

*Madras College*  
*Handbook 2015/2016*



**Madras College, St Andrews, Fife**

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Telephone (01334) 659402

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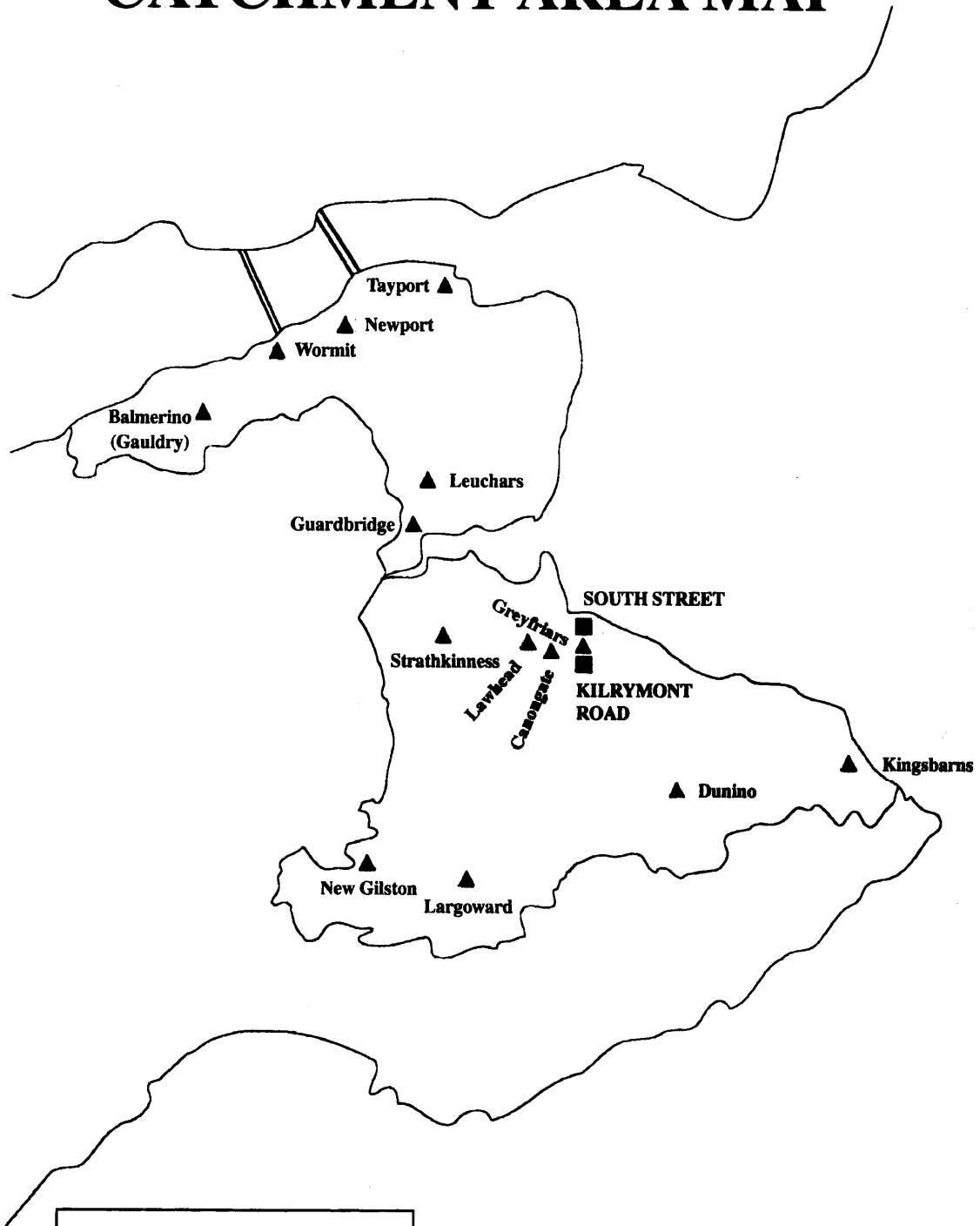
Kilrymont Road building, KY16 8DE  
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<http://www.madras.fife.sch.uk>

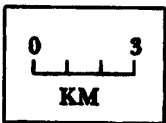


The badge and motto is a simplified form of the school coat of arms. It shows a chevron between three bells – a reference to Dr Bell. The Latin motto is '*Pro Rege et Grege*' which means '*For King and People*'.

# CATCHMENT AREA MAP



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



# *A Welcome from the Rector*

*Dear Pupil*

*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 find out more about this in the School 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/carers you will have a much better idea of what to expect when you come to Madras College. 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.*

*Pride, confidence and success in a school comes from pupils, staff and parents/carers, having a shared understanding of the standards, expectations and ambitions we have for all our pupils.*

*Generation upon generation of pupils have contributed to the success and reputation of this school and you will benefit from this if you engage in your studies and in the wider opportunities on offer to you. You can do this by your hard work, your good behaviour and your smart appearance, all of which will show that you are proud to be a pupil of Madras College. This is a challenge that I hope you will accept. Good luck in your time here, and remember, once a Madras pupil, always a Madras pupil.*

*Yours sincerely*

*David P. McClure.*

*D P McClure*

*Rector*

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# 1 Essential Information

## 1.1 Contact Information

### MADRAS COLLEGE, ST ANDREWS, FIFE.

South Street Building, KY16 9EJ

Telephone (01334) 659402

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

Kilrymont Road Building, KY16 8DE

Telephone (01334) 659401

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

**Rector:** Mr D P McClure

### COMMUNITY USE OF SCHOOL

**Head of Centre:** Mr R Graham

Telephone (01334) 659354

## 1.2 In-Service Days for Teachers

Monday 17th and Tuesday 18th August 2015

Wednesday 10th February 2016

Friday 13th November 2015

Tuesday 7th June 2016

## 1.3 School Holiday Dates

### **AUTUMN TERM** *Monday 17th August\* to Friday 9th October 2015*

- ◆ October Holiday: Monday 12th October to Friday 23rd October 2015

### **WINTER TERM** *Monday 26th October to Friday 18th December 2015*

- ◆ Christmas Holiday: Monday 21st December 2015 to Friday 1st January 2016

### **SPRING TERM** *Monday 4th January to Thursday 24th March 2016*

- ◆ February (two days): Thursday 11th and Friday 12th February 2016
- ◆ Easter Holiday: Friday 25th March to Friday 8th April 2016

### **SUMMER TERM** *Monday 11th April to Friday 1st July 2016*

- ◆ May Day: Monday 2nd May 2016
- ◆ June (single day): Monday 6th June 2016
- ◆ Summer Holiday: Monday 4th July to Friday 12th August 2016

*(All dates inclusive)*

\* Pupils return on Wednesday 19th August 2015

## 2 Vision, Values and Aims

### *Inspiration, perspiration, diversity and ambition for all*

We endeavour to develop a sense of spiritual, moral, social and cultural values in all our pupils. We do this through our curriculum, through our extensive range of leadership and extra-curricular opportunities, through our pursuit of positive attitudes, respect and good order we foster in the school. We work in partnership with parent/carers in this pursuit and take account of their views as well as the individual needs of each pupil.

We aim to promote inclusion and equality. We aim to promote standards, expectations, encouragement and incentive. We aim to provide appropriate support for all pupils through a combination of universal and targeted support. We aim to promote an ethos of achievement and respect where everyone feels valued, safe and included.

