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December 2014

Dear Parent

Each year our schools make available a copy of the handbook which outlines the current policies and practices of the council and of the school. Renfrewshire Council is committed to becoming a high performing public sector organisation and we will work to make Renfrewshire a fairer, more inclusive place where all our people, communities and businesses thrive.

To create a better future, Renfrewshire Council will focus on achieving the following outcomes:

- Increased, sustainable investment in our economy;
- Improved health, wellbeing and life chances for children and families;
- Improved support to vulnerable adults;
- Reduction in the causes and impact of poverty; and
- A safer and strong Renfrewshire.

It gives me great pleasure, as the director of education and leisure services, to commend the school handbook to you as a source of helpful information not only on day to day matters of school procedures, but as an interesting insight into the school itself.

Yours sincerely

A handwritten signature in black ink that reads "R Naylor".

Robert Naylor
Director of Education and Leisure Services

Welcome from the Head Teacher

Dear Parent / Carer

Welcome to the prospectus for Renfrew High School. I hope you find the information which follows useful and comprehensive. Please also visit our website, which is updated regularly:

<http://www.renfrewhigh.renfrewshire.sch.uk>

At Renfrew High we have high aspirations and expectations for all our children and young people. We promote a culture of excellence where all members of our school can be happy, successful and can contribute positively. We promote inclusion, equality and fairness across our school community. Our staff are committed to providing a safe, caring and nurturing learning environment where pupils have their needs met, and are supported and challenged to achieve their potential.

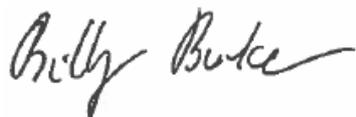
As a school we aim to make continuous improvement to the service we provide through engaging in self evaluation and professional learning. We continue to implement Curriculum for Excellence which aims to raise standards in Scottish education.

Pupils in Renfrew High have many opportunities for personal achievement, through extra curricular, citizenship, enterprise and charitable activities, as well as in formal qualifications. Our standards of attainment are high and are a credit to the hard work and commitment of pupils, staff and parents.

Working together in partnership is a crucial element of a successful school and I look forward to working with all our parents as partners in learning and vital members of the school community.

Thank you for taking the time to read this prospectus and should you have any questions or comments please feel free to contact the school. I look forward to meeting you at the various school events and activities in the near future.

Yours sincerely



Billy Burke
Head Teacher

Our Vision, Values and Aims

Our school vision is to achieve excellence in the quality of education we provide for our young people in order that they are able to develop into successful learners, confident individuals, responsible citizens and effective contributors.

Our agreed school values represent how we aim to work together as a learning community:

- COMMITMENT
- GOOD RELATIONSHIPS
- HONESTY
- RESPECT
- RESPONSIBILITY

Our agreed specific aims for the school are to:

- provide a full range of appropriate educational courses and services to meet learners' needs.
- develop our learners' full potential in terms of academic, social, vocational and personal skills to enable them to develop the 4 capacities.
- sustain a well-motivated and well-led staff who engage in appropriate self-evaluation to inform improvement, and provide opportunities for staff to develop their leadership capacity.
- organise the good management of resources and seek the maintenance of a safe working environment.
- create within the school an active partnership between learners, parents and staff.
- create an active partnership between the school and the wider community.
- promote equal opportunities, social justice and harmony.
- present education as a process which develops skills for learning, skills for work and skills for life.

Service Pledges

Standards and expectations

We will:

- offer all children and young people a free school place;
- provide school premises which meet health and safety standards;
- provide information on your child's progress;
- provide religious and moral education for your child;
- give support to parent involvement in schools;
- provide information on school activities;
- provide 27.5 hours of class contact time for pupils in each normal school week; and
- help pupils prepare for vocational, further and higher education.

Pupils will have opportunities for:

- personal and social development;
- music, cultural activities and creativity;
- access to healthier lifestyles and sports activities; and
- community involvement.

You can also expect:

- a formal written report on your child's progress;
- an annual report on progress within the school improvement plan;
- an opportunity to have a formal meeting with your child's class teacher or teachers;
- us to meet your child's needs; and
- regular reports on the quality of the school.

How can you help?

By law, you must make sure your child receives an education.

As a parent, you can help your child by:

- making sure your child goes to school regularly;
- encouraging and supporting your child with any homework given;
- showing that you are interested in how your child is getting on at school;
- encouraging your child to respect the school and the whole school community; and
- being involved in the school.

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

About our school

School staff

Senior Management Team

		
Head Teacher Mr Billy Burke	Education Support Manager Mrs Irene Hyde	Depute Head Teacher Mrs Karen Shaw
		
Depute Head Teacher Ms Janice Levens	Depute Head Teacher Mr Liam Cullen	Acting Depute Head Teacher Miss Carolanne Calderwood
		
	Acting Depute Head Teacher Mr Alan Davidson	

Pupil Support Department

		
<p>Faculty Head Behaviour/Learning Support Mr Graeme McKechnie</p>	<p>Principal Teacher of Pupil Support Mrs Frances Dickie</p>	<p>Principal Teacher of Pupil Support Mrs Lyndsey Keenan (Mon – Wed)</p>
		
<p>Principal Teacher of Pupil Support Mr Stuart Conway</p>	<p>Acting Principal Teacher of Pupil Support Miss Gayle Mitchell (Thu – Fri)</p>	

Teaching Staff

Head Teacher	Mr Billy Burke		
Art	Mr Paddy Dorrian (PT) Mr Stuart Conway (PTPS) Mr Kenneth Little Ms Shona Riaz Ms Simone Gibson	Maths	Mr Andrew Sutherland (FH) Mrs Frances Dickie (PTPS) Mr Stephen Smith Mrs Kirsty Davidson Miss Johanna Farren Mrs Gillian Strang Mr Alistair Herdman Mrs Gillian Peters Miss Samantha Robertson
Drama	Mrs Fiona Thomson (Acting PT)	Music	Ms Joyce Cockburn (PT) Ms Elizabeth Burgoyne
English/RMPS	Mr Ivar Campbell Ms Bridget Jamieson Mrs Isobel Lockhart Mr Simon Stothers Mr Brian Morris Mrs Elaine Tait Ms Susan Moore	Behaviour/Learning Support	Mr Graeme McKechnie (FH)
Health and Wellbeing	Mr Brian Millar (Acting FH) Miss Carolanne Calderwood (Acting DHT) Mr Liam Cullen (DHT) Mrs Lyndsey Keenan (PTPS) Mrs Yvonne Blair Mr Des Roache Miss Gayle Mitchell (Acting PTPS) Miss Emma Martin Mr Kyle Haldane Ms Elaine Luke	Science	Mrs Moira Whyte (FH Science) Mr Luciano Lanni (PT Biology) Mr Alan Davidson (Acting DHT) Mrs Irene Gemmell Mrs Nicola Hall Mrs Rachael Chadwick Ms Lynsey O'Neill Mr Martin McGarvey Mr Paul Stewart Dr Yvonne Fleming
Technologies	Mrs Pauline Ferrier (FH) Mrs Alison Dorrian Ms Sophie Tariq Mr Liam Kennedy Mr Jack Stead Ms Mhairi Ballantyne Ms Sharon Glass Mr Jacob Spence	Social Subjects	Mrs Lorna Deans (FH Mon-Thu) Mr Michael O'Malley (FH Fri) Mrs Karen Shaw (DHT) Mrs Caroline McColl Mrs Kirsty Roarty Ms Paula Quinn Mrs Gillian Ito Miss Rebecca Henderson
Languages	Mr JohnPaul Cassidy (FH) Mr Pascal Sagnier Ms Janice Levens (DHT) Mrs Carol Robertson Mrs Nathalie McQuade	Abbreviations: DHT – Depute Head Teacher FH – Faculty Head PT – Principal Teacher PTPS – Principal Teacher Pupil Support	

