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**School Improvement: Standards and Quality Summary – Please go to the school website**

<https://www.st-thomas-of-aquins.org.uk/>

The information contained in this Handbook is accurate at the time of printing, but is subject to change in roll, staffing and resources in future months and years



## FOREWORD BY THE HEAD TEACHER



St Thomas of Aquin's RC High School seeks to be the very best school for your child. Our aim is to work in partnership with parents to develop and enhance the life chances of your children, our pupils. St Thomas' ethos places its pupils at the centre of all that we do and achieve. We are a school community that is welcoming and inclusive, providing a holistic learning experience for young people to become articulate, compassionate, and successful. We are very proud of our academic success and the high standard of pastoral care we provide for our young people. The school provides as wide a range of extra-curricular activities and wider opportunities as possible to pupils.

We want everyone to enjoy their time with us, to be proud of their school and to uphold the principles that underpin a Catholic School. Our ambition is for every pupil to achieve his or her personal best. We set no limits to the ambitions of our young people, and the expectations of our parents.

We place the highest importance on the partnership we enjoy with our parents and carers, the first educators of our pupils. St Thomas' welcomes the opportunity to meet and discuss with our partners all aspects of our school and the welfare of our young people.

We are aware that in choosing to send your child to St Thomas' you are making an act of trust. If you are a parent of a child already at the school, thank you for entrusting us with that job.

**Christopher Santini**  
**Head Teacher**

## A BRIEF HISTORY OF ST THOMAS OF AQUIN'S



In 1218 Peter Nolasco, Raymund of Pennafort and James I, King of Aragon (in Spain) founded the Order of Mercy for the ransom of captives held in slavery by the Saracens and Moors in North Africa and parts of Spain. King James of Aragon even gave the Order his own coat of arms as its emblem.

About 600 years later in 1827, Mother Catherine McAuley founded an Order in Ireland with the same spirit; these women became known as the Sisters of Mercy.

The Sisters of Mercy provided nursing, education and care for the poor in the industrial cities of the 19th century, rescuing them as it were, from a different kind of slavery; from sickness, poverty and ignorance. The Sisters of Mercy came to Edinburgh and taught in a number of city schools where the children were from poor Catholic families. The children's need for schooling and the need for more Catholic teachers were desperate, and so in 1856 Mother Mary Agnes founded the St Thomas of Aquin's College for the training of Catholic teachers.

St Thomas' expanded as children aged five and upwards were welcomed. In 1905 the Higher Grade Department of school, where 'Secondary Education' was provided, was officially 'recognised' by the then Scotch (!) Education Department. However, St Thomas' still retained its 'Primary' Department until World War II.

From 1939 to 1975 only girls were taught in the school but in 1975 the doors were opened once more to boys and the school was given its own catchment area in the city. The Sisters adapted the ancient coat of arms given to the 'saints' who had originally founded the order of Mercy for the school's badge, and so our badge dates back to those Crusaders of the 13th century.

### St Thomas Aquinas



Thomas was born in 1226 the seventh child of the youngest son of Count Landulf of Aquino. The philosophy of St Thomas Aquinas has exerted enormous influence on Christian theology, especially that of the Roman Catholic Church, but also Western philosophy in general. His most important and enduring works are the "*Summa Theologica*", in which he expounds his systematic theology of the "quinquae viae" (the five proofs of the existence of God), and the "*Summa Contra Gentiles*".

## **ST THOMAS OF AQUIN'S VISION AND VALUES**

### **Vision**

St Thomas of Aquin's Roman Catholic High School is a learning community which ensures a safe, supportive and enjoyable environment where pupils, staff, and parents are inspired and motivated to work hard for one another to fulfill the God-given potential of all pupils.

### **Values**

**S**elf-Discipline

**T**eamwork

**T**rust

**H**igh expectations

**O**penness

**M**utual Respect

**A**chieving excellence

**S**uccess

## SCOTTISH CATHOLIC EDUCATION SERVICE



## A CHARTER for CATHOLIC SCHOOLS in SCOTLAND

The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

**All Catholic schools in Scotland**, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:

- \* a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
- \* an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
- \* a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;
- \* a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;
- \* the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;
- \* a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
- \* a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
- \* a commitment to ecumenical action and the unity of Christians;
- \* the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- \* a commitment to support the continuing professional and spiritual development of staff.



**All staff appointed to a Catholic school** are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.

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## SCOTTISH CATHOLIC EDUCATION SERVICE

published by the Scottish Catholic Education Service on behalf of the Bishops' Conference of Scotland

## SCHOOL INFORMATION

St Thomas of Aquin's is a co-educational secondary catholic high school located in Central Edinburgh. The address, telephone and fax number of the school are:

12-20 Chalmers Street

EDINBURGH

EH3 9ES

**Tel:** 0131 229 8734

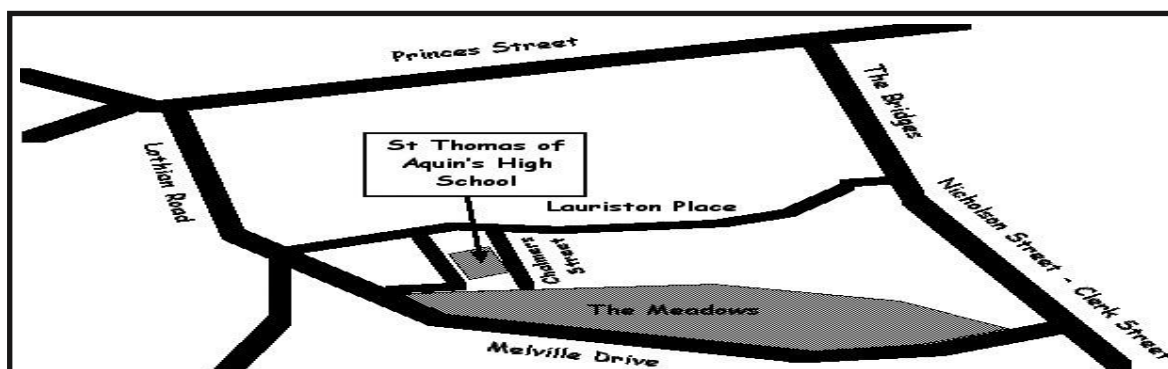
**Fax:** 0131 622 7136

**Email:** [admin@st-thomasaquins.edin.sch.uk](mailto:admin@st-thomasaquins.edin.sch.uk)

**Website:** <http://www.st-thomas-of-aquins-org.uk>

**Follow Us on Twitter:** @thomasofaquins

## LOCATION MAP



## THE SCHOOL DAY

On some Friday afternoons teachers take part in professional development activities and pupils are dismissed at 1:10pm.

