

# *Madras College*



*Prospectus*  
*2013-14*

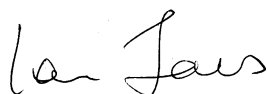


## ***Rector's Introduction For New Pupils***

*My first and very pleasant task is to welcome you to Madras College. Most new pupils come in first year, although there are always a number of others who join us at different stages in their schooling. You will all be aware that Madras College is a large and well-known school with a famous past going all the way back to its foundation in 1833 by Andrew Bell. You can read about this on page 3, and find out more about it in the Library if you are interested.*

*In this booklet you will find a lot of information about the school and the way it works. Some of the information is quite complicated, but if you read the booklet with the help of your parents you will have a much better idea of what to expect when you come. Madras College expects high standards both inside and outside the classroom. Your teachers are ready to help you to widen your knowledge and encourage you to develop new skills. If you use your time wisely and take advantage of all the school has to offer, your years with us will be enjoyable and rewarding. No matter what your own particular interests and abilities may be, we believe that each one of you has something to give to the life and work of the school.*

*Generation upon generation of pupils have contributed to the success and reputation of this school. You benefit from this and will benefit even more if you also contribute to its success and reputation. You can all do this by your hard work, your good behaviour and your smart appearance, which all show that you are proud to be a pupil of Madras College. That is a challenge for every one of you that I hope you will accept. Good luck in your time here.*



*I S Jones*

*Rector*



*Throughout this document, the term 'parent' is taken to include parents and carers.*

*The information in this booklet is accurate at the time of writing (December 2012) but may be subject to changes in roll, staffing and resources.*

# TABLE OF CONTENTS

<b>1</b>	<b><i>Essential Information</i></b>	<b><i>page</i></b>
1.1	Contact Information .....	1
1.2	In-Service Days for Teachers .....	1
1.3	School Holiday Dates .....	1
<b>2</b>	<b><i>Values and Aims</i></b> .....	<b>2</b>
<b>3</b>	<b><i>History of the School</i></b> .....	<b>3</b>
<b>4</b>	<b><i>Organisation</i></b>	
4.1	Primary Schools .....	4
4.2	Placing Requests .....	4
4.3	School Roll .....	5
4.4	Management Structure .....	5
4.5	Staff .....	5
4.6	Policies .....	6
<b>5</b>	<b><i>Pastoral Care</i></b>	
5.1	Current Guidance System .....	7
5.2	Register Classes .....	7
5.3	Personal and Social Development .....	7
5.4	Careers Education .....	8
5.5	Contact with Parents .....	8
5.6	Partnerships .....	15
5.7	Change of Circumstance .....	16
5.8	Moving to Another Area .....	16
<b>6</b>	<b><i>Curriculum</i></b>	
6.1	Curriculum Outline .....	17
6.2	Availability of Courses .....	19
6.3	Further Information on the Curriculum .....	19
6.4	Assessment and Report Sheets .....	19
6.5	Homework/Homestudy .....	20
6.6	Provision of Religious Instruction and Observance .....	20
6.7	Pupil Representative Council .....	20
6.8	Instrumental Instruction .....	21
<b>7</b>	<b><i>Behaviour for Learning</i></b>	
7.1	The Approach to Discipline .....	22
7.2	Behaviour for Learning .....	22
7.3	Attendance and Absence .....	24
7.4	Care of Books and Stationery .....	26

7.5	Lockers, Changing Rooms and Lost Property .....	26
7.6	Bicycle Racks .....	27
<b>8</b>	<b><i>School Uniform</i></b>	
8.1	Madras College School Uniform .....	28
8.2	The Reasons for a Uniform .....	29
8.3	Cost of Uniform .....	30
8.4	Unsuitable Items of Dress .....	30
8.5	Assistance with Clothing and Footwear.....	31
<b>9</b>	<b><i>School Routine</i></b>	
9.1	The School Day .....	32
9.2	School Meals .....	33
9.3	School Buses .....	33
<b>10</b>	<b><i>Health</i></b>	
10.1	Health and Medical Care .....	35
10.2	The School Health Service .....	35
10.3	Illness at School .....	35
10.4	Health and Safety .....	36
<b>11</b>	<b><i>Support for Learning</i></b> .....	37
<b>12</b>	<b><i>Extra Curricular Activities</i></b>	
12.1	List of Clubs and Activities .....	39
12.2	Sports Facilities .....	39
<b>13</b>	<b><i>School Improvement</i></b>	
13.1	Examples of Good Practice and Wider Achievement 2012-13 .....	45
13.2	Literacy, Numeracy and Health and Wellbeing .....	46
13.3	Development priorities 2012-13 .....	46
13.4	School Performances .....	47
13.5	ScotXed .....	47
<b>14</b>	<b><i>Community Use of Schools</i></b> .....	49
<b>15</b>	<b><i>List of Staff</i></b> .....	50
<b>16</b>	<b><i>Course Choices</i></b>	
16.1	Curriculum for Excellence Refinement for S2/3 .....	56
16.2	Third Year Course Choice .....	57
16.3	Fifth and Sixth Year Course Choice .....	58
<b>17</b>	<b><i>Car Collection/Meeting Points</i></b> .....	59

# 1 Essential Information

## 1.1 Contact Information

### MADRAS COLLEGE, ST ANDREWS, FIFE.

South Street Building, KY16 9EJ

Telephone (01334) 659402

E-Mail [madrascollge.enquiries@fife.gov.uk](mailto:madrascollge.enquiries@fife.gov.uk)

Kilrymont Road Building, KY16 8DE

Telephone (01334) 659401

Website <http://www.madras.fife.sch.uk>

**Rector:** Mr I S Jones, BSc

### COMMUNITY USE OF SCHOOL

**Head of Centre:** Mr A Herd

Telephone (01334) 659354

## 1.2 In-Service Days for Teachers

Monday 12th and Tuesday 13th August 2013

Friday 15th November 2013

Wednesday 12th February 2014

Tuesday 3rd June 2014

## 1.3 School Holiday Dates

### **AUTUMN TERM** *Monday 12th August\* to Friday 4th October 2013*

◆ October Holiday: Monday 7th October to Friday 18th October 2013

### **WINTER TERM** *Monday 21st October to Friday 20th December 2013*

◆ Christmas: Monday 23rd December 2013 to Friday 3rd January 2014

### **SPRING TERM** *Monday 6th January to Friday 28th March 2014*

◆ February (two days): Thursday 13th and Friday 14th February 2014

◆ Easter Holiday: Monday 31st March to Friday 11th April 2014

◆ Good Friday: Friday 18th April 2014

### **SUMMER TERM** *Monday 14th April to Friday 27th June 2014*

◆ May Day: Monday 5th May 2014

◆ June (single day): Monday 2nd June 2014

◆ Summer Holiday: Monday 30th June to Friday 15th August 2014

*(All dates inclusive)*

\* Pupils return on Wednesday 14th August 2013

## **2 Values and Aims**

### **Values**

We are committed to ensuring that our school is a community based on these shared values:

- accepting everyone with consideration, tolerance, courtesy and respect;
- honesty, fairness and openness in our dealings with everyone;
- accepting responsibility for ourselves, our actions and developing a sense of self worth;
- caring for each member of our school community and helping those in need;
- working hard, being positive about our life and learning and committed to education in its widest sense.

### **Aims**

The aims of the school are organised under 3 headings; Achievement, Ethos and Partnership.

#### ***Achievement***

- All members of the school community contribute to a learning environment which will enable them to develop their full potential and achieve the highest possible standards in all aspects of their work.

#### ***Ethos***

- All members of the school community are valued as individuals, regardless of their race, sex, religion, colour, creed or ability.
- All members of the school community are actively involved in creating good working relationships within the school.
- All members of the school community are provided with opportunities to develop their personal and social skills to enable them to take their place as caring and confident members of society.

#### ***Partnership***

- All members of the school community play their part in maintaining and developing close partnership with parents and the local community.



### 3 History of the School

The Madras College takes its name from the system of education devised by the school's founder the Rev Dr Andrew Bell. He was born in St Andrews in 1753, the son of a local magistrate and wig-maker. He studied at the University where he distinguished himself in mathematics. He became a clergyman of the Church of England and took up an appointment as chaplain to the regiments of the East India Company in Madras. One of his duties was to educate the soldiers' children. Because there was a shortage of teachers, he used the older boys, who had been taught the lesson by the master, to instruct groups of younger pupils. The pupils who assisted the teacher were called 'monitors'. This method of education became widely used in schools at home and abroad. After his return from India, Dr Bell made it his life's work to travel the country and encourage schools to adopt 'the Madras system', as it had come to be known. By the time of his death in 1832, over 10,000 schools were using his methods. To make sure that his educational ideas would be preserved for the future, he made arrangements for the fortune his success had brought him to be used to found a school in his native town of St Andrews. By selling some land he owned, he was also able to give money to the neighbouring town of Cupar so that in the end he founded two schools: one is the present Bell Baxter High School in Cupar which was originally called Madras Academy; the other is Madras College in St Andrews. The senior part of the school is still on the original site in South Street where the modern school has grown up behind the impressive 1833 quadrangle. Madras College in its present form is the result of two amalgamations of St Andrews schools. The first took place in 1833 when the old Grammar School was joined with the 'English' school to form the original Madras College. (The Grammar School stood on the grounds between Blackfriars' Church and Lade Braes Lane: the 'English' school was on the grounds behind the Church of Holy Trinity.) The school building in South Street served as a secondary school for St Andrews and beyond until 1889 when the Burgh School in Abbey Walk was erected by the School Board. From then on, the two schools existed side by side in the town. The Burgh School was the junior secondary and Madras College the senior secondary until 1963 when Fife decided that all secondary schools should become comprehensive. Then the Burgh School and Madras College were joined to form the present Madras College.

There are now two buildings 1½ miles apart. In the 1950s and 1960s major extensions were added to the original building in South Street. It now accommodates about 700 S4, S5 and S6 pupils. In 1962 it was decided to rehouse the old Burgh School in the Kilrymont area on the south side of the town. Madras College, Kilrymont Road building with adjacent playing fields, was opened in 1967. It is attended by over 750 S1, S2 and S3 pupils.

The **badge and motto**, illustrated on the front cover, is a simplified form of the school coat of arms. It shows a chevron between three bells—a reference to Dr Bell. The Latin motto is *Pro Rege et Grege* which literally means 'For King and People'. It reminds us of the importance of the idea of service to the community.

# 4 Organisation

## 4.1 Primary Schools

The transition and progression from primary to secondary school is a carefully co-ordinated programme. Madras College has fourteen associated primary schools: Balmerino; Canongate; Dunino; Greyfriars; Guardbridge; Kingsbarns; Largoward; Lawhead; Leuchars; New Gilston; Newport; Strathkinness; Tayport and Wormit. (*See Map on back cover.*)

The programme begins as soon as the academic year starts to support pupils who require an enhanced transition to feel comfortable with the move from primary to secondary school. The Support for Learning Department is committed to ensuring that pupil support, initiated in primary school, is continued at Madras College. Close working with the Madras Cluster means that a timeline is agreed and followed. The programme includes:

- Guidance visits
- Pupil visits for sporting activities and social activities (Ceilidh)
- Timetabled pupil visits
- Enterprise days
- P7 parents' evening
- P6/P7 open evening

All of this is underpinned by the transfer of crucial information regarding the pupils' social, emotional and academic background and needs.

In addition, with Madras College being a school split over two sites, there is a progression from Kilrymont Road S1-3 to South Street. This progression marks the change from the Broad General Education to The Senior Phase. This progression is more a geographical change, as pupil support is still maintained within Madras College structures. However, pupils who require an enhanced transition are supported in this by the Support for Learning Department. Prior to the move to Madras College, South Street, junior pupils are encouraged to visit the campus throughout S1-3 to participate in Drama productions, musical workshops and events; while the Great Assembly in March allows for S3, 4, 5, 6 to come together in Holy Trinity Church.

## 4.2 Placing Requests

If you live outside our school catchment area but are considering a placing request, please come to visit the school. Telephone, email or write to us explaining that you would like to visit the school to discuss a placing request. Placing requests can be placed at anytime throughout the school year.

If you are making a placing request for a pupil to start S1 in August of any session, we will be able to make a decision regarding the placing request in March, prior to the start of S1.

Please note that where a placing request is successful, parents are responsible for transport to and from school.

## ORGANISATION

### 4.3 School Roll

The school is a six-year comprehensive. Details of the roll as at November 2012 are given below.

<b>Kilrymont Road</b>		<b>South Street</b>		<b>Additional</b>
S1	213	S4	236	<b>Support</b>
S2	202	S5	263	<b>Needs</b>
S3	234	S6	183	
	<u>649</u>		<u>682</u>	<u>300*</u>

**Total Roll of Madras College 1331**

\* This figure is included in the Kilrymont Road and South Street figures.

### 4.4 Management Structure

The senior management team consists of the Rector and 6 Depute Head Teachers. Each member of the senior management team has responsibility for defined areas, a faculty liaison responsibility and a house and guidance responsibility. Three of the DHTs lead houses and three work in a supporting role.

The school has 9 faculties, each led by a Principal Teacher Curriculum, supported in some areas by a Principal Teacher subject. The PTCs have responsibility for the development and delivery of subjects and courses, assessment, reporting and examination requirements in their specialist area. The Principal Teacher Curriculum Support for Learning is responsible for all aspects of provision for pupils with additional support needs. This is delivered through in-class support, small group work and individual work as appropriate. Responsibility for our Department of Additional Support rests with this PTC.

Each house is led by a DHT supported by a team of guidance teachers. They are responsible for the care and welfare of all pupils in their house, teaching social education and providing advice at times of course choice and supporting career aspirations.

### 4.5 Staff

In session 2011-12 there were the equivalent of 104 full-time teachers. At present all departments are staffed to levels consistent with a regional formula. To provide instrumental tuition the Music Department has the services of instructors, although their time is shared with other schools in the area. A non-teaching staff of 34 provide additional support. Four janitorial staff attend to the maintenance and security of the school buildings. A complete staff list is included (*see Section 15*).

## 4.6 Policies

The following school policy documents can be viewed on request to the school:

- Anti-Bullying Policy
- Attendance Support Policy
- Inclusion Policy
- Managing Drug Related incidents Policy
- Our Home/School Communication Policy
- S1, 2 Rewards Policy
- Supporting Independent learning Policy.

Fife Council Education Policies can be accessed by visiting <http://www.fife.gov.uk/education>, by telephone: 01592 583372 or in writing to: Fife Council, Rothesay House, Rothesay Place, Glenrothes, fife, KY7 5PQ.



# 5 Pastoral Care

## 5.1 Current Guidance System

Each of the three Houses has assigned to it Guidance Staff whose role is to oversee the general educational progress and the personal and social development of pupils within the House.

In carrying out their duties, Guidance Staff are in regular contact with pupils through subject teaching and delivering Social Education which all pupils take (*see Section 5.3*). Individual interviews with pupils take place throughout the session and liaison with school staff and staff from other agencies is part of the system. In this way they build up knowledge of the pupils in their care and are in the position to give sound advice with regard to choice of subjects, careers and matters relating to the general welfare of their pupils. Throughout the session there is always the opportunity to liaise with parents.

