



2017



WEBSTER'S HIGH SCHOOL

PARENTS' HANDBOOK

**This document is available in alternative formats, on request
(Please contact the Head Teacher)**

CONTENTS



January 2017

Dear Parent/Carer

As Head Teacher of the school it gives me great pleasure to welcome you to Webster's High. Webster's has been the burgh school of Kirriemuir and the Glens for more than 150 years and we are proud of our history and tradition of service to the local community.

This handbook provides information about our school for parents whose children will soon be making the transfer from primary school, or from other secondary schools. We hope you will find here the answers to many of your questions about the practical aspects of primary - secondary transfer, the secondary curriculum, and the organisation and administration of the school. But a Handbook cannot take the place of personal contact between the home and school. That is still the most important form of communication. For this reason we encourage parents to visit the school and find out more about us. Please do not hesitate to telephone or write for an appointment.

Finally, we hope that, when you read this Handbook with your children, they will feel welcome and that some of the fears they may have at the prospect of transferring to secondary school will be replaced with feelings of pleasant anticipation.

Yours sincerely

Jane Esson
Head Teacher

A WELCOME FROM THE PUPILS

Welcome to Webster's High School

Thinking back to when we were in first year, we know the feelings of excitement and apprehension which you must be having about the big move. However, it quickly becomes clear that there is nothing to worry about as all the teachers are really helpful if you find yourself lost or confused. Also in first year you are paired up with a sixth year buddy who is there to help you whenever you need something sorted out or if you have any questions that you don't want to ask a teacher. This can be really helpful in certain situations.

Moving to High School will be a big change for everyone but you will soon get the hang of school life and how everything works. To make your first year even better you will have the opportunity to enter many different competitions, meet great new people and learn some new subjects e.g., Technical and Home Economics. In addition to all of this any new ideas that you have for competitions etc. are well received and will be put into action wherever possible.

Overall we hope that the information in this booklet helps to answer most of your questions about the move from primary school to high school, and that you will now look forward to your time at Webster's High.

School Captains

HISTORY OF THE SCHOOL

Webster's High School is named after John Webster, a local writer and banker who bequeathed £7,000 for "erecting and maintaining a school for instructing the youth of the town and parish of Kirriemuir in the arts and sciences and such branches of education as the Trustees shall think suitable."

The school was opened in 1837, occupying the building used until December 2001 by Southmuir Primary School, and was known as Webster's Seminary until 1967. After the Second World War the school moved to new premises which were themselves substantially refurbished and extended between 1988 and 1990.

In December 2001 a brand new Southmuir Primary School was completed, attached to Webster's but retaining its own discrete identity. The upstairs of this building contained eight new classrooms for Webster's.

In August 2009 the community's all-weather sports facility was officially opened and that greatly enhanced our Physical Education provision. Now a major new extension has also been completed bringing Physical Education and Home Economics together and creating on the upper level a splendid new Art facility with a superb view over the town.

A fascinating account of daily life in the school is provided in the school's logbooks which cover its 150 year history. During these years, Webster's High School has served the educational needs of young people from Kirriemuir and District. Our curriculum and our resources today would astonish John Webster and his Trustees, reflecting as they do the broad range of knowledge and skills our pupils require for life and work in a rapidly changing 21st century society.

WEBSTER'S HIGH TODAY – AND THE FUTURE

Webster's High School is a 6-year, comprehensive school, situated in the burgh of Kirriemuir, catering for pupils aged 12 - 18 years.

The school serves an extensive rural area which extends from Glen Isla, Glen Prosen and Glen Clova in the north, to the villages of Glamis and Glen Ogilvy in the south - a distance of 27 miles. In addition, pupils at Newtyle have the option of coming to Webster's.

Pupils in Webster's High enjoy modern facilities. Accommodation has been much improved by the new classrooms described above and pupils have the use of the adjacent Sports Centre, which incorporates a swimming pool, games hall, gymnasium, fitness room, public rooms and now an all-weather pitch. A whole school computer network now has 300 computers attached to it, a project which was assisted a few years ago by a substantial gift from former pupil Mrs Marie Giddings, who left Webster's Seminary in 1925 and who lived much of her long life in California.

Webster's High provides excellent opportunities to extend the range and scope of pupils' learning in an environment suited to meet their needs in the twenty-first century.

EDUCATION IN ANGUS – OUR VISION STATEMENT

Realising the Potential of Children, Young People, Staff and Communities by:-

- putting people at the heart of all we do
- nurturing an ethos of achievement
- striving for sustainable improvement
- working co-operatively

OUR COMMITMENT TO YOU

- to value you as an individual and support your contribution to your son/daughter's education
- to provide you with an effective and suitable education as a user of our services
- to provide you with the necessary information at all times and to consult you on major issues and policies
- to respect your views and beliefs
- to welcome you into any of our educational establishments
- to provide access at times suitable to you
- to keep personal information confidential wherever possible
- to provide you with access to the information you require
- to reply to your enquiries as soon as possible and certainly within ten working days
- to welcome your comments and criticism and to respond positively to you
- to help you resolve any difficulties within an easily understood complaints procedure

THE COMMITMENT WE WISH YOU MAKE TO US

- to respect our staff, treat them fairly and support their work
- to provide support for learning at home
- to keep us informed about matters which may affect your child's learning
- to meet us when required in support of your child's education
- to make any criticisms or complaints in a constructive way
- to help us resolve any difficulties, if necessary, through our complaints procedure
- to be realistic in your expectations of us

In Webster's High we support these commitments and seek to provide all pupils and parents with a service which satisfies educational needs.

OUR VISION STATEMENT

Our vision is to be a community where individuals feel valued, safe and respected, are supported to develop resilience and determination, and are inspired to a lifelong passion for learning.

Values

We value: Compassion, Integrity, Justice and Wisdom

- We believe that every individual in our community should be treated with dignity, kindness and respect, and we value and recognise the contribution of every member of our community
- We believe that young people should be supported to acquire the academic, vocational, personal and interpersonal skills required to become lifelong learners, problem solvers and creative thinkers, and as a community we work hard to maintain our tradition of high achievement and academic attainment

- We believe that young people should be globally and environmentally aware, and supported to understand, develop, and demonstrate the values associated with moral and ethical conduct so that they may contribute fully as a member of a democratic society
- We believe that individuals should have the courage to accept responsibility for their actions and decisions and we encourage this ethos through restorative approaches
- We believe that respectful communication is essential, and as a community we work hard to foster and promote good mutual communications
- We strive to be a happy, self-motivated community with excellent leadership at every level

SCHOOL ETHOS

In our school we are committed to providing appropriate opportunities for the development of pupils' moral, social and cultural values through both the ethos and the curriculum. This is undertaken in partnership with parents and takes account of the individual needs of pupils and the views of parents.

Our school welcomes and encourages diversity and individuality, while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our school both have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We implement the Council policy for Equal Opportunities and Racial Equality and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion or disability.

Aims of the School

Within a caring school community we aim to help all pupils to develop intellectually, socially, physically and morally.

In seeking to achieve this aim we recognise the need to work in partnership with parents. In particular, the school seeks:

1. To ensure that each pupil is known and valued as a person in his or her own right.
2. To develop the full potential of every pupil by offering as wide a range of courses as possible which cater for all levels of ability and allow the range of choice needed to accommodate individual interests and aptitudes.
3. To help pupils achieve the highest possible standards in class work and other activities, including external examinations.
4. To maintain a climate which promotes good working relationships from which pupils can derive positive attitudes and sound values based on principles of mutual co-operation, tolerance and consideration of others.
5. To help pupils develop personally and socially, and to acquire the self-discipline and sense of responsibility they require to face the demands of young adulthood.
6. To assist pupils to achieve their career ambitions by providing advice on appropriate choice of subjects, courses of study and career routes.
7. To promote good relationships amongst the school, home and community and to develop close links to our mutual benefit.

CONTACT DETAILS

Address Webster's High School, Kirriemuir, DD8 5AT

Head Teacher Mrs Jane Esson

Telephone 01575 577200

E-mail webstershigh@webstershigh.angus.sch.uk

Website <http://www.webstershigh.angus.com/>

Present Roll 663 pupils (As at January 2017):

First Year - 107
Second Year - 120
Third Year - 121
Fourth Year - 138
Fifth Year - 103
Sixth Year - 74

Stages Covered Secondary (\$1) to Secondary (\$6)

THE SCHOOL DAY – NEW DAYS/TIMES EFFECTIVE FROM 16TH AUGUST 2017

From 16th August 2017, Angus' eight secondary schools will deliver 33 learning periods of 50 minutes each week. These 33 learning periods will be spread over four longer days from Monday to Thursday and one shorter day on a Friday. From Monday to Thursday each day will start at 08.55 and finish at 15.50. On Fridays the day will end at 13.20. All Angus schools will have the same period structure. From Monday to Thursday there are seven periods a day. On Fridays there are five periods.

Period		
1	8.55	9.45
2	9.45	10.35
3	10.35	11.25
Interval	11.25	11.40
4	11.40	12.30
5	12.30	13.20
Lunch	13.20	14.10
6	14.10	15.00
7	15.00	15.50

A typical S1 timetable might look like this:

	P1	P2	P3		P4	P5		P6	P7
Mon	Numeracy	PE	Maths	Interval	Technical	French	Lunch	ICT	Social Subjects
Tues	Maths	Social Subjects	Literacy	Interval	Home Economic	PE	Lunch	Science	English
Wed	English	Maths	Spanish	Interval	Science	Art	Lunch	PE	Maths
Thurs	Social Subjects	English	Maths	Interval	PE	Numeracy	Lunch	Science	Spanish
Fri	English	Science	RE	Interval	Music	ICT			

Key:

For subject information see the later chapters on the Curriculum for each faculty.