	Start Time	Break	Lunch	End of Day
Monday	08:40	10.20-10.40	1:10-1.50	3:30
Tuesday	08:40	10.20-10.40	1:10-1.50	3:30
Wednesday	08:40	10.15-10.35	1:15-1.55	3:30
Thursday	08:40	10.20-10.40	1:10-1.50	3:30
Friday	08:40	10.20-10.40	Ends 1:10pm	

## OUR ASSOCIATED PRIMARY SCHOOLS

### Holy Cross RC Primary School

Craighall Road

EDINBURGH

EH6 4RE

Head Teacher: Mr J McDevitt

Tel: 0131 552 1972



### St Mark's RC Primary School

63 Firrhill Crescent

EDINBURGH

EH13 9EE

Head Teacher: Mrs M McFarlane

Tel: 0131 441 2948



### St Mary's RC Primary School

63 East London Street

EDINBURGH

EH7 4BW

Head Teacher: Mrs N Kehoe

Tel: 0131 556 7128



### St Peter's RC Primary School

10 Falcon Road

EDINBURGH

EH10 4AH

Head Teacher: Mrs F Hunter

Tel: 0131 447 5742





## ENROLLING YOUR CHILD AT ST THOMAS OF AQUIN'S

If you wish to enrol your daughter or your son in St Thomas of Aquin's, the information below should help you:

- Transfer arrangements from P7 are arranged by Pupil Placement at the City of Edinburgh Council. Pupil placement staff compile a list of new S1 pupils and produce a waiting list, based on Council criteria. **The school has no role in the compilation of these lists.**
- Our School roll remains capped at 750. Our numbers in S1 and S2 have been restricted to 140 per year.
- In November, the City will issue Information booklets and letters to P7 pupils advising them of the catchment high school serving their home address and of their right to make a placing request.
- Primary Schools will be notified of the catchment high schools for all their P7 pupils
- High Schools will be advised of the number of P7 pupils within their catchment and the total number from each primary. St Thomas' will send the appropriate quantities of School Handbooks to primary schools for distribution to their catchment pupils.





## OUR SCHOOL UNIFORM

One of the long-established traditions of St Thomas of Aquin's has been the wearing of a full school uniform. St Thomas expects all parents and pupils to support the wearing of the school uniform. Wearing the school uniform can actually save parents/carers money and helps to avoid the pressure of purchasing expensive clothes for youngsters to wear in school.



Pupils who wear a school uniform tend to have more self-esteem and feel more committed to the school – as well as being proud to be part of the school. Finally, it also provides an extra layer of security for our pupils as it allows our staff to identify them from other young people.

**Football Colours are not acceptable in school**

## Assistance with School Wear

Communities & Families operates a scheme of provision to ensure that a pupil is sufficiently and suitably dressed in order to take full advantage of the education provided. Families in receipt of Child Tax Credit, Income Support, Job-Seekers Allowance (income-based) may be eligible to qualify for assistance with school wear.

**If you have any difficulty in obtaining our uniform, please contact:**

*Communities and Families, Grants, Awards & Placements*

*Business Centre Level 1/1 Waverley Court, 4 East Market Street, Edinburgh,  
EH8 8BG*

### St Thomas' school uniform

- Black shoes
- Black trousers or skirts
- White shirt
- School tie
- S6 pupils wear a red tie
- Black V-neck jumper
- School Blazer

### Please Note:

The school will not be held responsible for the care or safekeeping of any personal item(s) brought to school. Any such items are brought to school at the owner's own risk.

## PUPIL SUPPORT SYSTEM (1) - GENERAL

The ever-increasing demands of modern society have led to schools developing ways to help individual young people to prepare for life beyond school. All our young people are assigned to a Pupil Support Leader on entering the school. Although all teachers in a school have responsibility for the child's welfare, the Pupil Support Leader has an 'all round' strategic picture of an individual pupil's progress.

The Pupil Support System in St Thomas of Aquin's High School is designed to cater for the curricular, personal, spiritual and vocational needs of all young people who attend the school.

Pupil Support Leaders are therefore engaged in a number of important tasks including:

## **Curricular**

- *Ensure that each young person is aware of the various curricular pathways available.*
- *Assist and advise each young person to select the appropriate course of study.*
- *Monitor the progress of each individual pupil and offer advice on next steps.*

## **Personal**

- *Be aware of each young person's strengths and area(s) of development.*
- *Checking on attendance and timekeeping.*
- *Help each young person deal with personal aspects of his/her life.*
- *Contact with parents of individual pupils – by letter, telephone, interview and meeting.*
- *Help each young person to develop into responsible, mature citizens.*

## **Vocational**

- *Ensure that each young person is aware of the range of career opportunities available.*
- *Preparation of reports on pupils – for employers, colleges, universities etc.*
- *Guide each young person towards the appropriate sources of careers information.*
- *Links with supporting agencies such as the Careers Service, Social Work, and community organisations.*

## **Spiritual**

- *Offer opportunities for each year group to develop his/her own spiritual needs.*
- *Fully engage our young people in the formation of their Catholic faith.*
- *Develop understanding of all faith and mutual respect for everyone's beliefs.*

## **PUPIL SUPPORT SYSTEM (2) – GUIDANCE**

### **Vertical pastoral system**

Our Pupil Support system is organised into a vertical system that ensures that each young person will be under the care of the same Pupil Support Leader throughout his/her school journey. Moreover, this will make contact with the school much easier for parents/carers.

The Support for Pupil Team is as follows:

<b>Mrs A Stark (Mon-Thurs)</b>	<b>St Andrew's House</b>
<b>Mr L Murray (Friday)</b>	<b>St Andrew's House</b>
<b>Ms C Kelly</b>	<b>St Kentigern's House</b>
<b>Ms C Taylor (Mon-Wed)</b>	<b>St Margaret's House</b>
<b>Mr L Rafferty (Thurs-Friday)</b>	<b>St Margaret's House</b>

Your child will be allocated a House/Pupil Support Leader during the visit to the school by his/ her primary school during the summer term.

Parents are encouraged to contact Pupil Support Leaders with any general concerns and a convenient contact time can be arranged so that they may discuss the best way to deal with a particular problem.

It is important that parents/carers do not delay in consulting the school when a matter which concerns them arises. Parents can be assured that information will be treated in the strictest confidence and that the welfare of the child will be paramount. In general, an early contact ensures that the concern is brought to a swift solution.

Our staff are encouraged to take a close interest in the education and welfare of the young people they teach. Form teachers are especially well placed in this respect in monitoring attendance and timekeeping of their pupils.

The Plasma Screen will also give information on a daily basis in helping each child to prepare for the work of the day.

