

Madras College
Handbook 2018/2019



Madras College, St Andrews, Fife

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Telephone (01334) 659402

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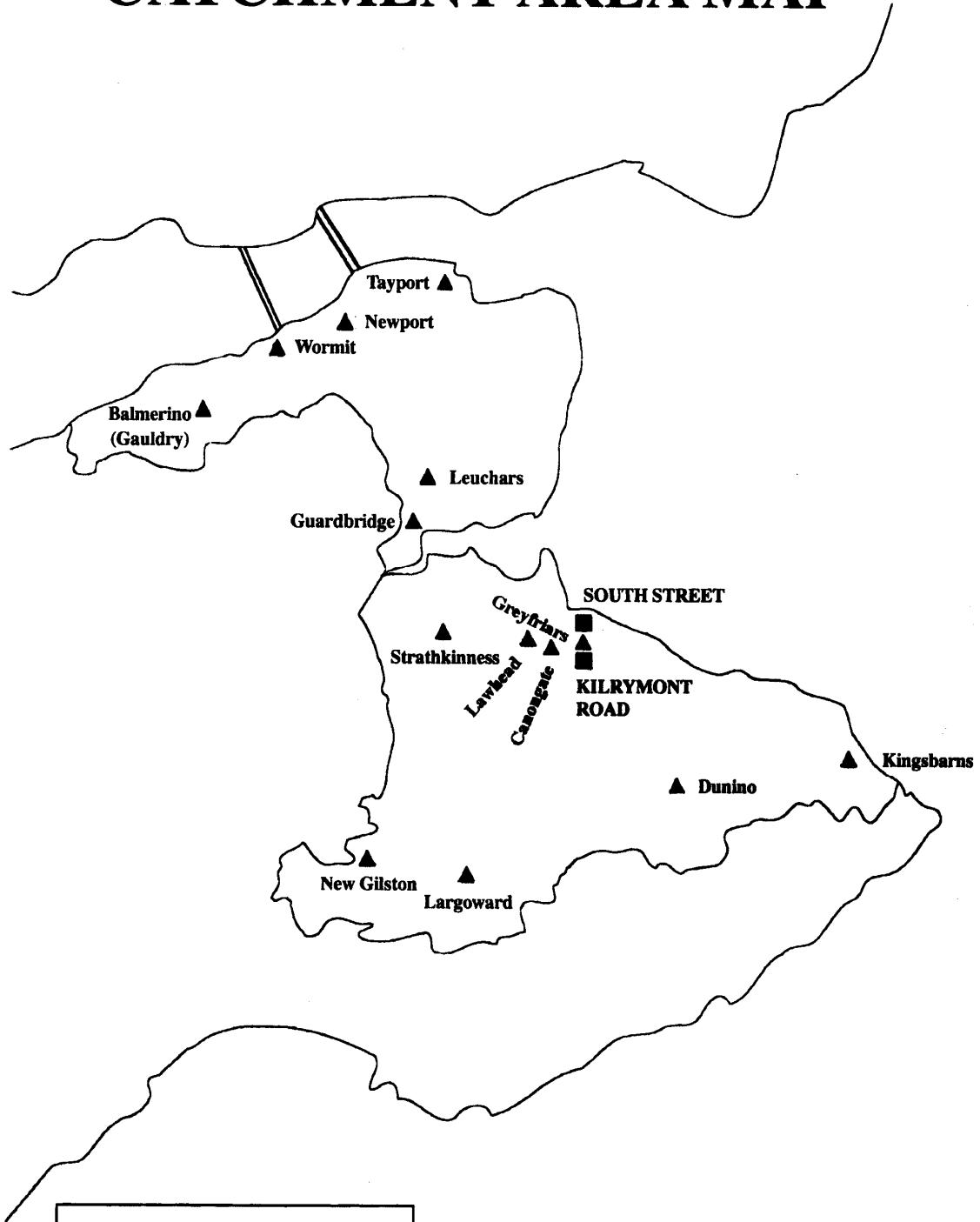
Kilrymont Road building, KY16 8DE
Telephone (01334) 659401

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

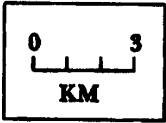


The badge and motto is a simplified form of the school coat of arms. It shows a chevron between three bells – a reference to Dr Bell. The Latin motto is '*Pro Rege et Grege*' which means '*For King and People*'.