## 5.2 Register Classes

All pupils are placed in register classes. Each class has a Register Teacher who meets the pupils for ten minutes each morning to check attendance, carry out any other necessary administration and act as a link with the Guidance Staff. Register Teachers form the first line in the school's system of pastoral care. They have a very important part to play in setting standards within the school and in maintaining daily contact with the pupils in their register class.

## 5.3 Personal and Social Development

In their daily contact with classes, all teachers play a part in the personal and social development of pupils. However, the increasingly complex demands of modern society make it necessary to provide a specially devised programme of social education. The principal aim of the programme is to enable young people to develop skills to help them face life as informed, confident and self-disciplined adults.

To ensure that the range and diversity of topics included in the programme can be addressed adequately, a single period per week is allocated to each year group. Within these periods, units of work have been created to encourage pupils to acquire skills in problem-solving and decision-making through discussion, consideration and evaluation of relevant and topical issues. While a body of factual knowledge is essential in understanding many of the issues, the teacher is not there purely to give information or to represent a particular view, but rather to create a climate in which balanced and open discussion can take place. Much of the subject matter is common to all years; the content, depth and focus of the materials are selected carefully to match the needs and maturity of the age group in question. Topics included are: Personal Relationships and Responsibilities; Self Assessment, Equal Opportunities; Health Matters including Sexual Health; Community and Current Affairs; Study Skills and Careers Education and Finance, which is dealt with more fully in the next section.

Information about the topics covered in Social Education in S1-3 are available on request and will be available on the Curriculum Matrix on the school website. (S1 currently available; S2/3 being developed).

## 5.4 Careers Education

Skills Development Scotland is the government agency responsible for careers advice, skills and training across Scotland. Information, advice and guidance are provided by one-to-one careers interviews, supplemented by careers talks within the Social Education programme. Careers Advisers support pupils with career decision making, career planning, subject choice and researching further and higher education, training and employment options.

The Careers Base, located in South Street, is supported by an extensive careers library with internet access. Pupils can access an extensive range of occupational information, prospectuses for UK universities and all Scottish colleges. There is a range of employability materials that include advice on CV writing, interview skills etc. Copies of university and college prospectuses are also available within the main school library.

Pupils can arrange individual interviews and Guidance teachers will also arrange appointments for pupils to meet with the Careers Adviser. A drop-in facility is also available to pupils.

Careers Advisers have an input into Social Education classes for S4, S5 and S6 pupils focussing around transition plans for leavers, subject choice for those staying on to S5 and S6 and awareness raising of opportunities within further and higher education or the labour market.

The careers advisers provide advice and support to pupils and parents via:

- S4, S5 and S6 Parents' Evenings,
- UCAS and Curriculum Evenings,
- one-to-one Careers Interviews which parents can attend by arrangement.

Skills Development Scotland works in close partnership with the school in all aspects of Careers Education. Information that support pupils' career plans and transition is shared; for example, university and college open days, application procedures, the Aware work experience programme and enterprise activities.

For further information on SDS services please visit [www.skillsdevelopmentscotland.co.uk](http://www.skillsdevelopmentscotland.co.uk)

## 5.5 Contact with Parents

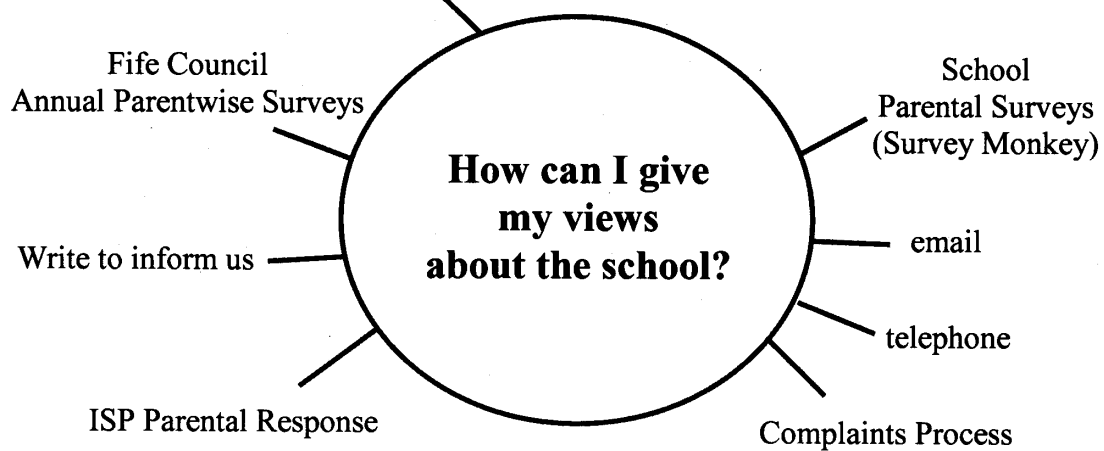
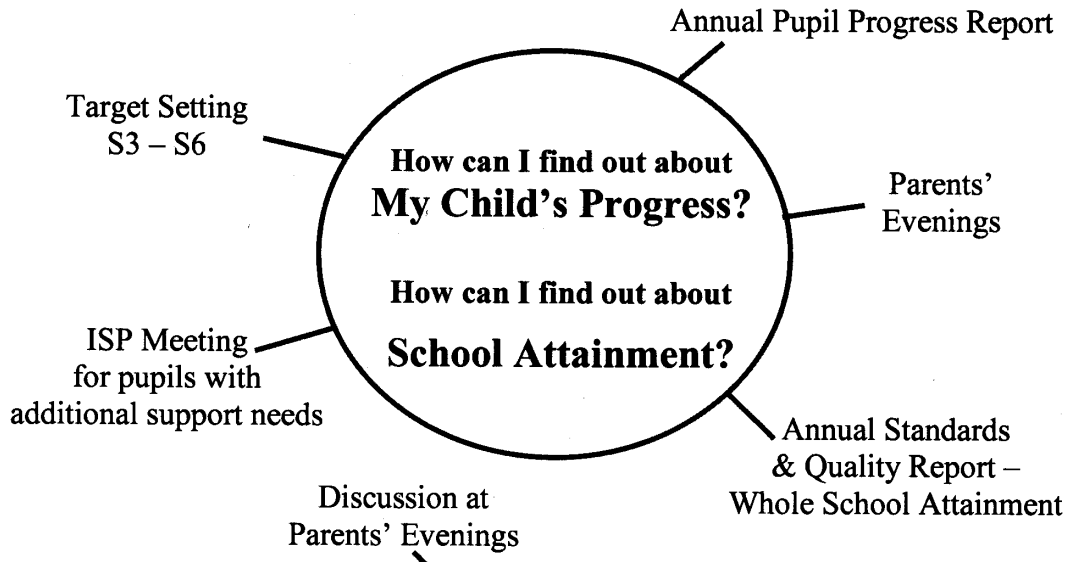
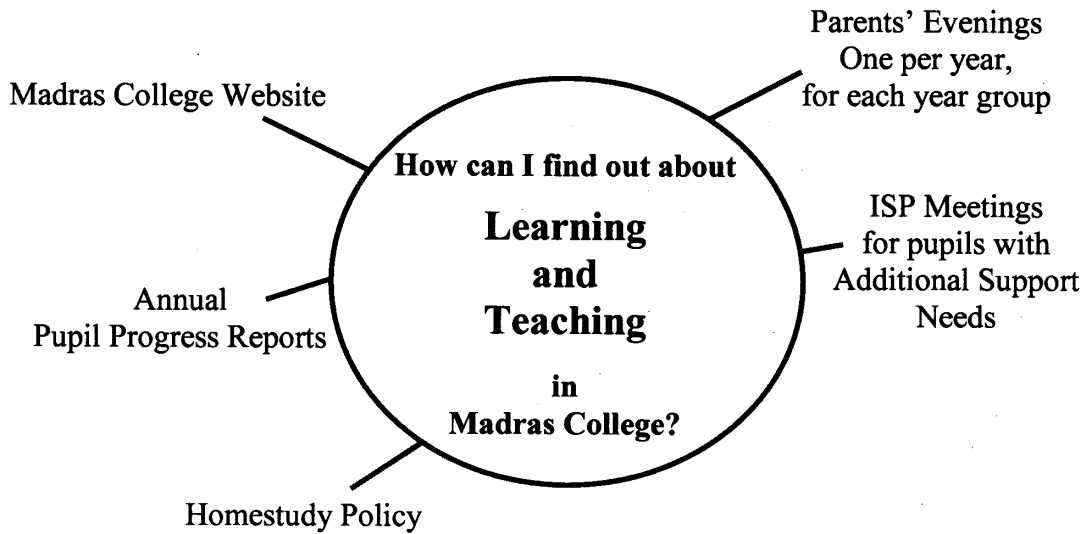
The Madras community is built on the values of an inclusive ethos, achievement and partnership.

We value parents as partners in pupils' education and strive to ensure direct, efficient and meaningful communication.

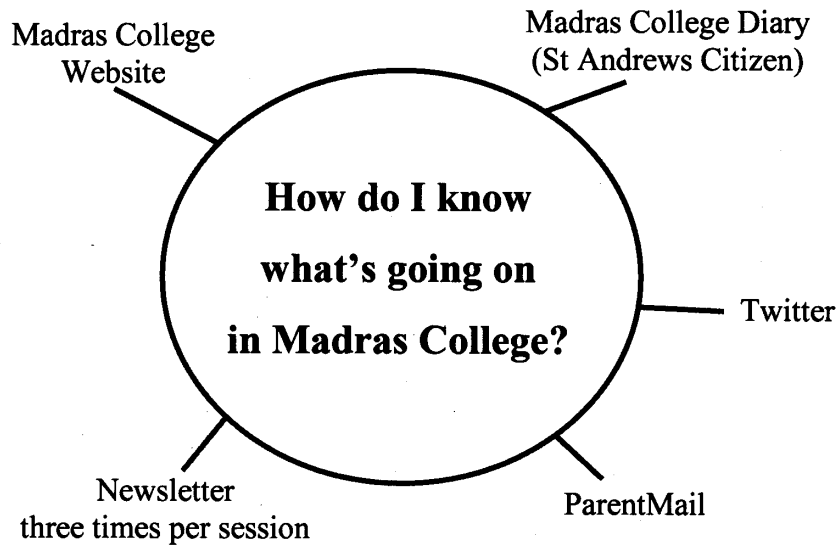
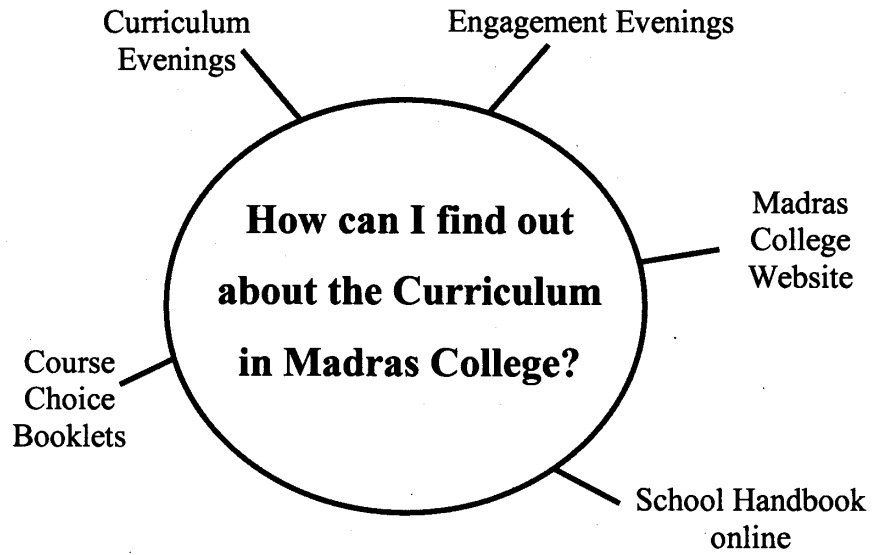
We engage with parents on an ongoing basis on a number of key issues.

The following pages illustrate how we communicate with parents on those key issues. This provides you with the information you need to make communication between home and school effective.

**Where Can I Find The Information I Need?**

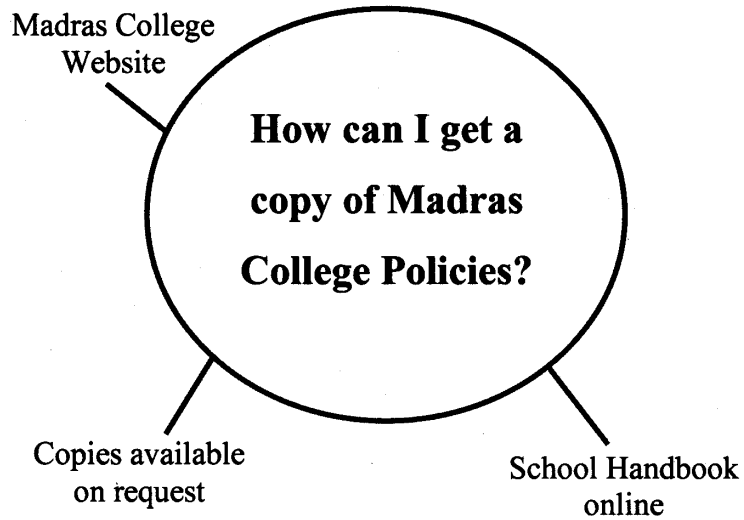
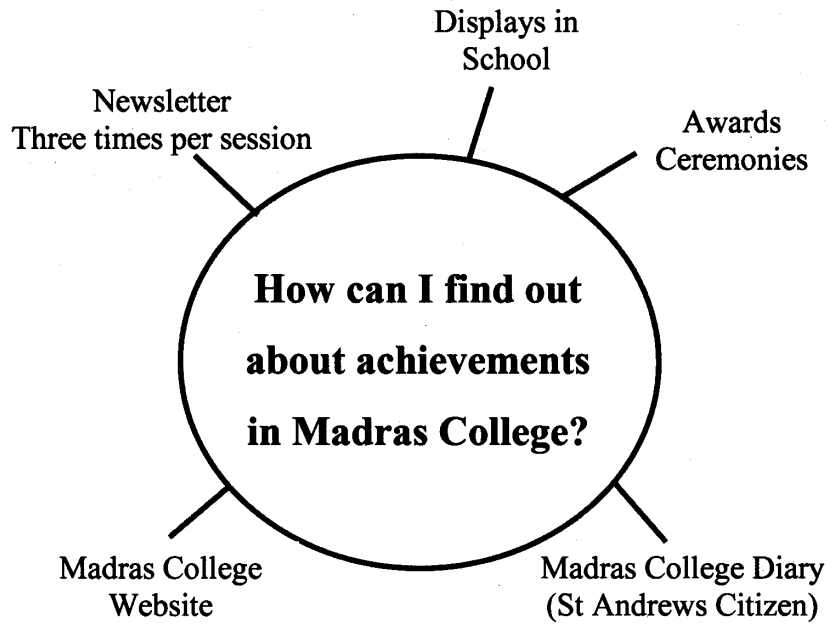


**Where Can I Find The Information I Need?**





**Where Can I Find The Information I Need?**



## PASTORAL CARE

### Sharing Information

In addition to these methods of communication there will be occasions where you will want to contact the school. You may want to give us information about your child or family circumstance or you may be seeking information from us.