## **DATA PROTECTION ACT 2018**

Information relative to pupils, parents and carers is stored in a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the General Data Protection Act 2018 and may only be disclosed in accordance with the Codes of Practice. For further information, please contact the school.

## **PUPIL SUPPORT SYSTEM (3)**

### **Key Adult Time**

The aim of Key Adult time is to maintain weekly contact throughout a pupil's school career, giving Key Adults the opportunity to develop a meaningful relationship with the pupils in their group.

### **The Role of the Key Adult**

- Spend time building positive relationships with the pupils in the class; encouraging them to talk about their experience of school; giving general and individual advice on how to deal with issues that arise in school.
- Encourage the S6 pupils assigned to the class to work with the younger pupils.
- Engage in short activities in which values and attitudes are examined and where the pupils have opportunities to contribute as a class, and as individuals, to the life of the school community. (Activities will be provided for every Key Adult lesson however, Key Adults can use their own discretion and alter tasks/activities to suit the dynamics of the Key Adult group.
- Be alert to patterns of absence and late coming and trigger letters where appropriate.
- Review reports and take part in learner conversations.

### **A Typical Key Adult Lesson**

- Check Key Adult box in the staffroom for any resources or letters
- Record attendance
- Pursue outstanding notes for pupils whose attendance remains unexplained
- Remind pupils of school dress code and praise those who are meeting the standard
- Engage in short activity in which values and attitudes are examined and where the pupils have opportunities to contribute as a class, and as individuals, to the life of the school community
- Lead learning conversations

## **PUPIL SUPPORT SYSTEM (4)**

### **Support for Learning**

Pupils, regardless of their educational abilities may experience learning difficulties at one time or another in their school careers. All teachers provide assistance for pupils in difficulty, but specialist support is provided by the Support for Learning Department where we have specialists and other staff with additional qualifications in this area.

Central to our Support for Learning philosophy is the theme of the individual pupil — endowed with his/her gifts, aptitudes, strengths and weaknesses, who should progress at his/her own pace towards the attainment of skills and knowledge.

### **Removing Barriers to Learning**

- Close liaison with associated primary schools so that we are aware of any difficulties and we can work on them from the very beginning.
- Referral to specialist services, e.g. Psychological Services and the SQA, so that special examination arrangements are made for pupils
- Learning Support specialists from the Pupil Support Department may go into a regular subject class and support pupils alongside their class teacher.
- A number of pupils may have a Record of Needs, a Co-ordinated Support Plan or an Additional Support Plan (A.S.P.) designed to ensure that their specialist needs are catered for.
- Within Faculties, our programmes of work are differentiated so that the most able pupils are stretched at all times whilst the least able are supported. This is our intention through S1 and S3 and is followed on into the Senior Phase (S4 – S6).
- Arranging and attending case conferences.
- The provision, in certain carefully assessed cases, of specialist resources for learning support, including support for pupils for whom English is a second language
- Visiting teachers with specialist qualifications in assisting pupils with certain disabilities e.g. hearing or visual impairment

## PUPIL SUPPORT SYSTEM (5)

### Contacting the School

St Thomas' is a school open to its parents/carers at all times. We want to get to know our parents/carers; we want to see our parents in and about their school, since we are all here for the same purpose - the welfare of our pupils and your children.

We would ask that if you wish to discuss your child's progress that you please phone into school and make an appointment. Pupil Support Leaders and members of the SLT are also classroom teachers - it is therefore advisable to contact the school office for an appointment. Please go to the St Thomas' website for the communication protocol - <https://www.st-thomas-of-aquins.org.uk>.

### Absence from School

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly.

Parents are encouraged to contact the school about a child's absence. This can be done by letter or by telephone, whenever a pupil is absent, even for one day. **The 24 hour Absence Line Telephone number is 0131 229 8734.** This practice keeps us in contact with parents and enables us to deal with any possible incidents of truancy. Where a child was expected to attend and has not appeared in the morning, and where no advance notification has been provided, parents/carers will be notified of their child's non-appearance as early as possible in the same day. Such communication will be via telephone.

If a child is likely to be absent for several days, parents should notify the school. Long-term absences that have no satisfactory explanation will be referred to the Attendance Committee. Parents/Carers are encouraged to ensure that contact information held on our records is up-to date and accurate.

### Latecoming

Pupils should line up outside their Classroom when the warning bell sounds, two minutes before the start of Class. If a pupil arrives late between 8:40 – 9:00 am they must report immediately to their Period 1 class. From 9:00am onwards, they must report to Reception and collect a late slip. Cases of persistent late coming will be drawn to the attention of parents/carers.

### Holidays from School

The school term dates are set by Communities and Families and we will distribute a list of dates to parents/carers. Please check the Website.

We ask you not to take your child out of school during term times. If you cannot avoid taking a holiday during term times, you need to ask the Head Teacher for permission to do this.

## HEALTHCARE PROCEDURES

When your child is enrolled at St Thomas of Aquin's please ensure that the Health Service is aware of any special medical conditions or requirements your child may have.

It is also important that you give us a telephone number where you can be contacted during the school day, in case of emergency. We will contact you immediately if your child has to be sent home because they are ill or going to hospital because of an accident.

### Health Service

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

Throughout your child's time at St Thomas' a team of specialist health service professionals will see your child from time to time for routine tests, such as for tests for sight, hearing or speech. These tests will only be carried out with your consent. You have the right to be present at any medical examination and if you do not wish your child to undergo these tests, please let us know at the start of the school session. Naturally, if your child undergoes these tests and requires treatment, you will be informed and asked to consent.

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

**Age 12-14:** Testing for resistance to tuberculosis and immunisation (BCG) where required.

**Age 14-15:** Booster immunisation against tetanus and polio.

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



## SKILLS DEVELOPMENT SCOTLAND (CAREERS)

The aim of the School Career Adviser is to offer a young person the opportunity to discuss his/her future career plans and to provide advice, guidance and information on various aspects of training, employment and further study.

Careers interviews are arranged by the young person through completion of a short request slip. Appointments can also be arranged on behalf of the pupils by their Pupil Support Leader or Year Head.

Interviews are available at any time of the year to suit the needs of the young person.

Every Tuesday, our designated Careers Officer is available in the school to answer any questions on training, employment and further study. This facility is open to everyone.

### Second Year

- *Parents may consult Careers Adviser at Parents' Evenings or at the Careers Office*

### Fourth Year

- *Work with pupils at most risk of leaving school with no positive destination*
- *Talk to classes on option choices at the end of S4 – S6*
- *Interviews with pupils who require guidance on careers about leaving school after 4th year*

### Fifth/Sixth Year

- *Talks to reinforce the purpose of careers interview and accessibility of the Careers Adviser*
- *Vocational interviews given throughout the session.*
- *Destination Returns*

### Careers Adviser

The Careers Adviser is available at all Parents' Evenings and can be seen without an appointment.