CATCHMENT AREA MAP



■	Madras College
▲	Feeder Primaries



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

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: Claire Fisher

Telephone (01334) 659354

1.2 In-Service Days for Teachers

Monday 13th and Tuesday 14th August 2018

Wednesday 13th February 2019

Friday 16th November 2018

Tuesday 4th June 2019

1.3 School Holiday Dates

AUTUMN TERM *Monday 13th August* to Friday 5th October 2018*

- ◆ October Holiday: Monday 8th October to Friday 19th October 2018

WINTER TERM *Monday 22nd October to Friday 21st December 2018*

- ◆ Christmas Holiday: Monday 24th December 2017 to Friday 4th January 2018

SPRING TERM *Monday 7th January to Thursday 4th April 2019*

- ◆ February (two days): Thursday 14th and Friday 15th February 2019
- ◆ Easter Holiday: Friday 5th April to Friday 19th April 2019

SUMMER TERM *Monday 22nd April to Friday 28th June 2019*

- ◆ May Day: Monday 6th May 2019
- ◆ June (single day): Monday 3rd June 2019
- ◆ Summer Holiday: Monday 1st July to Friday 16th August 2019

(All dates inclusive)

* Pupils return on Wednesday 15th August 2018

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 Kilymont 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 January 2017 are given below.

Kilrymont Road		South Street	
S1	246	S4	224
S2	230	S5	188
S3	<u>205</u>	S6	<u>164</u>
	<u>681</u>		<u>576</u>

Total Roll of Madras College: 1257

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 2018-19 there are the equivalent of 89.8 full-time equivalent 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

- Numeracy Policy
- 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 S3, 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

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.

Where can I find the information I need?

a) *Learning and Teaching*

- Madras College website
- Parents' Evenings

PASTORAL CARE

- Meetings with support staff
- Annual pupil progress reports

b) *The Curriculum*

- 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.

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 Wishart	Head: Mrs Robertson	Head: Mr Watson	Head: Mr Darge	Head: Miss MacLaren	Miss Massie	

PASTORAL CARE

B/friars: Mrs Clark	B/friars: Mr Jones	B2,B3 Castle: Mrs McClure	B/friars: Mrs Ham	
S1 Castle, 2P1,2P2 Mr Ross	Castle: Mr Jones	B1, Priory: Mrs Smith	Castle: Mrs Bassilious	
S1 Priory, 2P3,2P4 Ms Gray	Priory: Miss Sharp		Priory: Mr Hepburn	

CONTACT US	
South Street St Andrews Fife KY16 9EJ Tel: 01334 659402	Kilrymont Road St Andrews Fife KY16 8DE Tel: 01334 659401
email: madracollege.enquiries@fife.gov.uk	

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 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.

PASTORAL CARE

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.

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.

What do I do if I have a complaint/concern?

If you wish to register a concern please write to the Year Head/Depute Headteacher outlining the details of your concern. Your letter will be acknowledged within 5 working days and the acknowledgement will outline what approach is being taken.

If, after investigation by the school, the matter is unresolved or you wish to make a complaint to Fife Council, you should register your complaint via the Fife Complaints section found on the Fifedirect website.

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.

PASTORAL CARE

- **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?

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 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, 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 you contact details to the school so that they can contact you by Groupcall
- **on your mobile phone** - search for m.fifedirect.org.uk (from your mobile phone browser)
- **on Facebook** - follow-us on [facebook.com/fifecouncil](https://www.facebook.com/fifecouncil)
- **on Twitter** - follow-us on 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
St Andrews Rotary Clubs	Numerous Local Charities
Scotland's Rural College	The Chaplaincy Team
Fife College	Local Hospitals
Dundee College	St Andrews Festival
The R&A	StAnza
The Links Trust	Numerous Local Businesses
Faimont Hotel	Skills Development Scotland
DAPL	Community Learning Development Group
CLUED UP	

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

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.

PASTORAL CARE

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 2017-2018:

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.

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 & Well-Being</i> | Physical Education, Social Education |
| 5) <i>Mathematics</i> | Mathematics, Home Economics |
| 6) <i>Sciences</i> | Biology, Chemistry, Physics |
| 7) <i>Social Studies</i> | Classical Studies, Geography, History, |

CURRICULUM

8) *Technologies*

Latin, Modern Studies, Religious & Moral Education
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 28-30.

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

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.

The school has newly introduced the Scottish Studies Award at N4/N5 which will be achieved in tandem with existing course.

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 2017-2018:**

Fifth and Sixth Year

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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 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 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

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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.
- The reviewed structure of the school day.

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 commitment and to take

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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 £140 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, through Assemblies, events and the Scottish Saltire Awards.

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. 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 truant, we will contact parents to discuss and explore support.

