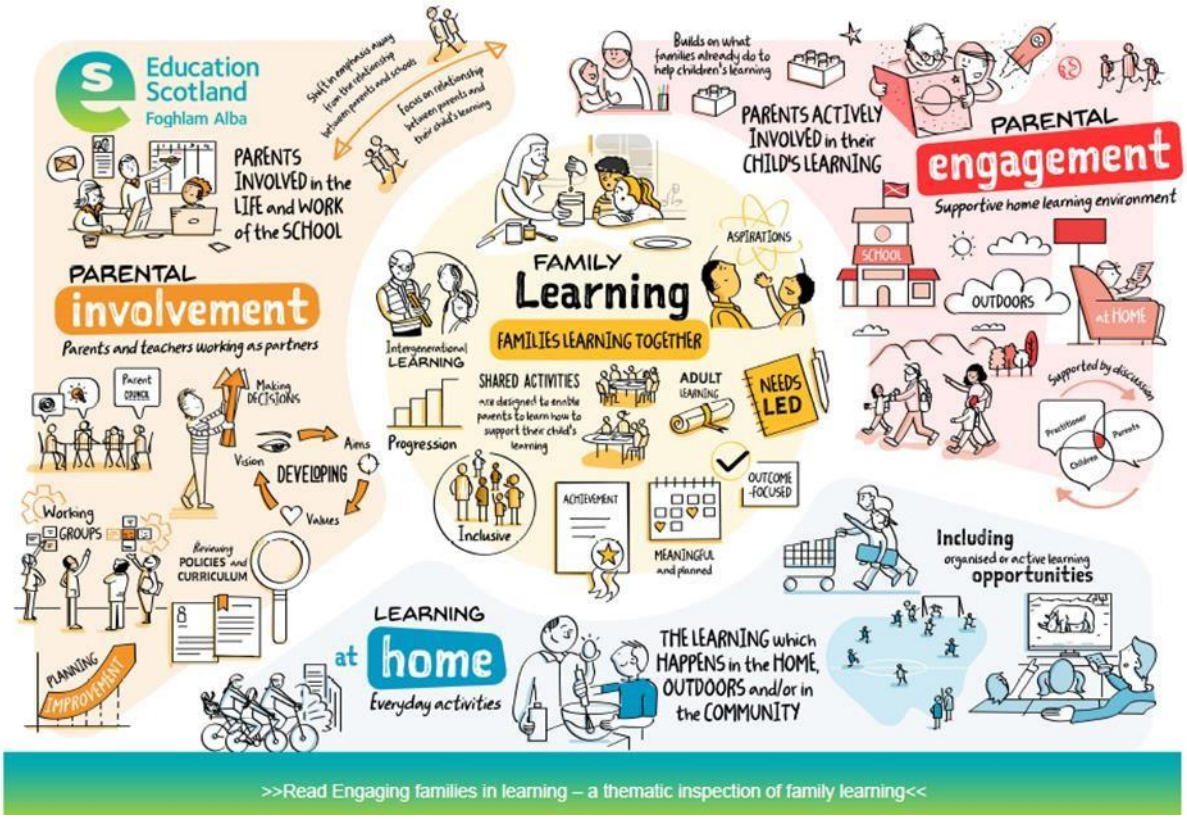
We are committed to equalities and the wellbeing and protection children and young people from bullying and prejudice by other children and young people. All schools have a procedure which is informed by the overarching 'Preventing and Responding to Bullying amongst Children and Young People' procedure. 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 anti-bullying and anti-discriminatory attitudes and behaviours through preventative, pro-active and responsive approaches.

Bullying and discriminatory behaviours are not tolerated. The school will put in place appropriate support for all children and young people involved in a bullying incident. Children who display bullying behaviour will be supported to identify the feelings and views that have caused them to act in this way and challenged, through education and learning, to develop alternative ways of behaving. Partnership with parents is instrumental to our approach to preventing and responding to bullying and in cases of bullying 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

Learning Together is about: Parental Involvement, Parental Engagement, Family Learning, Learning at Home

Education Scotland has captured helpful information about Parental Involvement, Engagement, Family Learning and Learning at Home in the sketch note below:



Aims and Rationale

The purpose of our strategy is to ensure excellence and equity in parental involvement and engagement, family learning and learning at home within our schools. It aims to:

Aims and Rationale:

- Ensure that parents are supported to be fully involved in the life and work of their children's early learning and childcare setting or school
- Encourage and support collaborative partnerships between staff, parents and families
- Get the right support in place so that parents can engage in their child's learning
- Expand access to family learning opportunities which meet participants needs
- Improve the quality of all communication between staff, parents and families
- Improve the skills of leaders, front-line staff and support staff

Education Scotland

Parental Involvement:

- it is about parents becoming involved in the life and work of the school. This can be:

- In the Parent Council
- Working Groups to take forwards improvement priorities identified in the school's improvement plan and help build parent's understanding of how these support their child's learning

- Planning improvement together, supporting the school's aims, vison and values when making decisions
- Volunteering

Parental Engagement:

- can be considered as active engagement in learning. This can take place in a variety of settings such as schools, the community, through Family Learning and learning at home. This can be:

- Learning in the home
- Learning outdoors
- Learning in the community
- Supported by discussion and sharing learning between the child, school staff and parents

Family Learning:

- is family members learning together as and within a family with a focus on intergenerational learning. Family learning can also be designed to enable parents to learn how to support their children's learning This

can involve:

- Intergenerational learning
- Adult learning

Learning at Home:

- the learning which happens in the home, outdoors, community. It can take place through everyday activities that families already do and can overlap with aspects of organised or active learning activities. This can be:

- Football
- Cycling
- Shopping
- Playing games

As parents/carers we want you to feel very much part of our school. You are encouraged to make contact with the school and we will extend invitations to you for our parents evening, school shows, school evets etc. We are active on facebook and regaulrly update information on here.

Our school website can be accessed here an contains relevant information for our school Gracemount High School Edinburgh

On the first Monday of every month the Head Teacher will send home an Head Teacher update that will contact relevant and useful information.

Your views matters and every March we send home an annual parent/carer survey. We share the results and use this to help form improvements.

Parental Consultation/Reporting to Parents Throughout the Year

We have two reporting session per year for each year group. Reports will be sent home via your young person and dates are published in the school calendar via the school website.

Parent Forum and Parent Councils

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

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the parent council, to work on with the school;
- be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. It is important to us that our Parent Council represents the rich diversity of our school community. We warmly invite all parents to volunteer or put themselves forward as representatives on the Parent Council.

Parent Councils are the formal representative body for parents/carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents/carers locally. The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of nursery education and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff.
- To raise funds for the school for the benefit of pupils (in some schools the PSA/PTA/PA fulfils this role).

Contact details for our parent council are as follows: Katrina Coutts, (Chair)

gracemounthspc@gmail.com

Our calendar of meetings is available via our school website on our parent page Parent Council - Gracemount High School

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.

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

The National Parent Forum of Scotland has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

Citywide Mainstream school and Special Schools Group

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

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

The Consultative Committee with Parents

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

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

Education Children's and Families Committee

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

Who to ask

All questions/ requests for information can be sent to

parental.engagement@edinburgh.gov.uk

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

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 extremely important at Gracemount High School and we always seek the opinion of our pupils when making major decisions about the school. Article 12 of the UN Convention on the Rights of a child states that all young people should have a voice, be listened to and for their opinion to be taken seriously when decisions are being made about them. As a Gold Level rights respecting school we try to do everything that we can to ensure this article is followed.

At Gracemount High School there are a number of examples of pupil groups that promote pupil voice in the school. Examples of those groups are:

- The Pupil Leadership Team
- The Pupil Parliament
- Senior Prefect Team
- The Rights Respecting School Award steering group (both senior and junior)
- The LGBTQ+ group
- The Pupil Equalities Group

Through these groups we involve our young people in shaping the ethos and future of the school. We have also had a significant input to our new Equalities and AntiBullying policy from our pupils groups which will be launched in the 2020-21 session.

As well as looking at qualitative data from our pupil groups we also look to get a larger range of pupil feedback from our use of MS Forms to gather quantitative pupil voice data.

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, 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.

S1 and S2 follow a common course covering all eight faculties to ensure a breadth and depth of learning and experiences. In S1 and S2 pupils get a chance to personalise their timetable by choosing an elective to build skills which they will study for the whole year.