If parents have any queries for the Careers Adviser, they can contact our Careers Adviser at:

79 Shandwick Place

Edinburgh

EH2 4SD

Telephone – 0845 850 2502

## CASHLESS CATERING & DINING

We believe in choice at St Thomas' but encourage pupils to eat a healthy lunch. All pupils and staff can add money on to their account that is accessible via fingerprint or number code, they can charge up daily in the payment points.

This means that pupils have a choice from a selection of open sandwiches, baked potatoes with fillings, salad portions, pasta etc. At morning break pupils can have hot rolls and/or healthy snacks. Pupils may also bring packed lunches to eat in the Dining Area.

## Free School Meals

Children in attendance at schools are entitled to free school meals if their parents are in receipt of:

- *Child Tax Credit AND Working Tax Credit (with an annual income of less than £6,420)*
- *Child Tax Credit ONLY with an annual income of less than £16,040*
- *Income Support*
- *Income-Based Job Seekers Allowance*
- *Support under Para IV (Immigration & Asylum Act 1999)*

Pupils are eligible to receive free school meals in their own right if they are aged 16-18 and in receipt of one of the above benefits.

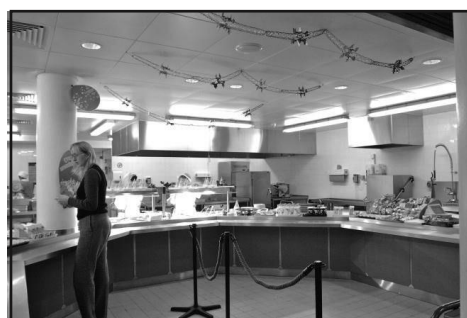
**Further information and an application form can be obtained from the school or**

*Communities and Families, Grants, Awards and Placements*

*Business Centre, 1/1, Waverley Court, 4 East Market Street, Edinburgh EH8 8BG*

*In the cafeteria pupils entitled to free meals up to the value of £2.70 can select their own food, but may pay for additional items of food if they so wish.*

*At Morning Break there is also an opportunity to purchase healthy snacks in the Dining Hall.*



## RELIGIOUS EDUCATION

St Thomas of Aquin's is a Roman Catholic school. Our Church recognises the responsibility of parents as the first and most important educators of their children.

Faith formation is a vital part of the life of St Thomas', and we are pleased to welcome staff and pupils from other faiths in our school and we promote respect for other faiths and cultures. Teachers at St Thomas' work in partnership with parents and parishes to help young people grow in faith, which we hope will help enable their faith to develop into a mature and personal response to Christ.

With the dedicated commitment of our Chaplain Fr Douglas, our full time Religious Education Staff, our Chaplaincy Team and many other staff, we offer a full and well-organised programme of Religious Education to all our pupils in a number of ways.

### Our RE Programme

Every class in the school follows a programme of religious education laid down by the Archdiocese. Every RE class receives instruction from a Catholic teacher.



### Our Chaplaincy Team

We have a very well established Chaplaincy Team in St Thomas of Aquin's and the team works closely with our chaplain to develop this important aspect of school life.

Mass is celebrated in our beautiful Oratory on regular occasions. On Holy Days of Obligation, we also arrange for Masses to be celebrated in The Sacred Heart, 28 Lauriston Street. House Feast Day Masses, Advent and Lenten services, spiritual retreats, and other such activities all play their part in the sacramental and liturgical life of the school. S1 Pupils and pupils new to the school will be supported by Mr Wotherspoon and the school Chaplain with regards to participation in school Masses through visits to the school oratory and advice about the taking of Holy Communion.