School Organisation: Staffing Structure

There is the equivalent of 53 full time members of teaching staff in eight faculties covering seventeen departments.

The non-teaching staff consists of a Support Services Manager, Administrative Assistant, a Senior Clerical Officer (part-time), four Clerical Officers (1 full time and 3 part-time), four Janitors, one Senior School Technician, two School Technicians, eleven School and Pupil Support Assistants, one Librarian (part-time) and an Assistant Librarian (part-time).

Music Instructors visit the school to offer instrumental tuition.

The Head Teacher and three Depute Head Teachers constitute the Senior Leadership Team which plays a major part in formulating school policy. The Senior Lead Team meets briefly each morning before start of school, and once a week at the end of the school day.

The Depute Head Teachers are responsible as Heads of Year for the day to day management of First and Second Years, Third and Sixth Years and Fourth and Fifth Years.

There are eight Principal Teachers (Curriculum) who head up "faculties": Languages and Communication; Mathematics; Expressive Arts; Support for Learning, Health Improvement; Social Studies and Religious and Moral Education; Technology and Science. There are also five Principal Teachers (Pupil Care and Support) who have responsibility for pastoral matters. An extended Senior Staff Council comprising all promoted staff meets regularly

STAFF LIST

HEAD TEACHER

Mrs J Esson

DEPUTE HEAD TEACHERS

Mrs A Collins, Mrs L Tosh, Ms Hunter (Acting)

SUPPORT SERVICES MANAGER

Mrs J Orrock

EXPRESSIVE ARTS

Mrs K Ling (Music)

Mrs J Butler (Art)

Ms J Carson (Drama)

Ms P Etheridge (Art)

Mr P Fisher (Music)

Mrs M Myles (Art)

Ms J McAlpine (Art)

LANGUAGES & COMUNICATION

Mrs M McRae (Modern Languages)

Mr L Anderson (English)

Mrs R Christie (English)

Mr S Finnie (English)

Ms M Hornsted (English)

Miss G Paris (Modern Languages)

Miss L Shearer (Modern Languages)

French Assistant

Spanish Assistant

PUPIL CARE & SUPPORT

Mrs G Anderson

Mrs S Hunter

Miss A Hutchison

Mrs C Little

Ms M McGregor

SOCIAL SUBJECTS

Mrs C Duff

Mrs N Adam (Geography)

Mr C Anathasaop (RMPS)

Ms L Beckett (Geography)

Mrs C Morrison (Geography)

Ms C Prendergast (History)

HEALTH IMPROVEMENT

Ms J Croll (Home Economics)

Mr C Burnett (Physical Education)

Mr C Lawson (Physical Education)

Mr S Jenkins (Physical Education)

Mr A Weir (Physical Education)

Ms L Smith (Home Economics)

MATHEMATICS

Mr J Boath

Ms S Aguiar

Mr D Duthie

Mrs K Ersoy

Mr P Phillipson-Masters

Mr R Smyth

SCIENCE

Dr C Matthew (Biology)

Mrs C Little (Biology)

Mrs S McGregor (Physics)

Dr N McIntyre (Chemistry)

Dr N Marshall (Science)

Mr A Murray (Science)

Dr G Penny (Chemistry)

Mr A Taylor (Physics)

SUPPORT FOR LEARNING

Mrs J Preston/Ms L Laing

Mrs D Mitchell

Mrs K Ralston

TECHNOLOGY

Mr D McInally (Business Education)

Mr C Clark (Technical Education)
Mr S Collin (Technical Education)
Mr P Flood (Business Education)
Mrs R Malecki (Computing)
Mr J Milton (Technical Education)
Mr A Owen (Computing)

JANITORS

Mr B Smith (Assistant Cluster Manager)

Mr R Cumming
Mr D Patullo
Ms C Torrie

SCHOOL AND PUPIL SUPPORT ASSISTANTS

Mrs C Croft
Mrs V Dyker
Mrs D Elder
Mrs G Ferguson
Mrs L Gibson
Mrs A Gill
Mrs H Hood
Ms K Lees
Mrs J Leith
Mrs L McLaren
Mrs G MacDonald
Mrs K Petrie
Mr D Smith
Ms L Thomson

TECHNICIANS

Mr R Dyker (Senior Technician)

Mrs R Morrison
Mr M Ord

SCHOOL CHAPLAINS

Rev M Rooney
Rev L Stevens
Rev R Harley
Rev J Orr

ADMINISTRATION

Mrs L Gow (Administrative Assistant)

Mrs L Davidson (Clerical Officer p/t)
Mrs N Davie (Clerical Officer)
Ms J Towns (Clerical Officer p/t)
Mrs M Wilkie (Clerical Officer p/t)
Mrs E Yule (Senior Clerical Officer p/t)

LIBRARY

Mrs H Duncan (Librarian – part-time)

Mrs A Macdonald (Library Assitant p/t)

CAREERS ADVISOR

Mrs L Melvin

SCHOOL MEALS SUPERVISOR

Ms I Robertson

SPORTS CENTRE STAFF

Mr G Donaldson (Facilities Manager)

VISITS OF PROSPECTIVE PARENTS – see link below

<http://www.scotland.gov.uk/Publications/2009/11/06125905/0>

Once your child has been allocated a place you will be invited along to meet the staff and children, to find out more about the curriculum and to share information regarding your child.

Enrolment

Transfers from Associated Primary Schools are automatic and the necessary information for parents is provided by each Primary Head Teacher in December. Parents who wish their child to be placed in an alternative school must make their request in writing to the Authority.

Parents who wish to transfer their children to a secondary school other than that proposed by the Education Authority must submit a written placing request by mid-March. Placing request forms are available from the Head Teacher, or the People Directorate, Angus House, Orchardbank Business Park, Forfar, DD8 1AE, Tel: 08452 777 778

Pupil Care & Support (Pcs) and Year Staff

On entry to Webster's High School, each pupil is assigned a Principal Teacher of Pupil Care & Support who have a special responsibility to care for the welfare of pupils in their charge. Their task is to oversee the general educational progress and the personal and social development of pupils. These staff members are available to help pupils and parents, especially at times when decisions have to be made or extra support is required.

Each Principal Teacher (Pupil Care and Support) takes responsibility for a group of pupils from S1 to S6, to whom they teach one period a week of Personal, Social and Health Education. The Principal Teachers are each associated with one of the school Houses. The main benefit is that where possible the same teacher takes responsibility for all the pupils in a particular family.

Clova House	Miss Hutchison and Mrs Little
Isla House	Mrs Hunter
Moy House	Mrs Anderson
Prosen House	Ms McGregor

The school Deputes take overall responsibility for year groups. In session 2016-2017 these will be:-

Mrs L Tosh	S1 & S2
Mrs A Collins	S3 & S6
Ms S Hunter (Acting)	S4 & S5

SCHOOL UNIFORM

At Webster's High School we believe that the wearing of a school uniform gives our young people a sense of belonging, enables them to identify with their school and reinforces our positive work ethos leading to raised attainment. When our young people wear a uniform they look extremely smart and are often praised by members of the local community, greatly enhancing our reputation.

When we consulted with the Parent Council, pupils and staff a substantial number of responses, particularly from pupils, indicated the preference for all pupils to wear blazers, rather than it being the privilege of the senior school. As a result we have been working towards phasing out school polo shirts and sweat shirts over the past two years and we have now taken the decision that next session all S1 pupils will be required to wear a shirt, tie and blazer. Pupils in S2-S4 are permitted to continue wearing their polo shirts and sweat shirts until they need to be replaced.

As in previous years it is compulsory for pupils wishing to return to senior school to wear full uniform, including a blazer.

The school will arrange fittings of blazers at various times throughout the year.

The uniform next session will be as follows:

Webster's blazer
Webster's tie
White shirt
Black jumper
Black school trousers or skirt
Black shoes

Full school uniform can also be purchased at Fingerprint, Bank Street, Kirriemuir.

PE Kit

Acceptable:

Pupils are required to bring appropriate kit based on the area (and weather season) of their activity:

Outdoor: Pupils should bring warm clothing and waterproofs

Indoor: Pupils can wear shorts and a t-shirt but must wear non marking soled trainers.

Tracksuit bottoms are also acceptable

Pool: Girls should wear full swimming costumes and boys should wear swimming shorts.

Not Acceptable:

- Bikinis
- Swimming trunks
- Low cut tops
- Spaghetti strap tops
- Non-sports leggings
- Shoes without proper support (Converse and pumps are not acceptable for PE)
- Jewellery

NOTE:

Certain items of clothing are unsuitable for school wear. These include denim jackets and jeans, track suits (except for Physical Education), football scarves, hoodies and garments with slogans.

We strongly recommend you label any item of clothing which may be removed in school. The school cannot be responsible for any clothing, bags or other possessions left unattended in public areas.

PARENTAL CONCERNS

Parents should contact the school immediately should they have a cause for concern. It is our wish to deal with all matters as early as possible preventing them from growing into significant concerns. Please contact your child's PTPCS teacher in the first instance or if you would prefer to discuss the issue with a member of the management team please contact Mrs Tosh regarding children in S1 and S2, Mrs Collins S3 and S6 and Ms Hunter S4 and S5.

The staff will listen to your concern and agree a way forward with you. They will follow up the initial conversation with a telephone call approximately one week later to ensure all matters have been resolved satisfactorily.

Please note that a complaint against a member of staff should always be brought directly to the Head Teacher.