In S3 pupils choose five subjects alongside Maths and English which they study to National Qualification levels 3-5 in S4. At the end of S3 pupils do have the option to make changes to the curriculum, although most pupils will continue with their subjects from S3 to ensure they attain at the highest possible level.

S5 and S6 allows pupils to study 5 subjects in preparation for further and higher education, or employment or training. We offer pupils the opportunity to study up to Advanced Higher level, and we also have partnerships with Edinburgh College and other City of Edinburgh schools to allow pupils the widest possible range of subjects.

Your child's school will share information regarding how the curriculum is delivered in the school.

Information on the school curriculum can be found on the school website: http://www.gracemounthighschool.co.uk/

Gaelic-Medium Education

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

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

The nature of the immersive model means that GME does not lend itself well to flexischooling. To be best placed to support pupils thrive in a GME environment, all parents are strongly encouraged to committing to engage with learning the language themselves. School staff are happy to advise and support families with their Gaelic learning.

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

Please contact the school for further information.

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

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

Active Learning

Curriculum for Excellence emphasises the value of an active learning approach. In the early years, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children's thinking using real life and imaginary situations. As children progress

through school they continue to be involved in active learning experiences which are engaging and give them ownership of their own learning.

Planning Children's and Young People's Learning

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

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

Information on the school curriculum can be found on the school website: http://www.gracemounthighschool.co.uk/

Assessment

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

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.

Each year group will receive two reports cards as per the school calendar. These will be sent home via school bag mail /email. Reporting will look at the key areas of:

- Progress
- Behaviour
- Effort
- Homework
- Next steps for improvement
- Working level
- Target grade (Senior reports only)

The nature of assessment at the GHS

Assessment can take several forms:

- Assessment ***for*** learning – on-going formative assessments to check for understanding, inform teaching and learning, and support pupil metacognition (knowledge about how and when to use particular strategies for learning).
- Assessment ***of*** learning – regular, more formal summative assessments, sampling knowledge and skills from across all course components. These key assessments are consistent across the faculty, cross marked and moderated by all staff within each subject area.

- **Formal Assessments S4-6**
- Pupils will sit formal, timed assessments across all their subjects, these will be sat within class or in the hall (numbers permitting) at a time that suits the individual course structure of each subject. The timed nature of assessments will not only assess knowledge, understanding and skills but also develop and enhance exam technique.
- We have planned assessments between November and April
- Learners will be informed of these key assessments by individual faculties and our SQA co-ordinator, Ms Stewart-Young, will work with faculties to ensure assessments are distributed across these dates.

Assessing in S1-3

Teachers use national benchmarks in each curricular area to assess pupils progress. These benchmarks have been developed to provide clarity on the national standards expected within each curriculum area at each level. They set out clear lines of progression in literacy and English and numeracy and mathematics, and across all other curriculum areas from Early to Fourth Levels (First to Fourth Levels in Modern Languages). Their purpose is to make clear what

learners need to know and be able to do to progress through the levels, and to support consistency in teachers' and other practitioners' professional judgements.

Working levels range form level 1-4 within the BGE as follows:

- W = Working in the level: a few of the experiences and outcomes achieved
- P = Progressing in the Level**:** around half of the appropriate range of experiences and outcomes achieved.

For example, a young person reported at level 4W for English would mean they are working within level 4. Another pupil in the same class may be reported as working at level 4P and have therefore made more progress within 4th level.

Pupil Profiles

Each pupil in S1-3 develops an on-line pupil profile in PSE which records their latest successes and achievements. This profile is stored via the Skills Development Scotland Website

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 your 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.

If you have any concerns about sensitive aspects of learning, please get in touch with your child's Pupil Support Leader to discuss this further.

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 as possible.

There is a range of extra curricular activities available for pupils during lunchtime and after school. Parents will be informed about these by the school. In addition to in-school activities, classes also make regular educational visits and field studies. These visits are linked to pupils' class work.

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Active Schools

The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood. These opportunities are available before, during and after school, as well as in the wider community. For further information contact the Active Schools Coordinator via the school as admin@gracemount.edin.sch.uk

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.

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 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 *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-may2018.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-anutshell-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 though improved vocational and technical learning opportunities. Vocational pathways complement academic studies. They are also vital to helping young people develop skills that are crucial to Scotland's economy while exposing them to the more independent and self-reliant environment of college education.