Other staff in the school

Business Support Staff	Mrs Janice Clannachan (Administrative Officer) Mr Gordon Elliot (Administrative Assistant) Mrs June Cheyne Mrs Diane Purcell Miss Susan McGill Miss Laura Mullen
Home School Link	Ms Magi McCulloch Mrs Ashley Manson Mr Paul Harrison
Classroom Assistants	Mrs Senga Cameron Mrs Mary McMillan Ms Emma Blackwood
Classroom Assistants (ASN)	Mrs Sally Moore Mrs Ann Downie Mrs Liz McNeil Ms Lynn Scott
Technicians	Mr Ian Reid Mr Jim Freeman
Senior ICT Technician	Mr Rick Carrick
Library	Miss Clare Hemsworth
Janitors	Ms Diane Mullen Mr David Sibbald Mr Gerry McVeigh
Catering Manager	Ms Heather Mullen
Active Schools Coordinator	Mr Andrew Mitchell
Employability Graduate Intern	Mr Calum McDonald

School information

School Information

Renfrew High School is a six-year, non-denominational comprehensive school which serves the town of Renfrew on the south side of the River Clyde, several miles to the west of Glasgow. The building was opened in 1975 and has a capacity of 1287. The roll is currently 811 and is expected to remain stable for the next few years, though this may change with the completion of new housing in the area. The building was refurbished during the 2008-2010 period. Classrooms have been equipped with ICT to support learning and teaching and a pupil social area exists.

The school benefits from sports facilities including artificial turf and floodlit pitches, indoor gym facilities and a fitness suite.

We have good facilities for pupils with disabilities, including two well-placed lifts and ample toilet facilities.

School contact details

- phone number: 0141 886 7511
- email address: renfrewhighenquiries@renfrewshire.gov.uk
- write to or visit us at: Renfrew High School, Haining Road, Renfrew, PA4 0AN
- website: www.renfrewhigh.renfrewshire.sch.uk

Parent Council contact details

Parent Council Chair: Mrs Lydia Jack

All contact via Renfrew High School
(renfrewhighenquiries@renfrewshire.gov.uk)

Information, Support and Advice

Close communication between school and home is essential and we aim to ensure all our parents are well informed and have access to support and advice. On enrolment every pupil is allocated to a House, which is led by a Principal Teacher of Pupil Support:

Clyde House – Mrs Keenan / Miss Mitchell
 Forth House – Mr Conway
 Tay House – Mrs Dickie

Pupils remain in the same House throughout their time at school. The Pupil Support Teacher is the key person for pupils and parents in terms of being the first point of contact with school, and having an overview of pupils' progress and wellbeing. Each year group also has a Year Head, a Depute Head Teacher who works with pupils and the Pupil Support Team to ensure the overall progress of our learners. Year Heads monitor their year groups closely and provide appropriate support and challenge.

We encourage parents to contact the school early with any questions or information which may be relevant. Similarly we are proactive in ensuring parents are aware of any issues affecting their child's progress or wellbeing.

School day

RENFREW HIGH SCHOOL											
THE SCHOOL DAY											
	Period 1	Period 2		Period 3	Period 4	Period 5		Period 6		Period 7	
Monday	8.50– 9.40	9.40- 10.30	Break	10.45- 11.35	11.35- 12.25	12.25- 1.15		Lunch	2.00- 2.50	2.50- 3.40	
Tuesday											
Thursday											
Wednesday	8.50- 9.40	9.40- 10.30	Break	10.45- 11.35	11.35- 12.25	Lunch	1.10- 2.00	2.00-2.50			
Friday											

School holidays in 2014-2015 school session

Term	Break	Opening and Closure Dates			
First		Teachers Return	Tuesday	11 August	2015 (IS)
		Pupils Return	Thursday	13 August	2015
		Local Holiday/Closed	Friday	25 September	2015
		Schools Re-Open	Tuesday	29 September	2015
	Mid Term	First Day of Break	Friday	9 October	2015 (IS)
		Teachers / Pupils Return	Monday	19 October	2015
	St Andrew's Day	Schools Closed	Monday	30 November	2015
		Schools Re-Open	Tuesday	1 December	2015
	Christmas	Last Day of Term	Tuesday	22 December	2015
		First Day of Break	Wednesday	23 December	2015
Second		Last Day of Break	Wednesday	6 January	2016
		Schools Re-Open	Thursday	7 January	2016
	Mid-Term	First Day of Break	Friday	12 February	2016 (IS)
		Schools Re-Open	Wednesday	17 February	2016
	Good Friday / Easter Monday	Schools Closed	Friday	25 March	2016
		Schools Re-Open	Tuesday	29 March	2016
Spring	First Day of Break	Monday	4 April	2016	
Third		Schools Re-Open	Monday	18 April	2016
	May Day	Local Holiday/Closed	Monday	2 May	2016
		Re-Open	Tuesday	3 May	2016
		Local Holiday/Closed	Thursday	26 May	2016 (IS)
		Schools Re-Open	Tuesday	31 May	2016
	Last Day of Session	Tuesday	28 June	2016	

Teachers return Tuesday 11 August 2016
Pupils return Wednesday 12 August 2016

School dress

Renfrewshire Council encourages each school to adopt a dress code after discussion with parents, pupils and the parent council. The council supports an agreed dress code because of the benefits it brings, including improvements in safety, security, discipline, ethos, community spirit and a decrease in bullying and expense for parents.

Some types of clothing will not be allowed in school for reasons of safety, decency or indiscipline. Types of clothing which will not be allowed include:

- clothes which are a health or safety risk;
- clothes which may damage the school building;
- clothes which may provoke other pupils;
- clothes which are offensive or indecent; and
- clothes which encourage the use of alcohol or tobacco.

Pupils will not be deprived of education, any benefit or access to examinations because of not wearing school uniform.

In the interests of health and safety, of both individual and others present, all jewellery, including body jewellery, must be removed before taking part in physical education lessons or physical activities.

Grants for footwear and clothing for children are available to parents receiving:

- income support;
- income based job seeker's allowance;
- pension credit;
- housing benefit;
- council tax benefit; or
- depending on annual income, child tax credit or working tax credit.

Information and application forms for free school meals are available from schools, registration offices and customer service centres or download a form from the council's website: www.renfrewshire.gov.uk

Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school. The council has no insurance to cover the loss of valuable items.

Our School Wear

White Shirt
School Tie
Black V-neck Jumper/Sweater
Black Skirt/Trousers
Blazer



S1-4 PE Kit

Black Shorts/Tracksuit Bottoms
Plain Royal Blue Polo Shirt/T-shirt or with school logo
Trainers

S5-6 PE Kit

No football colours or vest tops
No offensive slogans

Registration and enrolment

Pupils are normally transferred from primary between the ages of 11 years 6 months and 12 years 6 months, so that they have the opportunity to complete at least four years of secondary education.

Parents of pupils who have moved to the area or who want their child to transfer to the school should contact the school office for information about appropriate procedures and to arrange a visit.

Parents who want to send their child to a school other than the catchment school should make a placing request. The procedure for making a placing request is explained in the leaflet 'Sending your child to school.' You can pick this leaflet up from any school, call our customer contact centre, 0300 300 0170, to have a copy sent to you, or download the form from the council website: www.renfrewshire.gov.uk

Primary 7 Induction

The move from primary school to secondary school is a big change for pupils and their parents. We aim to make this change a happy and exciting time and we have an extensive programme to support this. We invite our pupils and parents to visit our school for an open evening in October. During this evening there is an opportunity for the pupils and their parents to have a tour of the school, experience a lesson and speak to both Renfrew High School pupils and staff.

Our home link department also run a workshop on 'Getting ready for change' in February, where parents get the opportunity to work together on the challenges of transition. At this event, the pupils get to work alongside each other participating in sporting activities.