### Who Should I Contact?

The point of contact for all pupils is the pupil's guidance teacher. You can contact your child's guidance teacher by telephoning, emailing or writing to us.

HOUSE TEAMS					
BLACKFRIARS		CASTLE		PRIORY	
Tel: KR 452916 SS: 453093/101		Tel: KR 452917 SS: 453093/101		Tel: KR 452915 SS: 453093/101	
House Head	Mrs Seeley	House Head	Miss Grubb	House Head	Mr Darge
B1, B2	Mr Wishart	C1, C2	Mr Hepburn	P1, P2	Mr Grewar
B3, B4	Miss MacLaren	C3, C4, C6	Miss Montador	P3, P4	Mrs Clark
B5	Mrs Little	C5	Mr Hepburn/ Miss Montador	P5	Mr Munn

When you telephone, our receptionist will ask you to give a brief indication of the reason for the call. If the call is of a confidential nature, just indicate that is the case.

Our receptionist will find out if your child's Guidance Teacher is available and will connect you, if possible. If the guidance teacher is not available, our receptionist will pass on details of your telephone call.

We aim to respond to telephone calls within 24 hours. If you have not had a return call in 48 hours, please telephone back and explain that you have already left a message. Our receptionist will endeavour to connect you to the Guidance Teacher or another member of the House Team. If no member of the House Team is available our receptionist will connect you to our duty depute.

Where appropriate we will try to respond to email correspondence within 24 hours. Sometimes this will not be possible. You can however, expect us to acknowledge emails and letters within 3 working days and we will indicate when you can expect a response from us regarding the issue raised. If you do not receive an acknowledgement, please contact us.

Although it is normally the Guidance Teacher who responds to phone calls, emails and letters, you may at times be contacted by another member of staff if he/she is better placed to deal with the enquiry.

### How will the school contact me if there are issues which need to be discussed?

If we are concerned about any aspect of your child's progress we will write to you. You may receive letters from the Principal Teachers Curriculum. If a Principal Teacher sends out a letter

## PASTORAL CARE

it is always copied to the Guidance Teacher. If you receive a letter and wish to discuss it, please contact your child's Guidance Teacher.

The House Teams also send out letters to parents where there are issues which need to be discussed. If the House Team wish to discuss an issue or concern they may contact you by telephone or email.

Occasionally, you may be telephoned by the Duty Depute or a member of Pupil Services or the Office Staff to inform you about something which has happened in school.

For some pupils, ongoing, regular communication is required and House Teams, Pupil Support Staff or Principal Teachers may agree regular telephone or email communication with you.

### **How can I get involved in the life of the school?**

There are many events from school concerts to curriculum engagement evenings throughout the school year which we encourage parents to attend. These are advertised through ParentMail. All parents are members of the Parent Forum and we have a well-established Parent Council. Madras College Parents' Council was established in 2007. One of its main aims is to increase parental involvement in the education system by establishing links between the school, the parents and the community. The Council of Madras College is made up of up to 30 parents and co-opted members. The Rector acts as assessor to the Council. Members of the Parent Council contribute to a number of working parties in school.

The Parent Council also organises fundraising events to support the school. If you are interested in joining the Parent Council please visit the website at [www.madrasboard.org.uk](http://www.madrasboard.org.uk).

We encourage all parents to attend Parents' Evenings as this is a key opportunity to discuss your own child's progress.

### **What if my child is absent from school?**

Our Attendance Support leaflet gives information about what to do if your child is absent from school.

### **What is ParentMail?**

ParentMail allows us to send out information by email to all parents or groups of parents. To sign up for ParentMail please request an application form from the school office.

### **Why Twitter?**

The Madras college Twitter feed (@Madrascollege) is another method of providing information for Parents, pupils and staff. It is an information-giving tool only and does not allow you to contact the school.

## PASTORAL CARE

### **What do I do if I have a complaint?**

If you wish to make a complaint please write to the Headteacher outlining the details of your complaint. Your letter will be acknowledged within 3 days and the acknowledgement will indicate what steps are being taken.

If, after investigation by the school, the matter is unresolved and you wish to complain to Fife Council, your concern or complaint will be handled by an appropriate Education Officer from the Education Service Management Team.

Contact the Education Service by telephone: 01592 583372 or Email: [education.services@fife.gov.uk](mailto:education.services@fife.gov.uk)

### **What happens when the school closes early due to emergencies?**

What kind of school closures are there?

- Emergency - where the building cannot open as there is no hot water, the heating is not working or there is power failure.
- Planned - Where the school building is closed for elections, industrial action or where utility companies are doing planned maintenance work to gas, water or electric services in the area and all services are to be shut off. Schools are notified in advance of these closures and Headteachers will notify staff through staff meetings etc.
- Severe Weather - Headteachers make the decision locally where this is necessary due to severe weather.

How are schools closed?

- Headteachers who have to close their school for a building problem, planned work or severe weather closure will make this known using an automated closure process via telephone. Headteachers will make this decision as early as possible on the day of the closure.
- When a school is closed the Fife Direct website is alerted and automatically sends out texts and emails to individuals who have signed up to receive this service.

When will I receive further communication via Fife Direct or my Headteacher?

- If you have registered to receive text alerts, you will only receive them when the status of a school changes. The first text/email will be sent when the school closes and a further text/email will be sent only once the school reopens. If a school remains closed over more than one day, there will be no further automatic alerts until the school reopens.
- Your school may also have signed up to a text messaging system that allows the Headteacher to send out text messages to groups within the school.

### **Severe Weather**

As early as possible on the morning of severe weather or other situations such as water, heating and building problems, there will be an update of what information is available and that parents can access from their home. Further updates will be given throughout the day.

What are the main channels of communication during school closures?

## PASTORAL CARE

It can be helpful to use a few of the following communication channels during school closures to stay up-to-date:

- Sign up for School Closure Alerts on Fife Direct ([www.fifedirect.org.uk/Doitonline](http://www.fifedirect.org.uk/Doitonline)) and look for school closure alert
- Mobile phone - [m.fifedirect.org.uk](http://m.fifedirect.org.uk) (from your mobile phone browser)
- E-mail alerts on closures to your personal account
- Facebook - Go to [www.facebook.com/fifecouncil](http://www.facebook.com/fifecouncil)
- Twitter - Go to [www.twitter.com/fifecouncil](http://www.twitter.com/fifecouncil)
- FifeDirect online website
- Radio bulletins - we contact Kingdom FM (95.2 and 96.1), Radio Forth (97.3), Radio Tay (102.8 and 96.4) every time there is a change in service
- Television bulletins - STV and BBC
- Online news sites - especially the BBC
- Daily press including the Courier
- Automated telephone closure line on 08451 55 11 99 and choose from the options given
- Mobile phone service - <http://lookinglocal.gov.uk/LookingLocal/>
- Digital Television (Red Button on Sky and Virgin Media under Interactive Services, Local Services)

### 5.6 Partnerships

Madras College is a designated community school in every sense with a full programme of community classes and activities, after-school as well as at weekends.

In addition to this, the school has numerous links with the local community which offer a wide variety of motivating experiences for pupils. These links and partnerships are curricular, professional and extra-curricular in nature.

Listed below include some of our partners:

University of St Andrews	RAF Leuchars
Dundee University	The Byre Theatre
Elmwood College	Numerous Local Charities
Adam Smith College	The Chaplaincy Team
Dundee College	Local Hospitals
The R&A	St Andrews Festival
The Links Trust	StAnza

Along with all of these partnerships, we also have productive relationships with the local Community Police and Fife Social Work.

A significant feature of partnership working is the active contribution to school life made by the Madras College School Board - indeed our links with parents, extend beyond this. The school has sought significant engagement with regard to curricular change, homework and communications. Furthermore our partnerships with the parents and others also include the use of ParentMail and the school website as a means of communicating to interested parties. While pupils at Madras produce a full page, every two weeks for the St Andrews Citizen to inform the local community about their local school.

### **5.7 Change of Circumstances**

If there are any changes in the information which you have given to the school, please let us know without delay by sending a note to the Guidance Teacher. There are occasions when the school has to be able to contact you quickly (*see Section 10.3*). For this and for other reasons, it is important that the information for any necessary contacts between the school and the home is as up-to-date as possible.

### **5.8 Moving to Another Area**

If you move out of the school's catchment area, but you wish your son/daughter to continue attending Madras College, a **placing request** has to be made. A letter requesting permission should be sent to the Rector. It should be noted that in these circumstances the cost of transport to and from school has to be met by the parents.

If your son/daughter is being moved to another school, please let us know. The school is not allowed to remove a pupil's name from the roll unless there is a letter of confirmation from the parent. This is not just a question of administrative necessity, it is helpful if we are ready to provide the receiving school with any information it requires about the course of study which the pupil was following here at Madras College.

# 6 Curriculum

## 6.1 Curriculum Outline

The curriculum is central to the whole process of education within the school. While it is presented to the pupils through the work of the different subject departments, there is an overall framework to it. This ensures that all pupils are given some understanding of the key areas of human knowledge which are an essential part of every educated person's experience. It also attempts to ensure that properly differentiated work is provided so that all pupils can learn at their own level and at their own pace. It makes available a wide range of subject choices so that pupils can discover and develop particular aptitudes and interests. In pursuing these broad aims it also fulfils the more everyday function of enabling pupils to obtain the various qualifications required for future careers. We are not a Gaelic medium school.

Our Curriculum Rationale gives detailed information on our curriculum structures and principles. This can be found in *Appendix 1*.

### a) For those pupils joining the school in S1, S2, S3 and S4 for session 2013 – 2014:

#### Curriculum for Excellence

The 3-18 curriculum aims to ensure that all children and young people in Scotland develop the attributes, knowledge and skills they will need to flourish in life, learning and work.

The knowledge, skills and attributes learners will develop will allow them to demonstrate four key capacities – to be successful learners, confident individuals, responsible citizens and effective contributors.

While similar in many ways to the education provided at present in Madras College, there will be some differences to the structure and delivery of the curriculum. For more information related to Curriculum for Excellence, please visit Education Scotland's website at [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk).

### i) Third and Fourth Level of Curriculum for Excellence

During S1 – S3, the majority of pupils will work through Levels 3 and 4 in each of the curricular areas.

These curricular areas, and the courses and subjects which contribute to them are as follows:

- |                                   |   |
|-----------------------------------|---|
| 1) <i>English</i>                 | English   |
| 2) <i>Expressive Arts</i>         | Art, Drama, Music   |
| 3) <i>Modern Languages</i>        | French German, Spanish, Mandarin  |
| 4) <i>Health &amp; Well-Being</i> | Home Economics, Physical Education, Religious & Moral Education, Social Education |
| 5) <i>Mathematics</i>             | Mathematics   |

## CURRICULUM

- |                          |  |
|--------------------------|--|
| 6) <i>Sciences</i>       | Biology, Chemistry, Physics                              |
| 7) <i>Social Studies</i> | Classical Studies, Geography, History,<br>Modern Studies |
| 8) <i>Technologies</i>   | Business Education, Computing,<br>Design and Technology  |

### ***First Year Course***

The courses followed throughout the session are common to all pupils and are in line with the curricular areas of Curriculum for Excellence. Each curricular area has a responsibility to not only focus on subject specific material, but also make contributions to literacy, numeracy, health and wellbeing along with skills for learning, life and work.

In addition to the 8 curricular areas, pupils will also choose two electives to study over the course of the year. These courses are designed to involve several subject area.

All classes are arranged in mixed ability groupings except in mathematics where classes are grouped on the basis of attainment in both the primary school and during the first term of the session. Care is taken to try to ensure that, so far as possible, there is more than one pupil from the same primary school in each group. Teaching groups are about 30. In subjects with a practical content, the maximum is 20. In Mathematics and English the average size is 25.

### ***Second and Third Year Course***

By the end of First Year there will be an opportunity for pupils to select some of the subjects they will study in S2 and S3. This course refinement will ensure that pupils continue to study at least one subject in each curricular area. There will be two further choices which are designed to allow pupils to personalise their studies. The course will also include Physical Education and Social Education. Pupils will be expected to continue with their current modern language but this may vary for pupils requiring extra work in literacy and numeracy. See *Section 16.1* for further illustration.

#### **ii) *Senior Phase (S4 pupils for Session 2013-2014)***

At the end of S3, pupils will enter the senior phase. At this point, pupils will choose courses at an appropriate level to their ability. This may be at National 3, National 4 or National 5 level.

The majority of pupils will choose 5 subjects to study for 2 years, moving on to qualification levels during that time, and a further 2 subject choices to be taken (one in each of S4 and S5).

In line with Curriculum for Excellence's design principles, we aim to make our curriculum as flexible as possible for each individual pupil. Therefore, the above description of number of subjects and depth of subject may differ on an individual basis.

Physical Education, Social Education and Religious Education will continue to be core subjects in S4.

A draft example of the S4 course choice form is set out in *Section 16.2*.



## CURRICULUM

### b) For those pupils joining the school in S5 and S6 for session 2013-2014:

#### *Fifth and Sixth Year*

In S5 the main emphasis is on Higher and Intermediate work within the Higher Still programme. Pupils study 5 subjects in S5, and 4\* in S6 to allow for study periods. In S6 pupils who have shown that they are capable of undertaking more advanced work may take up to 3 subjects at Advanced Higher. Physical Education, activities afternoons and college courses also feature in S5 and S6. An example of an S5/6 course choice form is set out in *Section 16.3*.

\* Only for those pupils studying a minimum of 4 Highers or more.

### **6.2 Availability of Courses**

The availability of courses depends on staffing, accommodation and the number of pupils choosing a particular subject. If the number is too small, it may not be economic in terms of staff time to form a class in that subject. On the other hand if the demand for a subject is too great, staffing and accommodation may not be available to meet it. In both cases pupils would be asked to indicate a second choice.

### **6.3 Further Information on the Curriculum**

For further information related to Madras College's curriculum, please visit the school website [www.madras.fife.sch.uk](http://www.madras.fife.sch.uk) or by contacting the Depute Headteacher responsible for curriculum. For further information on Curriculum for Excellence please visit [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk).

### **6.4 Assessment and Report Sheets**

In S1, S2 and S3 progress is monitored by informal assessment and by classroom tests and assignments, usually given at the end of each section of work. The tests are designed to indicate how the pupil is coping with the work. In S2 pupils are also assessed by the Secondary On-Screen Curriculum Assessment Programme run by Durham University. In S4 to S6 a whole school tracking system has been introduced to ensure pupils are aware of the grade they are aiming for, their progress so far and also strategies to help them achieve this. In the upper school, assessments tend to be related more closely to the results of class examinations and likely performance in national qualifications.