We ensure that learning and teaching is at the heart of all our activities and we endeavour to provide all our pupils with the skills, attitudes and aspirations necessary to prosper in the fast-changing society they will soon lead or support.

We welcome and encourage diversity and individuality within our community image while emphasising a commitment to core values such as honesty, respect, compassion, tolerance, responsibility, care for others and hard work. In doing so, we support the principle that all members of our community have both the right to be shown respect and the responsibility to act in a considerate manner towards others.

We adhere to a policy of Equal Opportunities and are committed to the elimination of any form of discrimination on the grounds of race, religion, gender, sexual orientation or disability. We try to ensure that all pupils have access to the full range of educational experiences available within the resources of the school.

## 3 Organisation

### 3.1 Primary Schools

The transition and progression from primary to secondary school is a carefully co-ordinated programme. Madras College has twelve associated primary schools: Balmerino; Canongate; Greyfriars; Guardbridge; Kingsbarns; Largoward; Lawhead; Leuchars; Newport; Strathkinness; Tayport and Wormit.

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:

- P7 Roadshow
- 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.

### 3.2 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

### 3.3 School Roll

The school is a six-year comprehensive. Details of the roll as at March 2015 are given below.

<b>Kilrymont Road</b>		<b>South Street</b>	
S1	196	S4	218
S2	209	S5	212
S3	213	S6	167
	<u>618</u>		<u>597</u>

**Total Roll of Madras College: 1215**

### 3.4 Management Structure

The senior management team currently consists of the Rector and 4 Depute Head Teachers. Each member of the senior management team has responsibility for defined leadership activities, a faculty liaison responsibility and a year and guidance responsibility.

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 Year Team 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 year group(s), teaching social education and providing advice at times of course choice and supporting career aspirations.

### 3.5 Staff

In session 2014-15 there were the equivalent of 100 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 38 provide additional support. Four janitorial staff attend to the maintenance and security of the school buildings. A complete staff list is included (*see Section 14*).

### 3.6 Policies

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

- Anti-Bullying Policy
- Attendance Support Policy
- Inclusion Policy

## ORGANISATION

- Managing Drug Related incidents Policy
- Our Home/School Communication Policy
- S1, 2 Rewards Policy
- Supporting Independent learning Policy
- School Security Policy

Fife Council Education Policies can be accessed by visiting <http://www.fife.gov.uk/education>, by telephone: 03451 55 55 55 or in writing to: Fife Council, Rothesay House, Rothesay Place, Glenrothes, fife, KY7 5PQ.

## 4 Pastoral Care

### 4.1 Current Guidance System

Each Year Group 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 year.

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 4.3*). 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.

### 4.2 Register Classes

All pupils are placed in register classes. Each class has a Register Teacher who meets the pupils 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.

### 4.3 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, dedicated time per week is allocated to each year group. Within these periods, units of work have been created to encourage pupils to engage in 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. 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. Materials are selected to match the needs and maturity of the group in question.

Information about the topics covered in Social Education in S1-3 is available on request and will be available on the Curriculum Matrix on the school website.

### 4.4 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 adviser provides 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)

### 4.5 Contact with Parents

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 illustrates 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.

## PASTORAL CARE

### **Where can I find the information I need?**

#### a) *Learning and Teaching*

- Madras College website
- Parents' Evenings
- Meetings with support staff
- Annual pupil progress reports

#### b) *The Curriculum*

- Curriculum information evenings
- Open evenings
- Madras College Website
- School Handbook
- Course Choice, e-magazines (website) - being developed

#### c) *Achievements and what's going on in Madras*

- Newsletter (3 times per session)
- Displays in school
- Awards Ceremony
- Madras College Diary (St Andrews Citizen)
- Twitter
- Groupcall

#### d) *School Improvement Priorities*

- Annual Standards and Quality Report

### **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 circumstances or you may be seeking information from us.

## PASTORAL CARE

### 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.

YEAR TEAMS						
S1	S2	S3	S4	S5	S6	Support
Head: Mr Darge		Head: Mrs Robertson		Head: Mr Watson		Head: Miss MacLaren
B/friars: L Clark		B3, B5 P Jones	B2, Castle: Mr Hepburn		B/friars: Ms O'Donnell	
Castle: D Grewar		Castle: P Jones	B1, Priory: Mrs Smith		Castle: Miss Montador	
Priory: H Munn		B1, Priory: A Massie		Priory: Mrs Little		

CONTACT US	
South Street St Andrews Fife KY16 9EJ  Tel: 01334 659402	Kilrymont Road St Andrews Fife KY16 8DE  Tel: 01334 659401
email: <a href="mailto:madracollege.enquiries@fife.gov.uk">madracollege.enquiries@fife.gov.uk</a>	

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

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

For some pupils, on-going, regular communication is required and Year 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 Groupcall. 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 Groupcall?**

Groupcall allows us to send out information via text message, voicemail and email to all parents or groups of parents. Please ensure that your contact details are kept up-to-date with 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 Head Teacher 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 (03451 55 55 55) or Email (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 Head Teachers will notify staff through staff meetings etc.
- Severe Weather – Head Teachers make the decision locally where this is necessary due to severe weather.

*How are schools closed?*

- Head Teachers 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 the internet. Head Teachers 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 Head Teacher?*

- 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 for 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 school 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?



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

- **online** - all the news and information you'll need is online. Visit [www.fifedirect.org.uk/closures](http://www.fifedirect.org.uk/closures) for up-to-date information
- **by text or e-mail alerts through Fife Direct** - to sign up for text or email alerts, please enter your contact details via [www.fifedirect.org.uk/alerts](http://www.fifedirect.org.uk/alerts), click on Alerts and under Alert Services click on join fifedirect
- **by text or e-mail alerts through your school** - make sure that you have given your contact details to the school so that they can contact you by Groupcall
- **on your mobile phone** - search for [m.fifedirect.org.uk](http://m.fifedirect.org.uk) (from your mobile phone browser)
- **on Facebook** - follow-us on [facebook.com/fifecouncil](https://facebook.com/fifecouncil)
- **on Twitter** - follow-us on [twitter.com/fifecouncil](https://twitter.com/fifecouncil)
- **by radio bulletins** - listen to Kingdom FM (95.2 and 96.1), Forth One (97.3) and Tay FM (102.8 and 96.4)
- **by digital television** - red Button on Sky, channel 539 and Virgin Media, channel 233: press red, Local Services

### 4.6 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	The Armed Forces, Leuchars
Dundee University	Numerous Local Charities
Elmwood College	The Chaplaincy Team
Adam Smith College	Local Hospitals
Dundee College	St Andrews Festival
The R&A	StAnza
The Links Trust	

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 Parent Council - 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 Groupcall and the school website as a means of communicating to interested parties. Pupils at Madras produce a full page, every two weeks, for the St Andrews Citizen to inform the local community about their local school.

#### 4.7 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 9.3*). 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.

#### 4.8 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 via a letter of confirmation from the parent/carer. This is helpful in allowing us to be 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.

## 5 Curriculum

### 5.1 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 2015-2016:

##### 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.

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                                 |
| 4) <i>Health &amp; Well-Being</i> | Home Economics, Physical Education,<br>Social Education |
| 5) <i>Mathematics</i>             | Mathematics   |
| 6) <i>Sciences</i>                | Biology, Chemistry, Physics                             |

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- |                          |   |
|--------------------------|---|
| 7) <i>Social Studies</i> | Classical Studies, Geography, History, Latin, Modern Studies, Religious & Moral Education |
| 8) <i>Technologies</i>   | Business Education, Computing, 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.