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

How are the courses delivered?

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

Colleges use the same Scottish Candidate Numbers (SCN) as schools so young people should expect to see their college results alongside other school-based qualifications. Edinburgh College, like school, can provide additional support if required.
http://www.edinburghcollege.ac.uk/Schools/Are-You-Still-At-School/SCP-Programme

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 children and families
- enables children to get the help they need when they need it
- supports a positive shift in culture, systems and practice
- involves working together to make things better

Getting it right for every child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks. Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

Protecting Children and Young People

We place a high priority on the well-being and safety of our pupils. To this end we have in place a personal safety programme to give pupils knowledge and life skills to keep them safe from all form of abuse. Where we have concerns that a child about the possible abuse of pupils we are required to follow the Edinburgh and the Lothian's Inter-Agency Child Protection Procedures which set out the specific duties and responsibilities towards the child and their parents/carers.

Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and it's accompanying Code of Practice: **https://education.gov.scot/parentzone/additional-support/theadditional-support-for-learning-act/**

It provides the following information:
(a) the authority's policy in relation to provision for additional support needs, (b) the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and

young person and the particular additional support needs of the children and young persons so identified.
c) the other opportunities available under this Act for the identification of children and young persons who -
a) have additional support needs,
b) require, or would require, a co-ordinated support plan,
c) the role of parents, children and young persons in the arrangements referred to in paragraph (b),
d) the mediation services provided
e) the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs.

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

The Act requires each Education Authority to publish information about the Act. In on the Act, was produced by the City of Edinburgh Council:
https://www.edinburgh.gov.uk/downloads/file/22136/in-on-the-act

Literacy Difficulties/ Dyslexia

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

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

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

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

If you have concerns please speak to your child's class teacher in the first instance.

English as an Additional Language

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

School Context:

- EAL teacher can assess new arrivals' level of English and provide information and support strategies to teaching staff.
- EAL teacher can provide advice and consultancy to subject teachers on supporting developing bilingual learners through, observation, joint planning, team teaching, individual consultation and remote support through email/Teams.
- EAL staff can work with SFL staff to help identify other Additional Support Needs in developing bilingual learners. ○ EAL Teacher can support school to refer pupils to additional ESOL classes (Beginners class / SCP ESOL) and other agencies. ○ BSA (Bilingual Support Assistant) works under the direction of the EAL teacher to support stage 1&2 bilingual learners and their families using home/first language and English. At this time GHS has an Arabic speaking BSA working with the school.
- BSA can advise on cultural issues and support home/school communication and links with other agencies.
- We have a dedicated Literacy lead teacher in the school who is working with our EAL staff member to work on strategies to ensure that all teachers are *teachers of language* this approach will benefit all of our learners, but especially our EAL learners.

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 Telephone 0845 123 2303
- Scottish Independent Advocacy Alliance, 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 Telephone 0131 667 6633.

Pastoral Support

Gracemount High School operates with a house system where pupils are allocated to one of three houses, Lewis, Tiree or Skye. Each house has a dedicated Pupil Support Leader who can offer pastoral support for pupils. As well as delivering lessons in Personal and Social Education our Pupil Support Leaders are available to help pupils when needed throughout the school year.

Working within the principles of the Getting it Right for Every Child (GIRFEC) model we ensure that our pupils get the right support at the right time while engaging with appropriate partner agencies to ensure the best possible plans are in place for out pupils. We ensure that all our pupils are known to the Pupil Support team and that we meet the needs of all our learners.

Transitions – Moving to a New School or Leaving School

This section also gives information about transition.
There are also details about making a placing request to another school.

Primary to Secondary Transfer

Visits to our local secondary school are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers. While the children are participating in classroom activities and meeting their class teacher, parents will have an opportunity to view the school and are given a brief explanation of school life.

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below.

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address.

Parents of children who are planning to change from denominational to nondenominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen by the end of September in the year preceding the move.

Include information about

- *the arrangements in place to support pupils making transitions*
- *the role of parents, partners, pupils and school staff*
- *arrangements to support pupils with additional needs to make successful transitions.*

Placing Requests

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

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

e-mail: school.placements@edinburgh.gov.uk

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

If we receive your application form after 24 December, your request will be considered but if we receive your application form after **24th 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 another child. This could mean parent(s) / guardian(s) have children attending different schools.