If you suspect that your child has truant, 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 schoolwear 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, white shorts and navy 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. 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 9th August** when the company will be in the school handing out orders between 1.30 pm and 2.30 pm. **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 22nd June** from 5.30 pm to 7.30 pm – open to families
- **Monday 26th June** from 5.30 pm to 7.30 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 Limited.

Their website is: www.academyuniformsltd.co.uk

8 School Routine

8.1 The School Day (to be revised in June 2019)

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.

 Madras College PERIOD TIMES 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 cash and card catering system and arrangements will be made by Fife Council for all new S1 pupils to be photographed for issue of a 'Myfife' Card. Parents can register to top up the Myfife online via iMPACT .

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 *Becoming Ill at School*, 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 requested 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 a first-aid member of staff who holds a Fife Council approved basic First Aid Qualification and 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 Pupil Services 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 wait in the School Reception area.

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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 or Miss A Massie (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 several 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, 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 or Facebook: 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 2017-2018 we are especially proud of:

The Madras College Top of the Bench team triumphed in the Scottish regional final of this competition in January. They came out on top over 30 other schools which included the High school of Dundee and Websters High school in the Scottish final. They qualified for the British final in London but due to the persistent very bad weather this year, the final could not be held. Ten pupils from S4, S5 and S6 attended the regional heats in Dundee for First Lego League and won first place in the robotics and programming section.

In the British Physics Olympiad which is based on the English national Physics curriculum the Madras pupils who tackled the series of challenging problem solving questions returned a very respectable: 1 commended and 1 upper Bronze award in S6, 1 commended and 1 lower bronze award in S5 and 9 commended with 1 lower bronze award in S4.

In the annual disability sports Fife 7- a - side football competition, Madras College entered two teams with our senior team being crowned the competition regional champions as a result of their fantastic unbeaten run throughout the whole competition.

One of our S5 pupils received a bronze at the world coastal rowing championship and played netball for Northern Ireland.

In the Fife Burns Competition:

Madras College did extremely well again winning five out of the six instrumental and singing categories.

S1/2 singing – 1st place - MD

S3/4 singing – 1st place – CD, 2nd place – IT

S1/2 instrumental – 1st place – HB

S3/4 instrumental – 1st place – ZM, 3rd place – DM

S5/6 instrumental – 1st place – KG

In Music:

In the annual NE Fife inter school music competition between the 3 NE Fife schools, Madras pupil IG was chosen as this year's very worthy winner.

This year the pupils from Madras gave outstanding performances in solo and group classes at the Fife Festival of Music.

The individual winners and group successes at the festival were:

S1, KG, Brass Advanced Class;

S5, IG, Piano Open Class

S6, EM, Clarsach Open Class.

In the adjudicator comment section:

Senior Strings were awarded a Platinum Certificate - "A lot of hard work and years of dedication are clearly bearing fruit. Your attention to details such as style and articulation is admirable."

SCHOOL IMPROVEMENT

Senior Girls' Choir were awarded a Gold Certificate - "A lovely blend from the start, lovely expressive faces with clear diction throughout".

Mixed Choir were awarded a Gold Certificate - "Lovely musical singing, tuneful and well-presented and posture/stance was commendable from everyone".

Junior Choir were awarded a Platinum Certificate – "Words were clear and sung with expression".

Wind Band was awarded a Silver Certificate – "You set the scene very nicely. Well done for an enjoyable performance"!

Clarsach Group was awarded a Gold Certificate – "Good performance providing a very attractive programme".

Out with the Fife Music Festival, one pupil from S5 was selected for the National Youth Orchestra of Scotland and 13 Madras pupils were selected to perform in the Fife Concert Band and Fife Sinfonia concert in April

In Mathematics:

We had over 200 pupils enter the UK maths Trust challenge papers. Pupils performed well with 57 achieving a bronze award, 26 a silver award and 10 a gold award.

3 Junior gold awards winners AA, LM and KW also qualified for the junior Kangaroo paper and VW qualified for the Junior Maths Olympiad paper.

In the intermediate challenge paper there was one gold award winner JM who qualified for the Intermediate Kangaroo paper and achieved a merit in the paper.

In the senior challenge paper LW and WL qualified for the Senior Kangaroo and MJ qualified for the British Maths Olympiad paper.

In the Scottish Mathematical Challenge we had over 50 entrants. We achieved 4 bronze, 5 silver and 4 gold awards.

In Sport:

NR, S4, competed in the Scottish Schools Swimming Championships on the 27th January and came away with two medals. a Silver in the 100 metres Breaststroke and a Bronze in the 200 metres Breaststroke.