THE COMPLAINTS PROCEDURE – see link below

http://www.angus.gov.uk/info/20252/customer_care/209/making_a_complaint_or_comment_about_our_services

If parents have cause for complaint they should contact the school and make an appointment to meet the Head Teacher or member of the Senior Leadership Team.

PARENTAL INVOLVEMENT BECOMING INVOLVED IN SCHOOL

The school values the important part that parents play in their children's education and sees partnership with parents as an effective way of enhancing children's achievements and promoting better school ethos and communication.

Opportunities for Parental Involvement:

The most obvious ways to become involved are to attend the regular Parents' Evenings (including special evenings to discuss, for example, course choice) and to join our very active Parent Council.

In addition, support for the Talent Show, concerts and fundraisers is always greatly appreciated.

Many parents have also helped us coach sporting teams. Please therefore get in touch with us if you have a particular skill to offer.

Webster's High School Parent Council website:-

www.webstersparents.org.uk

If you wish to be a regular parent helper, PVG (Protecting Vulnerable Groups) checks

have to be completed. Please discuss this with staff.

All parents are invited to attend Parents' Evenings throughout the year. At these meetings parents will have the opportunity to meet their child's class teachers for 5 minute interviews and hear about their child's progress. Termly tracking reports for each pupil will also be issued.

Webster's also holds many more Parents' Evenings than it strictly has to and we always hope that parents will come along to these in large numbers. We give a lot of advice on these occasions on how parents can support their child's learning. Teacher contact evenings are usually 5-7pm. Parents should also check their child's Personal Planner on a regular basis

Parental Assistance and Encouragement

We are very conscious that a child's education starts in the home and is continued as a partnership between home and school. Experience clearly shows that the role of parents is a major factor in determining the progress of pupils in school. Here are some ways in which you can help your child.

- Take an active and supportive interest in your child's work and progress in school. Find time to spend with your child. Discuss the day spent in school and take an interest in the set homework. Ask to see your child's planner and check that tasks are completed on time.
- Promote good study habits at home. Set aside a regular period of time for working at home and provide a quiet place in the home where your child can concentrate properly.
- Alert the school to any difficulties or problems which your child encounters, which may give you or your child cause for concern.
- Support the authority and discipline of the school by helping your child achieve maturity, self-discipline and self-control.
- Make sure your child comes to school regularly, on time, refreshed, alert, correctly dressed and ready to work.
- Control your child's use of leisure time activities and entertainment. Encourage your child to join local clubs or organisations dealing with his or her interests.
- Keep us informed of any change of circumstances, which might have an effect on your child's progress or behaviour at school.
- Inform us of any changes in address, telephone number and emergency contact.
- Please make every effort to attend Parent Contact Meetings.

SCHOOL AND COMMUNITY LINKS

These are very strong and are mentioned throughout the handbook. The school is, and is proud to be, at the heart of the Community.

POSITIVE BEHAVIOUR MANAGEMENT

Good behaviour is essential to good learning. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents and staff all have an important part to play in producing and sustaining this positive ethos. The rules of the school are of a common sense nature, bearing in mind the interest and safety of all concerned.

Where a child does break rules, there is a hierarchy of consequences, culminating in exclusion from the school which we expect to be a rare occurrence. We like to involve parents as early as possible when a child gets it wrong with a view to preventing more serious offences taking place. We always prefer a restorative approach when a child's behaviour becomes a problem and we have developed a new positive behaviour and relationship policy to support this.

SCHOOL RULES

- Follow instructions given by all staff
- Show respect towards others, yourself and the school property
- Work hard and do not give up

CLASSROOM ROUTINES

- Outdoor jackets, hooded tops and scarves must not be worn in class. Hooded tops may not be worn in any part of the school after 8.55am
- Pupils should arrive at class promptly
- Staff should be at the door to greet pupils and monitor corridor behaviour
- Pupils should come to class prepared with the appropriate equipment
- Mobile phones must be kept out of sight and only used with permission
- At the end of the lesson pupils should wait in the classroom until they are dismissed.
- The bell is a signal for teachers not pupils
- Pupils should not be allowed to leave the classroom before the bell

CORRIDOR RULES

- Follow instructions given by all staff and prefects
- Walk in an orderly and sensible manner
- Keep left
- No eating or drinking
- Pupils must not hang about in the corridor or in the toilets between periods

High standards are also looked for in the way pupils treat property. All books and jotters should be looked after carefully, show the pupil's name and class, and be carried in a bag. The responsibility for personal property is the pupil's own. Pupils are strongly advised to mark belongings with their name and class.

Mobile phones can only be used at teacher's discretion. This is Angus Council policy. Any pupil taking out a mobile in a corridor or in a classroom without permission will be asked to put it away. Pupils who fail to do so will have their mobile phone confiscated until the end of the day. In the school, phones must be switched off completely and kept in pockets or bags unless otherwise advised by a member of staff. Parents are asked not to contact children by text during class time as this has a very disruptive impact on learning.

During the school day the use of photographic equipment such as videos, cameras or mobile phones with an imaging facility will not normally be permitted anywhere on the school campus.

Taking valuables to the PE Department

To avoid any risk of losing valuables/money, pupils should leave these at home or in their main locker.

- All valuables should be left in their own locker once these have been allocated
- If pupils choose not to leave their valuables in their own locker, they have made the choice to put their valuables at risk. Under these circumstances, they should store them securely with their PE teacher, as outlined below
- If pupils choose not to use their own locker, at the start of each lesson their PE teacher will ask them to hand over any unstored valuables which will be kept in a locked box. If they choose not to hand over their valuables at this point, the school cannot be held liable for any valuables which go missing from the changing rooms
- The PE changing rooms will be locked once all pupils are changed. These will, however, be open from time to time, e.g. for a pupil to change early to go to a music lesson – this is unavoidable but every effort will be made to ensure that the doors are locked as much as possible. If pupils have chosen to leave valuables in the changing room without handing over to their PE teacher, they accept responsibility for leaving their valuables at risk of theft. Every effort will be made to identify the person who has removed missing items.
- At the end of the lesson, the PE teacher will re-issue any valuables from the locked box. All valuables will be returned at the same time to reduce the risk of pupils taking the wrong items from the locked box. Pupils must collect their own valuables only. Please make valuables easily identifiable by writing your initials on them. Any money handed over should be in a wallet or purse. The PE teacher will do his/her best to ensure that all valuables are returned to the correct person.
- Should pupils see anyone hanging about the changing rooms or PE toilets and it is clear that they are not doing PE, please inform a PE teacher or the school office as soon as possible.

School Bounds

We encourage our pupils to remain within the school grounds throughout the day. Pupils may leave school during lunch time, but we do not recommend that junior pupils do so.

Pupils are not allowed to leave the school grounds at the morning interval.

Parents are asked to co-operate in stressing the need for road safety. Our pupils are asked to set a good example to younger, Primary School children by crossing main roads at the appropriate patrol point.

Discipline System

The aim of the school is to develop positive working relationships and discipline is essential to good learning situations. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents and teachers all have an important part to play in creating this. The rules of the school are of a common sense nature, bearing in mind the interest and safety of all concerned.

Good discipline is made easier when school and home work together, each supporting the other when the need arises. Underpinning our policy is the notion of individual rights and responsibilities. These apply equally to pupils, staff and parents.

There are times when some pupils act in a fashion which disrupts the harmony of the school community and the school must then show its clear disapproval. The procedures applied are shown below, and those chosen will depend on the nature of the offence.

- *Verbal warning* from members of staff.
- Behaviour alerts recorded for persistent misbehavior.
- *Punishment exercise* to be done at home. This will be accompanied by a standard notification to be signed by parents.
- Where necessary, a teacher may refer a pupil to his/her Principal Teacher who may choose to adopt a "good neighbour" policy within the Department.
- The appropriate Depute Head Teacher monitors behaviour alerts and punishment exercises and will write to parents if a child has received several in a term. He or she may issue evening detentions and/or invite parents to the school to discuss their child's misconduct.
- At any time a serious offence will mean *referral to senior members of staff* and a letter to parents.
- *Individual timetable*. A pupil may be required to have a timetable marked every period to check on his/her attendance and conduct. This timetable is usually sent home to parents every evening for signing.
- *Reduced timetable*. A pupil may be taken out of one or more subjects for a brief period of time. The pupil will work on his/her own under the supervision of Support for Learning staff.
- Informal detention, issued by subject teacher, Principal Teacher or Depute Head Teacher may take place at interval time or lunchtime. On such occasions pupils will always be given time to visit toilets and/or have their lunch. There will not normally be a letter home on these occasions.
- Formal detention after school is supervised and work is undertaken between 3.40pm and 4.30pm. Parents will always receive advance notification.
- Formal warning by Head Teacher.
- Temporary exclusion from school.

We are always pleased to meet any parent who wishes to discuss why a sanction has been issued. Obviously, if a pupil receives punishments frequently, this becomes a cause for particular concern which should prompt parents and the school to explore why it is happening. Generally pupils at Webster's behave very well and parental support is sought to help maintain this high standard. Staff are also encouraged to recognise positive pupil behaviour through the use of verbal praise.

School Policy on Bullying

Webster's High is known as a caring school. The importance attached to individual pupils and their value in the school community is reflected in the attitude of pupils and staff towards their work and to each other. However, no school is free from the risk of bullying.

Our school policy on bullying was drafted in consultation with parents and pupils as well as teachers, and is in line with local and national advice. Quite simply, it urges all to send out a strong signal that bullying is unacceptable, that prompt action will be taken in Webster's High to prevent bullying and that incidents will be immediately dealt with when they occur.