In late May, all our new pupils visit the school for two days induction, where they experience life at Renfrew High School and follow a normal school timetable. This gives the pupils an opportunity to meet their class teachers but to also meet their new class peers. At this time parents are also invited to a drop in session where they can meet our pupil support staff and the S1 year head who will be responsible for the smooth transition from P7 to S1.

As a follow on from the two induction days, all pupils are invited back to Renfrew High School to participate in 'I'm a celebrity get me out of here'. During this event, pupils work in their class groups to solve challenges and win points.

Throughout the year our home link staff work in our associated primary schools to support transition at an early stage. We also have members of staff from various departments who visit each school, working with the P7 pupils on subject areas (English, maths, science, P.E. etc). Our pupil support staff, learning support PT and our transition depute head visit all schools to meet the pupils and staff prior to May. We have close partnership working with our primary colleagues, where we work together on developing curricular materials and sharing information.

We recognise that transition from primary to secondary can be a challenging change, our ongoing collaborative work, ensures a smooth and enjoyable transition for all pupils coming to Renfrew High School.

Associated primary schools

We have very close links with our associated primary schools. Head Teachers meet regularly to discuss issues which may affect the cluster, and to exchange information and good practice.

<u>School</u>	<u>Head Teacher</u>	<u>Phone Number</u>
Arkleston Primary School	Ms C Johnston	0141 886 5473
Kirklandneuk Primary School	Mrs S Wieland	0141 886 3070
Newmains Primary School	Ms C Cooke	0141 886 2280

Assessment and reporting

[Assessment](#) is an integral part of learning and teaching. It helps provide a picture of the learner's progress and achievements, and identifies the next steps in learning.

Tracking learners' progress

Information on learners' progress is gathered through planned assessments and this information is recorded. This allows teachers to have a clear picture of how learners are progressing. It will also allow teachers to identify next steps in learning and inform reporting on progress and achievement.

Reporting

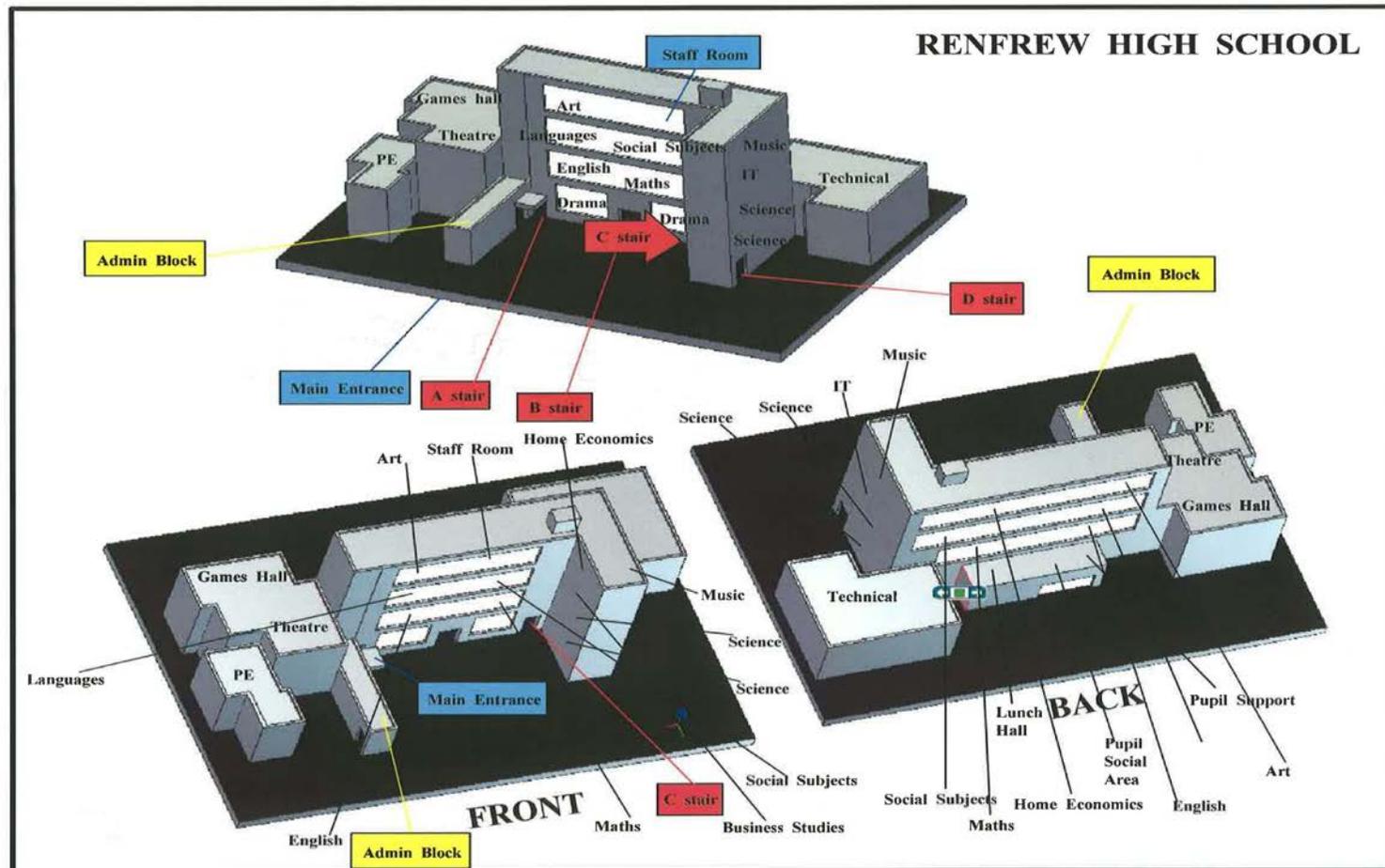
Reports to parents provide clear, positive and constructive information about their child's learning and progress, reflecting on what has been achieved against standards and expectations.

In S1 parents will receive an interim report of progress and a full report towards the end of S1.

Profiles

Profiles will be used to recognise [pupils' progress in learning and achievement](#), while supporting and informing transitions. As children reach the end of primary school (primary 7) and young people their broad general education at the end of S3, they will record their most recent and relevant learning and achievements in a personal profile which will also incorporate a reflective statement by the learner.

Plan of School



Car parking

Parking facilities for staff and parents can be found to the left of the school building.

School security

Renfrewshire Council has introduced procedures to ensure the safety and security of pupils and staff when attending or working in a school. We use a number of security measures, including a visitors' book, badges and escorts while visitors are within the school building. Normally, anyone calling at a school for any reason will be asked to report to the school office. The school staff then make the necessary arrangements for the visit.

Attendance and absence

It is the responsibility of parents of a child of school age to make sure that their child is educated. Most do this by sending their child to school regularly. Attendance is recorded period by period.

Absence from school is recorded as authorised, that is approved by the education authority, or as unauthorised.

Contact procedures

If a child is absent from school, parents are required to phone the school office by **9.30 am** on the first day. If no telephone call is received, parents will automatically receive a text message asking them to phone the school immediately.

Where a pupil is likely to be absent for more than one day, we request that parents inform the school of the estimated duration of the absence when calling on the first day. If the school has not been advised of a future return date, we would request you contact the school each day to keep us informed of the situation.

If an absence is planned, please inform the head teacher in writing. If a child requires to depart early for any reason the school office must be notified in advance.

Please make every effort to avoid family holidays during term time as this disrupts the child's education and reduces learning time. The head teacher can approve absence from school for a family holiday in

exceptional circumstances. Please discuss your plans with the head teacher before the holiday. If the head teacher does not give permission before the holiday, it will be recorded as unauthorised absence. The head teacher can also exercise discretion when a parent can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the Head teacher on this basis is regarded as authorised.