The layout of the S1 - S3 report sheets will follow the Curriculum for Excellence structure. For each subject in S4 to S6 there is a brief description of the nature of the course, followed by a description of the pupil's attitude, behaviour, homework and his/her achievement in the various elements of the course (eg Knowledge and Understanding, Problem Solving etc). At the foot of each subject report, the class teacher will make appropriate comments and identify next steps.

### **6.5 Homework/Homestudy**

#### **Homestudy, Homework and Independent Learning**

The term homestudy means all the school work a pupil does outside the classroom. It ranges from the 'homework' assignments set with a relatively short timescale to open-ended reinforcement, reading and research. It is used to make clear the increasingly independent approach to individual learning which pupils should develop as they progress through the school. At each stage pupils are taught the independent learning skills they require to study effectively, so whereas first year short homework assignments are the norm, by sixth year, pupils are expected to take responsibility for planning their own study and meeting extended deadlines.

Conscientious and systematic homestudy is therefore vital both for subject-specific progress and for the development of an independent approach to learning and good study habits. The homestudy workload will increase gradually as pupils move through the school. However, at all stages it should be borne in mind that it is the **quality not the quantity** of time spent and of the work produced which is important.

#### **Homestudy Guidance for Parents**

Our Homestudy Guidance for parents is currently being developed in partnership with parents and will be available on the school website from March 2013.

#### **Homestudy Planners**

Every pupil is issued with a planner at the start of each session. This is the key to an organised approach to homestudy. The planner is a homestudy record, but it is also a diary, an organiser, a memory aid and a notebook. All homestudy should be noted in it.

### **6.6 Provision of Religious Instruction and Observance**

In Religious and Moral Education pupils are encouraged to explore various religious beliefs as a part of a much broader curriculum.

Our House Assemblies follow the Global Citizenship calendar and the Chaplaincy Team from Holy Trinity Church, St Andrews contribute to this programme.

If you should wish to discuss any of the above in greater detail, please contact your child's House Head.

### **6.7 Pupil Representative Council**

Madras College has an active Pupil Representative Council (PRC). The structure has recently changed to incorporate both Year meetings and House meetings. Additionally as Madras College is split over two sites the meetings are held in each site. However, there will be a PRC Congress including S1-6 during the course of the academic year.

## CURRICULUM

The PRC has already had involvement in the following key areas:

- The Curriculum
- Homework Policy
- New School Consultation.

### **6.8 Instrumental Instruction**

The instructors attached to the school's Music Department provide tuition on a wide range of instruments. Instruction is currently given on strings, woodwind, brass, percussion, the guitar and the piano. A Scottish dimension is added by opportunities for tuition on the clarsach, bagpipes and pipe-band drumming.

Most of the instruction is a continuation of that begun in the local primary schools.

Pupils are withdrawn from other classes for instrumental instruction, usually once a week. A rota system operates so that the time is spread as evenly as possible across all subjects. Pupils who have reached the appropriate level of skills are presented for the examinations of the Associated Board of Royal Schools of Music and the results achieved are regularly of a high standard. Pupils who receive instrumental tuition are expected to show a high level of commitment and to take part in school music activities when asked. Regional activities are also available to those who show commitment to school music activities.

Fife Council's practice is to charge parents of pupils receiving instrumental instruction. The present fees are £125 per annum. In respect of instruction provided by Fife Council, exemptions continue to be offered for pupils undertaking a full course which uses the instrument taught leading to a course certificate in music awarded by the SQA.

Parents wishing to enquire about the possibility of instrumental instruction for their child may do so, in writing, to the Principal Teacher (Curriculum) Expressive Arts at Madras College. Spaces are very limited.

#### Footnote

The school's Piping and Drumming Programme is self-funding and the Pipe Band currently charges tuition fees at a level similar to those of the Council's instrumental instruction scheme, owing to the practice of group tuition as the norm. Parents wishing to enquire about the possibility of piping or drumming instruction for their child may do so, in writing, to the Principal Teacher (Curriculum) Expressive Arts at Madras College.

# 7 Behaviour for Learning

## 7.1 The Approach to Discipline

The whole atmosphere and character of a school—what is sometimes called its ethos—is shaped by its approach to discipline. Discipline is not just a convenient term to describe action taken to prevent or correct misbehaviour, nor is it merely a matter of obeying the rules. There is more to discipline than that, and the rules, although important, are only one aspect of it. Yet it may seem to pupils who are new to the school that there are more rules than ever before and a greater emphasis on them. There are, for instance, rules about uniform, rules about movement on the stairs and in the corridors, rules about the use of equipment in laboratories and workshops, rules about quiet and orderly behaviour in the classroom. There are good reasons for these rules. The school has a public image to maintain, teaching time is short, safety is important, pupil numbers are large. As in any other organisation, rules are necessary if it is to run smoothly. As in any other community, rules exist for the good of all. For example, they allow the work of the class to proceed without interruption or any disruption. They provide a secure environment in which all pupils can go about their daily routine freely and safely. Rules are necessary and from time to time they have to be enforced, although that should never become an end in itself. If rules are just a series of restrictions, rigidly and insensitively imposed, discipline becomes purely negative.

In fact, the rules at Madras College are few and simple. They are easy to understand and accept. They are not enshrined in a complicated set of written regulations. The emphasis is on gaining co-operation, not imposing punishment. Pupils are encouraged to show courtesy and consideration for others, to display a willingness to learn and to co-operate with others, to develop responsible attitudes and to set themselves high standards. The teacher is of course firmly in charge, but since staff-pupil relations are good, tensions are few and the use of sanctions can be kept to a minimum. Discipline is a positive force.

Discipline is part of the individual's personal and social development. If education is preparation for life, discipline is just as important a part of that training as acquiring knowledge in the classroom. Discipline is training in self-discipline and the exercise of responsibility. It is training in good citizenship. Often it is no more than good manners. Above all, it is an extension of the training in attitudes and values which takes place in the home. For that reason discipline is a joint responsibility which the school shares with the home. It is vitally important that there is the fullest possible support and understanding between them.

## 7.2 Behaviour for Learning

Behaviour for Learning has four important elements:

- A positive classroom ethos characterised by productive, purposeful relationships that combine a high quality of teaching with pupils actively engaged in learning.
- A system that supports, recognises and celebrates success.
- A simple set of common sense rules that support a positive ethos and purposeful learning and teaching.
- A set of escalating consequences that are employed if a pupil chooses not to follow the rules.

## BEHAVIOUR FOR LEARNING

### Success, Praise and Rewards

The school has in place systems for encouraging pupils and for recognising their success and progress with praise and rewards.

In **S1 and S2** the Rewards System comprises stamp awards leading to Bronze, Silver and Gold Certificates.

From **S3 to S6**, the Rewards System comprises Individual Pupil and Class Commendations.

### Classroom Rules

- Arrive at class on time with everything you need.
- Take off outdoor clothing and settle quickly.
- Listen carefully. All mobile phones, MP3 players etc must be switched off and out of sight.
- Always be polite and considerate.
- Always do your best work and let others do their best work.
- Tidy up at the end of the lesson without fuss and leave the room in an orderly way.

### Rules Around the School

- Move quietly and calmly around the school.
- Always walk on the right along corridors and on the stairs.
- Eating or drinking is allowed in the cafeterias but not in corridors, locker areas, on the stairs, or in classrooms. The only exception is drinking water.
- Line up outside the room and enter in an orderly way when instructed.
- Look after our school.

### Consequences

Any pupil who chooses not to follow our classroom rules, or rules around the school will be:

- given a first warning *and* a chance to choose the correct behaviour
- given a second warning *and* a chance to choose the correct behaviour
- given a school punishment exercise *and* a chance to choose the correct behaviour
- removed from class *and* parent contacted

### Punishment Exercises

If a punishment exercise is issued it must be completed, signed and returned at registration the following day. Any pupil who fails to do this will undertake a 10 minute interval detention and the exercise must be returned the following day.

If a pupil receives three exercises in a short time, parents will be contacted. If a pupil receives six punishment exercises in a short time a meeting with Guidance will be arranged. A pupil who receives nine exercises in a short time will be at risk of exclusion and a meeting with a Depute Headteacher will be arranged.

Any pupil who chooses not to comply with Behaviour for Learning will be at risk of exclusion.

### 7.3 Attendance and Absence

We know that there is a clear link between attendance at school and pupil attainment; pupils who have gaps in their attendance can find aspects of school difficult. It is therefore important that parents, pupils and school staff work together to support attendance for all pupils. Parents have a responsibility to ensure that children attend school regularly. School staff have a responsibility to review attendance to identify patterns of non-attendance and to take appropriate steps to improve attendance.

*What to do if your child is absent from school  
due to illness or exceptional family circumstances*

Please contact the school on the first day of absence by phoning 01334 659401/659402 or by emailing to [madracollege.enquiries@fife.gov.uk](mailto:madracollege.enquiries@fife.gov.uk). It would be helpful to us if you could phone or email early in the morning; we have someone on duty from 8.00 am. If possible say how long you think your child may be absent for.

If a pupil is absent for three consecutive days and we have not heard from you, we will phone to find out the reason for the absence. If we have not had any contact from you and your child has been absent for 5 days our Attendance Support Worker may call at your home. If you phone us to let us know your child is absent, we know your child is safe.

When your child has been absent from school he/she must bring a note on return to school to confirm the reason for the absence. This note should be handed to the registration teacher during registration. If we do not receive an explanation for the absence we are obliged by the Scottish Government to record the absence as truancy.

This is an example of the type of note which is helpful to us.

Address
17th September 2012
Dear Mr Jones
My daughter, Josie Smith, 1P4, was absent from Monday 14th September until Wednesday 16th September as she had tonsillitis.
Yours sincerely
Elizabeth Smith (Mother)

## BEHAVIOUR FOR LEARNING

### *Holidays in Term Time*

Holidays in term time cannot normally be sanctioned by the school and will normally be classified as unauthorised absences.

We strongly recommend that you do not take your child out of school during term time. If there are exceptional circumstances and you do intend to holiday during term time then you must request permission in writing. Please address your request to Mr Jones, Rector.

### *What happens if your child is late for school?*

Good time-keeping is an essential life skill and we support pupils to take responsibility for being on time.

If your child arrives in school after 8.55 am, he/she must report to Pupil Services and he/she will be registered as late and given a late slip.

If your child is late on several occasions then we will phone you to discuss and explore how we can work together to support improved punctuality.

### *Exeats*

What happens if your child needs to go out of school during the school day?

Where possible please try to make appointments for times out-with the school day. If your child has a medical appointment or requires time out for a valid reason then please give your child a note or appointment card. The note or appointment card should be taken to Pupil Services and pupils will be issued with an exeat.

This is an example of the type of note which is helpful to us.

Address
17th September 2012
Dear Mr Jones
My son Adam Smith, 3C2, has a dental appointment on 18th September at 2.00 pm. He will need to leave school at 1.45 pm. I expect him to return to school at 3.00 pm.
Yours sincerely
John Smith (Father)

## BEHAVIOUR FOR LEARNING

### *What should you do if you are worried about your child's attendance?*

If you are worried about any aspect of your child's attendance then please contact your child's Guidance Teacher by telephoning the school office.

Our House Teams monitor attendance on a weekly basis and if we have concerns about attendance we will contact you to discuss the situation.

All pupils whose attendance falls below 75% will be reviewed by our school's Attendance Review Group. Where there are ongoing concerns parents will be invited to meet with the Attendance Review Group to plan for improving attendance.

### *What happens if my child truant?*

If we become aware that a pupil has truanted, we will contact parents to discuss and explore support.

If you suspect that your child has truanted, then please contact your son/daughter's Guidance Teacher so that we can support you and your child.

## **7.4 Care of Books and Stationery**

The constantly rising cost of books makes it essential that they should be kept in good condition for as long as possible. Parents are asked to ensure that books are covered in strong brown paper or polythene. A suitable bag should be provided to keep books dry and protect them from damage.

There will be a charge for lost or damaged books, including books borrowed **from the school library**.

## **7.5 Lockers, Changing Rooms and Lost Property**

Lockers are available in both buildings and a charge is made for their use. **Money and other valuable items such as mobile phones or personal audio equipment must not be left in bags or pockets in open areas or changing rooms, since the school cannot accept responsibility for their loss.** If money or some other valuable piece of property has to be brought to school, it should be handed in to Pupil Services (KR) or the School Office (SS) for safe keeping and collected at the end of the day. At PE, valuables may be given to the teacher in charge of the class.

Every year a large amount of clothing and games kit is left in school and cannot be returned because there is no means of identifying the owner. **All clothing and equipment must be clearly marked with the pupil's name.** Lost property is kept in Pupil Services (KR) and the School Office (SS).



## **7.6 Bicycle Racks**

Bicycle racks are available in both buildings. Cycles should always be chained and padlocked and have some form of security marking.

## 8 School Uniform



Our school community, staff, pupils and parents believe that uniform is valuable. There are certain basic requirements. The fundamental two are:

- 1 All pupils must dress for school in a manner that shows clearly that they are pupils of Madras College.
- 2 Dress must be consistent with the agreed view of what is appropriate.

Parental support for the uniform is essential so that Madras College pupils can be a credit to their school, to themselves and their family and to the community.

### 8.1 Madras College School Uniform

The uniform detailed below is expected of all pupils.

- School blazer.
- School tie.
- Plain white or light blue shirt or blouse which can button up for a tie.
- Plain navy or black jumper or top which allows the tie to be clearly seen.
- Plain black or navy formal trousers or skirt.
- Black shoes.
- Labelled, fashion or cult items are not acceptable school wear.
- For school events a high standard of appearance is expected. Staff will make expectations clear to pupils for particular events.
- Additional items of school wear are available for pupils to purchase. These are, at present, the school fleeces, hoodies and scarves.

## SCHOOL UNIFORM

### **Safety and Security**

Pupils' clothing must not place them at risk of accident. The length and width of trousers and the height of heels on shoes are two aspects of dress that may cause injury. Pupils are therefore expected to wear clothing that does not add to personal risk.

**Good standards of appearance are a known indicator of sound school attitudes and ethos.**

### **Kit Required for Physical Education Lessons**

All pupils are required to bring a **full** change of kit (including shoes) for Physical Education.

#### **For All Indoor/Outdoor Activities**

A plain white or navy T-shirt. Plain navy shorts or tracksuit bottoms and a plain navy jumper/hoody should be worn for Physical Education.

No team strips or training wear (football, rugby or otherwise) may be worn to Physical Education. Similarly girls are asked not to wear vest tops.

Madras College sell a range of high quality items of clothing with the school crest which are very popular with pupils and staff. However, there is no requirement for these to be purchased.

### **Swimming**

Trunks/costume, towel, goggles.

Time is allocated to allow pupils to shower at the end of every lesson, therefore a towel should be brought to all PE lessons.

### **School Teams**

Pupils may be required to provide their own clothing, especially short and socks.