Transport for Placing Requests

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

Further information

Further information on school placing requests can be found on our website at: http://www.edinburgh.gov.uk/info/20256/school_places/1375/school_placing_requests

Section Five – School Improvement and Standards and Quality

Our school improvement plan and standards and quality report are placed on our school website Improvement and Quality - Gracemount High School

The gives you an overview of the main achievements of the school within the last 12 months.

Every year each school publishes a Standards and Quality report which highlights the school's major achievements.

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.

Out attainment report can be found here
Improvement and Quality - Gracemount High School

Websites

You may find the following websites useful.

- **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

1+2	Mother tongue plus two additional languages	The policy to expand and improve learning so that by 2021 every child will learn a first additional language from Primary 1 and a second by Primary 5.
ACP	Anticipatory Care Plan	A document detailing how a patient would like their medical care to progress if they become unwell. For pupils with an ACP it should travel with them on school outings.
ADES	Association of Directors of Education in Scotland	The national organisation which represents directors and senior managers from Scottish local authorities.
ADHD	Attention Deficit Hyperactivity Disorder	ADHD is a condition that affects people's behaviour. People with ADHD can seem restless, may have trouble concentrating and may act on impulse.
AHDS	Association of Head Teachers and Deputes in Scotland	AHDS is a union for promoted teachers in primary, nursery and ASN schools.
AHPs	Allied Health Professionals	An umbrella term for a range of professional practitioners and support staff including Occupational Therapists, Physiotherapists, Speech and Language Therapist and Orthotists.
ASDAN	Award Scheme Development and Accreditation Network	A British education charity and awarding organisation. Provides programmes and qualifications for learners with special educational needs and disabilities.
ASD	Autism Spectrum Disorder	Autism is a lifelong, developmental condition that affects the way a person communicates, interacts and processes information.
ASL	Additional Support for Learning	Additional support for learning means giving children extra help or support so they can get the most out of their education.
ASN	Additional Support Needs	A child or young person is said to have additional support needs if they need more, or different, support to what is normally provided in schools or pre-schools to children of the same age.
BGE	Broad General Education	The broad general education begins in early learning and childcare and continues to the end of S3 (the third year of secondary school).

BNN	Bilingual Nursery Nurse	Nursery Nurse who works in English and another language, to support Early Years settings and schools (P1) in their work with children and families who have English as an Additional Language. This includes joint assessment of children with other additional support needs.
BSA	Bilingual Support Assistant	Bilingual Support Assistants support early stage EAL learners to access the curriculum using their home language and English; support home-school-home communication; and advise on cultural issues. In Edinburgh, we have BSAs for Arabic, Cantonese, Kurdish, Mandarin, Polish, Punjabi/Urdu.
CA	Classroom Assistant	Classroom assistants provide support to teachers. See PSA/PSW too.
CfE	Curriculum for Excellence	Curriculum for Excellence is the Scottish curriculum for pupils aged 3 - 18. It helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century.
CL	Curriculum Leader	A promoted teacher who typically works in a secondary school and has a specific remit to take a lead role in managing their curriculum area. They typically manage and lead a team of teaching staff within their subject area.
CLD	Community Learning and Development	Teams who work with and support communities in areas such as adult and family learning and youth work.
CLPL	Career-long Professional Learning	Ongoing learning throughout a professional's career.
COSLA	Convention of Scottish Local Authorities	A membership organisation for councillors in Scottish local authorities.
CPD	Continuing Professional Development	Each teacher in Scotland is required to undertake a certain amount of CPD each year to maintain or upgrade skills and knowledge (see PRD and PU).