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 15.1* for further illustration.

#### ii) ***Senior Phase (S4, S5 and S6)***

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 in S4, moving on to qualification levels during that time, plus English and Mathematics which are compulsory.

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 description of the 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 15.2*.

#### b) **For those pupils joining the school in S5 and S6 for session 2015-2016:**

### ***Fifth and Sixth Year***

In S5 the main emphasis is on Higher and National 5 work. 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

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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 15.3*. There is also the opportunity to study 6 Highers, for those who choose to do this.

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

### **5.2 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.

### **5.3 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 Head Teacher responsible for your child's year group.

### **5.4 Assessment and Reports**

In S1, S2 and S3 progress is monitored by formative assessment and by classroom tests and assignments. Assessments are designed to indicate how the pupil is coping with the work. In S1 and S2 pupils are also assessed by the Secondary On-Screen Curriculum Assessment Programme run by Durham University. In S1 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.

Progress Reports and a full Report are given to every pupil in the course of the session. The timing of these reports is currently being reviewed.

### **5.5 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.

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

## CURRICULUM

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 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.

### **5.6 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 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 Guidance Teacher.

### **5.7 Pupil Representative Council**

Madras College has an active Pupil Representative Council (PRC). The structure has recently changed to deliver year meetings. Additionally as Madras College is split over two sites the meetings are held in each site.

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

- The Curriculum
- School Uniform
- The structure of the school day
- School security policy.

### **5.8 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

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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.

## **6 Respect, Good Order and Responsibility**

### **6.1 The Purpose of Standards**

A busy school community needs its members to be orderly and responsible. The general well-being of our school depends on the willingness of everyone to accept rules for the smooth running of the school.

The high standards of behaviour expected of our pupils both in the classroom and beyond the classroom are based on a system of order that must be firm and fair. The purpose of these standards is to:

- Ensure safety and maintain a healthy, working environment.
- Create an orderly environment which is essential for promoting effective learning.
- Encourage responsible behaviour.

The teaching staff are responsible for ensuring appropriate standards of behaviour in class and for controlling behaviour elsewhere in and around the school.

Learning to accept the disciplined routine of an orderly community and learning to develop self-discipline are vital experiences of growing up. Consequently, our desire is to encourage pupils to acquire self-discipline and to take responsibility for their own behaviour is a main objective of the school.

### **6.2 Respect, Good Order and Responsibility in Learning**

Respect, Good Order and Responsibility in Learning has four important elements:

- A positive classroom ethos characterised by productive relationships that combine a high quality of teaching with pupils purposefully engaged in learning.
- An ethos that supports success and rewards responsibility.
- A simple set of common-sense codes of practice that support a positive ethos and purposeful learning.
- A range of consequences that are employed if a pupil chooses behaviour which disrupts learning.

### **6.3 Responsibility**

In general each pupil has the responsibility to comply with the following basic principles:

- Treat with courtesy and respect all those who work in or visit the school.
- Wear school uniform.
- Movements about the school should be executed in a sensible and safe manner.



## RESPECT, GOOD ORDER AND RESPONSIBILITY

- Around the building all pupils must '**think safe**' especially at the end of the school day. Inside the building pupils are expected to observe our 'Around the School Code of Practice'.
- Keep the school tidy – use the bins provided for litter.
- When in classes follow the 'Classroom Code of Practice'.

### *Around the School Code of Practice*

- 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.

### *Classroom Code of Practice*

- Arrive at class on time.
- Take off outdoor clothing and settle quickly.
- Always try to be prepared by having the proper equipment for each lesson.
- Listen carefully.
- 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.
- Mobile telephones can disrupt learning and must be switched off during class time, unless being used under the direction of the teacher.

### *Books and Equipment*

**All pupils are expected to bring books, planners, pen, pencil and equipment to school in a suitable schoolbag.**

All personal property should be labelled with the pupil's name. Valuable personal property should not be brought to school.

### *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.

## **6.4 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, Gold and Madras Blue Certificates.

For **S3 to S6**, the Rewards System is currently being developed.

## 6.5 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
	Date
Dear Register Teacher	
My daughter, Josie Smith, 1P4, was absent from Monday 15th September until Wednesday 17th September as she had tonsillitis.	
Yours sincerely	
Elizabeth Smith (Mother)	

## RESPECT, GOOD ORDER AND RESPONSIBILITY

### *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 McClure, 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 to be 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
Date
To Whom It May Concern
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)

## RESPECT, GOOD ORDER AND RESPONSIBILITY

### *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 Year 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.

## **6.6 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. 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**.

## **6.7 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).

## **6.8 Bicycle Racks**

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

## 7 School Uniform

Parental support for uniform is essential and we ask that all parents/carers support us in preserving the image and reputation of our school.

### 7.1 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 formal trousers or skirt.
- Black shoes.
- 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.
- Labelled, fashion or cult items are not acceptable as school wear.

#### 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.

#### 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.

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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 shorts 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.

## 7.2 Uniform

Academy Uniforms MPC Limited are the suppliers of our school uniform. Their website is [www.academyuniformsmpc.com](http://www.academyuniformsmpc.com). The website will offer free delivery on all orders placed before a specific date (to be arranged) during the summer, **to the school on Wednesday 12th August** when the company will be in the school handing out orders between 11.00 am and 12.00 noon. **This is an alternative option to paying a delivery charge to your home address.** Academy uniforms will also be in Madras College on the following dates:

- **Thursday 28th May** from 6.30 pm to 8.00 pm – open to families
- **Thursday 18th June** from 6.30 pm to 8.00 pm – open to families

## 7.3 Unsuitable Items of Dress

Parents are asked to give further support to the aims set out in Section 8.1 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:

- clothing which could potentially encourage disputes. For example: football colours such as tops, scarves, hats etc,
- clothing which could cause offence to others. For example: shirts or tops with political slogans, anti-religious slogans, disrespect for others slogans, etc,
- clothing which could cause health and safety (in the work place) problems. For example: some items of jewellery, baggy clothing, clothing made from flammable material etc,
- clothing which carries advertising. For example: tobacco, drugs etc,
- clothing which supports inequality. For example: expensive designer logos (which not all can afford), etc,
- clothing which is leisure orientated. For example: low cut and /or cropped T-shirts, leggings, shorts, short skirts, jeans, denim jackets, baseball caps etc,
- 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,

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- 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.

### 7.4 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 (applications must be made before 31st March) which is available from Fife Council Area Office, St Mary's Place, St Andrews.



School uniform can be obtained from our supplier Academy Uniforms MPC Limited.

Their website is: [www.academyuniformsmpc.com](http://www.academyuniformsmpc.com).


# 8 School Routine

## 8.1 The School Day

The school day consists of five 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 64 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 12.26 pm to 1.16 pm. In South Street there is a 25-minute morning interval and a lunch-break of 50 minutes from 12.33 pm to 1.23 pm.

 <b>Madras College</b> <b>PERIOD TIMES</b> 25 Period Week		
Kilrymont Road	Period	South Street
8.45 am – 9.05 am	Form Time/ Registration 20 10	8.45 am – 8.55 am
9.05 am – 10.08 am	1 63 63	8.55 am – 9.58 am
10.08 am – 11.10 am	2 62 65	9.58 am – 11.03 am
11.10 am – 11.25 am	INTERVAL 15 25	11.03 am – 11.28 am
11.25 am – 12.26 pm	3 61 65	11.28 am – 12.33 pm
12.26 pm – 1.16 pm	LUNCH 50 50	12.33 pm – 1.23 pm
1.16 pm – 2.17pm	4 61 64	1.23 pm – 2.27 pm
2.17 pm – 3.20 pm	5 63 63	2.27 pm – 3.30 pm



## SCHOOL ROUTINE

### 8.2 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.

### 8.3 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 unacceptable behaviour which can create potentially dangerous situations.