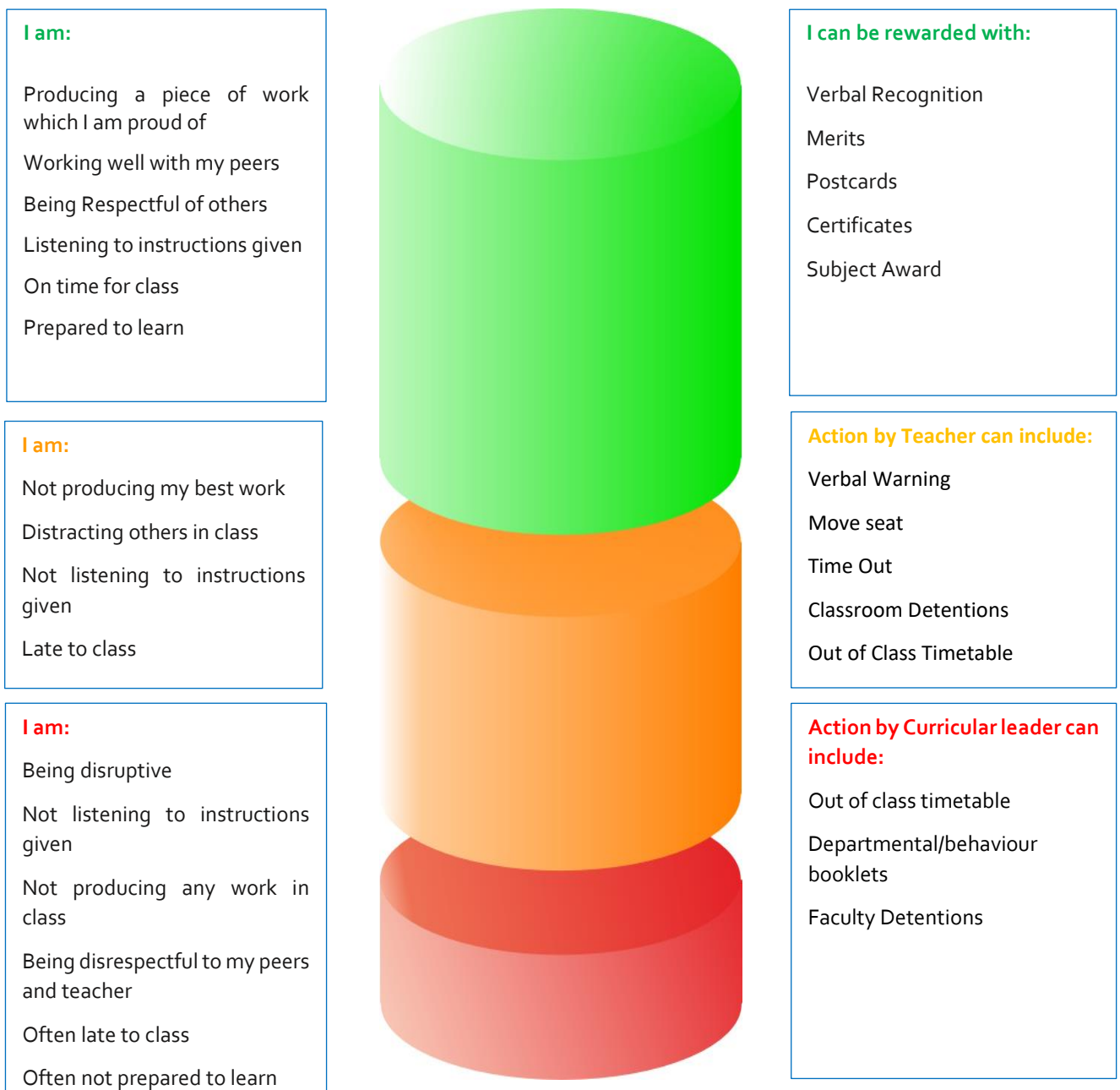


## BETTER RELATIONSHIPS, BETTER LEARNING, BETTER BEHAVIOUR

The ethos in St Thomas of Aquin's is based on The Gospel values, which combine respect and compassion for the individual, and acknowledges that everyone has rights and responsibilities.

To develop a strong sense of school community we focus on recognising and accentuating the positive aspects of pupil relationships with staff and other pupils, the positive effect this has on learning in St Thomas', and how this supports the school's high aspirations for all pupils.

The school has a staged intervention process to support pupils and staff, and at the heart of the process is restorative conversations that support positive relationships. In each classroom, there is a Better relationships, Better Learning, and Better Behaviours cylinder poster to support the consistency of our practice. The school also has in place a getting back on track conversation to support pupils and staff to focus on what is at the heart of the school – ensuring pupils receive the best possible education.



## **CURRICULUM FOR EXCELLENCE**

The aim of St Thomas' curriculum is to fully prepare all pupils at St Thomas' to take their place in a modern society and economy through experiencing a challenging and engaging curriculum. The curriculum will provide a framework for pupils to gain knowledge and understanding in a breadth of curricular areas and develop their skills for learning, skills for life, and skills for work. St Thomas' curriculum is coherent, relevant, and inclusive which allows a pupil to progress from S1 through to their specific leaving year experiencing high quality learning and teaching which will lead to a positive destination.

St Thomas' curriculum aims to develop a coherent, relevant, engaging and inclusive pupil experience that builds on prior learning so that pupils become successful learners, confident individuals, responsible citizens, and effective contributors. The curriculum supports pupils to achieve high standards in literacy and numeracy and ensure they experience a holistic framework in health and wellbeing. The school is committed to closing the attainment gap through a curriculum that enables pupils to progress through and achieve CfE levels and National Qualifications when they are ready to do so. Pupils will experience a curriculum model that has a distinct Broad General Education (S1-S3) and Senior Phase (S4-6). Pupils will move from experiencing 19 subjects in S1 and S2, to 14 subjects in S3, to sitting 7 National Qualifications in S4 and 5 National Qualifications in S5. In S6 there is a range of flexible pathways to support the individual needs of pupils to ensure the best positive and sustainable destination beyond St Thomas'.

Through pupil voice experiences, pupils at St Thomas' will have the opportunity to contribute to the design of the curriculum and the planning of courses. Pupils have the entitlement of their individual needs being addressed, both within the context of the school and beyond the classroom through a curriculum which offers breadth, depth, coherence and progression. Pupils have the responsibility to attend all classrooms on time, with the appropriate materials, and work with the teacher and their peers to achieve the best they can.

Parents and carers, as first educators, will be consulted about their children's learning and curriculum at St Thomas'. Parents should be confident that their child is receiving a high-quality education which is designed to meet their learning needs and which will equip them with the skills they will need to thrive throughout their lives. Through specific Parent Information evenings, parents will have the opportunity to understand the rationale behind the curriculum and will have the entitlement to meet with Pupil Support Leaders and Deputies Heads to support the planning of course choices for their child.

### **The Broad General Education (S1-S3)**

In S1-S3, pupils will experience a broad range of subjects in S1 and S2 with personalisation and choice occurring in S3. Courses and programmes will generally follow Level 3 and Level 4 experiences and outcomes and, where appropriate, National 5 outcomes. The Broad General Education at St Thomas' supports pupils to experience breadth and depth in the 8 curricular areas.

In S1 and S2, pupils will experience as full a range of subjects within curricular areas as possible in line with the staffing complement of the school.

In S1-S3 Modern Languages, pupils will study Spanish and French. Pupils who already have one of these languages as their first language, the school will work with families to try to meet the needs of such learners.

Personalisation and choice in the Broad General Education will start at the beginning of S3 and pupils will choose to personalise their learning by identifying 13 subjects. The course choice meetings for S3 personalisation and choice will take place in January of S2. Annual course choice sheets are placed on the school website for parents and pupils.

## **The Senior Phase (S4-S6)**

Pupils in S4 will study 7 National Qualifications. The course choice meetings for S4 National Qualifications will take place in February of S3.

Pupils in S5 will generally study 5 subjects depending on progression from their S4 National Qualifications. Some pupils may benefit from pursuing a complement of school-based subjects and a college placement and work experience. The school will work with neighbourhood schools to support pupils in gaining their optimum course choices. There will be opportunities for pupils to sign up for the JET, Career Academy, and Career Ready programmes.

Pupils in S6 will have the flexibility to pursue a range and number of subjects and experiences at the school and neighbourhood schools, as well as opting to attend at College, work experience, and for volunteering opportunities. This flexibility will allow pupils to experience a blend of subjects and experiences to ensure a sustained, positive destination when leaving school. As a general rule of thumb, pupils studying at Advanced Higher level only will study 3 subjects; pupils studying a blend of Advanced Higher and Higher subjects will study 4 subjects; pupils studying a blend of Higher and National 5 or National 4 subjects will study 5 subjects.

The course choice meetings for S4 and S5 pupils will take place in early March.

## Learning and Teaching – The Excellent Lesson

At St Thomas', we are proud of the quality of learning and teaching that our pupils experience. In consultation with teachers, pupils and parents, the school has drawn up the key features of an excellent lesson.