CPM	Child's Planning Meeting	A meeting to implement or review a child's plan. A personalised child's plan will be available when a child needs a range of extra support planned, delivered and coordinated. This will explain what should improve for the child, the actions to be taken and why the plan has been created. The child's plan is managed by a 'lead professional': someone with the right skills and experience to make sure the plan is managed properly. Depending on the situation
		and the child's needs, the lead professional may also be their named person. The child and parent(s) will know what information is being shared, with whom and for what purpose, and their views will be taken into account. This may not happen in exceptional cases, such as where there is a concern for the safety of a child or someone else.
CSP	Co-ordinated Support Plan	A child/ young person is eligible for a CSP when they need support at school from services other than education services, on an ongoing basis. A CSP document gathers together reports and plans from all the professionals who will support a child with additional support needs in school, for example Speech and Language Therapists, Social Workers. A CSP should be reviewed every year and parents have a key role in this process.
CT	Class Teacher	Teacher who is assigned to a specific class. In secondary specialist provision they may also be known as the base class teacher.
CYPADM	Children and Young People Acute Deterioration Management	A document detailing how a patient would like their medical care to progress if they become very unwell. For pupils with a CYPADM it should be with them at all times.
DHT	Depute Head Teacher	The role of DHT will vary from school to school but generally they will stand in for the Head Teacher as necessary and will have responsibility for leadership and management of colleagues.
DO	Development officer	Development Officers are appointed, often on a temporary basis, to undertake specific development work at school or authority level.

D of E	Duke of Edinburgh Award	A youth awards programme founded in the UK in 1956 by Prince Philip, Duke of Edinburgh, that has since expanded to 144 nations. The award recognises wider achievement
EAL	English as an Additional Language	A learner of English as an Additional Language is a pupil whose **first language*** is other than English. This includes children and young people: - who arrive in Scotland from another country during their schooling - who have always lived in Scotland / UK and use a language other than English at home
		* The first language is the language the child was initially exposed to in childhood and continues to be the language used at home and in the community.
EE	Enhanced enrolment	Enrolment meeting with a new arrival whose first language is not English and their and parents-carers (supported by an interpreter, if needed). This meeting enables school to gather full information about the child or young person's language skills (in all languages they speak/read/write), prior education and attainment, strengths and interests, additional support needs; and to share key information about school with the learner and family. Through effective use of information gathered at an enrolment meeting, the school can fully support the learner's transition into education in Scotland.
EIS	Educational Institute of Scotland	The largest teaching union in Scotland
ELC	Early Learning and Childcare	This term is meant to emphasise that care and education of very young children are not two separate things as babies and young children are learning all the time. ELC settings include family centres, nursery schools, nursery classes attached to primary schools and childminders. These places may be run by local authorities, private businesses, voluntary sector organisations and self-employed individuals.

EP	Educational Psychologist	Educational psychologists support schools and the local authority to improve all children's experiences of learning. They use their training in psychology and knowledge of child development to assess difficulties children may be having with their learning.
ERG	Education Resource Group	A City of Edinburgh Council group that considers which specialist provisions to place pupils in.
ESOL	English for Speakers of Other Languages	ESOL is studied by those whose first language is not English. SQA ESOL qualifications for young people (S3-S6) are delivered through the Schools College Partnership and by some secondary schools. ESOL courses and classes for adults are delivered by different providers, e.g. local authorities, colleges, third sector organisations.

EYO/EYP	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.
FE	Further Education	This is post-compulsory education which is different from that offered in universities. It is mainly taught in colleges as well as work-based learning or in adult and community learning.
FEF	Finance for Equity Funding	Funding for schools to address the poverty related attainment gap.
FLO	Family Learning Officer	This person may develop and run courses and activities for families so they can help or support their child’s learning.
FSM	Free School Meals	
FTE	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 halftime.

GIRFEC	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.
GRT	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.
GTCS	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 qualifies and GTCS registered teachers.
GUS	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 policymaking in Scotland but it is also intended to provide a resource for practitioners, academics, the voluntary sector and parents.
HE	Higher Education	This is post-compulsory education which usually takes place in universities.
HESS	Health Education Support Service	1:1 support service to meet the complex care needs of pupils that meet specific health care criteria.
HGIOS 4	How Good Is Our School (version 4)	A self-evaluation tool kit for schools.

HNC/ HND	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.
HT	Head Teacher	Also known as a rector, the Head Teacher is the leader and manager of a school.
ICT	Information and Communications Technology	ICT in education can be found in the following ways: - as a subject, e.g. computer studies - as a tool to support teaching and learning, e.g. the use of whiteboards - as an administrative tool.
IEP	Individual Education Plan	An IEP is a document which sets out the goals and achievements of each school pupil. Every child should have an IEP and should also have an input to its content. It should be reviewed regularly.
ITE	Initial Teacher Education	This describes the courses taken by people who want to become teachers. Courses are available at universities across Scotland through a four year undergraduate course leading to a BEd degree or a one year Post Graduate Diploma in Education (PGDE).
ITS	Interpretation and Translation Service	
JASS	Junior Award Scheme for Schools	A progressive learning programme for young people which has been designed to recognise wider achievement.
LA	Local Authority	There are 32 local authorities in Scotland.
LAC	Looked After Child	Under the Children (Scotland) Act 1995, 'looked after children' are defined as those in the care of their local authority – sometimes referred to as a 'corporate parent'.