All new pupils are issued school planners which include a summary of our policy on bullying.

Advice is given about what to do if bullying is suspected or is taking place - and

information is given about what the school will do. Parents are asked to stress to their children that they must tell a teacher if they are being bullied.

All serious bullying incidents are recorded on a register by the school, this information is sent to Angus Council where it is logged centrally.

Punctuality

If pupils are to benefit fully from their lessons they must arrive on time for each class. Life-long habits of punctuality are formed at school and will serve pupils in good stead in later years. It is noteworthy that employers, when requesting references from school, often ask specific questions about punctuality and attendance.

School begins at 8.55am, when pupils will be in subject classes and teaching will immediately get underway. Pupils are therefore expected to be in school by 8.50am to arrive at their class on time. Similarly pupils are expected to be in school at 2.05pm to arrive in good time for afternoon classes which commence at 2.10pm.

Attendance and late-coming are registered on a period by period basis and parents will be informed if their child displays a worrying pattern of absence. Morning interval or lunchtime detention may be a consequence of persistent late coming.

CELEBRATING ACHIEVEMENT

We celebrate achievement in a variety of ways: by discussing successes at morning assemblies; by writing articles in the termly Parents' Newsletter. Each term parents will be contacted by the school to ask for information about pupil achievement outwith school.

EXTRA-CURRICULAR ACTIVITIES

Traditionally there has been a varied programme of activities available at lunchtime and after school. Several groups meet regularly. These include an Eco club, Library club, Mathematics club, Anime club, Drama group, Debating society, and various musical activities. Most of these clubs, of course, are dependent on staff interest and expertise and therefore they can change as teachers leave or join the school. Seniors are also involved most years in a Young Enterprise Company.

There has been a greatly increased emphasis on sport in the last few sessions. The Sports Centre gives access to a variety of sports and pursuits, with organised activities including gymnastics, indoor cricket, basketball, badminton, and 5-a-side football. The school is involved in competitions in athletics, cross country, golf, hockey, football, rugby and badminton. Visits are organised throughout the session by various departments, either on a curricular or extra-curricular basis, and include the following:

Residential Activity Groups: For example to Dalguise outdoor centre

Educational Visits: History, Geography, Art, Computing Science and Science Field Trips, Visits to Industry.

Careers Visits: These include visits to Careers Conventions and to Open days at Scottish universities and colleges.

Sporting Visits: In recent years there have been regular trips to Murrayfield, Hampden and Wimbledon.

Foreign Trips: In recent years school visits have been arranged to France, London and Spain. A ski-trip also takes place every two years.

Theatre Visits: In recent years members of the English, Drama and Music Departments have arranged evening visits.

Outward Bound: Open to all S3, the October Adventure and Challenge course aims to boost team work, problem solving and self-confidence. We anticipate the pupils having a really great time too!

This one week residential experience is now established as an annual fixture; it sits perfectly with our School Vision and with the national development of a Curriculum for Excellence. Ideally, every single pupil in the year group will participate and fundraising will continue to make this superb opportunity financially accessible to all.

S6 pupils sometimes organise a Talent Show. This is very popular and provides a great showcase for the singing, acting and dancing talents of the pupils.

PUPIL COUNCIL

Webster's High School has a long-established Pupils' Council. The co-ordination of the Council events is the responsibility of two pupil captains. There are two representatives from each year group and the Council has a programme of meetings throughout the session. Prior to the meetings, the captains, supported by a member of staff, discuss items to be included on the agenda. All teachers are encouraged to play a supportive role, with the Pupil Council chair having responsibility for keeping the meeting in order. As a result of this approach pupils have a real belief that the meeting belongs to them, with agendas which focus on issues relevant to pupils.

A copy of the minutes of every meeting is given to the Head Teacher who can comment on and respond to items discussed. These minutes are distributed to the Council representatives for further discussion in classes.

Significantly, the Pupil Council is currently extending links beyond the school. It has held consultative meetings with representatives from Angus Council's Alcohol Steering Group, participated in a ChildLine bullying seminar, gone out for a "working lunch" together and invited the education convenor to speak to it.

PARENT COUNCIL

You can find out more about the Parent Council by contacting the Head Teacher or via the Parent Council Blog at - <https://blogs.glowscotland.org.uk/an/AngusParentCouncilGroup/>

The Parent Council is consulted by the Head Teacher in reaching important decisions about school policy, such as the use of mobile phones, uniform and homework, for example, and help out from time to time with a wide range of activities within the school. The Parent Council has a sub-committee whose aim is to raise funds by organising events and activities which hopefully parents will support.

You will find out details of these events and the work of the Parent Council generally on the school website and our own Parent Council website at:

www.webstersparents.org.uk

www.facebook.com/WebstersParentCouncil

If you are prepared to give up a bit of time to help ensure that our children get the most they can out of their school life, whether or not you want to become a member of the Parent Council, please contact us via email to parentcouncil@webstershigh.angus.sch.uk

LEARNING OPPORTUNITIES

School Library Resource Centre

The School Library Resource Centre provides a wide range of resources and services to support learning and teaching, as well as promoting reading for pleasure. Resources for research activities cater for all learning styles and abilities and the fiction section is updated regularly.

Pupils use the library during class time and in their free time for reading, research and homework.

Mrs Duncan and Mrs Macdonald aim to develop a culture for reading and to aid improvements in literacy through the provision of resources and reader development initiatives.

Pupils are encouraged to use the careers section in the Library Resource Centre and have access to specialised programs to help them make decisions about their careers. Study facilities are provided for individual study and research. The library currently has 22 networked PCs for pupils to access interactive programs and the internet along with a class set of laptops for use within the library.

Library staff aim to provide a stimulating environment for pupils with themed displays and displays of pupil work.

Touchpad Library Identification System

Webster's High School Library Resource Centre allows pupils to borrow material using a thumb scan as identification. On first registration the new borrower will be asked to press his/her right thumb on to a touchpad four times. The sensor scans the thumb and generates a mathematical identification code for that borrower. Thereafter, whenever the borrower takes out a book all they have to do is give the librarian their name and put their thumb on the touch pad. The book will automatically be checked out in their name. This system simplifies and speeds up the process of borrowing books and removes the need for library cards or identification numbers. It also removes the possibility of borrowing books in the wrong name.

- No image of a fingerprint is ever stored
- The touch pad creates a mathematical code that gives secure identification, like any other identity number
- This data is encrypted and cannot be used in any other database
- It is not possible to recreate an image of the scanned thumb
- The data can be deleted at any time at the borrower's request
- All data is deleted automatically when the borrower leaves school and their library record is deleted
- The touch pad uses extremely accurate, harmless CCD technology

This is a hosted system – data is kept off-site. Data being used is date of birth, gender, forename, surname, tutor group, year group and candidate number. If anyone has any queries or concerns about this system, please contact the school librarian.

Should you have no objection to your child using this touchpad identification system you need take no action. However, if you would rather your child does not use the system; please contact Mrs Tosh at the school and arrangements will be made for your child to borrow books using the conventional, non-scanning method.

In 2008 a similar system was introduced to allow pupils to purchase School meals. Angus Council procedures regarding biometric scanners are based on guidelines issued by The Information Commission, which enforces the Data Protection Act and BECTA, the British Educational Communications and Technology Agency in 2007 and the Angus Council Committee Report agreed in 2002.

The Authority is introducing an online payment system across all schools in Angus by August 2017. Through this system, parents/carers can pay for any school related fees i.e. school meals, trips, subject contributions etc.

THE PUPILS AND PARENTS VOICE

Personalisation and choice is one of the seven principles of curriculum design and children and young people throughout their education will have the opportunity to discuss with their teacher the context in which they learn and how they will approach the learning.

Communication with Parents

It is the policy of the school to develop regular and effective communication between parents and teachers in order to help achieve the aims of the school. To ensure this happens, the following methods of communication are used.

Reporting

Reporting informs parents of progress. This will be through a range of approaches including parents' evenings and written reports.

The termly tracking will describe your child's strengths and areas for development, their progress in achievement across the eight curriculum areas, their next steps in learning and how parents can help.

Additional to a report your child will create a 'profile' which is a statement which publicly recognises your child's best achievements in school, at home and in the community.

1. Groupcall

The preferred communication system throughout schools in Angus is Groupcall. This system enables pupil reports, letters etc to be sent by e-mail.

To enable this communication, please provide an up-to-date e-mail address at all times.

2. Parent Contact Evenings

We believe that discussion between parents and teachers is of great benefit to pupils, parents and teachers, and supplements the information provided in school reports. We therefore arrange at least one Parental Contact Evening (5pm–7pm) each session for each year group. At the first of these meetings, parents of first year pupils learn how their children are settling at school and coping with the common course. Second year meetings also inform parents of the progress being made in the common course. In the third year, discussions will be directed more to the selection of subjects for the following year. For fourth, fifth and sixth years, parents are invited to meet the teachers at appropriate times during the session when presentation for and possible success in external examinations can be discussed

3. Newsletter

We try to put out a Parents' Newsletter approximately once a term. This provides information about developments in the school and news of a wide range of school activities.

4. Website

Our website is an important source of information for parents.

<http://www.webstershigh.angus.com/>

Twitter

twitter.com/WebstersHigh

We actively encourage parents to follow the school twitter feed.

5. Other Points of Contact

Parents who wish to discuss any aspect of their child's progress at school are encouraged to write or telephone the school to make an appointment to see the Head Teacher, Year Head or Pupil Care & Support Teacher. Year Heads request regular progress reports on pupils from teachers throughout the school year. Should a pupil's progress or attitude give cause for concern then the parent will be contacted and invited to meet the Year Head or Pupil Care & Support Teacher. We would also hope, on occasion, to inform parents of particularly commendable activities in which their children have participated.