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

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

Attendance and absence data

Absence rates are calculated as a percentage of the total number of possible attendances for all pupils of the school in the stage shown. Each morning and each afternoon of each school day is considered as a separate possible attendance.

Bullying

"Tackling Bullying in Renfrewshire" is the authority's policy on preventing and dealing with bullying in our school. The policy stresses the importance of involving the whole school community - pupils, parents and all the staff in the school.

You can view the anti-bullying policy by asking the school office for a copy of the document or by accessing the policy online at www.renfrewshire.gov.uk.

Care and welfare

Your child's welfare is central to the ethos of the school. Please contact the school to share any concerns you have about your child's welfare or wellbeing. The staff will work with you as parents and carers of our pupils to make sure that your children are safe, happy and able to benefit from the educational opportunities we offer. The handbook gives details of how we deal with bullying, homework, additional support needs and many other areas of your child's wellbeing.

Child protection

All children have a right to be protected from harm, abuse and neglect. The vision of the Renfrewshire Child Protection Committee is that "It's everyone's job to make sure that children in Renfrewshire are safe."

Renfrewshire Council has a [child protection policy](#) and guidelines are in place to make sure that all council staff are alert to the welfare of children they come into contact with. Our staff work closely with other agencies to protect children and keep them safe. All school staff receive training each year and must report any concerns they have about the welfare of children. In every situation, the welfare of the child overrides other considerations.

Mobile phones

The benefits of mobile phones are recognised. Many young people and their parents regard them as an essential means of communication. Mobile phones can be brought into schools however the following limitations will apply in Renfrewshire schools and establishments:

- All phones should be turned off and kept out of sight during the school day within the school campus.
- Photographing or recording of sound or images of staff, other pupils or visitors to the school is not allowed at any time within the school campus or on school transport.
- Mobile phones may be confiscated where these rules are broken.
- Any recordings made on school premises or school transport found on confiscated phones will have to be deleted on their return.
- Any photographs or recordings of staff in any situation, whether taken on school premises or elsewhere, found on confiscated phones will have to be deleted from phones on their return.

- Education and leisure services expects that schools will, through normal collegiate procedures, develop or review existing policies on the use of mobiles phones that take account of the views of all staff, parents and pupils.
- Schools should ensure that pupils, parents and staff are aware that should a pupil breach the policy they will be disciplined in line with the school's positive behaviour/discipline policy.
- Individual school policies should clearly state for the benefit of staff, pupils, parent and visitors any variations from the restrictions on use of mobile phones set out below.
- Pupils and parents should be notified that mobile phones will be confiscated where these limitations are breached.
- An increasing range and variety of mobile phones possess the ability to access the Internet and to use Bluetooth technology to communicate. These technologies provide unparalleled sophistication and complexity which can provide access to a wealth of online resources and possibilities. Pupils and parents should be aware that this also leaves pupils open to dangers such as Cyberbullying, grooming and access to inappropriate material. Reference should be made to Renfrewshire's anti-bullying policy for further guidance in this area.
- Staff should not delete photographs or recordings from confiscated mobile phones.
- When staff confiscate mobile phones or other devices they should ensure that these are retained in a safe place that cannot be accessed by others. This may be a lockable drawer or cupboard, a base area or a delegated area in the school office. Confiscated mobile phones should normally be passed to the school office or senior member of staff as soon as possible after confiscation.

Legal Aspects

- There are a number of aspects of the law that may apply to mobile phone misuse and the responses to that misuse. In the most serious cases there may be a crime involved – an incident that is being filmed might be an assault or breach of the peace. The misuse of a mobile phone might be an offence under the Communications Act 2003, if it involves a call or message that is grossly offensive or is of an indecent, obscene or menacing character; and, the distribution of certain pornography might be an offence under the Civic Government (Scotland) Act 1982.

- In situations which are so serious that a school might call in the police it is for the police, not the school, to consider what, if any, criminal offence may apply.

These restrictions on use apply equally during any school activity that takes place off campus.

Pupils breaking the rules will be disciplined in line with the school's positive behaviour or discipline policy.

School meals

Children of parents receiving income support or income based job seekers allowance and in some cases child tax credit, are entitled to a free midday meal. Information and application forms for free school meals are available from schools, registration offices, customer service centres or by downloading from the council's website: www.renfrewshire.gov.uk

Children who are entitled to free school meals are also entitled to free milk at lunchtime. Milk may also be available for sale in the school during the lunch period.

School transport

Renfrewshire Council's policy is to provide home to school transport to all secondary school pupils who live more than 3.218 kilometres (2 miles) from their catchment school by the recognised shortest safe walking route. Parents who think their children are eligible for home to school transport can get an application form from the school or education and leisure services in Renfrewshire House or online at www.renfrewshire.gov.uk. These forms should be completed and returned before the end of February for those pupils beginning school in August to allow the appropriate arrangements to be made. However, parents may make an application at any time.

In special circumstances the director of education and leisure services has discretion to grant permission for pupils to travel in transport provided by the education authority, where spare places are available, at no additional cost to the authority.

Pickup Points

Where we provide home to school transport pupils may need to walk a reasonable distance from home to the transport pick up point but this should not exceed 3.218 kilometres (2 miles).

It is the parent's responsibility to make sure that their child arrives at the pickup point on time and behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Children who misbehave can lose their right to home to school transport.

Placing Requests

You should be aware that if we grant your placing request, we do not have to provide a school bus pass or any other help with transport.

Additional support needs

Renfrewshire Council provides home to school transport for children assessed to attend any school because of their additional support needs. If transport is required an appropriate vehicle to meet the child's need will be provided.

Pupils leaving school premises at breaks

Schools have a duty to look after the welfare of their pupils. This means that the staff should take the same care of pupils as a sensible parent would take, and includes taking reasonable care of pupils' safety during intervals and lunchtimes.

Renfrewshire Council recommends that pupils should not leave school grounds at intervals. Parents should encourage their children to follow these rules in the interest of safety.

Education maintenance allowance (EMA)

An Education Maintenance Allowance (EMA) is an allowance of £30 per week paid to eligible students aged 16 to 19 years old who stay on in full-time education after the legal school leaving age.

Entitlement to an EMA is based on an assessment of household income. The income thresholds for the EMA programme Academic Year 2013/14 are likely to be as follows but may be subject to change at any time by the Scottish Government:

EMA Weekly Payments				
Total Household Income for 2014/15				Weekly Payment
£0	to	£22,403	for families with more than one dependant child in full-time education	£30
£0	to	£20,351	for families with a single dependent child in full-time education.	£30

The weekly allowance is paid every second week in arrears directly into the student’s bank account.

For more information please contact either the school office, Renfrewshire Council’s Customer Service Centre on 0300 300 0300 or email ema.els@renfrewshire.gov.uk

Information is also available on Renfrewshire Council’s website: www.renfrewshire.gov.uk

Part time employment

Pupils under school leaving age who want to work, before or after school or at the weekend, need to hold a work permit. Pupils can get application forms from the council’s area offices. Their contacts details are in the important contacts section at the end of this handbook. Forms must be completed by employers, parents and the head teacher and returned to the area office. Permitted working hours during term time are 2 hours per school day, 2 hours on a Sunday and 8 hours (over 15 years of age) or 5 Hours (under 15 years of age) for any other day (i.e. Saturday). Out with term time the maximum total working hours in a week are 25 hours for those under 15 years of age and 35 hours for those over 15 years.

Parents are asked to cooperate with the school to make sure that the amount of time spent working doesn’t interfere with homework and studying for SQA examinations.

Equalities

Renfrewshire Council is committed to ensuring that all employees, customers and partners are treated fairly and with respect at all times. We are committed to [promoting equality](#) and tackling discrimination through the way services are planned, delivered and purchased. The council promotes and encourages a culture whereby equality of opportunity exists across all the protected characteristics of age, disability, race, gender reassignment, pregnancy and maternity; religion and belief; marriage and civil partnership, sex and sexual orientation.