		There are many reasons children may become looked after, including: • they face abuse or neglect at home • they have disabilities that require special care • they are unaccompanied minors seeking asylum, or who have been illegally trafficked into the UK • they have been involved in the youth justice system

LGBT	Lesbian, Gay, Bisexual and Transgender	
LNCT	Local Negotiating Committee for Teachers	See SNCT. Some matters are devolved to LNCTs for local agreement. LNCTs are required to have constitutions setting out the recognition and procedures arrangements. In addition to a negotiating function LNCTs also provide a consultative mechanism.
MSP	Member of the Scottish Parliament	
NAS/UWT	National Association of Schoolmasters/ Union of Women Teachers	A teaching union.
NAT 1/2/3/4/5	National 1/2/3/4/5 qualification	National courses have seven different levels; National 1 to 5 then Higher and Advanced Higher, but the buzz words that you will hear the most are Nat 4/5s and Highers as these are most likely to gain your child access to college and university. In fourth year pupils will study for Nat 1 - 5s depending on what their attainment level in each subject is. In most schools a fourth year pupil would tend to sit Nat 4 or 5s. If they decide to stay on for a fifth year, they can sit more Nat 4 or 5s and progress to Highers.
NIF	National Improvement Framework	A Scottish Government framework focused on measuring and evaluating performance in schools. It includes parents and carers as part of the process.
NPFS	National Parent Forum for Scotland	Supported by the Scottish Government, NPFS provides a parental perspective for local and national policies and issues and helps support parental involvement.

NQ	National Qualifications	NQs are taken by young people in secondary schools, colleges and some training centres.
NVQ	National Vocational Qualification	Work based qualifications.

OSCR	Office of the Scottish Charity Regulator	OSCR decides whether to grant an organisation charitable status and to enter it on the Scottish Charity Register. They monitor charities to ensure they comply with the law.
OT	Occupational Therapist	Occupational Therapists can help people with practical tasks if they are: - physically disabled - recovering from an illness or operation - have learning disabilities - Have mental health problems They can look at aspects of daily life at home or in school. They look at activities that a person finds difficult to see if there is another way to do them.
PEEP	Personal Emergency Evacuation Plan	A plan for a person who may need assistance, for instance, a person with impaired mobility, to evacuate a building or reach a place of safety in the event of an emergency.
PEF	Pupil Equity Funding	Pupil Equity Funding is money that is given to schools to help them provide the best possible opportunities for children's learning. In particular, it is there to help the school support children who experience barriers to learning and who might be falling behind or not getting the same chances in their education because their family is experiencing poverty or other financial difficulties. This money is given to schools as part of the Scottish Government's Scottish Attainment Challenge. Pupil Equity Funding is designed to support children in Primary 1 to S3 who are eligible and registered for free school meals. However, Head Teachers can use their judgement to support other children in their school who are affected by poverty. For every child that is registered, the school will receive £1,200 in addition to their normal budget. The Head Teacher decides how the money is spent and has to demonstrate the impact the funding has had on children affected by poverty.
PLP	Personal Learning Plan	A document/folder where a pupil can keep a record of their goals and achievements alongside examples of their work.

PPP/ PFI	Public Private Partnership/ Public Finance Initiative	A collaboration between a local authority and private companies, often used in the building and management of schools.