School buses are organised on the basis of providing a seat for each entitled pupil, i.e. those pupils who qualify for free transport and who live over 2 miles from their catchment area school. Fife Council is not obliged to provide transport for any other pupils. However, the Council does make an allowance for fare paying pupils at each school when tendering for school contracts. Nevertheless, if a bus reaches full capacity as a result of an increase in the number of fare paying pupils then they cannot be guaranteed a seat and, indeed, they may have to stand where this is legally permitted. In the event that the standees limit is reached the bus driver must refuse to allow any further pupils to travel. Parents should bear this in mind when planning how their child gets to school.

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.*

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*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.*

*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.

## 9 Health

### 9.1 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.

### 9.2 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:** Ms Gill Williams Telephone (01334) 465876

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

### 9.3 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.**

### 9.4 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.

## 10 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. Support is provided for all pupils with additional needs. The range of support offered is wide and varied. Each child will have their needs assessed individually and appropriate strategies put into place. The support provided can range from minimal intervention to more extensive support being delivered through a range of provision. 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 Miss J MacLaren, principal Teacher Curriculum, support for learning, or your child's House Head.

**The Support Centre** can provide 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 may be set up. Support teachers and subject teachers work co-operatively to promote learning and teaching of a high quality and to ensure that the learning needs of all pupils are being met.

Support can also be set up for those pupils who require it from agencies who work co-operatively with the school. These agencies include Psychological Service, Health Service and Social Work.

Good home/school links are vital to ensure that pupils' needs are well met. Parents' and pupils' views are central to good planning and there are regular opportunities for discussions during meetings and at progress reviews.

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 enables the department to respond to pupil needs in a flexible manner as they arise.

## SUPPORT FOR LEARNING

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.

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](https://www.twitter.com/cisweb) or Facebook: [www.facebook.com/childreninscotland](https://www.facebook.com/childreninscotland)

# 11 Extra Curricular Activities

## 11.1 Planned 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.

The list of planned activities include sport, dance, debating, Duke of Edinburgh's Award Scheme, music, choir, extra study support and book club. The planned activities are available at lunchtime and after school.

## 11.2 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.

## 12 School Improvement

### 12.1 From session 2013-2014 we are especially proud of:

#### In Sport

- The madras speedway cyclists secured the inaugural Fife Inter-Schools Championship and now go forward to the Scottish Championships where they will be keen to retain the Scottish title they won last year.
- The U18 football team managed to reach the last 16 of the U18 Scottish Cup tournaments and the U15 team reached the final of the Fife U15 Cup, but sadly lost out on penalties after drawing 2-2 in normal time.
- The S3 netball team had a very successful season and went on to become the Fife League winners. The senior netball team progressed to the quarter finals of the Scottish Netball Tournament and were victorious as Fife League Champions.
- The school tennis team have also had a very successful season, culminating in winning the U18 Scottish Schools' Championship Plate.
- In athletics at the Fife Schools' Championships we had champion winners in: Robert Sparks – the S1 800 m; Issy Olsen – the S1 Girls high jump; Megan Wilson – S4/5 Girls 800 m and 80 m hurdles; Struan Christie – S2/3 Boys 100 m and long jump; Struan Christie, Campbell Palmer, Nathan Learmonth and Callum McLeod – S2/3 Boys 4 x 200 m relay. As well as these Gold medal winners the Madras team of pupils were awarded 23 medals – in Silver and Bronze.
- The U18 rugby team had a very successful season and went on to win the Brewin-Dolphin Plate.

#### In Music

- In February at the Fife Music Festival, our pupils were very successful, winning several prizes in the competitive class. The S2/3 choir and the senior windband both received a Gold award and the senior girl's choir received a Platinum award. This was particularly rewarding for the choirs as it was the first time they had ever competed in the Festival.
- There was individual success too – Hannah Visocchi for winner in the Musical Theatre class; Sam Vincent-Kilbride for winner in the Advanced Guitar class; Ellenor Waddell for winner in the Advanced Clarsach class and Michael Sharp and James Primmer were awarded the Platinum award (the highest award) in the School Ensemble class.
- There was also a group of pupils from S3 to S6 who represented Madras at the annual Fife Burns Competition to compete in the speaking, singing and instrumental competitions. The group were up against very strong competition but did extremely well with success awarded to: Verena Stephens for 3rd place S3/4 singing; Matthew McAnaw for 1st place S5/6 speaking; Joanna Stark 1st place S5/6 instrumental and Joanna Stark for 2nd place S5/6 singing.



## SCHOOL IMPROVEMENT

### **In Debating**

- Our debating teams had a very successful year with a host of debating wins in a wide range of venues from Robert Gordon's in Aberdeen to Queensferry High in the Lothians.
- *Seniors*: reached the National final in Edinburgh from the whole of Scotland and Northern Ireland. Two teams reached the semi-final of the Donald Dewar Law Society Competition.

*Juniors*: reached the semi-final in the ESU Debating Competition and reached the final in the Procurator Fiscal Public Speaking Competition in Kirkcaldy. Ewan Redpath was runner up in the Scottish Parliament pro-am (one school pupil, one university student) against all senior debaters. An amazing result! You can watch this event on U-Tube.

- In the Caithness Cup, an event judged by the Rotary, Madras and St Leonards fielded 3 teams each, one senior, one junior and one mixed. Madras won all 3 debates – a clean sweep!

### **In Other Achievements**

- After undergoing a rigorous Project Trust selection process, Abby Wilson (S6) was selected to travel to Ghana to help teach underprivileged children as part of the Trust's year long educational projects. Abby will be teaching English, Maths and basic Sciences to students from nursery age to junior high school age and will have the opportunity to set up additional extra-curricular activities, which will induce sporting opportunities.
- One pupil (new S3) had been selected to play for Scotland at basketball in both the U14 and the U15 teams. He will be playing in FIBA Summer Slam in Stirling and then in Copenhagen to play in the invitational tournament for U15 Euro Nations.
- One pupil (new S3) was selected in October to be in the Scottish Ballet performance of Hansel and Gretel at the Eden Court Theatre, Inverness.
- In September the SQA held the annual Star Awards in Glasgow to recognise achievement of candidates from across Scotland. The two top awards for school pupils were for the first time ever given to two candidates from the same school – Madras College. One pupil was awarded the Star Award for academic excellence for attainment and a second pupil was awarded jointly the SQA candidate of the year for his work in developing a set of maps to visually demonstrate the individual and social economic indicators of inequality at Council Ward level in Dundee.

### **Trips and Excursions**

- In March 2014, 16 Madras pupils hosted their exchange partners from Ohio. While in Scotland the American visitors participated in a range of trips and events including the Scottish Parliament and Madras Burns Supper, and a rugby match at Murrayfield.
- This summer a group of 6 pupils from across Fife visited China for 3 weeks to receive intensive Mandarin lessons as well as visiting a wide range of cultural sights. One of the 6 was a Madras pupil from S5 (now S6).