At the Fife School Swimming Championships - November 2017

S2 AH and S4 NR brought back Gold Medals from the Fife Schools Swimming Championships held at the Michael Woods Centre, Glenrothes on Sunday 19th November and 9 other medals were won by Madras pupils which were:

S1/2 (12/13yrs)

AH: Gold 400 freestyle, Bronze 100 butterfly.

RM: Silver 400 freestyle & Silver 200 backstroke.

CG: Silver 200 backstroke, Bronze 100 butterfly.

S3/4 (14/15yrs)

NR: Gold 100 & 200 Breaststroke & Gold 400 Freestyle.

AM: Silver 200 backstroke and Bronze 100 backstroke.

CM: Bronze 100 freestyle.

MS: Bronze 200 backstroke.

SCHOOL IMPROVEMENT

AH won the Scottish cross country junior championship in March of this year despite the snow and gusting winds RS gained 3rd place in the Scottish Aquathon Championships and may well be selected for the Scottish senior team event.

In May the Madras S1 basketball squad took part in the first ever S1 Fife Cup competition and came away with the trophy, as worthy winners.

In September, 62 junior golfers from Fife and Angus took part in the Alfred Dunhill Links Schools Challenge. The winner of this competition this year was FS of Madras College.

ES was selected for the Fife Schools Girls football team at U15

Supporting Charities:

Once again our pupils have been outstanding in supporting a range of charities and events for charity securing:

An extremely generous response for our annual Toy drive event with an incredible amount of new toys, games and stocking fillers collected to go to children in need in our local area.

Macmillan Cancer Relief coffee morning - £624.16

Sport Relief - £685.14, the breakdown of donations being:

Staff Guess the Steps fundraiser - £90.90

Just Dance + Football tournament - £144.71

Staff vs Pupils Basketball + Mr Anderson Hair Shave - £85.29

Madras Miles Challenge - £152.44

Sport Relief Bake Sale - £166.80

S1 Walk for Sport Relief (sponsored by Sainsbury's) - £45.00

December Xmas Jumper and MND - £275.37

Talent show £603 - a charity to be decided

In Business studies:

For the third year in succession the Madras College Investment Challenge team were crowned north east of Scotland winners. The winning team of KH and SG achieved the highest fund total of any team in the 3 Scottish regional finals.

In Sailing:

EW (S3) was selected as part of the Scottish 49er sailing class Development Team and who, as one of the team of two boys (the other from Torquay in England) won both of the UK 49er class National sailing events that they have entered.

MR (S3) (who took up sailing only one year ago) has since won the Topper sailing class National competition. She was 1st overall and 1st girl.

12.2 Development Priorities 2016-2017

<i>Improvement Priority</i>	<i>Expected Outcome/Impact</i>
1 Raising Attainment	<ul style="list-style-type: none">• tracking system realigned to SEEMiS output• feedback realigned to SEEMiS output
2 Curriculum for Excellence Courses	<ul style="list-style-type: none">• embed Form Time• support new courses• improve S5/6 'Activities' columns

SCHOOL IMPROVEMENT

- 3 Developing the Young Workforce
 - Develop a ‘Numeracy Across the Curriculum’ policy
- 4 Ethos and Image
 - develop our ‘DYW’ agenda
- 5 Self-evaluation
 - continue to embed/raise standards and expectations
 - support understanding of ‘Insight Support Leadership’ programme
 - Develop a more focussed Quality Assurance model

12.3 School Performance

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

www.educationscotland.gov.uk/scottishschoolsonline/schools/madrascollegefife.asp

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.

SCHOOL IMPROVEMENT

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

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

Your Data Protection Rights

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

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

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)
Ms C Fisher (Team Manager)
Mrs S Barclay (Admin Assistant)

◆ **BUSINESS MANAGER**

Mr A Cummings

◆ **GUIDANCE STAFF**

Mrs R Bassilious
Mrs L Clark
Miss R Gray
Mrs H Ham
Mr R Hepburn
Mr T Inglis
Mr P Jones
Mrs E McClure
Mr P Ross
Miss M Sharp
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

Mr D Berthon (Percussion)
Mr D Boyter (Guitar)
Ms L Furness (Lower Strings)
Mr M Higgins (Upper Strings)
Ms J Gibson (Piano)
Ms R Mair (Brass)
Ms R Pettican (Woodwind)
Ms T Russell (Clarsach)