Football teams wear navy top, shorts and socks.

Rugby teams wear navy shirts, white shorts and navy socks.

Hockey teams wear white polo shirts, sky blue hooded tops, navy skirts and white socks.

## **8.2 The Reasons for a Uniform**

- Pupils and parents want a uniform.
- In this time of increased need for security, a common uniform helps to maintain the safety of all pupils within the school.
- A uniform encourages a common bond and a sense of identity. This is especially important for Madras College pupils who are drawn from a widely scattered catchment area.
- Learning that there are ways of dressing appropriately helps to gain self-discipline, respect from others and social confidence.

## SCHOOL UNIFORM

- In removing the competition and social divisiveness created by fashion, pupils can be valued for their personal contribution and not for their ability to own and wear designer labels.
- The uniform encourages pupils to show their pride in being a member of Madras College and to indicate their commitment to the school.
- The standard of dress helps to enhance the public image of the school.

### 8.3 Cost of Uniform

Factors such as size, quality and the rate of inflation make it difficult to be precise about the cost of uniform. However, the prices at the start of the present session (December 2012) are given as a rough guide to costs at the lower end of the range.

School Fitted Jacket/Blazer	£30.00
School Fitted Jacket/Blazer <i>with extra arm length</i>	£37.00
Shirts ( <i>various suppliers</i> )	<i>from</i> £10.00
Blouses ( <i>various suppliers</i> )	<i>from</i> £10.00
Skirts ( <i>various suppliers</i> )	<i>from</i> £10.00
Trousers ( <i>various suppliers</i> )	<i>from</i> £15.00
Ties ( <i>School Office</i> )	£4.50

Scarves, fleeces and 'hoodies' can be ordered through the school at the following prices:

Scarves	£5.00
Fleeces	£18.00
Hoodies	<i>from</i> £16.00

Information on all of the above can be provided from the school office.

### 8.4 Unsuitable Items of Dress

Parents are asked to give further support to the aims set out in Section 8.1 and 8.2 by making it clear to children that the items listed below are inconsistent with the idea of uniform and should not be worn to school:

- fashionable outdoor jackets;
- leather or skin-type jackets;
- leisure jackets such as 'track-suit' tops;
- all denim clothes including jeans, jackets, trousers, skirts and shirts;
- sweaters and sweatshirts other than those described previously;
- football or other decorative scarves;
- fashionable hoops or long earrings. Such jewellery can be dangerous in practical classrooms and, therefore, as a matter of safety, should not be worn to school;
- lapel badges and brooches;
- large and obvious jewellery;
- fashion shorts and leggings for girls.

## SCHOOL UNIFORM

### 8.5 Assistance with Clothing and Footwear

The Authority operates a scheme to provide clothing and footwear to ensure that a pupil is sufficiently clad to take full advantage of the education provided. Eligibility is related to parental income and parents wishing to apply for assistance should complete an application form which is available from Fife Council Area Office, St Mary's Place, St Andrews.



Some views of the  
South Street Quad




## 9 School Routine

### 9.1 The School Day

The school day consists of seven periods in both buildings. However, the timing of the periods in the two buildings is different so that staff have time to travel between classes.

All periods are not the same length. The average is 47 minutes. A warning bell goes at 8.42 am and pupils are expected to be in class by 8.45 am. The day ends at 3.30 pm in South Street and 3.20 pm in Kilrymont Road.

In Kilrymont Road there is a 15 minute morning interval and a lunch-break of 50 minutes from 1.00 pm to 1.50 pm. In South Street there is a 25-minute morning interval and a lunch-break of 50 minutes from 1.05 pm to 1.55 pm.

 <b>Madras College</b> <b>PERIOD TIMES</b>		
Kilrymont Road	Period	South Street
8.45 am – 8.55 am	REGISTRATION	
8.55 am – 9.40 am	1	8.45 am – 9.30 am
9.40 am – 10.25 am	2	9.30 am – 10.15 am
10.25 am – 11.15 am	3	10.15 am – 11.10 am
11.15 am – 11.30 am	INTERVAL	11.10 am – 11.35 am
11.30 am – 12.15 pm	4	11.35 am – 12.25 pm
12.15 pm – 1.00 pm	5	12.25 pm – 1.05 pm
1.00 pm – 1.50 pm	LUNCH	1.05 pm – 1.55 pm
1.50 pm – 2.35 pm	6	1.55 pm – 2.45 pm
2.35 pm – 3.20 pm	7	2.45 pm – 3.30 pm

### 9.2 School Meals

The school supports the Fife Council initiative on school meals. Cafeteria lunches with an emphasis on healthy eating are available in both buildings. Pupils may choose from a large selection which includes hot dishes, salads, soup, fruit, milk, fruit juices, sandwiches, yoghurt etc. The charge for lunch will depend on the item chosen. The canteens in both buildings provide nutritious and low-cost meals. All dining halls operate a cashless catering system and arrangements will be made by Fife Council for all new S1 pupils to be photographed for issue of a 'Myfife' Card. Several cash hoppers are situated around the building and pupils will be able to load credit onto their cards via these machines. Full training will be given.

Special diets are provided for those pupils requiring them and such pupils take their lunches along with other pupils. Pupils may take packed lunches in the dining halls.

It should be noted that entitlement to free school meals is dependent upon the net weekly income after allowances are made for tax, superannuation, rent etc in accordance with scales agreed by the Authority. Parents who feel that the level of family income may entitle their children to free meals should ask for further information from Fife Council Area Office, St Mary's Place, St Andrews.

### 9.3 School Buses

It should be noted that buses are the responsibility of the Education Authority and the operators. Although the school will do what it can to assist in smoothing out operational and behavioural difficulties if they arise, problems with the buses are not matters over which the school has any direct control. Nevertheless, the school shares parents' concerns about safety and seeks to work closely with them in stressing the importance of responsible behaviour and in discouraging youthful high spirits which can sometimes create potentially dangerous situations.

An extract of a document issued to parents of all pupils using school buses reads:

*The law says free transport should be provided for pupils under eight living more than two miles from school, and pupils age eight and above living more than three miles from their catchment area school.*

*However, here in Fife, we go considerably further by providing free transport for all primary pupils living more than one mile and all secondary pupils living more than two miles from their catchment area school.*

*Every year during the school summer holidays we send details of transport arrangements to pupils who are starting high school including a timetable and travel card where relevant.*

*Pupils must show their travel card when boarding the vehicle both morning and afternoon. Cards remain the property of the Council and must be produced on demand to the driver or representatives of the Council. If the card is lost, damaged or stolen please report this to the school immediately. A charge of £5 will be made for each replacement card issued. Payment should be made at the school office where a temporary bus pass will be issued and a replacement travel card ordered. It is the responsibility of pupils, not the school, to ensure that they carry their travel card with them and to report lost cards to the school office promptly.*

## SCHOOL ROUTINE

*Bus routes are colour coded to avoid overcrowding and it is essential that pupils travelling on their routes use the correct bus.*

*Should your child travel to/from school outwith normal school times they should enquire at the school office about vouchers, which will enable them to do so. They will be expected to pay a fare if they do not have a supplementary voucher.*

*If the bus does not arrive at its scheduled time in the morning please advise your child to wait, as a bus will arrive. If the bus breaks down pupils should follow the driver's advice.*

Parents who live outside the catchment area but have chosen to send their children to Madras College rather than to their local secondary school will not normally receive any help with travelling expenses.

For the benefit of pupils who stay after school for extra-curricular activities there is a bus every evening (Kilrymont Road at 5.00 pm, South Street at 5.05 pm approx) to Guardbridge, Leuchars, Tayport, Newport, Wormit and Gauldry. Pupils are permitted to use their ordinary bus pass, together with an extra curricular bus ticket, on this route. Pupils who travel to other parts of the area can obtain a special late pass from the school office to enable them to go home on a service bus.

As bus routes are periodically put out to tender, arrangements are liable to change. Details are advertised in the press shortly before the start of the session.



# 10 Health

## 10.1 Health and Medical Care

Where a child has particular medical needs, the school depends on parents for such information so that the correct action can be taken, if required. Arrangements for pupils who require to take medication during the school day are as described in the circular First Aid Provision in Madras College, issued to all new pupils when they enrol.

## 10.2 The School Health Service

The School Health Service is provided by NHS Fife for all school age children to promote their health and well-being enabling them to benefit from their education.

All school nurses are registered nurses with a special interest in and experience of health issues that affect young people and can therefore offer support to them and their families.

The nurse provides:

- one-to-one health information through a confidential drop-in service or by a self-referral procedure,
- health promotion activity in schools and within the community,
- health reviews,
- immunisation programmes directed by the Department of Public Health,
- an essential link with other services and agencies involved with the health and well-being of young people.

Pupils can be offered a confidential health interview at some stage during their time at Madras College. Following this, the young person can be referred to the appropriate service.

**Public Health Nurse:** Mrs Gill Williams Telephone (01334) 465876

**School Doctor:** Dr Helen Barlow Telephone (01334) 465874

## 10.3 Illness at School

Fife Council does not provide first aid facilities or staff to its schools. However, we provide the best we can in the circumstances at present. A member of staff who holds a Fife Council approved basic First Aid Qualification can provide minimal advice and assistance to pupils but is not permitted to give medical treatment.

A pupil who reports unwell in class will be sent to the office if it is thought necessary. We do not have the facilities to keep a sick child out of class on a long-term basis. Therefore if the pupil is not able to return to class, parents/emergency contact will be called and asked to take the pupil home. Pupils can either wait in the School Office or the foyer for collection.

## HEALTH

If the illness is more serious, the pupil is referred to the local Health Centre or the appropriate hospital, and the parents/emergency contact informed at once.

**To enable the school to deal with these situations, it is vital to have the telephone numbers of the home and the work places of either or both parents.** In case the parents are not available, the school should also have an up-to-date record of the name, address and telephone number of some friend or relative who is prepared to act as an emergency contact. **If this information changes in any way, the school should be informed at once.**

### 10.4 Health and Safety

Within the general policy laid down by Fife Council, the Education Service has prepared a series of statements of safety policy for all areas of its responsibility in accordance with the Health and Safety at Work Act, 1974. School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life both on and off the premises. It is expected that pupils will behave responsibly and comply with all safety requirements, particularly those relating to movement through the building and to the use of equipment in practical classes. The support of parents in promoting good practice in safety matters is of great importance.



# 11 Support for Learning

All staff in Madras College are responsible for meeting the needs of learners. In addition, the Support for Learning Faculty, provides additional support for pupils through direct tuition, co-operative teaching, consultation, curricular development and staff development.

**The Support for Learning Faculty** supports pupils with a wide range of learning needs. Close consultation takes place with primary schools to ensure a smooth transition to Madras. In most cases pupils follow a standard timetable with Learning Support Staff working in co-operation with Subject Teachers in the same classroom. Depending on their support needs, some pupils may be withdrawn from some mainstream classes on a rotational basis to be given more individual help and attention by the Support for Learning for one or two periods per week. Support for Learning Staff also act in an advisory capacity and assist subject specialists in the preparation of appropriate teaching materials for pupils with different levels of ability and learning styles. As appropriate, pupils with additional support needs are encouraged to take advantage of modern technology through the use of word processors etc. If required, support continues right through to SQA examinations in S3, S4, S5 and S6 when arrangements may be made with the Scottish Qualifications Authority to obtain alternative assessment arrangements for candidates with additional support needs.

If you wish further information about how your child's additional support needs will be identified and addressed please contact Mr Ewan Reid, principal Teacher Curriculum, support for learning, or your child's House Head.

**The Support Centre** provides support for pupils who find difficulty in coping with the normal life and work of the school. After a detailed assessment of their needs, which includes consultation with staff and parents, an individual support plan is set up. Pupils may be withdrawn from class for individual tuition and counselling or supported in class. The Support Centre Staff attach great importance to regular contact and discussion with parents. Since the aim is to maintain pupils in their classes as far as possible, support plans can be very flexible. Support is always directed towards giving pupils the necessary skills and confidence to deal with situations which they previously found difficult.

**The Department of Additional Support (DAS)** is one of six in Fife's secondary schools and serves pupils from Waid Academy's catchment area as well as Madras. It is a specialised educational facility in the main school and provides for pupils with a wide range of additional support needs. It forms a continuum of provision within the Support for Learning faculty at Madras. The high level of adult support, both teachers and support staff, enables the department to respond to pupil needs in a flexible manner as they arise.

Each pupil within the Department of Additional Support has an individualised educational programme designed to meet their particular needs. All pupils have an Integrated Support Plan or a Co-ordinated Support Plan and access professional external agencies as required. Most pupils follow a combined mainstream and individualised curriculum (eg involving additional literacy/ numeracy/ or social skills courses) offered by DAS staff. Some children will require an alternative curriculum which focuses in particular on skills in communication and on the more practical skills leading towards independent living.

## SUPPORT FOR LEARNING

There are close links between parents and staff and a high expectation of parent/pupil involvement in the planning and decision-making processes, focusing on the child's needs. Multi-disciplinary reviews are held annually for each child or more frequently if needed.

Whatever their curriculum, the aims are the same for **all** children at Madras. To achieve their potential within a caring environment where each child is respected and valued for who they are.

**Enquire - the Scottish advice service for additional support for learning** offers independent, confidential advice and information on additional support for learning. Enquire will record a summary of your enquiry on a confidential database entirely for their own use unless you state that you do not wish your details to be recorded. Enquire may at times need to break confidentiality where disclosures of abuse are made or where a child or young person is at risk of serious harm or neglect.

Enquire may be contacted through: telephone helpline - 0845 123 2303; Email enquiry service - [info@enquire.org.uk](mailto:info@enquire.org.uk), [www.enquire.org.uk](http://www.enquire.org.uk) or by writing to Enquire, Children in Scotland, 5 Shandwick Place, Edinburgh, EH2 4RG. You can also follow Enquire on Twitter: [www.twitter.com/cisweb](http://www.twitter.com/cisweb) or Facebook: [www.facebook.com/childreninscotland](http://www.facebook.com/childreninscotland).



Kilrymont Road Building



## **12 Extra Curricular Activities**

### **12.1 List of Clubs and Activities**

Madras College has always recognised the significant part played by the informal curriculum not only in the personal and social development of each pupil but also its immense contribution to the ethos of the school. Pupils have the opportunity of gaining from many educational experiences, which enhance classroom learning and provide knowledge, skills and attitudes pupils can use throughout their lives. Pupils are invited to become involved in teams, clubs, outings and exchanges and their achievements are recognised through the Extra-Curricular Award Scheme. The programme may vary slightly from year to year depending upon the interests of pupils and the talents staff are willing to volunteer but the comprehensive lists which follow gives an indication of clubs and activities available at present. Links with community organisations/clubs are encouraged.

### **12.2 Sports Facilities**

#### **Kilrymont Facilities**

Indoor facilities comprise a games hall and a gymnasium as well as a 15 metre swimming pool. There is the option of using school classrooms for ICT and academic sessions.