School education is open to all pupils and all reasonable measures will be taken to make sure that the curriculum is available to every child. The Equality Act 2010 introduced a new public sector general equality duty which requires Scottish public authorities to pay 'due regard' to the need to:

- Eliminate discrimination, victimisation, harassment or other unlawful conduct that is prohibited under the Equality Act 2010;
- Advance equality of opportunity between people who share a characteristic and those who do not; and
- Foster good relations between people who share a relevant protected characteristic and those who do not.

The council supports the right of each citizen to a quality of life which is free from violence, discrimination and harassment. The council will take steps to ensure that all citizens, regardless of race, ethnic or national origin, religion, social background, marital status, gender, disability, age or sexuality have full access to its services, taking all possible measures to prevent discrimination in the way its services are delivered.

Parents can help to monitor our success in promoting equality of opportunity for all by providing equalities related information when asked.

Medical and health care

Parents should notify the school of any medical requirements or allergies that their child may have. If medication is required it is better if this can be provided outside the school hours but, in cases where it is necessary during the child's time in school, parents should contact the school to make appropriate arrangements. Staff are not obliged to give medicine to pupils.

Minor accidents are dealt with by the school's qualified first aider. If a

pupil takes ill or has an accident at school which requires that they be sent home or for treatment, the school will provide first aid and contact parents or carers. So it is very important that the school has contact details for all parents or carers and an additional contact person in case parents or carers can't be reached. This information should be kept up to date. The school will not send younger pupils home from school unaccompanied.

In the event of a serious illness or accident, a member of staff will accompany the child to a doctor or hospital and parents or carers will be notified immediately.

Promoting Positive Behaviour

Developing good relationships across the school community is one of our core values and is fundamental to our work. Good relationships are required for effective learning and teaching to take place in classrooms. A code of conduct is in place in classrooms and corridors to remind pupils how they should aim to behave well to help create a calm, ordered learning environment.

Pupils are encouraged to demonstrate respect for others and take responsibility for their actions. Teachers employ a range of strategies, including sanctions, to support and challenge pupils in order to promote positive behaviour across the school. We recognise achievement and celebrate success in a variety of ways, including our end of year Awards Ceremonies.

Central to promoting positive behaviour is a close partnership between the school and home, which starts as pupils make the transition from primary to secondary. Parents will be kept informed of progress and involved in dealing with any challenging situations. In these circumstances our aim is to work with those involved to resolve any difficulties and bring about improvement.

Pupil support

We all have a responsibility to promote the social, personal and intellectual development of all our pupils. However, we recognise that it is important to have a named teacher to whom an individual pupil can turn throughout her/his whole school career to encourage better relationships and to help ensure that pupils will not feel overwhelmed by the changes that happen at key transition points. These are our Principal Teachers of Pupil Support. Family groups normally belong to the same pupil support group, so that parents can liaise with just one PT Pupil Support. Pupil Support also work closely with other agencies such as Social Work and Psychological Services. Pupil Support teachers welcome informal contact with parents, but they do have a teaching commitment, so if you wish to speak to your child's pupil support teacher, please phone to arrange a mutually convenient time to talk.

Principal teachers of Pupil Support also organise the Personal and Social Education Programme.

Curriculum Matters

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 to 18. The purpose of the curriculum is encapsulated in the four capacities - to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. The curriculum aims to ensure that all children and young people in Scotland develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future.

The curriculum follows two phases – the broad general education (BGE) and the senior phase.

Broad General Education

One of the key entitlements of CfE is that all children should receive a rounded education, known as the broad general education (BGE), from early years to the end of S3, before moving to a senior phase in S4 to S6 which will include studying for qualifications. This BGE should provide young people with a wide range of knowledge, skills and experiences that they can draw on as their lives, careers and job opportunities continue to change.

The BGE phase of CfE is closely connected to the senior phase with the learning undertaken until the end of S3 providing a strong foundation for choosing and specialising in a range of subjects. In the senior phase, young people will have the opportunity to take qualifications and courses that suit their ability and interests.

The curricular areas which will be followed within the BGE are:

Literacy, numeracy and health and well-being – responsibility of all; and

English, mathematics, modern languages, sciences, social studies, expressive arts and religious and moral education/religious education in Roman Catholic schools.

Senior Phase

All young people in Scotland have an entitlement to a senior phase of education which:

- provides specialisation, depth and rigour
- prepares them well for achieving qualifications to the highest level of which they are capable
- continues to develop skills for learning, skills for life and skills for work
- continues to provide a range of activities which develop the four capacities
- supports them to achieve a positive and sustained destination.

The new National Courses, Units and Awards are designed to promote the enriched approach to learning of Curriculum for Excellence, and the wider range of qualifications is intended to suit the needs of all learners. They provide the scope for a greater emphasis on:

- depth and application of learning;
- developing skills, including higher order thinking skills;
- real-life contexts; and
- personalisation and choice

How will the new qualifications be assessed?

From S4 onwards at Renfrew High we deliver the new National Qualifications. National 4 courses are internally assessed. We also offer courses at National 5, Higher and Advanced Higher levels. These include work which is assessed by schools. Students will also have to pass an additional assessment – usually an exam question paper and/or an assignment – which will be marked externally by SQA. For National 5, Higher and Advanced Higher courses pupils will sit prelim exams as has been the case in the past.

How will the new qualifications be graded?

Here at Renfrew High our courses will contain work which is assessed and marked throughout the year by teachers. For example, teachers will continue to mark assessments such as PE or drama performances and English listening and talking assessments. These are 'Units' of work which are marked as pass or fail in all National Qualifications. National 4 courses will not be graded but marked overall by pass or fail.

If a learner fails an end of year assessment/exam, they will receive credit for what they have achieved at the level they were working at. This is similar to what happened with a number of our other previous qualifications. Subjects at National 5, Higher and Advanced Higher will be graded A to D. For more information on grading, please visit the SQA website. www.sqa.gov.uk

Curricular Areas

The curricular areas that are available:

- Administration
- Art and Design
- Biology
- Business Management
- Chemistry
- Computing
- Drama
- English
- Geography
- History
- Hospitality
- Information Systems
- Languages (French)
- Mathematics
- Modern Studies
- Music
- Physical Education
- Physics
- Technical

Our approach to literacy, numeracy and health and well-being

Literacy

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence.

Competence and confidence in literacy, including competence in grammar, spelling and the spoken word, are essential for progress in all areas of the curriculum. Because of this, all teachers have responsibility for promoting language and literacy development. Every teacher in each area of the curriculum is involved in finding opportunities to encourage young people to explain their thinking, debate their ideas and read and write at a level which will help them to develop their language skills further.

Numeracy

The numeracy experiences and outcomes have been structured using eight organisers:

- Estimation and rounding
- Number and number processes
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Data and analysis
- Ideas of chance and uncertainty.

All of these areas of numeracy will be familiar and all teachers will recognise how they impact on their own lives. Reflecting on this helps teachers to identify where opportunities may exist to develop numeracy for children and young people.

Our approach to sex education

Programmes of sex education present facts in an objective, balanced and sensitive manner within a framework of sound values. Pupils are encouraged to appreciate the value of stable family life, parental responsibility and family relationships in bringing up children and offering them security, stability and happiness. Pupils are also encouraged to appreciate the value of commitment in relationships and partnerships.

All pupils are encouraged to understand the importance of self-restraint, dignity, respect for themselves and the views of others.

Religious Observance

Our school is fortunate to have a close link with the local church. The minister assists with the Christianity element of Religious and Moral Education and provides opportunities for religious observance. Parents have the right to withdraw their child from religious observance and should inform the school in writing.