Pipeband

Instructors

Mr R Barron
Mr S Foggo
Mr A Aitken
Miss C Nicholson

◆ **ENGLISH**

Mrs E Payne (PTC)
Miss R Bassilious
Mr S Bayne
Miss V Birmingham
Mr O Darge (DHT)
Miss A Griffiths
Mr D Lawrie
Mrs M Ovenstone-Jones
Mrs A Robertson (DHT)
Miss L Small
Mr K Wishart (DHT)
Mrs J Yates (PT)

◆ **HEALTH & WELLBEING**

Mr L Fraser(PT)

Physical Education Teachers

Mr A Anderson
Miss T Band
Mrs L Clark
Mr R Hepburn
Mr R McLuskie
Mr C Martin
Mrs N Smith
Mr J Tarvet

Home Economics Teachers

LIST OF STAFF

Mrs S Auchterlonie
Mrs A Duncan (PT)
Home Economics Teachers (contd)
Ms M Hann
Mrs M McManus
Miss L Rae

◆ MATHEMATICS

Mrs C Steedman (PTC) Mr D Grewar
Mrs S Inglis
Mr T Inglis (PT, Closing the Gap)
Mr D McClure (Rector)
Mrs E McClure (PT, Care & Welfare)
Miss A Massie
Mr I Matheson
Mr P Ross
Mrs J Soares
Mrs K Travers
Mr C Trewartha
Mr B Young (PT)

◆ MODERN LANGUAGES

Mrs C MacEachen (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 A Moir
Miss F Paterson
Mr A Runciman (PT)

Chemistry Teachers

Dr A Nabi
Ms A Ogilvy
Mr B Stewart

Physics Teachers

Mr J Emeleus
Miss R Gray
Mrs F Lindsay (PT)
Mr H Watson (DHT)
Mr M Williams

◆ SOCIAL SUBJECTS

Mr B Robertson (PTC)

Classics, Religious Education & Citizenship Teachers

Mrs A Matheson
Mrs S Miller

Geography Teachers

Mr J Clark
Mrs H Ham

History Teachers

Mr P Dagless
Mrs M Ingledew
Mr P Jones

Modern Studies Teachers

Mr M Gibson
Mr M Swift (PT)

◆ TECHNOLOGIES

Mrs J McLaren (PTC)

Business Education Teachers

Mr S Forbes (PT)
Mrs S Stewart
Mrs J Walker

Computing Teachers

Mr M Latona
Mr K Maskell
Mrs E Mason
Mrs J Paterson

Design & Technology

Mrs J Casey
Mr K Duncan
Mr W Kay (PT)
Mr S Kerrigan
Miss K Watson

◆ SUPPORT FOR LEARNING

Miss J MacLaren (PTC)

Support for Learning Teachers

Mrs L Anderson
Mr I Ballantyne
Mr P Beaver
Mrs E Boyd
Mrs L Durie
Mr N Irvine
Mr S Munn
Support Assistants
Mrs Y Baillie
Mrs P Bissett

LIST OF STAFF

Mrs P Brothers

Mrs C Carlin

Mrs A Collie

Mrs S Donachy

Mrs I Ellwood

Mrs A Hart

Mrs A Lumsden

Mrs R McElfatrick

Mrs H Mitchell

Mrs C Morrison

Mrs M Nicholson

Mrs K Pitman

◆ ADMINISTRATION

Mrs K Hunter (Admin Co-ordinator)

Administrative Assistants

Mrs C Cameron

Clerical Officers

Mr G Donaldson

Mrs C Gallacher

Mrs L Gourlay

Mrs D Montador

Clerical Assistants

Mrs V Beaton

Mrs S Fraser (Monday & Tuesday))

◆ LIBRARY

Mrs E Higgins (Librarian)

Mrs S Fraser (Wednesday)

◆ PUPIL SERVICES

School Support Officers

Mrs J Connolly

◆ SCHOOL TECHNICIANS

Mr B Blacklaw (Senior Technician)

Miss H Anderson

Mr E Bolton

Mr J Dow

Mr J Love

◆ JANITORIAL

Mr C Chapman (South Street)

Mrs J Collins (South Street)

Mr S Elder (Kilrymont Road)

Mr M Fahey (Kilrymont Road)

Mr W Graves (South Street)

Mr J Nairn (Kilrymont Road)

◆ DINING HALL

Mr S MacCagnano-Regan (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 Courses 2018-20

MADRAS COLLEGE COURSE CHOICE FORM: S2/S3 COURSES 2018-2020

PLEASE USE BLOCKCAPITALS TO FILL IN YOUR NAME (IN INK)