Outdoor facilities comprise two grass rugby/football pitches, one grass hockey pitch and designated grass areas for summer athletic disciplines (javelin/shot/long-jump/discus).

In the summer term, a 400 m track is lined on the grass for athletics. There are three tennis hard courts in a multi-court area suitable for mini hockey matches/football/wet-weather training etc.

#### **South Street Facilities**

Along with one gymnasium, there is access to the school assembly hall for some periods.

There is a mini lecture room suited to 10 persons complete with ICT.

#### **Station Park**

The main school fields are based at Station Park and incorporate four rugby pitches, four hockey pitches, athletics track and throwing and jumping areas. Changing is in a large eight changing room Pavilion.

Pupils have access to these facilities during core PE and extra curricular activities.

**EXTRA CURRICULAR ACTIVITIES 2013-2014****Kilrymont Road Building**

<b>Activity</b>	<b>Member of Staff</b>	<b>Time</b>	<b>Place</b>
Basketball	Mr Grewar	Thurs: After School	PE Department
Clay Club	Mrs Houston	Thurs: Lunchtime	Room 311
Computer Club	Mrs Paterson/Mrs Malecki	Wed: Lunchtime	Room 302
Crafty Cooks	Miss Reid	Thurs: After School	Room 117
Cross Country	Miss McKimmie	Fri: After School	PE Department
Dance Club	Miss Montador	Tues: After School	PE Department
Debating Club (Junior)	Miss Birmingham	Mon: Lunchtime	Room 212
Duke of Edinburgh's Award Scheme - Bronze	Mr Kerrigan/Mr Fox/Mrs Nisbet	Thurs: After School	Room 005
Eco Club	Mr Fox	Wed: Lunchtime	Eco Club/Room 219
Lunch Club - Family & Community Support Team	V Blair/M Grieve	Wed: Lunchtime	CPD House
Football S1	Mr Jones	Mon: After School	PE Department
S2	Mr Dagless	Mon: After School	PE Department
Hockey Boys	Mr Forbes	Wed: After School	PE Department
S1 Girls	Mrs Smith	Thurs: After School	PE Department
S2 Girls	Ms Malecki	Tues: After School	Univ St Andrews

**EXTRA CURRICULAR ACTIVITIES 2013-2014**

**Kilrymont Road Building**

<b>Activity</b>	<b>Member of Staff</b>	<b>Time</b>	<b>Place</b>
Hockey <i>contd</i>			
S3 Girls	Mrs Methven	Tues : After School	Univ St Andrews
Music: Junior Fiddle Group	Mr Higgins	Tues: Lunchtime	Room 001
Junior Wind Band	Mrs Craib	Mon: Lunchtime	Assembly Hall
Madras College Singers	Miss Burns	Thurs, Fri: After School	Assembly Hall
Piano Duet	Mrs McLeod	Fri: After School	Music Department
Piping and Drumming	Mr Barron, Mr Foggo	Mon, Tues, Wed, Thurs, Fri: After School	SS Rooms
Junior Fiddle Group	Mr Higgins	Tues: Lunchtime	Room 001
Netball S1 & 2	Mrs Seeley	Mon: After School	PE Department
S3	Mrs Seeley	Wed: After School	PE Department
Rugby S1 & 2	Madras FP RC	Tues, Thurs: 6.00 pm - 7.00 pm	Station Park
S3	Mr MacKenzie	Mon, Wed; After School	PE Department

**EXTRA CURRICULAR ACTIVITIES 2013-2014****South Street Building**

<b>Activity</b>	<b>Member of Staff</b>	<b>Time</b>	<b>Place</b>
Administration (Study Support)		Tues, Wed: After School	Q8
Art (Study Support)		Wed: After School	M2
Art Club (3D)	Mrs Houston	Wed: Lunchtime	M4
Basketball	Mr Grewar	Thurs: After School	KR PE Department
Biology (Study Support)		Tues: Lunchtime	E4
Book Club	Miss Griffiths	Thurs: Lunchtime	P9
Business Education (Study Support)		Mon, Tues: Lunchtime	Q8
Business Management (Study Support)		Mon, Tues, Wed, Thurs: After School	Q8
Chemistry (Study Support)		Tues, Wed, Fri: Lunchtime	C1
Computing (Study Support)		Mon, Tues, Thurs: Lunchtime Thurs: After School	P10 P10
Cross Country	Miss McKimmie	Fri: After School	KR PE Department
Dance	Miss Montador	Tues: After School	KR Assembly Hall
Drama (Study Support)		Mon: Lunchtime	K2



**EXTRA CURRICULAR ACTIVITIES 2013-2014****South Street Building**

<b>Activity</b>	<b>Member of Staff</b>	<b>Time</b>	<b>Place</b>
Drama - Standard Grade (Study Support)		Thurs: After School	K2
Duke of Edinburgh's Award Scheme:			
Gold	Miss Paterson/Mr Paton/Mr Walker	Mon: Lunchtime	E3
Silver	Mr Kay/Mr Walker	Wed: After School	Q4
Eco Club Mr Fox		Fri: Lunchtime	E4/Eco Garden
English (Study Support)		Mon: After School	P5
French (Study Support)		Wed: After School	H3
Geography (Study Support)		Mon, Tues: Lunchtime	K1
Graphic Communication (Study Support)		Mon, Wed: After School	G3
History (Study Support)		Thurs: Lunchtime	Q2
Hockey Boys	Mr Forbes	Wed: After School	KR PE Departmen
Girls	Mrs Dobie	Thurs: After School	Univ St Andrews Astroturf
Home Economics (Study Support):			
Hospitality/Health & Food/Fashion & Textiles		Mon, Wed: Lunchtime	G1
Maths (Study Support)		Mon: Lunchtime	M15, M13

**EXTRA CURRICULAR ACTIVITIES 2013-2014****South Street Building**

<b>Activity</b>	<b>Member of Staff</b>	<b>Time</b>	<b>Place</b>
Maths (Study Support) <i>contd</i>		Mon: After School	M14
		Wed: After School	M15
Intermediate 2	Miss Kotrys	Fri: Lunchtime	M8
Modern Studies (Study Support)		Thurs: After School	M6
Music: Madras College Singers	Miss Burns	Thurs: After School	KR Assembly Hall
Senior Strings	Mr Higgins	Mon: After School	SS Assembly Hall
Piping and Drumming	Mr Barron, Mr Foggo	Mon, Tues, Wed, Thurs, Fri: After School	SS Rooms
Senior Wind Band	Mrs Craib	Tues: After School	SS Assembly Hall
Netball Mrs Seeley		Wed: After School	KR PE Department
Physical Education (Study Support)		Mon: Lunchtime	PE Department
Physics (Study Support)		Mon, Wed: Lunchtime	D2
Rugby S4	Madras FP RC	Tues, Thurs: 6.00 pm - 7.00 pm	Station Park
Senior	Madras FP RC	Mon, Thurs: 6.30 pm - 8.00 pm	Station Park
Technological Studies (Study Support)		Tues, Thurs: After School	G3

The Library is open every evening until 5.00 pm.

## 13 School Improvement

### 13.1 Examples of Good Practice and Wider Achievement 2012-13

Our Duke of Edinburgh's Award Scheme has had a successful year with 13 silver and 22 bronze awards achieved and all expeditions went very well. In the maths Scotland-wide competition Maths Sans Frontieres, our S5 team were first and our S4 team second. Our charities committee have raised in excess of £7000 and supported Macmillan Cancer Support, Cancer Research, Breast Cancer Campaign, Breast Cancer Care, Kilts for Kids - Children 1st, The Scottish Poppy Appeal, Cash for Kids - Tay fm, Sports Relief, Children in Need.

In Drama the year began with 3 pupils, Jacob Brown, Lydia Upton and Finlay Paul, heading to Glasgow to take part in The BBC Off By Heart Competition. The London trip, the tenth this year, was again a triumph, with 30 pupils, going to see David Tennant and Catherine Tait in *Much Ado About Nothing* and taking in many other sights of the city. The Christmas production of *A Christmas Carol* played to packed out audiences in December and January saw evening performances of the Standard Grade productions.

Lyle McAdam, supported by the Rotary Club of St Andrews, attended Euroscola in the European Parliament in Strasbourg. The Intermediate 1 Mandarin class took part in an HSBC competition in which they presented a play in Mandarin. They were successful in the Scottish heats and attended the final in London, where they were praised for their performance and good accents. In the Scottish Languages Baccalaureate three 6th Year girls, produced excellent Interdisciplinary Projects, with all three achieving Grade A.

Last session as part of our Behaviour for Learning strategy we have awarded in S1, 174 bronze, 154 silver, 128 gold, 71 double gold and 28 platinum awards, and in S2 68 bronze, 23 silver, 9 gold and 1 double gold awards.

Last summer, 27 pupils, staff and parents visited and worked in 3 schools in rural Namibia. This year 35 pupils and staff are returning to Namibia. They have worked hard to raise funds to purchase and transport materials. Through sponsorship from Tullis Russel we sent 3 crates of resources including computers, books, stationary and overhead projectors. During the year pupils have been involved in visits or exchanges to Japan, USA, Canada, France and Germany.

Our bands, orchestras and music groups have all played to acclaim at many events during the year. The pipe band continues to be in demand to play at school functions and at major events in the town, most recently beating the retreat for the Festival of St John. Notable successes in music include Ewan Cameron in S3 who is National Champion in Bagpipes in the Burns Competition, Liam Vincent-Kilbride who was first in Bell Baxter Competition and our Senior Strings who came first in the Fife Festival of Music.

In December 2011 we completed a unique piece of work and published a book entitled "A Portrait of Madras College". Edited by Lorn McIntyre, Peter Adamson's photographs married to comments from pupils, staff and former pupils record a year in the life of the school with all its diversity.

For the first time in Madras, 4 pupils have achieved a Gold Youth Achievement Award.

## SCHOOL IMPROVEMENT

In Computing, for the second year running, Lewis Crawford & Will Hulme won a prize in the 16+ category of the UK Schools Animation Competition which is a national competition run by Manchester University.

Madras DAS pupils returned from the 42nd Annual Disability Sport Fife Gala with a haul of 6 gold medals along with personal best times for every single member of the 10 strong team. The U-16 Rugby won the Bewin Dolphin Bowl competition. There were also wins for Madras Rugby in the annual Buckhaven High School tournament and The Perth 7's.

### **13.2 Literacy, Numeracy and Health and Wellbeing**

Literacy, numeracy and health and wellbeing feature in all our courses within the broad general education. There is a recognition that teachers in all subject areas have a responsibility for their delivery.

In literacy we have identified a Madras Standard that identifies the common approach to be taken throughout the school when introducing new vocabulary, correcting language, writing letters and lists the technical terms associated with each curricular area. We have held in-service sessions for all members of staff including a recent event that involved all of our associated primary schools. In numeracy the Madras Standard is being developed along similar lines and the emphasis will change from literacy to numeracy. We have a clear understanding of where health and wellbeing features in courses throughout the school. In S2 we held a theme fortnight based around the Olympics that culminated in all our S2 pupils taking part in a "Chariot's of Fire" run along the West Sands. All pupils in S1 to S3 are timetabled for PE and Home Economics.

### **13.3 Development Priorities 2012-13**

Our development plan for the current session prioritises:

#### **Attainment**

- Evaluate SQA performance and set attainment targets
- Develop and implement Raising Attainment Action Plan
- Develop target setting, monitoring and tracking
- Implement policy for home study

#### **Curriculum for Excellence**

- Review and amend S2 curriculum
- S3 Curriculum implemented throughout the session
- Assessment and Reporting integrated into courses
- Senior Phase discussions concluded and implemented
- Continued parental consultation over senior phase
- Meeting Learners' Needs
- Review arrangements for course choice
- Develop S3 Profile

## SCHOOL IMPROVEMENT

### **Improvement through Self Evaluation**

Identify activities that will be used to obtain evidence

Agree processes and methods of evaluation, engagement with EMT

Engagement with Parent Council to discuss QA measures

Evidence gathering

Processing

Parents are consulted using on-line surveys and as part of the Fife-wide Parentwise survey. Reports on progress with our developments are given at Parent Council meetings. Members of the Parent Council are currently involved in 2 working parties; Communications and Home Study.

### **13.4 School Performance**

Details of the schools performance in SQA examinations can be found at:

[www.educationscotland.gov.uk/scottishschoolsonline/schools/madracollegefife.asp](http://www.educationscotland.gov.uk/scottishschoolsonline/schools/madracollegefife.asp)

### **13.5 ScotXed**

#### **Transferring Educational Data About Pupils**

Education authorities and Scottish Government have 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 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 Scottish Government itself.

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

In order to make the best decisions about how to improve our education service, 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 all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors which influence pupil attainment and achievement,
- share good practice,
- target resources better.

#### **Data Policy**

The ScotXed programme aims to support schools and Local Authorities by supporting the collection, processing and dissemination of statistical information required for planning, management and monitoring of Scottish education services.

## SCHOOL IMPROVEMENT

A subset of this information is passed to Scottish Government for research and National Statistics publications. Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be published by Scottish Government.

The individual data collected by Scottish Government is used for statistical and research purposes only. We hope that the explanations contained on the ScotXed website will help you understand the importance of providing the information.

### **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)).

Scottish Government works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, we will make individual data available to partners and also academic institutions and organisations 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 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 relevant colleagues and individuals within and outwith Scottish Government.

### **Concerns**

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at [Peter.Whitehouse@scotland.gsi.gov.uk](mailto:Peter.Whitehouse@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>.

## 14 Community Use of Schools

To help achieve some of Fife Council's priorities for its communities – which include a “well educated and skilled Fife”, “strengthening communities”, “improving health and well-being” – and to encourage local access, Madras College has been designated as a “Community Use” school. This enables the buildings to be used for a variety of opportunities outwith the normal school day – including weekends and holiday periods.

*The term-time opening hours are:*

Monday to Friday      5.45 pm to 10.00 pm

Saturday                9.45 am to 2.00 pm

Using the school resources, Community Use is able to offer a wide variety of instructional and coaching classes which can help all age groups develop healthy lifestyles, skills and interests in a relaxed and pleasant atmosphere.

A wide range of adult and junior opportunities are available, ranging from accordion to watercolours and include swimming, stained glass, pottery and dressmaking and soft furnishings. Additionally, in partnership with other local providers and learners, there are classes which lead to exam certificates in English, Art, IT, Sports Coaching and First Aid which may help give individuals the opportunity to improve job and promotion prospects. Learners can apply for an ILA and use their account to pay for their class - where applicable.

The facilities can also be used by local groups or with friends to access classrooms, gyms, games hall, swimming pool, assembly halls and artificial floodlit sports-turf area for a variety of activities. A range of local clubs and organisations book accommodation for concerts, rehearsals, meetings and use specialist or general purpose areas as well as the Community Use cafeteria.

Whilst the Kilrymont Road building is the base for most of these opportunities, this is where the reception and office area is situated, the specialist facilities of Station Park and South Street are available for specific classes and organised groups.