In addition, parents and carers from religions other than Christianity may request that their children may be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered.

Assessment is for Learning

Assessment is for Learning involves high quality interactions, based on thoughtful questions, careful listening and reflective responses.

At the heart of good assessment practice is the idea that learners learn best when:

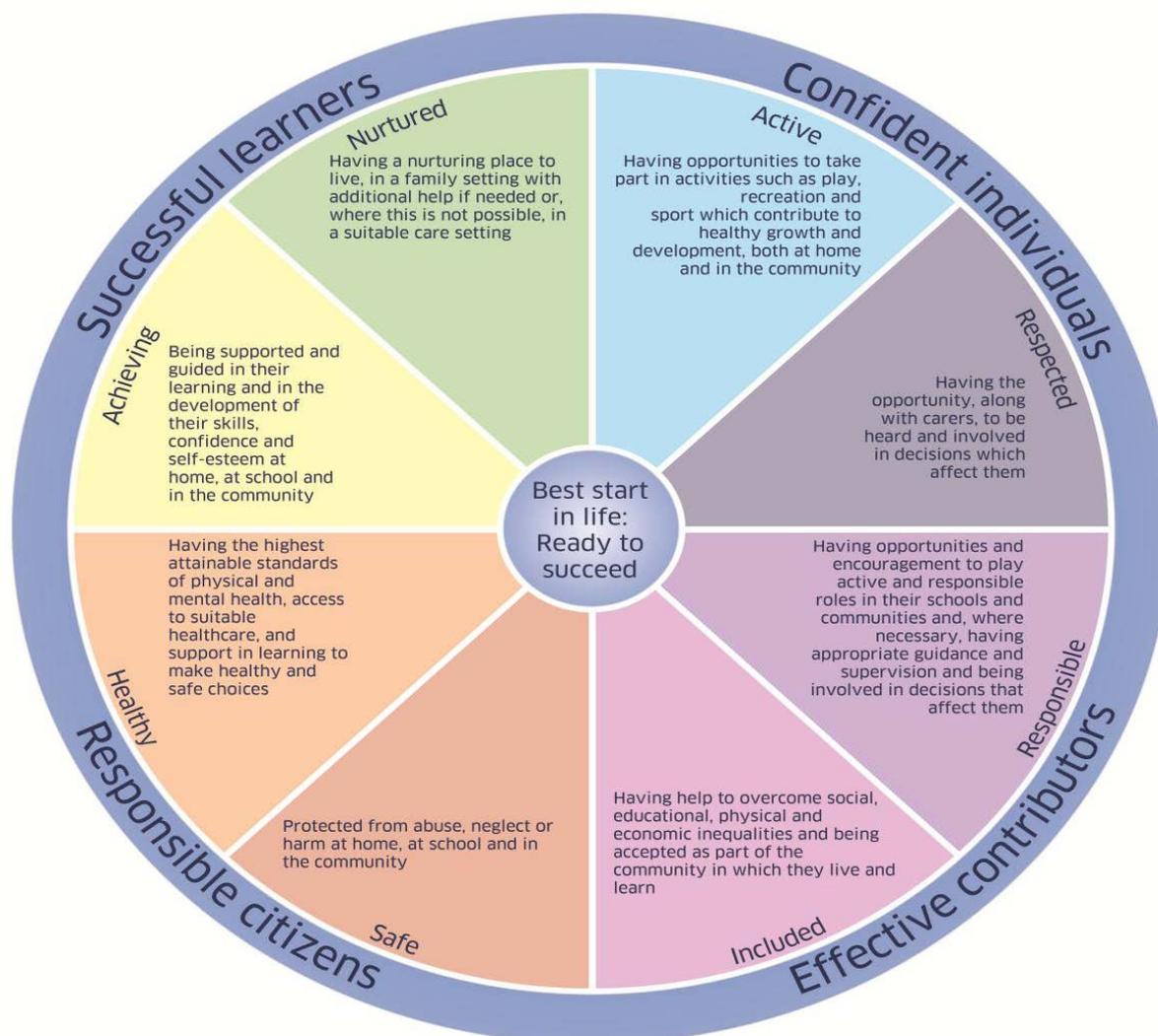
- they understand clearly what they are trying to learn, and what is expected of them
- they are given feedback about the quality of their work and what they can do to make it better
- they are given advice about how to make improvements
- they are fully involved in deciding what needs to be done next and who can give them help if they need it.

Additional support for learning

Getting it Right for Children and Young People in Renfrewshire

We want all our children and young people to be fully supported as they grow and develop. There are 8 areas of wellbeing which they need to progress to do well now and in the future.

Children's well-being is important at every stage of childhood. Every child needs to be **healthy, achieving, nurtured, active, respected and responsible, and, above all, safe**. These are the eight indicators of well-being (SHANARRI) which are set within the 'four capacities' which are at the heart of the Curriculum for excellence.



Renfrewshire’s GIRFEC policy ensures that children, young people and their families receive the help they need when they need it. As children and young people progress on their journey through life, some may have temporary difficulties, some may live with challenges and some may experience more complex issues. Sometimes they – and their families – are going to need help and support.

The Getting it Right for Every Child (GIRFEC) approach ensures that when we provide support, it is based on the level of need for each child.

For schools in Renfrewshire the GIRFEC approach is implemented via the getting it Right for every learner policy which gives more detail of additional support needs and help children receive from schools and other services.

For children, young people and their families, the GIRFEC approach will mean:

- They will feel confident about the help they are getting;
- They understand what is happening and why;
- They have been listened to carefully and their wishes have been heard and understood;
- They are appropriately involved in discussions and decisions that affect them;
- They can rely on appropriate help being available as soon as possible; and
- They will have experienced a more streamlined and co-ordinated response from practitioners.

From August 2014 all children will have a 'named person' in line with Scottish government legislation. This person will have access to a range of supports within education services and can seek help from a further range of services and agencies easing the access to appropriate and proportionate help for children, young people and families.

The named person in this establishment for your child will be the Head Teacher.

Education (Additional Support for Learning) (Scotland) Act 2009

The above Act commenced on November 14th 2010 and is a revision of and replaces the 2004 Act of the same name.

Under the Act, children or young people have additional support needs where they are unable to benefit from school education without the provision of additional support.

In the Act, 'additional support' means provision which is additional to, or otherwise different from, the educational provision made generally for children or young people of the same age in a local authority's schools, or as is appropriate to the circumstances, in early years establishments or any other education provision.

The Act aims to ensure that all children or young people are provided with the necessary support to reach their potential.

Extended Support Framework: Getting it right for every learner

This policy operates and is embedded in our [Extended Support Framework](#) in Education and Leisure Services. It applies to all mainstream schools, specialist provision, and all early years establishments including partner nurseries.

The Extended Support Framework provides a pathway through universal and targeted services to meet additional support needs. The policy and framework are fully incorporated into the [Getting It Right For Every Child \(GIRFEC\)](#) model across all learning establishments and provisions.

Further information is available by contacting your school directly or by visiting the www.renfrewshire.gov.uk website.

Independent sources of information and advice nationally include -

[Enquire](#) – the Scottish advice service for additional support for learning

Telephone – 0845 123 2303

Email – info@enquire.org.uk

[Scottish Independent Advocacy Alliance Ltd](#) - a national organisation which promotes and supports advocacy

Telephone – 0131 260 5380

Email – enquiry@siaa.org.uk

Educational psychology service

Educational psychologists provide a specialist service to schools and pre five establishments. They work in collaboration with teachers, parents and other professionals to help children and young people make the most of their lives, particularly in educational settings.

This school has a system in place for monitoring and reviewing the progress of all children and young people. As part of this system, we have a named educational psychologist who visits the school on a regular basis and who is part of the school's extended support team.