SURNAME	FIRST NAME	REGISTER CLASS
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COMPULSORY SUBJECTS

English (3 periods)	Maths (3 periods)	Business Education	Computing Studies	Design and Technology
Physical Education (2 periods)	Social Subjects (2 periods)	Home Economics	Religious Education	Social Education

Please tick (✓) one from each of the following columns

Current Modern Language (2 periods)	Sciences (2 periods)	Expressive Arts (2 periods)
French	Biology	Art
German	Chemistry	Drama
Spanish	Physics	Music

ELECTIVE COURSES FOR S2 AND S3: 4 PERIODS - 2 PERIODS A WEEK EACH

YOU MUST ONLY CHOOSE FROM OPTION A OR OPTION B OR OPTION C

OPTION A	2-YEAR COURSE 5: CHOOSE 2 SUBJECTS (✓)												
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">French</td> <td style="width: 25%;">German</td> <td style="width: 25%;">Biology</td> <td style="width: 25%;">Chemistry</td> </tr> <tr> <td></td> <td>Spanish</td> <td>Art</td> <td>Drama</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Music</td> </tr> </table>	French	German	Biology	Chemistry		Spanish	Art	Drama				Music
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	Spanish	Art	Drama										
			Music										

OPTION B	2-YEAR COURSES: CHOOSE 1 (✓)	AND	1-YEAR COURSES: CHOOSE 2 (✓) (DO NOT CHOOSE THE SAME SUBJECT TWICE)																																																								
	<table style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center;">CHOOSE 1</th> <th style="width: 20px;"></th> </tr> <tr><td>Biology</td><td></td></tr> <tr><td>Chemistry</td><td></td></tr> <tr><td>Physics</td><td></td></tr> <tr><td>Art</td><td></td></tr> <tr><td>Drama</td><td></td></tr> <tr><td>Music</td><td></td></tr> <tr><td>French</td><td></td></tr> <tr><td>German</td><td></td></tr> <tr><td>Spanish</td><td></td></tr> </table>	CHOOSE 1		Biology		Chemistry		Physics		Art		Drama		Music		French		German		Spanish			<table style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center;">Choose 1 from this column</th> <th style="width: 20px;">AND</th> <th style="text-align: center;">Choose 1 from this column</th> </tr> <tr><td>Digital Media</td><td></td><td>Latin (Life in Pompeii)</td></tr> <tr><td>Engineering Science</td><td></td><td>Computing Science</td></tr> <tr><td>Performance PE</td><td></td><td>Introduction to Childcare</td></tr> <tr><td>Cycling</td><td></td><td>Graphic Design</td></tr> <tr><td>Music Technology</td><td></td><td>Performance PE</td></tr> <tr><td>3-D Art & Design</td><td></td><td>Fashion & Textiles</td></tr> <tr><td>Classics (Greek Mythology)</td><td></td><td>Design & Manufacture</td></tr> <tr><td>Geography</td><td></td><td>Aquatics</td></tr> <tr><td>Modern Studies</td><td></td><td>Home Economics</td></tr> <tr><td>Events Management</td><td></td><td>Literature</td></tr> <tr><td></td><td></td><td>History</td></tr> </table>	Choose 1 from this column	AND	Choose 1 from this column	Digital Media		Latin (Life in Pompeii)	Engineering Science		Computing Science	Performance PE		Introduction to Childcare	Cycling		Graphic Design	Music Technology		Performance PE	3-D Art & Design		Fashion & Textiles	Classics (Greek Mythology)		Design & Manufacture	Geography		Aquatics	Modern Studies		Home Economics	Events Management		Literature			History
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		History																																																									