<b>I like it when...</b>	<b>Teaching</b>
The teacher greets me	
The teacher takes the register within the first 10 minutes	
There is a clear learning intention and home study	
There is a starter activity	
There is an opportunity to reflect on what I have been learning	
I have all of the resources I need	
There is fun and engagement	
There is recognition of effort	
There is an awareness of level and differentiated material	
There is always a culture of respect, tolerance and cultural sensitivity and awareness	

<b>I learn when...</b>	<b>Learning</b>
I come to class on time for the lesson	
I am prepared with my planner	
I record learning intentions and home study in my planner	
I work through the starter task quietly	
I reflect through my learning and plan the next task	
I respect school resources and tidy up	
I participate in the lesson appropriately	
I try my best in every lesson.	
I can ask for help or support if I need it	
There is always a culture of respect, tolerance and cultural sensitivity and awareness	

The posters are displayed in all classrooms and teaching areas. Quality learning and teaching in every classroom, increases pupil engagement and leads to an increase in attainment. St. Thomas' strives to ensure that pupils receive the best experience and enables them to achieve their very best.



## ASSESSMENT & REPORTING

### Tracking, Monitoring & Reporting

There are key times during the school year that progress of pupils will be reported. Pupils in each year group receive two tracking and monitoring reports and a full report during the school year. There is also one parents evening for each year group.

In preparation for reporting times, pupils have learner's conversations with their teachers about their areas of strength, areas of development and next steps.

Tracking and monitoring reports give a snapshot of pupil performance behaviour, effort, and home study. In the Senior Phase (S4-6) the tracking report will also detail pupils' potential attainment (their target grade) and their current working level (their working grade).

Where pupils are working at a level below their target grade, pupils meet with the Curricular Leader of the subject area and may meet with their Pupil Support Leader or Year Head if required.

The full report will also:

- *Describe strengths and areas of development*
- *Show progress in the eight curricular areas*
- *Show achievement within one of the six levels*
- *Demonstrate achievement in different contexts*
- *Share learning goals and next steps*
- *Identify specific support for individual pupils*

### SQA Examinations

In S4, 5, & 6 pupils will work towards achieving National Qualifications at levels ranging from National 3 to Advanced Higher. We will offer candidates advice on whether or not they should be presented for a particular level of study, but will comply with parental wishes should a pupil wish to sit against our advice.

The school is particularly proud of its record in external examinations and also of the success of its pupils in Higher Education. We number many doctors, lawyers, accountants, research scientists and linguists among our past pupils whose success story began at St Thomas of Aquin's High School. We do not consider that the only success is based on academic achievement, important though that is, but try to develop each pupil to reach their full potential in all areas.

**Parents/Carers should communicate with the school, through the appropriate Pupil Support Leader/Year Head, when they seek information about their child's progress.**

## COMMUNICATING WITH PARENTS/CARERS

You are entitled to know how well your child is progressing at St Thomas' and please feel free to contact the appropriate member of the Support for Pupil Team for additional information.

At St Thomas' we have two types of Parents Meetings: **Information Evenings** with presentations to parents/carers on the curriculum and other school related matters and **Reporting Evenings** with individual discussions on pupil's progress.

Please see the school website for the accurate reporting and parents evening dates.

	<b>Reports/Tracking</b>	<b>Info/Parents' Evenings</b>
<b>First Year</b>	1st Tracking Report: October 2nd Tracking Report: October Full Report: June	Parents' Evening: March
<b>Second Year</b>	Full Report: December Tracking Report: April	Parents' Evening: January Information Evening: February
<b>Third Year</b>	Tracking Report: November Full Report: May	Parents' Evening: May
<b>Fourth Year</b>	1st Tracking: September Full Report: January 2nd Tracking: March	Parents' Evening: January
<b>Fifth/Sixth Year</b>	1st Tracking: September 2nd Tracking: November Full Report: March	Parents' Evening: December

## Methods of Communication



A School Calendar with important dates for the whole session will be issued to every parent/carer in August and placed on the school website

In addition, notices of meetings will normally be sent to parents via Newsletters/circular letters brought home by your child, so please ask regularly - or check school bags! The Head Teacher sends out a weekly bulletin to parents, so please ensure the school has a record of an up to date email address. The school will also use text messages and Twitter to share information with parents.

The school website will be an increasingly important means of communication. It is regularly updated and is an invaluable source of current information through the 'News' link. The website address is: <https://www.st-thomas-of-aquins.org.uk>.

## SCOTTISH SCHOOL (PARENTAL INVOLVEMENT) ACT (2006)

School Boards were replaced in August 2007 by a new system of Parent Councils. The Act makes provision for all parents to be members of the Parent Forum at a school and to have their views represented to the school, education authority and others, through a representative Parent Council for the school.

The legislation supports parental involvement in a much wider sense than before. It aims to help all parents to be:

- *Involved with their child's education and learning*
- *Welcomed as active participants in the life of the school*
- *Encouraged to express their views on school education generally and to work in partnership with the school*
- *The Parent Council also has a role in the appointment of Head Teachers and Depute Head Teachers*

The Head Teacher attends Parent Council meetings in an advisory capacity. Local councillors may also attend all meetings as advisors to the Parent Council and have the right to speak although, not being members of the Parent Council, are not able to vote.

### St Thomas' Parent Council

St Thomas of Aquin's has a Parent Council which brings together parents, staff and co-opted members, with the Head Teacher as professional adviser.

**The main functions of St Thomas' Parent Council are to:**

- *actively encourage partnership with the school community*
- *identify and represent the views of parents*
- *enable consultation with parents on matters of school policy and other related issues*
- *promote contact and involvement between the school, parents and the wider community*
- *support the school to promote our Catholic ethos*
- *represent the views of parents and on behalf of the school in relevant matters with the Education Authority and other bodies, as appropriate*
- *organise social and fund raising events to provide financial assistance to support the school*

### Getting Involved

For those who are keen to be involved in the affairs of the school, membership of the Parent Council is something to consider. We cannot stress too much the importance of becoming involved with what the school does. Information can be obtained by contacting any of the Parent Council contacts indicated bel

## Parent Council School Contacts

Parent Council Member	Position	Contact details (0131-229-8734) or
Mr C Santini	Professional Adviser	admin@st-thomasaquins.edin.sch.uk
Ms J Kennedy	Chairperson	admin@st-thomasaquins.edin.sch.uk
Mrs C Bendall & Mr P Green	Staff Member	admin@st-thomasaquins.edin.sch.uk
School Chaplain	Church Representative	admin@st-thomasaquins.edin.sch.uk

## HOME STUDY & REVISION

Our Home Study Policy is based on entitlement, involving pupils, parents, and staff

- pupils need to acquire and develop the skills they need in each subject
- parents have the right to be informed of what is expected of their children
- teachers need to know they have the support of parents with home study and revision

### How are Pupils and Parents Involved?

Home Study helps your child to practise work done in class, organise study at home and become more responsible for his or her learning.