Parents should never hesitate to contact the school. The Head Teacher and Year Heads are always pleased to meet parents regarding any matter concerning a pupil.

Learning & Teaching Approaches

Entry to secondary school marks a period of adjustment for pupils. There are new subjects to discover and pupils find that they are being taught by many teachers instead of a single class teacher. Pupils also find that they have changed status from being the most senior pupils in their primary school to being the youngest in the High School. In most cases, they have moved from a small school to one which appears very large and, at first, rather bewildering. We also recognise that children mature intellectually at different rates, and that time is needed for them to adjust to their new situation.

Junior School is a time when pupils adjust to their new school, develop skills and knowledge learned at primary school, experience new areas of knowledge and establish a secure basis for further emotional, intellectual, physical and social development. The curriculum is broad-based and builds upon what pupils already know and do, while also offering increasingly challenging but appropriate goals. With our associated primary schools we have implemented courses aligned with the national Curriculum for Excellence guidelines.

On entry to S1, pupils are allocated to Form Classes on a mixed ability, mixed sex basis. In Maths pupils are set according to ability (there will always be opportunities for pupils to move up or down a section in order to best suit their needs). In other subjects classes are made up of children with a range of abilities. In S1, pupils will follow a common course of subjects including English, Maths, Science, Social Studies, Technology, Arts, Health and two Modern Languages.

A similar pattern is followed in S2 where classes are again mostly of a mixed ability nature.

A range of teaching methods are used within each course and within each lesson taught. They include:

- Whole Class Direct Teaching- usually to introduce work, give instructions and establish how well learning has occurred.
- Group Work-sometimes in groups set by ability, sometimes mixed-ability groups.
- Individual Work- tasks appropriate to individual pupils.
- Resource-Based Learning - the teacher organises a variety of resources which pupils access for themselves

Depending on availability of staffing, Support for Learning Teachers and School and Pupil Support Assistants will assist pupils who find it difficult to cope with the demands of the work. Pupils with a severe learning difficulty may be withdrawn from a class for a limited period of time to work with the Support for Learning Teacher, or separate programmes may be arranged to help with specific difficulties. The agreement of parents will always be sought for such arrangements.

Assessment

Assessment is crucial to tracking progress, planning next steps, reporting and involving parents and learners in learning. Evidence of progress can be gathered by learners themselves, and by fellow pupils (peers), parents, teachers and other professionals.

A number of approaches are employed including the following:

- Self-assessment – learners will be encouraged and supported to look at and revisit their own work, to develop a better understanding of what they have learned, and what they need to work on
- Peer assessment – learners will be encouraged and supported to work together to help others assess what is good about their work and what needs to be worked on
- Personal learning planning – children, teachers and parents will work together to develop planning for next steps in learning
- Profiles – a statement of achievements both within and outwith school.

Your child's progress is not only based on 'tests' but on the learning that takes place within the classroom and in different settings outwith the classroom.

Evidence of children and young people's progress and achievements will come from day to day learning and through the things they may write, say, make or do. For example evidence may emerge as a result of children and young people taking part in a presentation, discussion, performance, or practical investigation. Evidence may be captured as a photograph, video or audio clip as part of a particular learning experience.

Assessment takes place as part of ongoing learning and teaching, periodically and at key transitions.

From S1, the emphasis is placed on continuous assessment and in most departments, progress is monitored by tests at the end of sections of work. Assessment in S2 follows the same pattern. In some subjects, however, there is also a short examination during the spring term.

Throughout the session, Year Heads request reports from subject teachers in respect of pupils whose attitude, diligence and performance are giving cause for concern. Parents will be informed and invited to the school to discuss these reports. In addition, parents are encouraged to ask about their child's progress at any time throughout the session by consulting the appropriate Pupil Care and Support teacher or Year Head.

School Targets

Along with all other Scottish secondary schools, Webster's High vigorously pursues a range of attainment and other targets. We commit ourselves to doing everything we can to reach them in the belief that the pupils will have benefited from our efforts.

We have a very clear philosophy that high achievement is best pursued through a close partnership of pupil, teacher and parent. The school will provide regular information home on, for example, additional study facilities; we would ask parents to ensure good attendance and to give every encouragement to study conscientiously.

Homework

One important way of keeping in touch with your son's or daughter's life at school is through the link of homework. We regard homework as an important part of a pupil's education and the general policy of the school requires that homework be set regularly by teachers. Apart from reinforcing work done in school, it encourages study habits, it trains pupils to organise their work and time effectively, and it encourages pupils to gather and use information.

A Personal Planner is made available to all pupils free of charge. Regular use is strongly recommended because it is customised to allow the setting of targets as well as the recording of all homework and home study tasks set by teachers. We hope that parents will interest themselves in the homework tasks and give assistance when they can. You are also encouraged to check and sign the homework diary regularly.

Pupils should remember that homework includes not only the set tasks listed in the diary, but also regular revision of classwork. It is therefore important to set aside a regular time every night so that a study routine is established. Teachers may also issue SMART targets to pupils – these may be found in planners, in tracking reports or on the school website.

It is not possible to state the precise amount of time pupils should give to homework at any stage in their secondary school career, but as a rough guide the following principles do apply:

- The amount of homework formally set increases year by year, rising to anything from 12.5 to 15 hours per week in S4, S5 and S6 years.
- In S1, as pupils adjust to their new subjects and the longer school day, they should spend approximately 1 hour each evening on set work or reading notes taken in class for each subject.

We hope this additional information will help you monitor your child's homework.

A final note: homework does not always involve written exercises. It includes finding out information from books, relatives and friends; gathering together material and conducting surveys; preparation for classwork etc. In all subjects, daily revision should be seen as an addition to the tasks set by teachers.

The Support for Learning Faculty

The Faculty Head of Support for Learning has overall responsibility for the day-to-day management of the team. The PT will monitor the deployment of staffing and resources and evaluate these in order to ensure that there is an effective and efficient range of support for pupils across the continuum of need.

Matters relating to pupils with identified Additional Support Needs (ASN), an individualised Education Programme (IEP) or a Co-ordinated support plan (CSP) will be channelled in the first instance through the PT. The PT will advise other colleagues as appropriate as they produce IEPs for these pupils.

The Support for Learning team will:

- Assess the needs of individual pupils and where necessary organise individual tuition programs, such as Toe by Toe and Paired Reading.
- Advise subject teachers on the needs of individual pupils.
- Ensure that effective procedures are in place for consultancy.
- Support individual pupils in subject departments as negotiated.
- Work with subject departments to develop appropriate assessment procedures, including alternative examination arrangements.
- Track and report pupils' progress.
- Update and adapt courses in line with Curriculum for Excellence.
- Work in partnership with Pupil Care and Support (PCS) staff and mainstream staff to plan and implement IEPs and CSPs, where appropriate, to ensure that learning needs are met.
- Maintain and develop effective links with parents, PCS, Year Heads and outside agencies.
- Develop strategies which serve to establish priorities and evaluate effectiveness.
- Attend transition meetings at feeder primary schools regarding pupils with ASN and liaise with PCS staff regarding transition to S1.
- Review with senior management the team's role within the school's annual improvement plan and establish relevant priorities within the departmental plan.
- Prepare and plan for staff development needs.
- To work with discrete subject teachers to develop and deliver Curriculum for Excellence and National courses where appropriate to meet the needs of individual pupils with ASN.
- Continue to help build up appropriate resources for both mainstream and Support for Learning Base and to include technological aids to learning.
- Continue to develop curricular links with mainstream subjects.
- In addition School and Pupil Support Assistants provide pupil support at less structured times of the day, e.g. intervals and lunchtimes, and assist with personal care throughout the day.

Aims of SFL Curriculum

- To give young people an education that prepares them for life after school by mirroring the mainstream curriculum and adapting the courses to meet the needs of individual pupils
- Provide a curriculum that relates to Skills for Learning, Skills for Life and Skills for Work
- To help direct young people into a positive fulfilling destination
- To provide pupils with adaptable skills

Example of a Support for Learning Timetable – (with effect from May/June 2017)

	P1	P2	P3		P4	P5		P6	P7
Mon	English	Art	Maths	Interval	Technical	Science	Lunch	PSE	Craft
Tues	H.E.	H.E.	English	Interval	Religious Studies	Maths	Lunch	ICDL	Science
Wed	Maths	Science	P.E.	Interval	English	Music	Lunch	Geo	Craft
Thurs	Craft	Craft	ICDL	Interval	Enterprise	Music	Lunch	P.E.	P.E.
Fri	History	Drama	English	Interval	Enterprise	Art			

Subject Departments

The main responsibility for the delivery of effective learning and teaching rests with subject teachers. They will receive practical assistance and support from the Support for Learning team.

Pupils whose progress is giving cause for concern may be referred to the Principal Teacher, Support for Learning, in the first instance by other Principal Teachers or Year Heads. The Support for Learning team aims to make a prompt response to such referrals and will keep staff informed of strategies being used to support individual pupils where intervention is deemed necessary.

Faculty of Expressive Arts

The Expressive Arts faculty comprises elements of Art, Music and Drama. The Arts play a vital role in enabling pupils to enhance their creative talent and to value the variety of culture locally, nationally and globally. However, creativity extends beyond the Expressive Arts faculty and we continue to develop new Curriculum for Excellence courses which make links with many other subject areas around the school.