OPTION C	1-YEAR COURSES - CHOOSE 4 (✓): 2 SUBJECT CHOICES FROM TABLE 1 AND 2 FROM TABLE 2 (DO NOT CHOOSE THE SAME SUBJECT TWICE)	AND	TABLE 2																																																																																				
	<table style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center;">TABLE 1</th> <th style="width: 20px;">AND</th> <th style="text-align: center;">Choose 1 from this column</th> </tr> <tr><td>Choose 1 from this column</td><td></td><td>Choose 1 from this column</td></tr> <tr><td>Digital Media</td><td></td><td>Latin (Life in Pompeii)</td></tr> <tr><td>Engineering Science</td><td></td><td>Computing Science</td></tr> <tr><td>Performance PE</td><td></td><td>Engineering Science</td></tr> <tr><td>Cycling</td><td></td><td>Graphic Design</td></tr> <tr><td>Music Technology</td><td></td><td>Performance PE</td></tr> <tr><td>3-D Art & Design</td><td></td><td>Fashion & Textiles</td></tr> <tr><td>Classics (Greek Mythology)</td><td></td><td>Design & Manufacture</td></tr> <tr><td>Geography</td><td></td><td>Aquatics</td></tr> <tr><td>Modern Studies</td><td></td><td>Home Economics</td></tr> <tr><td>Events Management</td><td></td><td>Literature</td></tr> <tr><td></td><td></td><td>History</td></tr> <tr><td></td><td></td><td>Introduction to Childcare</td></tr> </table>	TABLE 1	AND	Choose 1 from this column	Choose 1 from this column		Choose 1 from this column	Digital Media		Latin (Life in Pompeii)	Engineering Science		Computing Science	Performance PE		Engineering Science	Cycling		Graphic Design	Music Technology		Performance PE	3-D Art & Design		Fashion & Textiles	Classics (Greek Mythology)		Design & Manufacture	Geography		Aquatics	Modern Studies		Home Economics	Events Management		Literature			History			Introduction to Childcare		<table style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center;">Choose 1 from this column</th> <th style="width: 20px;">AND</th> <th style="text-align: center;">Choose 1 from this column</th> </tr> <tr><td>Choose 1 from this column</td><td></td><td>Choose 1 from this column</td></tr> <tr><td>Digital Media</td><td></td><td>Latin (Life in Pompeii)</td></tr> <tr><td>Engineering Science</td><td></td><td>Computing Science</td></tr> <tr><td>Performance PE</td><td></td><td>Introduction to Childcare</td></tr> <tr><td>Cycling</td><td></td><td>Graphic Design</td></tr> <tr><td>Design & Manufacture</td><td></td><td>Performance PE</td></tr> <tr><td>Aquatics</td><td></td><td>Fashion & Textiles</td></tr> <tr><td>Home Economics</td><td></td><td>Music Technology</td></tr> <tr><td>Literature</td><td></td><td>3-D Art & Design</td></tr> <tr><td>History</td><td></td><td>Classics (Greek Mythology)</td></tr> <tr><td></td><td></td><td>Geography</td></tr> <tr><td></td><td></td><td>Modern Studies</td></tr> <tr><td></td><td></td><td>Events Management</td></tr> </table>	Choose 1 from this column	AND	Choose 1 from this column	Choose 1 from this column		Choose 1 from this column	Digital Media		Latin (Life in Pompeii)	Engineering Science		Computing Science	Performance PE		Introduction to Childcare	Cycling		Graphic Design	Design & Manufacture		Performance PE	Aquatics		Fashion & Textiles	Home Economics		Music Technology	Literature		3-D Art & Design	History		Classics (Greek Mythology)			Geography			Modern Studies			Events Management
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RESERVE	<p>In addition, choose 3 other subject choices from the 1-Year Course tables in Option C – number them in order of preference – 1, 2, 3 and note them in the columns above.</p> <p>The school reserves the right to withdraw any subject if the number choosing it is too small or if staffing or accommodation is inadequate</p> <p>Parent/Carer Signature _____ Date _____</p> <p style="text-align: center;">PLEASE RETURN TO REGISTER TEACHER BY MONDAY 26TH FEBRUARY 2018</p>
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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	MADRAS COLLEGE • S4/S5/6 COURSE CHOICES 2018-19									
	COLUMN A	COLUMN B	COLUMN C	COLUMN D	COLUMN E	COLUMN F	COLUMN G			
National 4s and 5s	Biology (N4) Chemistry (N4) Physics (N4) Spanish (N4.5) Drama (N4.5) German (N4.5) History (N4) History (N4.5) Modern Studies (N4.5) Travel & Tour (N4.5) Com Games Dev (SCOF4.5) Design & Manu. (N4.5) Hospitality (N4.5) PE (N4.5)	Comp Science (N4.5) Drama (N4.5) French (N4.5) Art & Design (N4.5) Music (N4.5) History (N4.5) Modern Studies (N4) Modern Studies (N4.5) Latin (N4.5) RUPS (N4.5) Accounting (N4.5) Bus Management (N4.5) Engineering Sol. (N4.5) PE (N4.5) Prac Woodwork (N4.5) Health & Food (N4.5)	Biology (N4) Biology (N4.5) Chemistry (N4) Chemistry (N4.5) Physics (N4.5) Drama (N4.5) Civics (N4.5) Modern Studies (N4.5) Cyber Security (SCOF4.5) Graphic Com (N4.5) Prac Woodwork (N4.5) Child Care (N4)	Biology (N4) Chemistry (N4) Chemistry (N4.5) Physics (N4.5) Drama (N4.5) Civics (N4.5) Modern Studies (N4.5) Cyber Security (SCOF4.5) Graphic Com (N4.5) Prac Woodwork (N4.5) Child Care (N4)	Biology (N4) Biology (N4.5) Physics (N4) Physics (N4.5) Art & Design (N4.5) Geography (N4.5) History (N4.5) Bus Management (N4.5) Comp Science (N4.5) Engineering Sol. (N4.5) Practical Woodwork (N4.5) Bakery (SCOF4)	English Mathematics	Mathematics			
	Highers	English (N5)* English (H) Biology (H) Chemistry (H) German (H) History (H) Physics (H) Modern Studies (H) Accounting (H) Com Games Dev (SCOF6) Design & Manu (H)	English (N5)* English (H) Biology (H) French (H) Art & Design (H) Comp Science (H) Latin (H) RUPS (H) Bus Management (H) Engineering Sol. (H) Health & Food (H)	Maths (N5)* Maths (H) Chemistry (H) French (H) Spanish (H) Drama (N5)* Drama (H) Classics (H) Geography (H) Modern Studies (H) Admin & IT (H) Childcare (N5)*	Maths (N5)* Maths (H) Chemistry (H) Physics (H) RUPS (H) Music (H) Classics (H) Graphic Com (H) Fashion & Textile (H) PE (N5)* PE (H)	Biology (H) Chemistry (H) Physics (H) Art & Design (H) Drama (N5)* Drama (H) History (H) Modern Studies (H) Bus Management (H) Comp Science (H) PE (N5)* PE (H) Creative Care (N5)*	English (H) Foundation Apprenticeships Business Studies Childcare & Young People Civil Engineering Engineering Software Development ATONL BAKERY	Activities		
Advanced Highers		English (AH) Accounting (AH) Art & Design (AH) Computing Science (AH) German (AH) Philosophy (H)** Sports	Physics (AH) Drama (AH) French (AH) Latin (AH) Health & Food (AH) Sports	Maths (AH) Business Management (AH) Classical Studies (AH) RUPS (AH) Comp Science (AH) Photography (H)** Sports	Maths (AH) Business Management (AH) Classical Studies (AH) RUPS (AH) Comp Science (AH) Sports	Chemistry (AH) Engineering (AH) Graphic Com (AH) Geography (AH) Modern Studies (AH) Music (AH) PE (AH) Sports	Activities	Activities		