PPR	Pupil Progress Record	A key record relating to a child/ young person's education that follows them through education.
PRD	Professional Review and Development	PRD is an essential part of the GTCS's Professional Update and professional learning. It provides teachers with ongoing opportunities to reflect on their practice and personal learning through professional learning conversations supported by an annual review meeting.
PSA/W	Pupil Support Assistant/Worker	Supports pupils with a wide variety of tasks in school. Also called Learning Support Assistant or Classroom Assistant.
PSE	Personal and Social Education	PSE addresses the learning outcomes within the Health and Wellbeing indicators in Curriculum for Excellence relating to mental, emotional, social and physical wellbeing, planning for choices and change, substance misuse and relationships, sexual health and parenthood.
PT	Principal Teacher	In primary and special schools this is usually a classroom teacher who also takes on some managerial roles within the school. In a secondary school this is typically a head of department or guidance position.
PU	Professional Update	This supports teachers to develop their skills and work. Teachers are asked to keep a record of their learning throughout their careers. This is logged on their GTCS profile and signed off by their line manager every 5 years.
PVG	Protection of Vulnerable Groups	The Protecting Vulnerable Groups (PVG) membership scheme is managed and delivered by Disclosure Scotland. It helps ensure people who work with children and protected adults
QIEO	Quality Improvement Education Officer	Usually, a local authority education officer who has a specific job around improving the performance of schools.
RA	Risk Assessment	A systematic process that involves identifying, analysing and controlling hazards and risks.
RME	Religious and Moral Education	
RSHP	Relationships, Sexual Health and Parenthood	

SAC	Scottish Attainment Challenge	The Scottish Attainment Challenge aims to raise attainment of children and young people living in deprived areas, in order to close the attainment gap. It will drive forward improvements in educational outcomes to ensure that everyone is encouraged to be the best they can be.
SALT/SaLT/SLT	Speech and Language Therapist	Speech and language therapists provide life-treatment, support and care for children and adults who have difficulties with communication, eating, drinking and swallowing.
SCCYP	Scottish Commissioner for Children and Young People	The Commissioner aims to promote and protect the rights of children and young people in Scotland.
SCEL	Scottish College for Educational Leadership	SCEL supports teaching staff by providing access to high quality leadership programmes of training.
SCQF	Scottish Credit and Qualifications Framework	This organisation promotes lifelong learning in Scotland. The Framework can help parents and young people to plan learning and develop routes through different types of learning.
SDO	Senior Development Officer	Senior Development Officers are appointed, often on a temporary basis, to undertake specific development work at school or authority level.
SEIC	South East Improvement Collaborative	A collaboration between City of Edinburgh, East Lothian, Fife, Midlothian and Scottish Borders councils to improve schools, early learning settings and other services for children and young people.
SEYO	Senior Early Years Officer	Work in pre-school and nurseries.
SHANARRI	Safe, Health, Achieving, Nurtured, Active, Respected, Responsible, Included	GIRFEC wellbeing indicators which help make it easier for children and families and the people working with them to discuss how a child or young person is doing at a point in time and if there is a need for support. At home, in school or the wider community, every child and young person should be safe, healthy, achieving, nurtured, active, respected, responsible and included.
SIF	Summary of Inspection Findings	This document is available on the Education Scotland website following an inspection.

SIP	School Improvement Plan	This document should show improvement targets for a school. This is typically now included in the SQIP.

SLS	School Leaders Scotland	A union for Head Teachers and depute Head Teachers.
SLT/SMT	Senior Leadership Team/ School Management Team	Usually includes the Head Teacher and depute head teachers; may also include the business manager and principal teachers.
SNAG	School Nutrition Action Group	A committee which usually includes school staff, pupils, parents and local people to promote healthy eating within the school community.
SNCT	Scottish Negotiating Committee for Teachers	A tripartite body comprising members from teaching organisations, Local Authorities, and the Scottish Government. The SNCT follows a negotiating framework for teachers' pay and conditions of service.
SQIP	Standards and Quality and Improvement Plan	The purpose of the annual SQIP is to report on the main achievements over the last school year and to bring about further improvement to the learning experiences and achievements of pupils. Improvement planning involves identifying what is good about a school, deciding how good a school can be and identifying the best way forward.
SSTA	Scottish Secondary Teachers Association	A teaching union.
STEM	Science, Technology, Engineering, Maths	The name used for this group of subjects.
SVQ	Scottish Vocational Qualification	These qualifications are based on standards drawn up by industry, commerce and education.
TALC	Team Around the Learning Community	A collaborative approach with Educational Settings and Partners to support and maximise learning, attainment and achievement

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

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

Parent 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.

Please use the QR code below

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.

Ross Hunter
Head Teacher
Gracemount High School