In senior school all three Expressive Arts subjects are offered at National 4, 5 and Higher and Music and Art at Advanced Higher levels. Higher Photography is also an option for pupils in S5/6.

Art

The S1-S3 Art & Design course encourages pupils to experiment and use art and design materials in imaginative and creative ways, applying these practical skills to expressive and design activities. They are encouraged to collect visual information and to extract from the environment those elements of line, shape, colour, pattern and texture which determine the appearance of the world around us. Pupils also develop knowledge and understanding of art and design work and the things that have inspired and influenced it.

Drawing, painting and craft skills remain very much at the core of activities experienced by pupils and much of the artwork covered is an appreciation of the environment we live in both locally and globally.

Design study covers an introduction to graphics, including lettering layout and presentation. Pupils are actively encouraged to use the design process to investigate and develop their chosen theme and to create an individual and original response. ICT is used where it is appropriate.

Pupils reflect on their own work and the work of others, developing their critical thinking skills and problem solving skills in the course.

To cover the cost of materials and printing there is a small fee charged for National courses in Art and Photography. Please see below.

Course Fees: National 4 and 5 - Art and Design – Materials charge of £5.00
Higher Art and Design – Material Charge of £10.00
Advanced Higher Art and Design – Materials charge of £20.00
S6 Art and Design Portfolio – Materials charge of £20.00
Higher Photography – Materials charge of £20.00

Drama

The S2 & S3 Drama course provides opportunities for pupils to be inspired and challenged by exploring dramatic ideas in creating and appreciating drama. It is practical and focuses on the development of performance skills, using theatre arts to create and present drama.

Drama has an important role to play in the personal development of young people. The skills and qualities developed in drama, such as teamwork, creativity, organisation, problem-solving and risk-taking are assets in all subjects and all areas of life. Drama stimulates the imagination and allows the individual to explore issues and experiences in a safe and supportive environment. The course aims to improve confidence, the ability to communicate and can help pupils to understand themselves and the world in which we live.

Drama aims to teach pupils to work creatively, individually, in pairs and as a group to plan effectively and to evaluate effectively.

Music

The S1-S3 Music course provides pupils with a broad practical experience of performing and creating music and to develop related knowledge and understanding of the subject. It helps pupils to develop a general interest in music, and to develop performing skills on two selected instruments (including keyboard, guitar, bass guitar, recorder and drum-kit), or on one instrument and voice. The course also provides opportunities for pupils to develop composing skills and their understanding of music. They perform music from a range of styles and cultures in both solo and group situations with topics including "Blues and Jazz", "Music of Scotland", "The Development of Rock and Pop" and "World Music". Within these topics pupils develop an informed interest in music by listening to examples and developing an understanding of the social and cultural influences on these styles. Pupils gain an insight into the skills required to compose and improvise music. Use is made of music software to assist pupils in their learning.

Pupils are encouraged to participate in appropriate extra-curricular activities and to enjoy and make the most of their time in the Music Department.

Instrumental instruction is offered in the following areas: Strings, Woodwind, Brass, Percussion, Guitar and Bagpipes.

There is an annual charge of £200 for tuition although this is waived for families on Income Support or if your child is following an SQA music course.

Faculty of Health Improvement

The Faculty of Health comprises Home Economics and Physical Education. The aim of the Faculty is to work with pupils to promote and encourage a healthy lifestyle. The Faculty works with several other partners to raise awareness of health promotion, which is part of the school's vision.

Home Economics

Home Economics is a subject which aims to develop and enhance skills which are essential in everyday life. This subject is very practical, allowing pupils to put theory into practice with a wide range of practical experiences. The department follows the Scottish Government's proposals to encourage healthy eating and lifestyles, and this drives the curriculum.

A range of teaching methods are used to encourage pupils to make informed decisions about their diet, lifestyle and consumer issues. Pupils are given opportunities to acquire skills, make connections with other subject areas and gain essential knowledge through practical and theory work.

In S1 and S2 topics such as the "Eat well guide", dietary diseases, hygiene, safety, global issues, product design and fabric activities are offered. Written course work and practical work are assessed at regular intervals through formative assessment.

In S3 the course is split into topics which include: an introduction to Health & Food Technology, an introduction to Hospitality, a Design and Make project and Dietary Diseases. Assessment is carried out using class tests and project work in the theory element and practical work is assessed using self, peer and teacher assessment methods. The evidence collected will be used to determine the Home Economics course for S4.

In years S1, S2 and S3 a pupil contribution of £20 is required.

National 5 Course - There will be a charge of £45.00 for the National 5 course which can be paid in three instalments of £15.00. Pupils may be asked to bring some fresh ingredients from home along with this amount.

Physical Education

Taking cognisance of the Scottish Government's guidelines we have facilitated three periods in S1 and S2 and two periods in S3 per week of PE to help raise awareness and prevention of obesity, heart disease and high blood pressure in our pupils.

The pupils are taught through a breadth of activities including net and wall games, invasion games, swimming, aesthetic activities, fitness and athletics. In participating in these activities pupils have the opportunity to:

- develop their understanding of the benefits of an active lifestyle
- progress their skill level and body awareness
- experience enjoyment and gain an interest in continuing physical activity throughout and beyond school life.

Pupils will learn to work co-operatively as a team, deal maturely with success and failure, as well as appreciate the value of effort and achieving their potential in performance. Pupils will be required to adopt a range of different roles in PE such as a referee, score keeper and team leader. This will increase their self-confidence, develop their leadership skills and give pupils responsibility for their own learning. During PE, pupils will also be encouraged to develop their literacy and numeracy skills. They will undertake tasks which

involve evaluating performance and giving back feedback to their peers. Additionally, pupils will be required to problem solve, devise structures and strategies and measure time or distance. Practical performance assessment will be carried out through self, peer and teacher assessment. Written assessment will be completed using a range of regular homework tasks.

The school has a range of extra-curricular activities on offer to pupils which will allow them to further their skill levels, represent their school in competitions, and use as a pathway into club level sport. Examples of lunchtime and after-school clubs on offer are – rugby, hockey, kettle bells, cycling, basketball, netball, badminton, table tennis, netball, football and running.

Depending on activity and weather conditions pupils must ensure they arrive for PE suitably prepared with kit (particularly for outdoor). Pupils are also encouraged to bring any protective equipment such as shin guards, gum shields, etc, as appropriate.

Faculty of Languages and Communication

The Faculty of Languages and Communication comprises the departments of English and Modern Languages. Its aim is to develop pupils' skills in Talk, Listening, Reading and Writing in English and two Modern Foreign Languages. The Faculty of Languages and Communication underpins the development of pupil literacy and is developing closer links with other faculties in order to enhance literacy skills across the curriculum. It also contributes to the consolidation of Numeracy skills and the Health and Well Being of all pupils.

English

In S1-S3 school pupils will experience a variety of teaching methodologies including whole class, co-operative and individual learning. Skills learned in the primary school will be developed as well as new skills and concepts introduced. Pupils will be taught literacy and critical skills through a wide variety of language and literacy sources such as drama, prose, media and poetry.

As closer links across the curricular areas are established, pupils will find that texts chosen are relevant to other areas of study, enhance personal reflection and, of course, allow them to develop their literacy skills.

All pupils are encouraged to participate in a range of extra-curricular activities such as Creative Writing and Debating. When possible, theatre trips and author visits are also organised to support texts studied.

Modern Languages

Language learning provides a worthwhile educational experience and is very highly valued in today's workplace. As the focus of industrial and economic development becomes more global in nature, the Modern Languages department aims to broaden its curriculum to ensure that pupils are well prepared for life in this ever-changing world.

The study of Modern Languages in junior school will focus primarily on the development of Talking, Listening, Reading and Writing skills. In S1-2 all pupils will study French and Spanish and in S3 will be given the option to specialize in one of these languages. The aim of the department is to build upon the language skills acquired in primary school, increasing knowledge of vocabulary and grammar, and also to improve pupils' awareness of foreign cultures and the importance of a global understanding of life and work in the twenty first century. As closer links across the curricular areas are established, pupils will find that topics chosen are relevant to other areas of study and, in particular, will allow for the development of literacy skills.

ICT is fully integrated into all courses and all pupils will be encouraged to use web-based resources at home to enhance their studies. Most years, French and Spanish language assistants also support the work of the department. Trips to France and Spain have been introduced to provide pupils with the opportunity to use their newly acquired skills first hand.

Faculty of Mathematics

All pupils study Mathematics at Webster's High School. The courses in S1-S3 follow the Curriculum for Excellence experiences and outcomes and allow the pupils to extend the knowledge and skills already gained by them at Primary School. The work is graded throughout to meet the needs of all pupils. Homework is given regularly.

Pupils are set for Mathematics from early S1. This is done on the basis of information received from Primary School and on evidence gathered during term one. We do this because we find that learning in Mathematics is most efficient when pupils are working alongside pupils of a similar attainment level.

However, the Department keeps an open mind on a pupil's potential and adopts a flexible policy when devising courses and setting classes. Each pupil's performance is reviewed regularly. Moves up and down maths sets are made to ensure each pupil is following the most appropriate course.

A variety of resources and methodologies are used in our S1-S3 courses. Pupils experience a mix of individual and collaborative learning. Activities are chosen to stimulate, challenge and extend pupils' understanding and skills. Pupils take part in individual and team mathematics competitions at school, local authority and national level.

Pupils in S1 and S2 will spend much of their time in Mathematics developing their problem solving skills. Pupils will have experienced all level 3 and 4 outcomes by December of S3. National 3, 4 and 5 courses will commence in January of S3, with pupils attaining qualifications at the end of S4.