### **Charities**

- Last session, as in all previous sessions, our pupils worked incredibly hard to organise and take part in a series of charity fund-raising events.

## SCHOOL IMPROVEMENT

- In November, models, singers and spectators alike enjoyed a charity fashion show in aid of Breast Cancer Research. Two pupils organised the event for 25 pupils to strut their stuff on the catwalk and made over £300 on the night.
- One pupil organised a Movember Charity event to raise awareness about prostate cancer and money for Movember. The event raised £460 at the time of its delivery.
- In December an Expressive Arts celebration was held in Kilrymont to showcase the diverse talents of Madras College Expressive Arts pupils. All proceeds from the evening went to the charity Families First which is based in St Andrews. The event raised £350 for the charity.
- As part of our support for National Number Day a range of number themed activities took place, such as the Totalised Number Challenge and the Teacher Number Necklace Challenge. The winning class on the day was Mrs Soares 2xQ, but the real winner was Childline Scotland, who received the £176 cheque from the monies raised by the activities.
- In November the school was overcome by a host of colourful characters who had dressed up for our BBC's Children In Need themed 'Be a Hero' day. Pupils paid £1 to come to school dressed as a super hero or a nurse or a soldier or in jammies, if you couldn't find an outfit. The money raised for Children In Need exceeded £1000.

### **Maggie's Walk Round Kilrymont Road**

- In November all S1 pupils participated in a sponsored walk round Kilrymont to raise money for 'Maggie's Walk'. This event was organised by the Support for Learning Faculty and raised over £1000.

## **12.2 Development Priorities 2014-2015**

<i>Improvement Priority</i>	<i>Expected Outcome/Impact</i>
1 Planned Achievement	Greater number of pupils receive achievement awards and recognition
2 Raising Attainment	Improved SQA exam attainment in S4 and S5/6
3 Further develop CfE	A further developed Curriculum for Excellence
4 Further develop our Self-Evaluation process	Improvements to our self-evaluation processes
5 Improve the school ethos and image	Improvements to school environment and image in the community

## **12.3 School Performance**

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

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

## SCHOOL IMPROVEMENT

### 12.4 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.

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)).

## SCHOOL IMPROVEMENT

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** 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**, which contains a section on ‘frequently asked questions’ at:

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

## 13 Community Use

Community Use in Fife plays an important local role in ensuring that sport and learning creates legacies in communities and is developed in a positive manner that establishes and develops pathways for all to be involved.

Wider learning opportunities are promoted through activities and opportunities which are branded Learning for Work, Learning for Leisure and Learning for Fun.

Community Use make use of the whole school estate where learning through sports, arts and crafts and music are key features at Madras.

Madras Community Use supports the vision that “Fife is a place where people of all ages and abilities are able to enjoy a lifelong involvement in sport and learning, limited only by their own ambitions and potential”.

Participation in Community Use schools programmes can lead to:

- Improved health and well-being
- Greater confidence and self awareness
- Greater social interaction and contact
- Greater community spirit
- Less isolation and loneliness
- Reduced symptoms of anxiety and stress
- Improved education and learning
- Reduced anti-social behaviour

The term-time opening hours are: Monday-Friday 5.45 pm to 10.00 pm  
Saturday 9.45 am to 2.00 pm

The facilities can also be used by local groups for concerts, rehearsals, meetings and use of general and specialist areas as well as the Community Use café.

Requests for further information or comments may be directed to Community Use Reception on (01334) 659354 or by visiting [www.fifedirect.org.uk/CUSchools](http://www.fifedirect.org.uk/CUSchools)

## 14 List of Staff

◆ **RECTOR**

Mr D McClure

◆ **DEPUTE HEADTEACHERS**

Mr O Darge  
Mrs A Robertson  
Mr H Watson  
Mr K Wishart

◆ **HEAD OF CENTRE**

(Community Use)  
Mr R Graham  
Mrs A Little  
Mr K Maskell  
Mr J Tarvet  
Mrs S Barclay (Admin Assistant)

◆ **BUSINESS MANAGER**

Mr A Cummings

◆ **GUIDANCE STAFF**

Mrs L Clark  
Mr D Grewar  
Mr R Hepburn  
Mr P Jones  
Mrs A Little  
Miss A Massie  
Miss A Montador  
Mr H Munn  
Ms C O'Donnell  
Mrs N Smith

◆ **CREATIVE & EXPRESSIVE ARTS**

Mrs L Miller (PTC)

*Art & Design Teachers*

Mrs D Houston  
Ms N Bradwell  
Miss A Stewart  
Mr R Wotherspoon (PT)

*Drama Teachers*

Mrs K Hall  
Ms R McGrath  
Mrs H Visocchi (PT)

*Music Teachers*

Mrs J Nisbet  
Ms M Sharp

*Instrumental Instructors*

Ms R Mair (Brass)  
Ms T Russell (Clarsach)  
Mr R Bartholomew (Double Bass & Guitar)  
Mr S Morrison (Guitar)  
Mr D Berthon (Percussion)  
Ms S McLeod (Pianoforte & Keyboard)  
Mr M Higgins (Upper Strings)  
Mr S Milton (Woodwind)

◆ **ENGLISH**

Mrs A Robertson (DHT)  
Miss R Bassilious  
Miss V Birmingham  
Ms D Comber  
Mr O Darge (DHT)  
Miss A Griffiths  
Miss B Halliday  
Mr A MacDonald  
Miss J Matthews  
Mrs E Payne (PT)  
Mr T Shively  
Mr K Wishart (DHT)

◆ **HEALTH & WELLBEING**

Mr J Tarvet (PT)

*Physical Education Teachers*

Mrs L Clark  
Mr R Hepburn  
Mr R McLuskie  
Mr C Martin  
Mrs E Methven  
Miss A Montador  
Mr H Munn  
Mrs N Smith

*Home Economics Teachers*

Mrs A Duncan (PT)

## LIST OF STAFF

### *Home Economics Teachers (contd)*

Mrs S Hill (PT)  
Mrs M McManus  
Ms M Hann

### ◆ **MATHEMATICS**

Mrs C Neilson (PTC)  
Mr A Gourlay (PT)  
Mr D Grewar  
Mrs S Inglis  
Mr T Inglis (PT, Sfl)  
Mr D McClure (Rector)  
Mrs E McClure  
Miss A Massie  
Ms L O'Donnell  
Mr P Ross  
Mrs J Soares  
Mrs K Travers  
Mr C Trewartha (PT)

### ◆ **MODERN LANGUAGES**

Mrs L McCartney (PTC)  
Mrs C Hoy  
Mr C E Irving  
Mrs L Maix  
Miss D Orem

### ◆ **SCIENCE**

Dr P Tomb (PTC)

#### *Biology Teachers*

Mr D Crone  
Mrs P McIntyre  
Miss F Paterson  
Mr D Paton  
Mr A Runciman (PT)

#### *Chemistry Teachers*

Mr W Kilgour  
Dr A Nabi  
Dr R Napier

#### *Physics Teachers*

Miss R Gray  
Mrs F Lindsay (PT)  
Mr P Sneddon  
Mr H Watson (DHT)  
Mr M Williams

### ◆ **SOCIAL SUBJECTS**

Mr B Robertson (PTC)

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

Mr A Lawrenson  
Mrs A Matheson

#### *Geography Teachers*

Mr J Clark  
Mrs H Ham

#### *History Teachers*

Mr P Dagless  
Mrs M Ingledeu  
Mr P Jones

#### *Modern Studies Teachers*

Mr M Swift (PT)  
Mrs S Tennant

### ◆ **TECHNOLOGIES**

Mrs J McLaren (PTC)