- **S1-2:** pupils are issued with a Pupil Planner to help them organise their study in school and at home; all tasks involve the help and encouragement of parents. The amount of Home Study varies in length, nature and frequency depending on the subject. Parents who feel that their child is receiving too much or too little Home Study should contact the relevant Support for Pupil Leader.
- **S3-4:** pupils and parents should use the Pupil Planner Pupil Progress Sheets showing weekly tasks and deadline dates and identifying negotiated targets. **The amount of Home Study increases in S3/4. The average amount of Home Study /study time per subject per week is around 3 hours.**
- **S5-6:** pupils receive a 'Planned Study' Guide, showing study times and deadline dates, and are involved in Target Setting with Subject Departments and during their Personal and Social Education Programme. **The amount of Home Study increases in S5/6 once more. The average amount of homework/study time per subject per week is around 4.5 hours. We expect our pupils in S5/6 to spend 2 - 3 hours per evening on Home Study time.**

### Pupil Planners

10 MONDAY : LUNDI - MONTAG : LUNES : LUNEDÏ : DYDD LLUN : DEULIATH		How did I do?	Revised
1. Maths : How to work out percentages	● ● ● ● ●	✓	
2. English : Grammar : Similes & Metaphors	● ● ● ● ●	✓	
3. French : How to describe the weather	● ● ● ● ●	✓	
4. Geography : How to work out 4 fig grid ref.	● ● ● ● ●	✓	
5. PE : Rules of Basketball	● ● ● ● ●	✓	
6. PSE - Drugs Education: Mythinformation	● ● ● ● ●	✓	
7.	● ● ● ● ●		
<b>Homework Tasks</b>		<b>Due</b>	<b>Done</b>
Geography - Homework sheet on direction		10/11	✓
Maths - Long division h/w		10/11	✓

The Pupil Planner can also be used to jot down topics that pupils are having difficulty with and topics which they feel they are coping with. With the study planner pupils are given advice on how to use the section on target setting as a means of reviewing their progress.

## Types & Regularity of Home Study

Any Home Study to be done at home should be worthwhile. The amount of Home Study will vary from year group to year group, from subject to subject and from pupil to pupil. Home Study tasks will vary from reading, projects, investigations, redrafting of writing and even completing work started in school. Whatever the work assigned, it is important that our young people always give of their best. It would appear from research that those pupils, who conscientiously do Home Study are more successful in their assessments and external examinations

## Study Skills Preparation

We cannot expect that all pupils will acquire the necessary study skills for themselves. Many pupils need guidance and assistance in this area. The school's programme for personal and social education includes a unit dealing with study skills. The study skills packages for each year group are discussed with the pupils in classes.

## Study Support Sessions

To support pupils, staff offer supported study classes to raise attainment through preparation for the SQA examinations. The school runs a successful Easter School and a Study Calendar is issued to all pupils for the S.Q.A examinations diet. Many pupils have commented how useful these sessions are.



## EXTRA CURRICULAR ACTIVITIES

In addition to the many field trips and excursion trips that are linked to the formal school curriculum, our pupils continue to have access to many extra-curricular outings. We attach a high priority to extra-curricular activities as a way of enriching and expanding pupils' educational experiences, as well as bringing teachers and pupils together in an informal setting.

We are proud of the wide range of valuable activities enjoyed by pupils in our school. Many of our pupils participate in various teams and clubs. Please visit our school website for further information [Lunchtime & After school clubs overview – St Thomas of Aquin's \(st-thomas-of-aquins.org.uk\)](http://st-thomas-of-aquins.org.uk)

## Community Service & Voluntary Work

We are very much aware of the extended community of St Thomas of Aquin's and our pupils embrace involvement in the wider community with an unfaltering commitment. Every year the S6 Leadership team identify a chosen charity to raise money for. As a school community we try to raise money for identified charitable causes through various activities such as non-uniform days, leg waxing, juggling, discos, collecting coppers, bake sales and a Fashion Show. Some of our previous year's nominated charities have been:

SCIAF

Teenage Cancer Trust

Rachel House CHAS

Syria Relief

Children 1st

NSPCC

McMillan Coffee Morning

Fairtrade Work

Scottish Association for Mental Health

Haiti Campaign

Fair Trade

## School Productions

The orchestra and band are frequently invited to play at functions organised by a number of organisations, including the Grassmarket lighting celebrations, Church and Advent Celebrations as well as hosting their own school based Musical extravaganzas.



## **INFORMATION FOR PARENTS**

### **Leadership Structure**

Our school is staffed according to national recommendations. Our Senior Leadership Team comprises of the Head Teacher and two Depute Head Teachers. Subject departments are organised into curriculum teams led by Curriculum Leaders. There are further leaders involved in pastoral, curriculum and learning support. These are Support for Pupil Leaders and a Support for Learning Leader. The Head Teacher is responsible to the Director of Children and Families for the efficient leadership, administration and management of the school and for the quality of education provided in the school.

### **Pupil Conduct: Parental Support**

A partnership between school and parents is required in order to ensure the best possible standards of pupil conduct. Pupils are expected to set themselves high standards in appearance and behaviour. We strive to create an atmosphere of friendly cooperation, encouraging respect and consideration for other persons and for property. The positive influence of parents/carers in supporting the ethos of the school is crucial.

### **Care of Books and Materials**

To enable us to provide the best possible education for your youngster, every care should be taken to look after the school's resources, including covering books and jotters and exercising care in the use of all school materials.

### **Pupil Activities**

Every school is encouraged to offer as wide a range of sporting and cultural activities as possible and we have a large numbers of diverse clubs and societies.

The Council also undertakes to organise and administer certain events and many schools take part in these. Schools are advised of these events at the appropriate time.

### **Active Schools**

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

## **Pastoral Support and Counselling**

The aim of the pastoral support system in our school is to provide support for pupils throughout the important years of their secondary experience. The support might be personal, related to curricular matters and/or vocational. It is given systematically and regularly as part of our caring ethos. Parents/Carers are encouraged to familiarise themselves with the particular arrangements within our school.

## **Parental Consultation**

We offer the opportunity for parents/carers to discuss their youngster's progress with teachers through arranged meetings. All parents/carers will be advised when these meetings take place. In addition, parents/carers are welcome to contact the school at any time to ask for information or seek an interview.

## **Curricular Plans**

Every curriculum area has written curricular plans which are the subject of ongoing discussion, consultation and consequent amendment. The plans provide for a common course throughout the broad general education and can be found on the school website.

## **Equalities**

The Council is committed to eliminating discrimination on the grounds of race, gender, disability, sexual orientation, faith/belief or age. The City of Edinburgh Council has published an Equalities Policy which can be viewed on the Council's website. This outlines the duties which the Council is required to undertake to tackle discrimination, prevent harassment and ensure our work promotes equality. Communities and Families has policies and statements to address equalities issues specific to education to enable us to fulfil these duties. All schools have copies of these policies.