Assessment in S1-S3 will include class tests each term. The results of these are useful for reporting to parents, ensuring pupils are in the most appropriate class and for helping us place pupils in the appropriate National Qualification courses.

Faculty of Science

The Science Faculty comprises Biology, Chemistry and Physics. In S1 and S2 Science is taught as an integrated course in which pupils are encouraged to develop their interest in, and understanding of, the living, material and physical world. Pupils engage in a wide range of collaborative investigative tasks, which allow them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the Sciences are needed across all aspects of modern society.

Biology

Biology is the study of living organisms at molecular, cellular, and whole organism levels and of the relationships between living organisms. Within the S1 course, pupils will answer questions such as 'How do the body parts work?', 'What are the relationships between organisms in a food web', 'How do we use technology to measure health?'.

In S2 Science, the Biology topics include studying DNA, inheritance and photosynthesis.

Physics

Physics is the most fundamental of the natural sciences. It is the scientific study of matter (ranging from particles to galaxies) and energy (eg. gravity, radiation, electricity, light, motion), and how they interact with one another. In S1, the topic 'Energy' enables pupils to investigate heat, renewable and non-renewable energy sources and matter. Pupils also have the opportunity to investigate the use of lenses in S1. In S2, work focuses on electricity and forces.

Chemistry

Chemistry is the study of the structure, properties and reactions of all the materials on Earth and in the universe beyond. Within S1 topics, pupils study the elements and periodic table. Pupils are also given the opportunity to investigate pH and the production of salts. In S2, pupils progress to investigate chemical reactions and factors which may control their speed, electrochemistry, metals, ores and the blast furnace. They then move on to study 'smart materials' such as memory alloys and thermochromic paints that change colour depending on temperature.

Faculty of Social Studies and Religious and Moral Education

Social Studies comprise History, Geography, Modern Studies and Religious and Moral Education. In S1 and S2, our courses are developed and taught in the true spirit of Curriculum for Excellence. In S1, the subjects are delivered as an integrated course, which seeks to broaden the knowledge, understanding, skills and attributes of all learners. In S2, History, Geography and Modern Studies are taught as discrete subjects by the one teacher with an integrated RME unit each term.

S1 Social Studies course

This course seeks to provide learners with the basic skills involved in the study of History and Geography such as chronology, the use of historical sources, map reading and graph interpretation. Topics include: Geographical and Historical Skills, Rivers, Settlement and The Romans.

RME in S1 aims to help pupils learn about different world religions. Pupils are encouraged to develop their own beliefs, attitudes, moral values and practices. Topics include: Beliefs, Winter Celebrations and Creation Stories.

S2 History

Pupils should develop an awareness of bias, prejudice and propaganda and their study of History should foster critical, yet tolerant attitudes and an ability to formulate their own values and opinions. There is considerable emphasis on the development of literacy, presentation and research skills. Extensive use is made of Historical sources and both group discussion and debate. Key topics include The Scottish Wars of Independence and World War One.

S2 Geography

Pupils should gain an understanding and appreciation about how both the physical and human world are inextricably linked. Pupils have the opportunity to develop their literacy and numeracy skills further through collaborative and independent work. Numeracy is developed throughout S2, as pupils are frequently involved in tasks centred on the interpretation of graphical and statistical data. Literacy is also developed throughout the S2 course by exposure to new vocabulary and research tasks. Topics include: Earth Forces, Weather and Climate Change.

S2 Modern Studies/RME

Integrated Modern Studies and RME units are taught throughout the S2 course. They seek to further the moral and philosophical understanding developed through S1 by linking areas of the Social Studies and wider curriculum to topic areas of ethical concern and examining the importance of these in the development of culture and moral values of British and Scottish society. Topics include: Globalisation and Trade and Crime and Punishment.

S3 Social Subjects

To allow more personalisation and choice in S3, pupils are given the option to choose between Geography and History. Alongside this, they will also have one period of Modern Studies. Topics include: Terrorism, USA and China. The courses are designed to help ease the transition to National 4/5 in S4.

S3 Geography

S3 Geography pupils will be given the opportunity to study the subject in more depth and learn about several global issues. They will gain skills in researching, interpreting and using information from a wide variety of sources as well as building on numeracy and literacy skills. Topics include: Limestone landscapes, Human impact on the environment (Tundra and Rainforest), Tourism and Malaria.

S3 History

S3 History pupils will be given the opportunity to study the subject in more depth and learn about history skills in a range of contexts. They will gain skills in source analysis and handling, researching, as well as building on numeracy and literacy skills. Topics include: Growth of Democracy in Britain, The Holocaust, The USA from 1929-2000 and War in the Pacific.

Faculty of Technology

The Technology Faculty is made up of the Business Education, Computing Science and Technical Departments. The Technology Faculty is committed to the principles and practices of Curriculum for Excellence where learning will be based on developing skills with courses regularly audited against the principles of challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.

S1 Integrated ICT Course

This is a common digital literacy course which will be used to enhance learning in other subjects. This is achieved by teaching pupils techniques in software applications which are transferable in other subject areas supporting digital education. Skills covered include word processing, presentation skills, graphics, spreadsheets, video editing and web design.

Towards the end of S1 we begin to look at emerging technologies, and we begin to develop problem solving skills using programming.

Computing Science

Within S2 pupils will study graphics, comparing vector and bitmapped images and will develop photo-editing skills.

Pupils will develop logic and problem solving skills through programming in a visual environment. They will develop a deeper understanding of how the components of a computer work.

They will also develop an understanding of the ethical and environmental aspects of computing science, looking at what happens to a computer once it has been disposed of and the evolution of dangers associated with social networking sites.

Within S3 pupils will further develop logic and problem solving skills through programming in a visual environment, this will include games development in Kodu. Later in the year they will begin programming in an industry standard programming language – Python.

Pupils will learn how to administer a Database and will begin to understand the fundamentals of queries.

Business Education

This course fosters entrepreneurial skills. Pupils in S2 will learn about their contribution to the business environment as consumers, employees or entrepreneurs. This course will also further develop digital skills looking at the place technology has in modern businesses. Pupils will experience a unit on personal finance learning about savings, credit and other banking services.

In S3 pupils will start to focus more on the discrete areas of Business Management and Administration and IT. This will provide pupils with advanced skills supporting their contribution to everyday life but will also allow them to make an informed choice as to whether they wish to continue with the subjects in S4 at National 4 or National 5 level.

The emphasis of this course is skills for learning, skills for life and skills for work.

Technical

This area will allow pupils to experience practical skills which build confidence and creativity. There is an early emphasis on the contribution of engineering during this phase. Aspects of design and development are integral to the course.

Pupils will be charged £15.00 in S1 to cover the costs of materials in S1 and S2.

In S3 pupils will start to focus more on the discrete areas of Engineering Sciences, Design and Manufacture and Graphic Communications through a series of rotas. During the Engineering Science rota, Technical links with Science to deliver the interdisciplinary experience allowing pupils to make the connections between Technical and Science.

There is a cost of £15.00 for each pupil studying in the Technical Department in S3. Once again there is an emphasis on skills for learning, skills for life and skills for work.

On Leaving School

The first eligible school leaving date for most young people is 31 May in S4. This applies to young people whose fifth birthday fell between 1 March and 30 September in the year they entered P1. Younger pupils in a year group cannot leave before December in S5. Older pupils are eligible to leave as early as December in S4.

Opportunities for All is Scottish Government's commitment to offer all 16-19 year olds a place in education, training, employment or other planned learning from when they leave school up to their 20th birthday. In Angus, the support provided by school staff and other partners such as Careers Advisers is personalised to meet each young person's needs. All young people should receive the right amount rather than the same amount of information, advice and support in order to help them enter and sustain a positive destination. For young people who do not immediately enter a positive destination on leaving school, support will continue until they find a suitable opportunity.

Transitions are particularly critical for young people with additional support needs and require additional preparation and planning. Whenever a young person with additional support needs is approaching a transition, other agencies are involved in transition planning,

the young person's views are sought and parents will be part of the planning process. In all cases, early consultation will take place with the post-school learning provider to ensure that any support necessary is in place.

LIAISON WITH SECONDARY SCHOOL

The school maintains close links with primary schools within the Angus area. Our teachers and in some cases our pupils visit other schools and establishments and other teachers and pupils visit us. This process is necessary for the professional development of staff, reciprocal understanding and the establishment of curricular consistency.

Pupils normally transfer to secondary school in August following completion of their P7 year. You will be contacted by letter and offered a place at the secondary school serving your home address which you may either accept or decline. Secondary schools have their own arrangements for meetings with prospective parents, and you will be given details of these meetings.

Secondary staff visit P7 pupils to discuss aspects of their transition with them, and P7 visits to the secondary school take place during Terms 1 and 2. Some pupils may participate in additional visits during Terms 3 and 4 as part of an enhanced transition programme. In May/June, the children will spend 2/3 days at their chosen secondary school.

Parents who wish to transfer their children to a secondary school other than that proposed by the Education Authority must submit a written placement request by mid-March.

SCHOOL IMPROVEMENT

Information on our Main Achievements, Improving Standards and School Improvement Plan can be found on the school website at <http://www.webstershigh.angus.com/>

SCHOOL PERFORMANCE

Exam Results Including Staying On Rates

These statistics are produced for school use by the Scottish Government Education Department. To put these statistics in context, the Council have asked that the following statements be included.

The Education Authority wishes parents to be aware that the method of showing Examination results and Awards does not give any recognition of the very varied communities which schools serve. Some children have significant social and economic advantages over others, and this can be reflected in examination performance within a school and between schools.