#### *Business Education Teachers*

Miss B Weir (PT)  
Mr S Forbes  
Mrs A Little

#### *Computing Teachers*

Mr M Latona  
Mr K Maskell  
Mrs J Paterson

#### *Design & Technology*

Mr W Kay (PT)  
Mr C Clark  
Mr K Duncan (PT)  
Mr S Kerrigan  
Ms J MacGregor

### ◆ **SUPPORT FOR LEARNING**

Miss J MacLaren (PTC)

#### *Support for Learning Teachers*

Mrs L Anderson  
Mr P Beaver  
Mrs E Boyd  
Mrs L Durie  
Mrs L Leith  
Mrs E Liggat  
Mrs L McLuskie

## LIST OF STAFF

### *Support for Learning Teachers (contd)*

Mr S Munn  
Mrs J Robertson (PT)  
Mrs M Smith

### *Support Assistants*

Miss V Atkinson  
Mrs P Brothers  
Mrs C Carlin  
Mrs A Collie  
Mrs S Donachy  
Mrs I Ellwood  
Mrs E Laing  
Mrs A Lumsden  
Mrs E McLean  
Mrs H Mitchell  
Mrs C Morrison  
Mrs M Nicholson  
Mrs K Pitman  
Mrs C Richardson

### ◆ **ADMINISTRATION**

Mrs K Hunter (Admin Co-ordinator)

### *Administrative Assistants*

Mrs C Cameron  
Mrs C Harrower

### *Clerical Officers*

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

### *Clerical Assistants*

Mrs V Beaton  
Mrs M Burton  
Mrs D Montador  
Mrs R Robertson

### ◆ **LIBRARY**

Mrs E Higgins (Librarian)  
Mrs S Fraser

### ◆ **PUPIL SERVICES**

*School Support Officers*  
Mrs J Connolly

### ◆ **SCHOOL TECHNICIANS**

Mr B Blacklaw (*Senior Technician*)  
Miss H Anderson

### *School Technicians (contd)*

Mr E Bolton  
Mr J Dow  
Mr J Love

### ◆ **JANITORIAL**

Rotational  
Mr C Blake  
Mr C Chapman  
Mr J Nairn

### ◆ **DINING HALL**

Mr J Watson (KR Supervisor)  
Mrs J Cameron (SS Supervisor)



## COURSE CHOICES

# 15 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 5 of this prospectus.

### 15.1 Curriculum for Excellence Refinement for S2/3

PLEASE USE BLOCK CAPITALS TO FILL IN YOUR NAME (IN INK)

SURNAME	FIRST NAME	REGISTER CLASS
---------	------------	----------------

<b>Column 1</b>	<b>Column 2</b>	<b>Column 9</b>	<b>Column 7</b>
English <i>(3 periods)</i>	Maths <i>(3 periods)</i>	Health & Well-being <i>(4 periods)</i>	Technology <i>(2 periods)</i>
English	Maths	Home Economics	Computing Science (core)
		Physical Education	Design & Technology
		Religious & Moral Education	
		Social Education	
↑ <i>No choice in this column</i>	↑ <i>No choice in this column</i>	↑ <i>No choice in this column</i>	↑ <i>No choice in this column</i>

<b>Column 6</b>	<b>Column 3</b>	<b>Column 4</b>	<b>Column 5</b>
Social Subjects <i>(3 periods)</i>	Languages <i>(2 periods)</i>	Sciences <i>(2 periods)</i>	Expressive Arts <i>(2 periods)</i>
Business Education	French	Biology	Art
Social Studies	German	Chemistry	Drama
		Physics	Music
↑ <i>No choice in this column</i>	↑ <i>Tick the language you already take</i>	↑ <i>Choose 1 (Tick)</i>	↑ <i>Choose 1 (Tick)</i>

The Option column offers you the chance to study courses over one or two years. Courses in Column 8A are one year courses and those in Column 8B are two year courses. Once you have decided the subjects you would like to study, fill in the details below in order of preference.

Column 8A 1 Year Courses	Column 8B 2 Year Courses	Column 8 Choices				
Debating & Public Speaking	Spanish	Choice	Choose 2 courses from Column 8A	OR	Choose 1 course from Column 8B	
Literature	Biology					
Classical Studies	Chemistry	1		OR	<input style="width: 50px; height: 20px;" type="text"/>	
Latin	Physics					
Geography	Art	AND	Choose 2 different courses from Column 8A	OR	Choose 1 different course from Column 8B	
History	Drama					
Modern Studies	Music	2		OR	<input style="width: 50px; height: 20px;" type="text"/>	
Pottery						
Music Technology	Once you have decided which courses you wish to study, complete the table on the right.	AND	Again, choose 2 different courses from Column 8A	OR	Again, choose 1 different course from Column 8B	
Rockin' All Over The World						
Events Management		Reserve			OR	<input style="width: 50px; height: 20px;" type="text"/>
Computing Science (S3 only)						
Digital Media (S2 only)						
Design & Manufacture						
Engineering Science						
Graphic Design						
Active Aquatics						
Cycling						
Dance						
Performance PE						
Fashion & Textiles						
Practical Skills in Home Economics						

**Please return to Register Teacher by 17th February 2015**

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

The school reserves the right to withdraw any subject if the number choosing it is too small or if staffing or accommodation is inadequate.

Parent/Carer Signature \_\_\_\_\_ Date \_\_\_\_\_

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.