**Requests for further information or comments may be directed to Community Use Reception on (01334) 659354 or by emailing [CommunityUse.Madras@fife.gov.uk](mailto:CommunityUse.Madras@fife.gov.uk) or more information on opportunities can be found on [www.fifedirect.org.uk/communityuse](http://www.fifedirect.org.uk/communityuse)**

## 15 List of Staff

- ◆ **RECTOR** Mr I S Jones
  
- ◆ **DEPUTE HEADTEACHERS**
  - Mr O Darge
  - Miss L Grubb
  - Mr B Millar
  - Mrs L Seeley
  - Mr J D Urquhart
  - Mr H Watson

Acting
  
- ◆ **HEAD OF CENTRE (Community Use)**
  - Deputes
    - Mr R Graham
    - Mrs M Kyle
    - Mrs A Little
    - Mr K Maskell
    - Mr J Tarvet
    - Mrs S Barclay
  - Administrative Assistant
    - Mrs S Barclay
  
- ◆ **BUSINESS MANAGER** Mr A Cummings
  
- ◆ **GUIDANCE STAFF**
  - Principal Teachers
    - Mrs L Clark
    - Mr D Grewar
    - Mr R Hepburn
    - Miss J MacLaren
    - Miss A Montador
    - Mr K Wishart
    - Mrs A Little
    - Mr H Munn
  - Acting
  
- ◆ **CREATIVE & EXPRESSIVE ARTS**
  - Principal Teacher (Curriculum) Mr R Dewar
  - Art & Design Teachers*
    - Mrs D Houston
    - Ms N Bradwell
    - Miss A Stewart
    - Mr R Wotherspoon
  - PT
    - Miss G Hyslop
    - Ms R McGrath
    - Mrs H Visocchi
  - Drama Teachers*
    - Miss G Hyslop
    - Ms R McGrath
    - Mrs H Visocchi
  - Music Teachers*
    - Mr R Bell
    - Miss A Burns
  - PT



## LIST OF STAFF

### *Music Teachers (contd)*

Mrs J Nisbet

### *Instrumental Instructors*

Brass

Ms R Mair

Clarsach

Ms T Russell

Double Bass & Guitar

Mr R Bartholomew

Guitar

Mr S Morrison

Percussion

Mr D Berthon

Pianoforte & Keyboard

Ms S McLeod

Upper Strings

Mr M Higgins

Woodwind

Mrs R Craib

### ◆ ENGLISH

Principal Teacher (Curriculum)

Ms J Cortazzi

PT

Miss R Bassilious  
Miss V Birmingham  
Ms D Comber  
Mr O Darge  
Miss A Griffiths  
Miss B Halliday  
Mrs L Harvie  
Mr J Hynes  
Miss J Matthews  
Mrs E Payne  
Mrs C Thain  
Mr K Wishart

### ◆ HEALTH & WELLBEING

Principal Teacher (Curriculum)

Mr C Seeley

### *Physical Education Teachers*

PT

Mrs L Clark  
Mrs J Dobie  
Miss L Grubb  
Mr R Hepburn  
Mr R McLuskie  
Mrs E Methven  
Mr B Millar  
Miss A Montador  
Mr H Munn  
Mrs N Smith  
Mr J Tarvet

### *Home Economics Teachers*

PT

Mrs A Duncan

PT

Mrs S Hill

## LIST OF STAFF

### *Home Economics Teachers (contd)*

Mrs M McManus  
Mrs H Nisbet  
Miss A Reid

### ◆ MATHEMATICS

Principal Teacher (Curriculum)

Mrs C Neilson

PT

Dr A Cuthbertson  
Mr A Gourlay  
Mr D Grewar  
Mrs S Inglis  
Mr T Inglis  
Miss A Massie  
Ms L O'Donnell  
Mr P Ross  
Mr C Trewartha  
Mr J D Urquhart

### ◆ MODERN LANGUAGES

Principal Teacher (Curriculum)

Mrs L McCartney

PT

Mrs D Drylie  
Mr C E Irving  
Mrs L Maix  
Miss D Orem  
Ms W Guo

### ◆ SCIENCE

Principal Teacher (Curriculum)

Dr P Tomb

### *Biology Teachers*

PT

Mr A Runciman

Mr D Crone  
Mr B Fox  
Mrs P McIntyre  
Mr R Mackenzie  
Miss F Paterson  
Mr D Paton

### *Chemistry Teachers*

Mr W Kilgour  
Dr A Nabi  
Dr R Napier

### *Physics Teachers*

PT

Mrs F Lindsay

## LIST OF STAFF

### *Physics Teachers (CONTD)*

Mr M Clifford  
Miss R Gray  
Mr H Watson  
Mr M Williams

### ◆ **SOCIAL SUBJECTS**

Principal Teacher (Curriculum)

Mr B Robertson

### *Classics, Religious Education & Citizenship Teachers*

Mr A Lawrenson  
Mrs A Matheson

### *Geography Teachers*

Mr J Clark  
Mrs H Ham

### *History Teachers*

Ms T Cairn  
Mr P Dagless  
Mrs M Ingledeu  
Mr P Jones

### *Modern Studies Teachers*

Miss A McKimmie  
Mr M Swift

### ◆ **TECHNOLOGIES**

Principal Teacher (Curriculum)

Mrs J McLaren

### *Business Education Teachers*

PT

Miss B Weir  
Mr S Forbes  
Mrs A Little

### *Computing Teachers*

Mr M Latona  
Miss R Malecki  
Mr K Maskell  
Mrs J Paterson

### *Design & Technology*

PT

PT

Mr W Kay  
Mr C Clark  
Mr K Duncan  
Mr S Kerrigan  
Ms J MacGregor  
Mr D Walker

### ◆ **SUPPORT FOR LEARNING**

Principal Teacher Curriculum

Mr E Reid

## LIST OF STAFF

*Support for Learning Teachers*  
PT

Vacant Post  
Mrs E Boyd  
Miss J MacLaren  
Mrs L Leith  
Mrs E Liggat  
Mrs L McLuskie  
Mr S Munn  
Mrs M Smith

*Support for Learning Teachers (contd)*

*Support Assistants*

Mrs P Brothers  
Mrs C Carlin  
Mrs A Collie  
Mrs S Donachy  
Mrs I Ellwood  
Mrs J King  
Mrs E Laing  
Mrs A Lumsden  
Mrs E McLean  
Mrs H Mitchell  
Mrs M Murray  
Mrs M Nicholson  
Mrs K Pitman  
Mrs C Richardson  
Mrs C Weston

◆ **ADMINISTRATION**

Administrative Co-ordinator

Mrs M Wilson

*Administrative Assistants*

Mrs C Cameron  
Mrs C Harrower

*Clerical Officers*

Mrs E Austin  
Mrs S Docherty  
Mrs M Milne  
Mrs V Weir

*Clerical Assistants*

Mrs M Burton  
Mrs D Montador  
Mrs L Murray  
Mrs R Robertson

◆ **LIBRARY**

Librarian

Mrs E Higgins

*Library Assistants*

Mr C Dickie  
Mr T Shively

## LIST OF STAFF

◆ **PUPIL SERVICES**

School Support Officers

Mrs J Connolly  
Mrs B Edward  
Mrs M Samson

◆ **SCHOOL TECHNICIANS**

Senior Technician

Mr B Blacklaw  
Mr E Bolton  
Mr J Dow  
Mr J Love  
Ms L Ritchie

◆ **JANITORIAL**

Rotational

Mr C Blake  
Mr J Carlin  
Mr C Chapman  
Mr J Nairn

◆ **DINING HALL**

Kilrymont Road Building Supervisor  
South Street Building Supervisor

Mrs E James  
Mrs J Cameron

# 16 Course Choices

Please note that the choice sheets reproduced in this section are **for the purposes of illustration only**. The actual course on offer may change session by session. Please refer to Section 6 of this prospectus.

## 16.1 Curriculum for Excellence Refinement for S2/3

Column 1 English (4 periods)	Column 2 Maths (4 periods)	Column 3 Health & Well-being (6 periods)	Column 4 Technology (3 periods)	Column 5 Languages (2 periods)	Column 6 Science (3 periods)	Column 7 Social Subjects (2 periods)	Column 8 Expressive Arts (3 periods)	Column 9 Option (6 periods)
English	Maths	Home Economics Physical Education Religious & Moral Education Social Education	Computing Design & Technology	French German	Biology Chemistry Physics	Business Education Social Studies	Art Drama Music	Classics Dance Digital Media Engineering Events Management Fashion & Textile Geography Graphic Design History Journalism Latin Media Studies Modern Studies Performance PE Pottery Product Design Sound Engineering Spanish
								or any additional subjects from columns 6 to 8 that you have not previously chosen (enter below) ...
								Use number choices in this column 1, 2, 3 where 3 would indicate your reserve choice

Return to Register Teacher on FRIDAY 4TH FEBRUARY 2011

↑ Tick the language you already take

↑ Choose 1

↑ Choose 1

↑ Choose 2

The above table indicates how periods will be allocated to each of the subject areas in S2 and S3. All choices you make will be studied for 2 periods per week over S2 and S3.

There is a possibility that we may be able to offer Mandarin as a choice in column 9.

# COURSE CHOICES

## 16.2 Senior Phase Course Choice (S4)

All pupils take English, Mathematics and Health and Wellbeing.

One subject from each column will be chosen, with only English and Mathematics being compulsory in S4.

MADRAS COLLEGE      Senior Phase Courses 2013-14
Name \_\_\_\_\_
Class \_\_\_\_\_

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
English	English	Maths	Maths	Lifeskills Maths	English (H)
Biology	French	French	German	Biology	Maths (N5)
Chemistry	Biology	Spanish	Chemistry	Chemistry	Lifeskills Maths (N4)
Physics	History	Geography	Physics	Physics	English
Modern Studies	Design & Manufacture	Administration & IT	Classics	History	French
Engineering Science	Travel & Tourism (skills for work)	Music	Fashion & Textiles	Business Management (N5)	Mandarin
Music Technology	Digital Media & Computer Games Development	Practical Woodwork	Graphic Communication	Computing Science	Biology
Engineering Skills and Energy Skills (NVQ level 5)	Art & Design	Lifeskills Maths	Drama	Physical Education	Modern Studies
			Physical Education	Art & Design	History
			Youth Achievement and Enterprise & Employability	Drama	Latin
				RMPS	Media Studies
				Practical Cookery & Practical Cake Craft	Computing Science
				↑ Choose 1 course	Computer Games Development
				↑ Choose 1 course	Enterprise & Employability
					Business (N4)
					Dance
					Physical Education
					Art & Design
					Music
					Drama
					Practical Cookery
					Health and Food Technology
					Practical Cake Craft
					Construction Crafts (NVQ level 5)
					People in Society
					Languages for Work Purposes (French)

**Please indicate the level of study (as prognosticated for S4) by writing N3 (for National 3), N4 for (National 4) or N5 for (for National 5) in the box adjacent to the course chosen**

**You are making a choice for the next 2 years, S4 and S5.**

**Columns 1 – 5** are courses that will run for two years. The level of study indicated above is based on the work of S4. Pupils studying N4 courses in S4 are expected to study N5 in S5. Pupils study N5 course in S4 are expected to go on to Higher in S5.

**Column 6** subjects (with the exception of Higher English) are one year courses aimed to progress one stage within the National Qualification framework (either N4 or N5). Further study in these courses (at N5 or Higher level) should be possible in S6.

**IMPORTANT** – if there are any subject that you would like to choose, but do not fit in to the column structure; please indicate in the subject and level of study required in the box adjacent.

**General note:** The school reserves the right to withdraw any subject if the number of pupils choosing it is small or if the staffing or accommodation requirements cannot be met.

**Parent / Carer Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Please return this form to your son / daughter's Guidance Teacher by 18<sup>th</sup> February**

## COURSE CHOICES

### 16.3 Fifth and Sixth Year Course Choice

#### NOTES

- 1 Those entering S5 should choose one subject from each column.
- 2 Those entering S6 should normally choose one subject from each column unless study.

LEVEL	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5
<b>Non Certificate</b>	Art & Design Folio Working with the Community Accounting 2 Computer Games Develop 1/2 English 1 English 2 Hospitality 2 Information Systems 2 Mathematics 2 Spanish 2	Art & Design 2 Business Management 2 English 2 Geography 1 Geography 2 Mathematics 1 Mathematics 2 RMPS 2 Sport & Recreation 2	Administration 1/2 Art & Design 2 Biology 2 Chemistry 2 Computing Studies 2 French 1/2 German 1/2 Graphic Communication 1 Graphic Communication 2 Health & Food Technology 1 Modern Studies 2 Music 1/2 Practical Craft Skills 1/2	Art & Design 2 Biology 2 Classical Studies 2 Digital Media 1 Drama 1 Fashion & Textile Technology 1 Health & Food Technology 2 History 1 History 2 Managing Environ Resources 2 Physics 2 Product Design 2 Travel & Tourism 2	Art & Design 1 Drama 2 English 2 Fashion & Textile Technology 2 Hospitality 2 PC Passport 1 Physical Education 2 Technological Studies 2
<b>Higher</b>	Accounting Computer Games Development English Information Systems Latin Mathematics Musical Theatre Professional/Theatre Preparation Spanish	Art & Design English Geographic Communication History Mathematics Modern Studies Photography RMPS	Administration Art & Design Biology Business Management Chemistry Classical Studies Computing French German Graphic Communication History Physics	Art & Design Biology Chemistry Computing Drama Health & Food Technology Managing Environ Resources Modern Studies Music Physics Product Design Travel & Tourism	Biology Business Management Chemistry Drama English Fashion & Textile Technology Physical Education Physics Technological Studies
<b>Advanced Higher</b>	Art & Design Latin Mechanics RMPS Study	Business Management French Mathematics Music Study	Drama Graphic Communication History Physics Spanish Study	Chemistry Classical Studies Health & Food Technology Modern Studies Product Design Study	Biology Computing English Geography German Technological Studies

In addition, Higher Psychology is offered to S6 pupils as part of their activity afternoon. This course is taught by staff from Elmwood College.