When concerns arise about a particular pupil, the school plans action to address these concerns. Parents are kept informed throughout this process. When those working with your child would like the help of the

educational psychologist, they will discuss this with you and arrange a meeting involving the psychologist.

Through this process the educational psychologist can contribute to the ongoing assessment of your child, where appropriate.

Health and Wellbeing Education

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children
- and, for some, perform at high levels in sport or prepare for careers within the health and leisure industries.

Health and Wellbeing in schools covers:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood.

Health and wellbeing cannot exist in a vacuum. It requires exchange of information, mutual support and collaboration with community partners, schools and parents.

Specialist support service – teachers teaching in more than one school

The specialist peripatetic service provides support to children and young people who have a range of additional support needs. The service comprises 6 teams of teachers who work in the pre-5, special, primary and secondary sectors. Staff in the peripatetic service work in partnership with staff in the establishments to plan and deliver an appropriate curriculum. The service also provides staff development and advice on resources.

The teams support the additional needs of:

- children with a significant hearing and or visual impairment;
- bilingual learners who are at early stages of learning spoken English;
- looked after and accommodated children and young people who are experiencing difficulties in school;
- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- young people who attend the extended new directions provision; and
- pre-5 children who have been identified as having significant support needs.

Homework

Homework is an integral part of learning and teaching. It provides the opportunity for the development of self reliance, self discipline, self confidence and participation in taking responsibility for learning by your child. It also strengthens the link between home and school in providing an opportunity for parents and carers to share in the learning process. Homework can take many forms and will reflect the age, stage and area of learning currently being undertaken by your child. It will be issued on a regular basis and will be varied, meaningful and interesting.

Renfrew High School has a homework policy based on Renfrewshire Council's policy and guidance. You can request a copy of this policy from the school office.

Work experience, enterprise in education

Enterprise in education is an excellent strategy to develop the enterprise and employability skills of our young people.

It lies at the centre of curriculum for excellence and promotes a wide range of opportunities, including cross curricular work, for our children and young people from 3-18 to become successful learners, confident individuals, responsible citizens and effective contributors.

The four main areas of enterprise in education are:

- Enterprising learning and teaching ;
- Entrepreneurial learning ;
- Work based vocational learning; and
- Careers education.

Five inter-related themes are built around the main areas:

- Supporting the development of skills for life, skills for work;
- Engaging employers ;
- Embedding enterprise in the curriculum;
- Building capacity; and
- Enhancing our international profile.

Enterprising activities will be organised to reflect the age and interests of our pupils.

The range of activities could include:

- Links and partnerships with businesses, colleges , schools abroad;
- Fundraising events organised and run by pupils;
- Fairtrade activities;
- Joint school and community initiatives; and
- Work experience placements and speakers.

Extra curricular activities

The school offers a variety of extra curricular activities in the areas of sport, music, drama and citizenship. Departments offer pupils the opportunity to learn outwith the classroom through activities such as trips, visits and clubs. Opportunities are advertised with pupils in school, and details are included on our website.

Home school community links

Parent council

The Renfrew High School Parent Council is made up of parents of pupils from S1 to S6. This ensures that each topic discussed and each decision made is done with the whole school in mind. We are there to represent the views of all parents of pupils in the school and staff regularly discuss issues with us such as implementation of Curriculum for Excellence and structure of the curriculum before policy decisions are made. We are always included in management appointments within the school by being involved in the interview panel for Depute and Head Teacher.

It's not all policy though, over the years we have hosted information events for parents such as "how to cope with your child's exam stress" and we have run workshops on raising parental awareness on areas such as alcohol and drugs. We have recently raised the issue of the zig-zag lines requiring re-painting and we are currently looking at ways to improve the front railings. We have also supported the pupils in areas like World Challenge.

Being on the Parent Council is a great way to feel part of the school community and to be aware of what's happening within Renfrew High, because – let's face it, we all know how good teenagers are at passing on information! We meet once a month for a couple of hours and new members are always welcome, as are your views. Minutes of our meetings can be found on the school website – www.renfrewhigh.renfrewshire.sch.uk

By law schools have a duty to promote parents' involvement in children's education. Parents are encouraged to be:

- involved with their child's education and learning;
- welcomed as active participants in the life of the school; and
- encouraged to express their views on school education generally and work in partnership with their children's schools.

Every parent who has a child at our school is a member of the Parent Forum. The parent council is a group of those parents chosen to represent the parent forum. As a member of the Parent Forum, each parent can expect to:

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

The type of things the parent council may get involved in include:

- supporting the work of the school;
- gathering and representing parents' views to the head teacher, education authority and Education Scotland;
- promoting contact between the school, parents, pupils, and the local community;
- fundraising;
- organising events ;
- reporting to the parent forum; and
- being involved in the appointment of senior promoted staff.

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at www.parentzonescotland.gov.uk.

Parent and Friends association

We have an active PFA at Renfrew High School, who do excellent work in raising funds and organising events to encourage involvement in the wider life of the school. The PFA is always looking for new members, so if you are interested in becoming involved, please contact the school office and they will put you in touch with Mrs Eileen Brawley, Chair of Renfrew High School's PFA.

Home Link Service

The Home Link Service is one of the services working to support children and families in Renfrewshire. We are a multi disciplinary team based in different areas across Renfrewshire and appointed in teams linked to the school clusters in each area.

The main aim of the service is to increase the educational attainment of young people by developing links between home and school thus ensuring that pupils identified through the school's Extended Support Framework as facing issues at home, or in school, which are proving to be barriers to learning are offered additional support.

Support offered to pupils can be given individually or in a group setting. Parents are kept fully involved and initially a home visit will be offered to discuss the referral, and thereafter progress will be reviewed and evaluated on a regular basis keeping parents and pupils fully informed.

Support is also offered to pupils having been identified as being anxious at times of change. Moving from pre 5 to primary, primary to secondary school and from secondary to further education or employment. As this can be a stressful time to both pupils and parents we can work with you and your child's school to ensure a smooth transition, and help them learn how to cope with change.

Home Link service is a non statutory service and staff work in partnership with parents or carers and school staff. We also work in partnership with other agencies including Counselling and support services, Health, Social Work and Community Learning and Development and other identified local voluntary and government agencies.

Pupil council

All year groups have a Pupil Council, with an important role in giving views on important issues which affect their year group at Renfrew High School. Each class is represented by two elected pupils. Council meetings are usually held monthly. We also seek pupils' views in a variety of other ways, through questionnaires, surveys and informal feedback.

Community links

The school has links with a number of local businesses at Braehead and around the town, as we provide opportunities for pupils to be effective enterprising citizens. We also have links with the local Care Home and with the wider community through our work for local, national and international charities.

We continue to foster effective partnerships links with the local and wider business communities. To date we have secured strong partnership approaches with many companies and organisations to help us deliver a broad and wide educational experience for our pupils. Currently, we are in planning with the global company Scottish Leather Group, and aim to take forward further approaches to delivering real life experiences for pupils to help them gain insight and knowledge into the world of business and employment. It is our aim to involve parents and carers in this partnership process and would, therefore, welcome any input from parents or carers who feel they may be able to offer employment or business expertise.

Interact Club

This is a club for pupils in Renfrew High School and Trinity High School. The pupils, from both schools, work collaboratively with school staff and members of the Rotary Club of Renfrew on fundraising and other charity related activities. There are also opportunities to increase awareness of a variety of different local and national charities. The Interact Club provides pupils with the opportunity to:

- Make new Friends
- Improve the local community
- Develop leadership and employability skills
- Make a difference locally and nationally

The meetings take place on a fortnightly basis on a Wednesday. The venue for the meetings alternates between Renfrew High School and Trinity High School.

School lets

To apply to use school facilities contact the Community Facilities Section at St. Catherine's Primary School. Contact details are in the important contacts section at the end of this handbook.