## COURSE CHOICES

### 15.2 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.

LEVEL	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6	COLUMN 7
<b>New S4 Choice</b>	Biology (N5)	Biology (N5)	Biology (N4)	Chemistry (N4)	Biology (N4)	English (N4/5)	English (N4/5)
	Chemistry (N5)	French (N4/5)	Biology (N5)	Chemistry (N5)	Biology (N5)	Maths (N4/5)	Maths (N4/5)
	Physics (N5)	Art & Design (N4/5)	Chemistry (N5)	Physics (N5)	Physics (N4)	Maths (Life Skills) (N9/4)	Maths (Life Skills) (N3/4)
	Spanish (N4/5)	Mus. (N4/5)	Physics (N5)	German (N4/5)	Physics (N5)		
	Drama (N4/5)	History (N4/5)	French (N4/5)	Drama (N4/5)	Art & Design (N4/5)		
	History (N4/5)	Modern Studies (N4/5)	Geography (N4/5)	Classics (N5)	History (N4/5)		
	Modern Studies (N4/5)	Latin (N4/5)	Admin & IT (N4/5)	Modern Studies (N4/5)	Bus Management (N4/5)		
	Travel & Tour (SCCF4/5)	RMP5 (N4/5)	Comp Science (N4/5)	Media Studies (N4/5)	Comp Science (N4/5)		
	Com Games Dev. (SCCF4/5)	Accounting (N5)	Digital Media (N5)	Graphic Com (N4/5)	Design and Man. (N4/5)		
	Design & Man (N4/5)	Bus Management (N4/5)	Fashion & Textile (N4/5)	Prac Woodwork (N4/5)	Engineering Sci. (N4/5)		
Hospitality (N4/5)	Engineering Sci. (N4/5)	PE (N4/5)	Dance (N5)	Science Care Dec. (N4/5)			
PE (N4/5)	Prac Woodwork (N4/5)						
	Child Care (N4)						
	Health & Food (N4/5)						
<b>New S5 Choice</b>	English (N5H)	English (N5H)	Maths (N5H)	Maths (N5H)	Biology (N5H)	English (-)	
	Biology (N5H)	Biology (N5H)	Maths (Life Skills) (N5)	Maths (Life Skills) (N5)	Chemistry (N5H)	Games Activities	
	Chemistry (N5H)	French (N5H)	Chemistry (N5H)	Chemistry (N5H)	Physics (N5H)		
	Physics (N5H)	Art & Design (N5H)	French (N5H)	Physics (N5H)	Art & Design (N5H)		
	History (N4/5)	History (N5H)	Spanish (N5H)	German (N5H)	Drama (N5H)		
	Modern Studies (N5H)	Latin (N5H)	Music (N5H)	Drama (N5H)	History (N5H)		
	Accounting (H)	RMP5 (H)	Classics (N5H)	Classics (H)	Comp Science (N5H)		
	Design & Man (N5H)	Com Games Dev (N5H)	Geography (N5H)	Graphic Com (N5H)	PE (N5H)		
	Hospitality (N5)	Engineering Sci. (N5H)	Modern Studies (H)	Dance (H)	Comp Science (N5H)		
		Prac Woodwork (N5)	Administration (-)	Fashion & Textile (N5H)	PE (N5H)		
	Health & Food (N5H)			Creative Care Dec. (N5)			
<b>New S6 Choice</b>	Youth Achievement	Sports Leader					
	English (AH)	Physics (AH)	Mechanics (AH)	Maths (AH)	RMP5 (AH)	Psychology (H)	
	Art & Design (AH)	Drama (AH)	Biology (AH)	Music (AH)	Chemistry (AH)	Games Activities	
	Politics (-)	Geography (AH)	German (AH)	Bus Management (AH)	Modern Studies (AH)		
		Latin (AP)	History (AH)	French (AH)			
		Spanish (A+)	Photography (H)				
	Study	Study	Study	Study	Study		

General Note: The school reserves the right to withdraw any subject if the number choosing it is too small or if the staffing or accommodation is inadequate. Is there any subject you were unable to fit in due to the column structure? \_\_\_\_\_

RETURN TO THE MAIN OFFICE ON MONDAY 23RD FEBRUARY 2015

## COURSE CHOICES

### 15.3 Senior Phase Course Choice (S5/S6)

#### 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	MADRAS COLLEGE • S4/S6 COURSE CHOICES 2014-15						
	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6	COLUMN 7
New S4 Choice	Drama (N4/S) PE (N4/S) Biology (N5) Chemistry (N5) Physics (N5) Modern Studies (N4/S) Spanish (N4/S) Comp Games Dev (SCOF4/S) Hospitality Travel & Tourism (N4/S) Design & Man (N4/S)	Biology (N6) French (N4/S) History (N4/S) Engineering Skills (N4/S) Latin (N4/S) RMPS (N4/S) Music (N4/S) Prac. Woodwork (N4/S) Art & Design (N4/S) Health & Food (N4/S) Child Care (N4) Accounting (N5)	Biology (N4) Biology (N5) PE (N4/S) Chemistry (N5) Physics (N5) French (N4/S) Digital Media (N5) Fashion & Textile (N4/S) Geography (N4/S) Comp Science (N4/S) Admin & IT (N4)	Classics (N5) Chemistry (N4) Chemistry (N5) Physics (N4) Physics (N5) German (N4/S) Graphic Com (N4/S) Drama (N4/S) Dance (N5) Prac. Woodwork (N4/S) Modern Studies (N4/S) Media Studies (N4/S)	Biology (N4) Biology (N5) History (N4/S) Comp Science (N4/S) Creative Cooks (N4/S) Bus Management (N4/S) Physics (N5) Art & Design (N4/S)	English (N4/S) Maths (N4/S) Maths (Life Skills) (N3/4)	English (N4/S) Maths (N4/S) Maths (Life Skills) (N3/4)
	New S5 Choice From S4	English (N5/H) Biology (H) Biology (N5) Chemistry (N5/H) Physics (N5/H) Modern Studies (N5/H) Design & Man (N5/H)	English (N5/H) French (N5/H) Biology (N5) Biology (H) History (N5/H) Com Games Dev (N5/H) Art & Design (N5/H) Engineering Skills (N5/H)	Maths (H) Maths (N5) Maths (Life Skills) (N5) French (N5/H) Spanish (N5/H) Geography (N5/H) Music (N5/H) Prac. Woodwork (N5/H) Chemistry (N5/H) Classics (N5/H)	Maths (H) Maths (N5) Chemistry (N5/H) German (N5/H) Chemistry (N5/H) Physics (N5/H) Fashion & Textile (N5/H) Graphic Com (N5/H) PE (N5/H)	Biology (H) Chemistry (H) Chemistry (N5) Physics (N5/H) History (N5/H) Bus Management (H) Comp Science (N5/H) PE (N5/H) Art & Design (N5/H) Drama (N5/H)	English (H)
New S6 Choice		Youth Achievement English (AH) Art & Design (AH) Computing Studies (AH) Politics (H) Accounting & Finance (H) Hospitality (N5) Study	Sports Leader Latin (AH) Physics (AH) Drama (AH) Geography (AH) Tech Studies (AH) Latin (H) RMPS (H) Study	Mechanics (AH) Biology (AH) History (AH) German (AH) Photography (H) Modern Studies (H) Administration (H) Study	Bus Management (AH) Maths (AH) Music (AH) Fashion & Textile (AH) Classics (H) Dance (H) Study	RMPS (AH) Chemistry (AH) Modern Studies (AH) Graphic Com (AH) Study	Activities/Games Psychology (H)

General Note: The school reserves the right to withdraw any subject if the number choosing it is too small or if the staffing or accommodation is inadequate.  'AH' Scottish Baccalaureate  
 Is there any subject you were unable to fit in due to the column structure? Enter subject below: \_\_\_\_\_

RETURN TO THE MAIN OFFICE ON MONDAY 10TH MARCH 2014

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

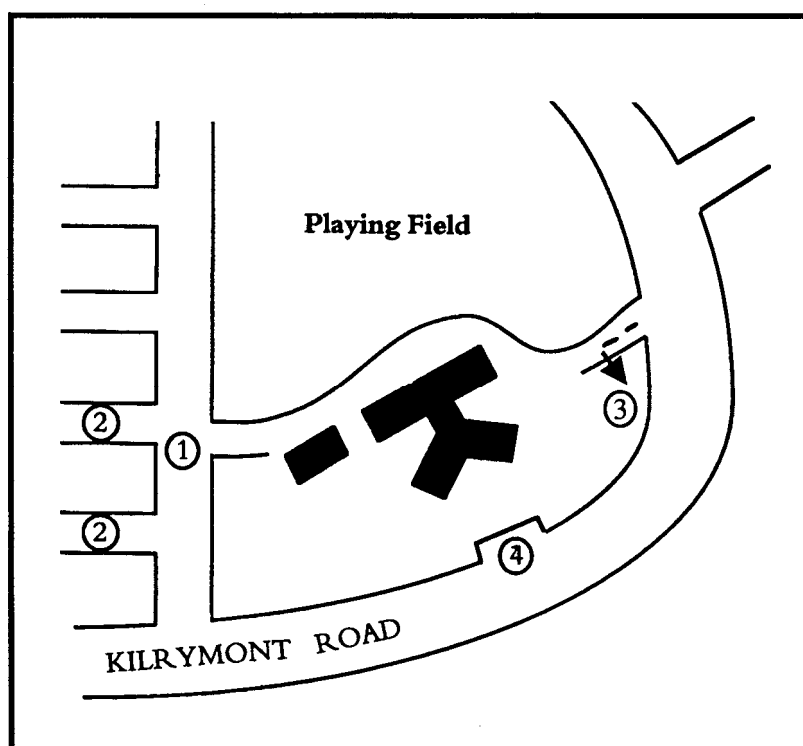
*The school reserves the right to withdraw any subject if the number opting is too small, or if staffing and accommodation is inadequate*