*The school reserves the right to withdraw any subject if the number opting is too small, or if staffing and accommodation is inadequate.*

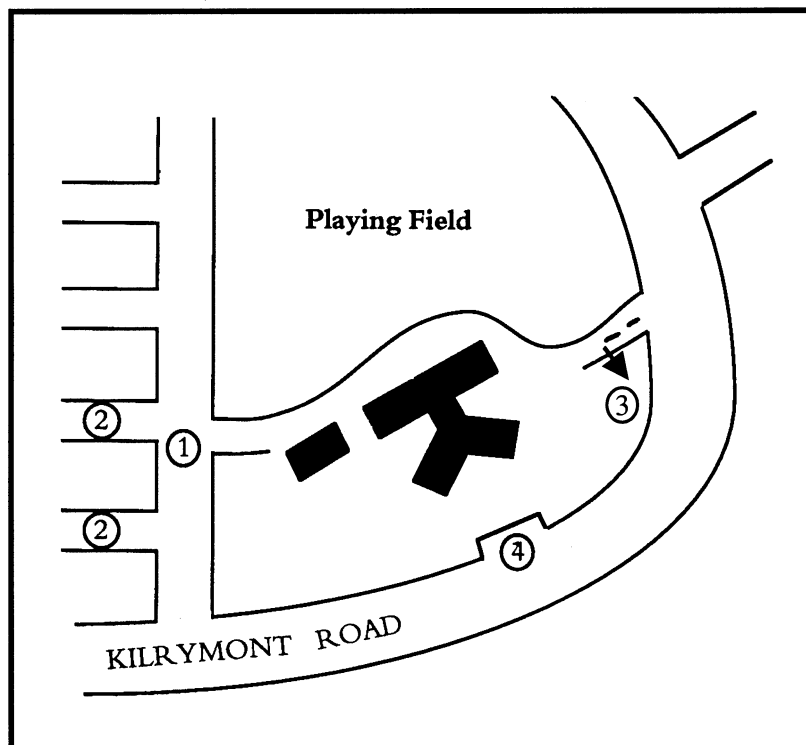


## 17 Car Collection/Meeting Points

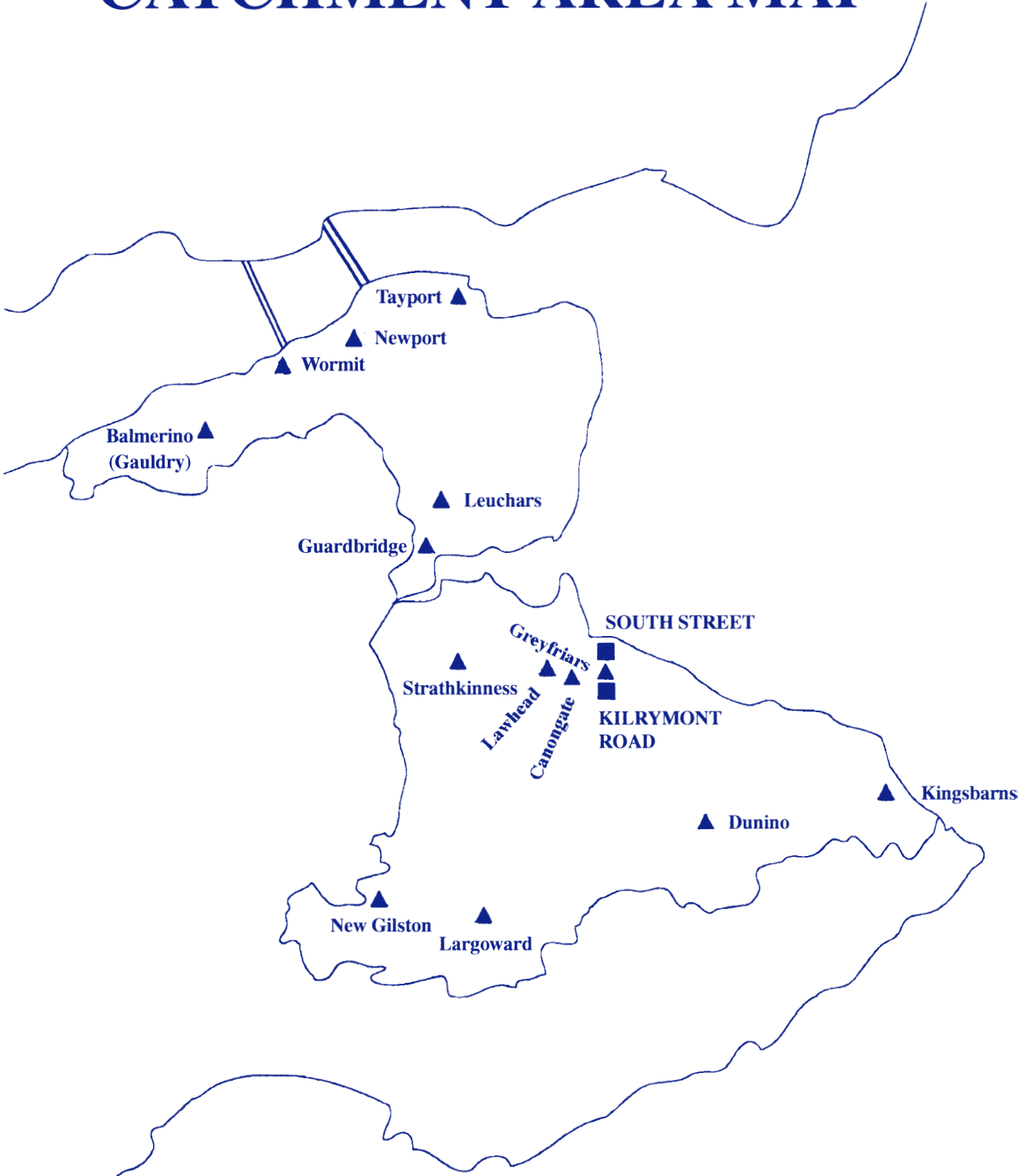
### Kilrymont Road - Collecting and Delivering of Pupils by Parents

To assist in managing the ever-increasing movement of vehicles and people at the Kilrymont Road building, parents are asked to follow the system outlined below. The numbers are shown on the sketch map.

- ① Pupils may normally be dropped off at the rear entrance in Roundhill Road at the start of the school day. This avoids cars mixing with buses and pedestrians at the bus lay-by.
- ② At 3.20 pm parents collecting pupils could do so at any agreed point near the rear gate. Again this will greatly decrease congestion of traffic on Kilrymont Road.
- ③ Parents attending for an appointment or collecting sick pupils should use the car park to the left of the main entrance.
- ④ Parents collecting or delivering pupils at other pre-arranged times may use the bus lay-by on Kilrymont Road.



# CATCHMENT AREA MAP



	<b>Madras College</b>
	<b>Feeder Primaries</b>



# Madras College

## Curriculum Rationale



Achievement

Ethos

Partnership

## Introduction

In Madras College, our curriculum is based on the school's ethos of inclusion, where all pupils have the opportunity to engage in meaningful learning experiences, which promote wide-ranging, individual achievement. Our curriculum is designed to equip our pupils with the knowledge, understanding, skills and attributes which will enable them to develop as informed and responsible citizens.

Building the Curriculum 3<sup>1</sup> sets out seven principles that underpin the curriculum in Scotland. Our curriculum is designed to embed these principles in the curricular experience offered to all of our pupils. Our curriculum therefore ensures challenge and enjoyment; breadth; progression; depth; personalisation and choice; coherence and relevance.

## The Broad General Education (S1 – S3)

Within the Broad General Education, our pupils are offered well planned Experiences and Outcomes across all Curriculum Areas. These build on the curricular experiences delivered by our associated primary schools. This ensures that our pupils develop the four capacities, on which Curriculum for Excellence is built. We recognise that Literacy, Numeracy and Health and Well being are fundamentally important to our learners and are the responsibility of all. Our curriculum ensures Experiences and Outcomes in Literacy, Numeracy and Health and well being are embedded in all curricular areas. Our curriculum allows pupils to develop an understanding of the wider world, and Scotland's place in it and importantly, how they can contribute positively to society.

Our structure is designed to ensure that pupils are supported and challenged to progress through curricular levels at a pace that suits their needs. As they progress through these levels, there is an increased opportunity for specialisation and choice. Opportunities for Inter-disciplinary learning are embedded in the curricular structure. The learning and teaching approaches planned to deliver our curriculum ensure that pupils have opportunities to actively engage in their own learning and develop a strong awareness of themselves as learners. This ensures our pupils are confident and successful in their learning. Assessment approaches are designed to inform pupils of progress and identify next steps. Our assessment approaches reflect the challenge and application of learning implicit in the Experiences and Outcomes delivered through our curriculum.

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<sup>1</sup> *Building the Curriculum 3 is one of five documents in this series that support school's implementation of the new curriculum.*

We recognise that the totality of the curricular experience is of paramount importance and we provide opportunities for pupils to contribute to the school community through a range of extra-curricular opportunities. In addition, we recognise pupils' wider personal achievements through regular acknowledging and sharing of success. All pupils will develop profiles of themselves as learners across the four contexts of learning. They will build on their Primary 7 profile throughout the BGE and create an S3 profile that accurately reflects their strengths and qualities as learners and can be shared with others. The S3 Profile will support an appropriate transition into the senior phase and national qualifications.

This paper describes the structure for each year and highlights how the seven principles of curriculum design are met.

The Broad General Education is designed to offer flexible, progressive pathways in to the Senior Phase for all pupils and at all stages from S1 – S6 the curriculum is designed to support our aspiration that all pupils achieve their full potential.

### S1 Curriculum

Curricular Area	Language and Literacy				Maths and Numeracy				Sciences				Expressive Arts				Technologies				Health and Wellbeing				RME		Social Subjects								
S1 Curriculum	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
	English				Maths				Modern Languages				Science				Drama Art Music		IT Design & Tech				Home Ec PE Social Ed				Religious Ed	Social Subjects					Elective		
<p>Literacy, Numeracy, Health and Wellbeing, Enterprise and Global Citizenship covered in all courses.                      Personalisation and choice within all subjects.                      A two-week interdisciplinary theme covered in S1.                      Two elective classes to run for half a year each.</p>																																			

### S1 Curriculum cont.....

**Breadth**

All 8 curriculum areas are covered and there is an appropriate balance of time given to each area.

**Progression**

All courses are designed to ensure progression within the Broad General Education levels. Most pupils will progress within level 3 in S1.

**Depth**

The curricular structure offers the opportunities to revisit Experiences and Outcomes in various contexts and ensures that there is an appropriate amount time allocated to allow depth in learning.

**Challenge and Enjoyment**

A two week thematic study is built in to the S1 curriculum

**Personalisation and Choice**

All S1 pupils have the opportunity to choose two electives, each studied for half of an academic session.

**Coherence and Relevance**

All courses are planned to ensure that they contribute to a coherent curricular experience which is relevant to meet each individual's needs

### S2 and S3 Curriculum

Curricular Area	Language and Literacy				Maths and Numeracy				Sciences					Expressive Arts				Technologies				Health and Wellbeing				RME				Social Subjects					
S2 / 3 Curriculum	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
	English				Maths				Modern Languages		Science			Drama Art Music			IT Design & Tech		Home Ec PE Social Ed				Religious Ed	Social Subjects				Option		Option					
<p>Literacy, Numeracy, Health and Wellbeing, Enterprise and Global Citizenship covered in all courses.                      Personalisation and choice within all subjects.                      A two - week interdisciplinary theme covered in S2 and S3                      Two elective classes (2 periods per week) to be chosen each year*                      In S3, pupils have two periods of Home Economics, instead of RE                      *Some of these electives run for one year and some are two year course</p>																																			

**S2/3 Curriculum cont....****Breadth**

Pupils continue to study within all 8 curricular areas.

**Progression**

All courses are designed to ensure progression within the Broad General Education levels. In S2 and S3 pupils will continue to learn at an appropriate level to suit their needs. Courses are designed to ensure that most pupils progress from Level 3 to Level 4

**Depth**

To ensure pupils experience deep learning, specialisation is offered in Expressive Arts, Science and Social Subjects. In addition, the Elective column offers opportunities to revisit Experiences and Outcomes in different and challenging contexts.

**Challenge and Enjoyment**

A two week thematic study is built in to the S2 and the S3 curriculum. The S2 thematic study contributes to pupils' understanding of Health and Wellbeing and the S3 thematic study enhances the opportunity to develop Skills for Learning, Life and Work.

**Personalisation and Choice**

The S2 / S3 course offers pupils the opportunity to specialise in particular subjects within Expressive Arts, Science and Social Subjects. The elective column offers further opportunities for pupils to choose areas of the curriculum which they wish to specialise in.

**Coherence and Relevance**

All courses are planned to ensure that they contribute to a coherent curricular experience which is relevant to meet each individual's needs

**Senior Phase Curriculum (S4 – S6)**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Column A					Column B					Column C					Column D					Column E					Column F					Health and Wellbeing				
1 subject studied over two years, gaining either a N4 or N5 in S4 and moving towards the next level in S5					1 subject studied over two years, gaining either a N4 or N5 in S4 and moving towards the next level in S5					1 subject studied over two years, gaining either a N4 or N5 in S4 and moving towards the next level in S5					1 subject studied over two years, gaining either a N4 or N5 in S4 and moving towards the next level in S5					1 subject studied over two years, gaining either a N4 or N5 in S4 and moving towards the next level in S5					1 subject studied over two years, with entry point at N5 progressing to Higher (only for those with potential to sit 6 Highers)					Including PE; Soc Ed; RE; Activities				
OR					OR					OR					OR					OR					OR									
2 x 1 year courses at N4 or N5 level					2 x 1 year courses at N4 or N5 level					2 x 1 year courses at N4 or N5 level					2 x 1 year courses at N4 or N5 level					2 x 1 year courses at N4 or N5 level					2 x 1 year courses at N4 or N5 level									

## Senior Phase Curriculum (S4 – S6) cont....

Building on the seven principles, outlined in the Broad General Education our Senior Phase is designed to ensure we deliver the following key principles:

### **Inclusion**

The curriculum is designed to offer equality of opportunity by offering an appropriate entry point for all pupils in all courses.

### **Transition**

Our curriculum is designed to allow us to work effectively with partners to ensure effective transition from the Broad General Education into the senior phase and on to positive, sustainable post- school destinations.

### **Flexibility**

There will be flexibility and sustainability in the curriculum to meet the needs of all learners. The column structure will ensure this is possible

### **Additional Opportunities**

The curriculum will open up additional opportunities for personal achievement. For example Open University units; NPAs; Leadership Awards; appropriate work shadowing / experience etc will be offered. Where appropriate, personal achievement will be supported through accreditation.

### **Engagement and enjoyment**

Engagement and enjoyment are key elements in successful learning and will be essential elements in course design.

### **Progression**

The senior phase of the curriculum will offer progression for all pupils from the end of S3, irrespective of their levels of attainment. Within the senior phase, suites of courses will be developed to ensure progression within each subject. Care will be taken to ensure that a safety net exists that will encourage pupils to aim high with confidence. Most pupils will follow a coherent 2 year course for S4 and S5 to ensure depth of learning and appropriate progression.

### **Raising attainment**

The need to raise attainment for all pupils is an essential feature of our curriculum design. Our curriculum is designed to maximise the opportunities for pupils to achieve the best range of National Qualifications at the highest level to suit their needs.

### **Skills Focus**

The curriculum in the senior phase will promote skills development and a “can do” attitude, in addition to supporting pupils to develop and extend their knowledge and understanding..

### **Challenge**

The senior curriculum will support and challenge all learners. There will be high expectations of attainment of all pupils linked to their potential.

### **Record of attainment and achievement**

A record of attainment and achievement will be maintained for each learner. This will support their progression in to post-school destinations.

### **Support, personalisation and choice**

As in the Broad General Education, personalisation and choice will be important elements. Choice within the curriculum structure and the opportunity to personalise learning in courses will be ensured.