In addition, the statistics do not give information about or recognise improvements in pupils' performance from S1 to S6.

HEALTH CARE

You can contact your school Health Staff at: Mandy Finlayson, Health Centre, Kirriemuir
Tel: 01575 577016 mandy.finlayson@nhs.net

Administration of Medicines

Many pupils will, at some time in their school careers, need to take medication. For the vast majority this will be a short-term requirement, with pupils simply finishing a course of medication which has been prescribed for them by their family doctor. Wherever possible, parents are requested to ask for GP prescriptions which can be administered out with the school day, i.e. in the morning and evening.

However pupils may have medical conditions such as asthma or diabetes which may require long-term support and if their conditions are not properly managed by taking regular medication in school, their access to education could be limited. In addition, some children have conditions which may require occasional staff intervention e.g., severe allergic conditions such as anaphylaxis. Pupils with such conditions are regarded as having health care needs but, notwithstanding these, the vast majority of children with such needs are able to attend school regularly and, with some support from the school staff, are able to take part in most normal school activities.

In any of these circumstances parents (or young people themselves if they are over the age of 16) should discuss the matter with school staff and agree the arrangements which will be made to provide support for the pupil. A written request form *must be completed in advance* when any medication is to be administered or taken in school.

First Aid

Members of staff trained in First Aid are available throughout the school day to deal with minor accidents and sickness. If the illness or injury is serious, then parents are informed immediately and the child is taken to the Health Centre or Hospital.

OTHER INFORMATION ABOUT THE SCHOOL:

The House System

There are four "Houses" in Webster's: Clova, Isla, Moy and Prosen. All pupils are automatically a member of one according to which form class they are in. Where possible, siblings are always in the same House. Each House has 4 House Captains and competitions are held throughout the session, culminating in Sports Day in June.

The Prefect System

In Webster's we try to involve as many pupils as possible in the school community and to encourage seniors to use their initiative and introduce new ideas. In session 2000-01, it was decided to introduce a new system of prefects which would reflect this ethos. All interested pupils had to apply for a post with a specific remit and if their applications were successful, they went forward for interview. Each successful candidate became a member of a team led by a school captain or vice-captain. As well as carrying out traditional prefect duties at break and lunch-time, prefects have additional responsibilities associated with their remit.

Duke of Edinburgh Award

A thriving Award Scheme Group is now well established within the school with large numbers of pupils working towards bronze and gold awards. Pupils enter the scheme in S3 at bronze level. An organising group of parents and teachers is supported by an increasing network of adults within the community offering their skills as trainers and assessors in the service, skill and physical sections.

Careers Education

Pupils at Webster's High School are encouraged, from very early on in their school career, to consider a wide range of career options and to undertake individual research into their own areas of interest. They are helped to do this through a comprehensive careers programme which is delivered, as part of Social Education, to develop the skills of self-assessment and decision making in relation to their own strengths and weaknesses.

There is a well-stocked and up-to-date Careers Library which includes comprehensive computer programmes for both Career and Higher Education opportunities. Pupils have access to this library at lunchtimes, as well as at key times through their Social Education programme.

The school has close links with Skills Development Scotland and in S4 every pupil is individually interviewed by the Careers Officer and this service is also available on request in S5 and S6.

Pupils are given the opportunity to access information through visits to Careers Conventions, Open Days, Industry links as well as specialists being invited into school to talk about their career areas. The school hosts its own Careers Convention in February which is a major event and makes extensive use of parents and friends of the school talking about their own careers.

Enterprise In Education

Enterprise in Education promotes valuable experiences for pupils at all stages of their education, developing skills and a sense of purpose that can last a lifetime. Through it, Webster's High School wants to foster in pupils, a positive attitude towards life in general, and work in particular. Our purpose is to raise the levels of self-confidence of all young people in Webster's High School. Enterprise in Education is promoted in the school through work experience, work shadowing, young enterprise, one off events and developing enterprising attitudes and skills through learning and teaching across the whole curriculum. A good example is:

S6 Young Enterprise

Pupils in S6 have the opportunity to participate in the "Young Enterprise" scheme which provides them with business experience by learning at first-hand what it is like to form and run their own company. Local companies provide help to pupils who meet every week. They have access to specialists in the fields of finance, production, sales and marketing.

Buddying System

This is a system of informal relationships between volunteer S6 pupils and all S1 pupils. It aims to build on the initial relationship S1 pupils establish with our Senior Pupils during the Induction Days in June.

We recognise that especially during their first few weeks at Webster's High, some S1 pupils have questions, problems, or difficulties they might not wish to discuss with an adult, but which they would discuss with a senior pupil. Such issues change with time and most pupils soon adapt to secondary school and no longer require this additional support system. Some S1 pupils will continue to benefit from support throughout the year.

S6 pupils volunteer as helpers and are approved by their Year Head. Briefing sessions are held to ascertain topics for discussion, and how to encourage the first years to approach relevant teachers with problems. The importance of not getting involved in "counselling" on delicate issues is stressed, along with the value of encouraging pupils to speak to a teacher or parent.

Typical topics open for discussion are: bullying, buses, finding your way around, friends, homework, following the code of conduct. Topics avoided are pupil/teacher relationships and home and personal problems.

All S1 pupils are introduced to their S6 buddy and an introductory meeting arranged. Thereafter it is entirely up to the S1 pupil whether further contact takes place.

Webster's High Sports Centre

The Sports Centre boasts excellent indoor sports facilities. These include a swimming pool, multi-use sports hall, gymnasium, fitness room, meeting room and social areas.

As well as providing excellent conditions for curriculum PE activities, the Sports Centre is also available outside of school hours offering leisure opportunities to the whole community. It was recently upgraded with the construction of disabled changing facilities and a new floor has been laid in the main hall.

The new flood-lit, all weather sports facility is located beside the Sports Centre. It is used by the school during the day and can be booked by community groups in the evening and at weekends. Further information on activities available can be obtained direct from the Sports Centre on 01575 577177.

USEFUL LINKS & CONTACT DETAILS

Education Scotland's Communication Toolkit for engaging with parents –

<http://www.educationscotland.gov.uk/learningteachingandassessment/partnerships/engagingparents/toolkit/index.asp>

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities –

<http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system –

<http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school –

<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

Parental Involvement

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others –

<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents and Parent Councils –

<http://www.educationscotland.gov.uk/parentzone/index.asp>

School Ethos

Supporting Learners - guidance on the identification, planning and provision of support –

<http://www.educationscotland.gov.uk/supportinglearners/>

Journey to Excellence - provides guidance and advice about culture and ethos –

<http://www.journeytoexcellence.org.uk/cultureandethos/index.asp>

Health and wellbeing guidance on healthy living for local authorities and schools -

<http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

Building Curriculum for Excellence Through Positive Behaviour and Relationships outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support –

<http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education –

<http://www.sces.uk.com/this-is-our-faith.html>

Curriculum

Information about how the curriculum is structured and curriculum planning –

<http://www.educationscotland.gov.uk/thecurriculum/>

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas –

<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp>

Advice, practice and resources to support the experiences and outcomes on literary, numeracy and health and wellbeing –
<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossth curriculum/responsibilityofall/index.asp>

Broad General Education in the Secondary School – A Guide for Parents and Carers –
http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64

Information on the Senior Phase –
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnerexpect/seniorphase.asp>

Information on Skills for learning, life and work –
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnerexpect/skillsforlearning.asp>

Information around the Scottish Government's 'Opportunities for All' programme –
<http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services –
<http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications/career-management-skills-framework.aspx>

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning –
<http://www.skillsdevelopmentscotland.co.uk/>

Assessment and Reporting

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework –
http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf

Information about Curriculum for Excellence levels and how progress is assessed –
<http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

Curriculum for Excellence factfile - Assessment and qualifications –
http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp

Information on recognising achievement, reporting and profiling –
<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

Transitions

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond –
http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy –

<http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

Choices and changes provides information about choices made at various stages of learning –

<http://www.educationscotland.gov.uk/supportinglearners/choicesandchanges/index.asp>

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs –

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition –

<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Enquire is the Scottish advice service for additional support for learning –

<http://enquire.org.uk/>

Parenting Across Scotland offers support to children and families in Scotland –

<http://www.parentingacrossscotland.org/>

Support for Pupils

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs –

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Information about the universal entitlement to support that underpins Curriculum for Excellence –

<http://www.educationscotland.gov.uk/supportinglearners/whatisupport/universalsupport/roleofkeyadult.asp>

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended –

<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers –

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

School Improvement

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports –

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

Education Scotland's Inspection and review page provides information on the inspection process –

<http://www.educationscotland.gov.uk/inspectionandreview/index.asp>

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy –
<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Scottish Credit and Qualifications Framework (SCQF) –
<http://www.scqf.org.uk/>

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications –
<http://www.sqa.org.uk/>

Amazing Things - information about youth awards in Scotland –
<http://www.awardsnetwork.org/index.php>

Information on how to access statistics relating to School Education –
<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

School Policies and Practical Information

Schools and local authorities should consider the most relevant school, local and national policies and include details or links for parents to sources of further information.

National policies, information and guidance can be accessed through the following sites -
<http://www.scotland.gov.uk/Topics/Education>
<http://www.scotland.gov.uk/Topics/Health>
<http://www.scotland.gov.uk/Topics/People/Young-People>

Children (Scotland) Act 1995 –
<http://www.legislation.gov.uk/ukpga/1995/36/contents>

Standards in Scotland's Schools (Scotland) Act 2000 –
<http://www.legislation.gov.uk/asp/2000/6/content>