Other useful information

Keeping informed

For regular updates and information on what is happening in education, you can subscribe to the Scottish Government Schools e-bulletin by visiting the website below <http://register.scotland.gov.uk/>

Listening to learn - Complaints, Comments and suggestions

Renfrewshire Council encourages feedback on its services from parents and pupils as part of our overall commitment to giving the best possible service and to working in partnership. We are, therefore, interested in feedback of all kinds, whether it be compliments, suggestions or complaints.

If you want to register a comment of any type about the school you can do this by writing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible. If we have made a mistake we will apologise quickly and clearly and try to put things right.

There are some things which you should take note of in relation to making a complaint:

- It is helpful if complaints are made initially to the head teacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- It is helpful if you can give some details of the issue and ask for an early appointment to discuss it.
- We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.
- If you are still unhappy with the service or with our response then you will have the right to take up the matter further. You can put your complaint in writing or fill in a complaint form, available in the

school or any council office. We can help if you have difficulty with this. Completed forms should be sent to: Renfrewshire Council, Education and Leisure Services, Renfrewshire House, Cotton Street, Paisley, PA1 1LE. Telephone 0300 300 0330.

- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillor, MSP or MP.

Data Protection

Information on pupils, parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative purposes. The information is protected by the Data Protection Act 1998 and may only be disclosed in accordance with the law. For more information please contact the school.

Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases, we do all we can to let you know about the details of closure or reopening. We will keep in touch using letters, e-mail and text messaging, notices in local shops, churches and community centres and on the school and council's websites, announcements in the press and on local radio.

To help us keep you informed it is important that you make sure we have the most up to date emergency contact information for your family.

Examinations

Schools in consultation with pupils and parents usually decide which exams pupils sit. If no agreement is reached, the school will respect the parent's wishes and respond accordingly.

How to understand new national qualifications

The Scottish Qualification Authority (SQA) is the national body which make awards, and are in the process of phasing in new national qualifications for young people in S4, S5, S6 as part of their Senior Phase in Curriculum for Excellence. National qualifications are offered in a wide range of subjects and at different levels designed to progress learning. Most learners start their journey towards formal qualifications in S4 with National 4 and/or National 5 courses progressing from the Level 3 and 4 Experiences and Outcomes in the Broad General Education.

Assessment is how learners, parents and schools and the SQA know that pupils have demonstrated the required knowledge and skills to gain their National Qualifications. The methods of assessment used include:

Unit Assessment

Unit Assessments are required for all National Qualifications. The number of units will vary depending on subject/level. They assess the learning within each subject during the course of the year. Units are assessed as pass or fail by the school, following SQA quality assurance to meet national standards.

They ensure that required skills, knowledge and understanding have been achieved

One of seven methods of assessment can be used; assignment; case study; practical activity; performance; portfolio; project; and question paper/test.

Added Value Unit Assessment

Added Value Unit Assessments are required for National 4 qualifications (together with Unit Assessments), and assess the application of learning across the course.

Units are assessed as pass or fail by the school, also following SQA quality assurance to meet national standards.

Course Assessment

Course Assessments form part of National 5 qualifications (together with Unit Assessments), and assess the application of learning across the course.

They usually consist of two components from the seven methods of assessment (detailed above). Many courses have an assignment and a question paper (exam) which are marked by the SQA. For practical reasons, other courses have components which are assessed by the school. A few subjects are entirely assessed by schools in accordance with SQA guidelines and requirements.

Results

National certificates and results are sent out by post by the SQA in early August. Learners can also sign up to receive their results by text and/or email through MySQA (www.mysqa.org.uk). Certificates show both courses and units that have

been passed. Units passed by the learner will appear on certificates, even if the overall course is not passed. National 1, 2, 3, 4 courses will be recorded as Pass on

the certificate; National 5 courses will be graded A to D. Grades A to C are a Pass; D recognises achievement. Details of courses taken but not passed are given in the

covering letter that accompanies the certificate.

New and Existing Highers

As some schools are delaying the introduction of the new Highers for certain subjects until August 2015, we would encourage parents and learners to contact the school directly about the specific situation with regards to which Highers pupils will be sitting.

Important Contacts

Director of Education and Leisure

Robert Naylor	Renfrewshire House Cotton Street Paisley PA1 1LE	Email els@renfrewshire.gov.uk Phone: 0141 618 7193
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Homelink Service Staff

Paisley Team 1 / Renfrew & Erskine Team and	St Fergus Primary School Blackstoun Road Paisley PA3 1NB	Email homelink.els@renfrewshire.gov.uk Phone: 0141 848 6357
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Paisley Team 2 /
Johnstone &
Linwood Team

Community Learning & Development

Community Facilities Section	St. Catherine's Primary School Brabloch Crescent Paisley PA3 4RG	Email comfac.els@renfrewshire.gov.uk Phone: 01505 335 550
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Adult Learning Services	West Johnstone Shared Campus Beith Road Johnstone PA5 OBB	Email als.els@renfrewshire.gov.uk Phone: 01505 335 873
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Youth Services	West Primary School Newton Street Paisley PA1 2RL	Email youthservices.els@renfrewshire.gov.uk Phone: 0141 889 1110
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Registration Area Offices

Paisley Area	Paisley Registry Office 1 Cotton Street Paisley PA1 1AN	registrar.cs@renfrewshire.gov.uk Phone: 0300 3000 310 Fax: 0141 618 7060	Email
Renfrew Area	Renfrew Registry Office Town Hall Renfrew PA4 8PF	registrar.cs@renfrewshire.gov.uk Phone: 0141 885 4179 Fax: 0141 886 3589	Email
Johnstone Area	Johnstone Registry Office 16/18 McDowall Street Johnstone PA5 8QL	registrar.cs@renfrewshire.gov.uk Phone: 01505 320 012 Fax: 01505 382 130	Email

Customer Service Centre

Customer Service Centre	Renfrewshire House Cotton Street Paisley PA1 1AN	customerservices.contact@renfrewshire.gov.uk Phone: 0300 300 0300	Email
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Websites

You may find the following websites useful.

- [ParentZone](#) - parents can find information, relevant publications and links to other useful organisations.
- [Education Scotland](#) - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- [Scottish schools online](#)- parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.
- www.renfrewshire.gov.uk - contains information for parents and information on Renfrewshire schools.
- [ChildLine Bullying information](#) - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.
- <http://www.renfrewhigh.renfrewshire.sch.uk/> - address for Renfrew High School website.
- http://www.sqa.org.uk/sqa/CCC_FirstPage.jsp - Scottish Qualifications Authority official website.

Glossary

CFE - Curriculum for Excellence

ASN – Additional Support Needs

BGE – Broad General Education

EMA – Education Maintenance Allowance

DDA – Disability Discrimination Act

EHRC – Equality Human Rights Commission

IA – Impact Assessment

SIP – Service Improvement Plan

ASL – Additional Support for Learning

LTS – Learning and Teaching Scotland

SQA – Scottish Qualifications Authority

FOI – Freedom of Information

HGIOS/AifL – How Good is our School/Assessment is for Learning

S1 – 1st year of secondary school

HT/PT/PPTS – Head Teacher/Principal Teacher/Principal Teacher of Pupil Support

CLAD – Community Learning and Development

RLL – Renfrewshire Leisure Ltd

GIRFEC – Getting it Right for Every Child

Although this information is correct at time of printing in December 2013, there could be changes affecting any of the contents before or during the course, of the school year or in future school years.

Parent feedback

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

Tell us what you think

Your feedback will help us to improve our handbook.

Did you find

Please tick

1. the handbook useful?

Yes No

2. the information you expected?

Yes No

3. the handbook easy to use?

Yes No

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

Name of school: _____

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

Gayle Fitzpatrick

Management Information Officer

Renfrewshire Council

Education and Leisure Services

Renfrewshire House

Cotton Street

Paisley

PA1 1LE