## 16 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.



# 17 – Statistical Information for Parents

## Examination Results (within Scottish Credit and Qualifications Framework)

(2013/14 results are pre-appeal)

Year	By end of S4 – percentage of the relevant September S4 roll achieving:					
	% Level 4 (Literacy & Numeracy)			% Level 5 (Literacy & Numeracy)		
	2012	2013	2014	2012	2013	2014
School	69	68	88	30	32	52
Virtual Comparator	70	69	85	33	34	52
Fife	62.25	66.48	81.91	23.03	24.61	38.49
National	61.01	62.64	77.09	23.71	25.05	37.55

Year	By end of S5 – percentage of the relevant September S4 roll achieving:														
	1+ Higher					3+ Higher					5+ Higher				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
School	44.6	54.7	50.7	57.0	58.7	28.8	35.2	34.6	37.4	39.6	18.4	20.8	20.9	18.9	21.3
Fife	38.9	41.6	42.5	43.1	45.3	22.2	22.8	23.8	24.3	26.5	9.5	9.7	10.5	11.2	11.8
National	42.8	44.2	46.1	48.0	52.6	24.4	25.7	26.6	28.2	33.2	11.0	11.7	12.6	13.2	16.5

Year	By end of S6 – percentage of the relevant September S4 roll achieving:														
	1+ Higher					3+ Higher					5+ Higher				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
School	46.9	40.1	47.2	44.2	47.6	34.7	30.3	35.5	34.9	36.7	27.3	25.8	26.7	30.5	31.8
Fife	29.1	31.5	32.9	31.4	33.7	19.2	21.4	22.4	22.4	25.0	14.5	15.5	16.9	16.9	18.1
National	32.9	34.9	36.4	37.8	42.3	21.9	23.5	25.2	26.1	29.4	14.2	15.4	16.0	16.9	18.7

### Scottish Credit and Qualifications Framework (SCQF) levels:

- Level 3 Access 3 Cluster; Standard Grade at 5-6
- Level 4 Intermediate 1 at A-C; Standard Grade at 3-4
- Level 5 Intermediate 2 at A-C; Standard Grade at 1-2
- Level 6 Higher at A-C
- Level 7 Advanced Higher at A-C

## Leaver Destinations (March 2014)

	Number of pupils leaving in school year 2012/13 and percentage with destination as:							
	Total Number of Leavers (=100%)	Higher Education	Further Education	Training	Employment	Other Known	Unemployed	Not Known
School	247	120	54	1	58	13	13	-
Fife	3,679	1,343	1,272	138	593	281	274	7

## STATISTICAL INFORMATION FOR PARENTS

### Percentage Attendance and Absence for School Year 2013/14

	Total number of possible attendances (pupil half days)					
	Madras			Fife		
	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
<b>All absence %</b>	8.2	9.0	7.0	9.2	9.2	7.8
<b>Authorised %</b>	3.9	5.2	5.0	5.6	5.7	5.0
<b>Unauthorised %</b>	4.3	3.8	2.0	3.6	3.5	3.0

### Staying on rates

- S5 staying on rates represent the proportion of the prior year's S4 roll who were on the S5 roll in September
- S6 staying on rates represent the proportion of the prior year's S5 roll who were on the S6 roll in September
- Staying on rates have been calculated from roll by stage figures, published by Education Scotland; the 2013/14 figures will not be available till later this year.

	Madras			Fife			National		
	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
<b>S5: September</b>	85	85	92	78	82	83	83	84	87
<b>S6: September</b>	72	77	74	64	66	65	67	68	70

### Free school meal registration (whole school)

	Madras			Fife			National		
	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
<b>FMR (%)</b>	12.3	10.8	11.9	19.6	19.0	19.4	15.4	15.5	18.7

### Budgeted Running Costs for Financial Year 2013/14

School roll at September 2013	Total school running costs April 2014 (£)	Cost per pupil (£)
1362	6,030,349	4,427

# 18 – Curriculum Rationale

## *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.

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.

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

## CURRICULUM RATIONALE

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 (8 curricular areas)**

#### ***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.

### **S2 and S3 Curriculum**

#### ***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.

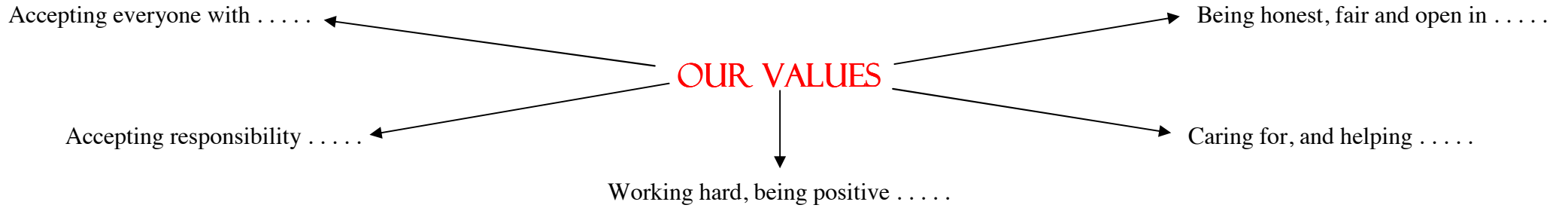
### **Senior Phase Curriculum S4 (7 subject choice plus RME and Health)**

### **Senior Phase Curriculum S5/S6 (5 subject choice plus RME and Health)**

Building on the seven principles, outlined in the Broad General Education our Senior Phase is designed to ensure we deliver the key principles of equality of opportunity, transition, flexibility, progression, challenge, personalisation and choice and support.



**THE CURRICULUM FRAMEWORK (2015-2016)**



X 64 MINS	3.0	3.0	3	3	3	3	3	3	4	100 MINS
S1	ENGLISH	MATHS	LANGUAGE	SCIENCE	IT/DESIGN	SOCIAL SUBJECTS	EXPRESSIVE	HWB (PE/RE/HE/SE)	R (5X20)	

x 64 MINS	3	3	2	2	2	3	2	2	2	4	100 MINS
S2/3	ENGLISH	MATHS	LANG (C)	SCIENCE (C)	EXP (C)	SOC. SUB. (BUS. MAN.)	IT/DESIGN	2 X2P (C)	ELECTIVE (C)	HWB (PE/RE/HE/SE)	R (5x20)

x 64 MINS	3.0	3.0	5 x 3P ELECTIVES					1	3	50 MINS
S4	ENGLISH	MATHS	C	D	E	F	G	CORESKILLS	HWB (PE/RE/SE)	R (5X10)

x 64 MINS	4		4		4		4		4		2	3	50 MINS
S5/6 1/2 COLUMN OPTIONS	A		B		C		D		E		CHOICE/ STUDY	HWB (PE/RE/SE)	R (5X10)
	2	2	2	2	2	2	2	2	2	2			