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

The Council provides a support service for pupils for whom English is an additional language. The EAL teachers visit schools to work with those bilingual pupils who require assistance in developing English language skills.

## **Attendance**

It is the duty of parents, by law, to make sure that their youngsters attend school regularly and punctually. If your youngster is late for school on occasion, please send a note of explanation. When a youngster has an afternoon absence, having been present in the morning, parents are requested to inform the school immediately (for safety reasons).

Whenever your child is absent from school, it is the parent's responsibility to send in a signed note when the youngster returns. If the absence is three days or longer parents are required to notify the school, either by note or telephone, reporting the reason for absence.

Please note that family holidays should be taken during the recognised school holidays and not during term time. Other than in exceptional circumstances, which should always be discussed and agreed in advance with the Head Teacher, all family holidays taken during term time will be recorded as 'unauthorised' absence on the part of the pupil(s) concerned. Furthermore, if family holidays are arranged during term time, parents should be aware that the school is not obliged to make special arrangements to help pupils catch up with any missed school work.

## **Communication with the Home**

Please consult the school website for information regarding contact and communication with the school.

From time to time your child will carry routine communications from the school giving items of basic information, such as holiday dates, together with information of interest about the life of the school. The Head Teacher also uses twitter to alert parents to school news.

## **Protecting Children and Young People**

Within the curriculum, we have in place personal safety programmes designed to give young people knowledge and life skills to keep themselves safe from all forms of abuse.

The City of Edinburgh Council has clear Child Protection procedures for all staff to follow. These procedures instruct the Head Teacher or designated member of staff to notify the Children & Families Service when a member of staff has a suspicion that a youngster may be at risk.

Checks are carried out through Disclosure Scotland on any new member of staff or volunteer who will be regularly involved in caring for, training, supervising or being in sole charge of persons under the age of 18. Alongside other checks to safeguard children, this check is carried out before the staff member or volunteer is allowed access to children.

## **Complaints Procedure**

The Communities & Families Service is keen that you should be satisfied with your youngster's education and your dealings with the school. Should you have any concerns about your youngster's education, or indeed any reason to complain about the service provided by our school, please report this to the appropriate Support for Pupil Leader or Year Head in the first instance. If you remain dissatisfied, you must give the Head Teacher the opportunity to deal with your complaint. In most cases problems can be dealt with quickly. However, should you feel that the matter has not been resolved satisfactorily by the school you can make your complaint in person, by phone to the Children and Families Department's Advice and Conciliation Service (01314693233). This service provides a helpline during office hours and can advise you how to take further action. Alternatively,

you can put your complaint in writing to the Advice and Conciliation Service Manager, the City of Edinburgh Council, Waverley Court, Level 1 /2, 4 East Market Street, Edinburgh EH8 8BG. The Advice and Conciliation Service will investigate your complaint and try to help resolve it as quickly as possible. If you still feel that your complaint has not been properly dealt with, you can contact the Scottish Public Service Ombudsman, 4 Melville Street, Edinburgh, EH3 7NS or call 0800 377 7330.

## **School Closures**

In the event of an emergency, such as a power cut or severe weather that prevents the school from opening in the morning, or results in an early closure, a range of communication channels are used to let parents/carers know. In addition, announcements will be made on Radio Forth (Forth 1 and Forth 2) and via the Council's corporate Twitter account [www.twitter.com/EdinburghCC](http://www.twitter.com/EdinburghCC). and Facebook page [www.facebook.com/edinburghcouncil](http://www.facebook.com/edinburghcouncil). If many schools are affected, or the situation is likely to be prolonged, then the Council's website [www.edinburgh.gov.uk](http://www.edinburgh.gov.uk) will be used. Schools will make special arrangements for those youngsters who are unable to return home should there be a closure at short notice.

## **Raising Attainment**

Monitoring performance and using the resulting information to secure improvement is an important part of the work of Head Teachers, school staff and officers within the Children & Families Services.

## **Curriculum for Excellence**

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3-18. The application of the principles of breadth, relevance, coherence, progression, depth, challenge and enjoyment will contribute to the development of a curriculum designed to increase attainment and achievement for all children and young people including those who need additional support with their learning.

The purposes of the curriculum are firmly based on the needs of the young person and are designed to enable them to develop the four capacities:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

Thus the young people of St Thomas' will be helped to take their place in a modern society and economy.

## **Additional Support Needs**

The Communities & Families Services have both special schools and integrated mainstream provision available for children with additional support needs. Youngsters may experience problems in learning for a variety of reasons. Additional support needs are identified through observations and assessment by staff and through discussion with pupils and parents. Where appropriate, a youngster's needs will be investigated further by referral to specialist support services.

## **School Dress Code**

Parents/Carers are asked to co-operate with the school in encouraging the wearing of the school uniform. Our reputation can be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders.

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

In certain circumstances, appropriate clothing will be necessary for school activities for safety reasons, e.g. in games areas, science laboratories, technical workshops; this extends to the wearing of suitable footwear and even, on occasion, to the length of pupils' hair and the wearing of jewellery and earrings.

Offensive clothing is also banned, e.g. T-shirts or other items painted with obscene language or illustrations. Football colours are also inappropriate as they can lead to incidents of rivalry.

If you have any queries regarding the school uniform, please contact the appropriate Depute Head.

## **Health Promoting Schools**

A Health Promoting School is one in which all members of the school community work together to provide pupils with positive experiences and structures which promote and protect their health. This includes both formal and informal curriculum, the creation of a safe and healthy school environment, the provision of appropriate health services and the involvement of the family and the wider community in efforts to promote health.

Edinburgh City Council and partner agencies will continue to develop and support opportunities for children, young people and families to make healthier lifestyle choices.

## **Transferring Educational Data about Pupils**

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

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

## **Pupil Data – What is collected and transferred?**

Data on each pupil is collected by schools, local authorities and the Scottish Government. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to the Scottish Government. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Dates of birth are passed on as 'month and year' only, again to ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by the Scottish Government.

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

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

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

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

## **Your data protection rights**

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a

brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website ([www.scotxed.net](http://www.scotxed.net)).

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

## Concerns

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

### Want more information?

Further details about ScotXed are available on the ScotXed website, [www.scotxed.net](http://www.scotxed.net), which contains a section on 'frequently asked questions' at:

<https://www.scotxed.net/jahia/Jahia/lang/en/pid/220>.

## DISCLAIMER

*Please note that while the information in this Handbook is correct at the time of printing, some minor changes may occur by the time it reaches parents/carers.*