RETURN TO THE MAIN OFFICE
ON MONDAY 5TH FEBRUARY 2018
AH Scottish Baccalaureate

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.
* These National 5 subjects are available to S5 and S6 pupils only
** The Higher subjects are normally available to S6 pupils only

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.

MADRAS COLLEGE • S4/S6 COURSE CHOICES 2018-19

LEVEL	COLUMN A	COLUMN B	COLUMN C	COLUMN D	COLUMN E	COLUMN F	COLUMN G
National 4s and 5s	Biology (N5) Chemistry (N5) Physics (N5) Spanish (N4/5) Drama (N4/5) German (N4/5) History (N4) History (N5) Modern Studies (N5) Travel & Tour (N4/5) Com Games Dev (SCQF4/5) Design & Manu. (N4/5) Hospitality (N4/5) PE (N4/5)	Comp Science (N4/5) Drama (N4/5) French (N4/5) Art & Design (N4/5) Music (N4/5) History (N5) Modern Studies (N4) Modern Studies (N5) Latin (N4/5) RMPS (N4/5) Accounting (N5) Bus Management (N4/5) Engineering Sci. (N4/5) PE (N4/5) Prac Woodwork (N4/5) Health & Food (N4/5)	Biology (N4) Biology (N5) Chemistry (N5) Music (N4/5) French (N4/5) Admin & IT (N4/5) Comp Science (N4/5) Digital Media (SCQF4/5) Fashion & Textile (N4/5) PE (N4/5) Youth Achievement	Biology (N5) Chemistry (N4) Chemistry (N5) Physics (N5) Drama (N4/5) Classics (N5) Modern Studies (N5) Cyber Security (SCQF4/5) Graphic Com (N4/5) Prac Woodwork (N4/5) Child Care (N4)	Biology (N4) Biology (N5) Physics (N4) Physics (N5) Art & Design (N4/5) Geography (N5) History (N5) Bus Management (N4/5) Comp Science (N4/5) Engineering Sci. (N4/5) Practical Woodwork (N4/5) Bakery (SCQF4)	English	Mathematics
	Highers	English (N5)* English (H) Biology (H) Chemistry (H) German (H) History (H) Physics (H) Modern Studies (H) Accounting (H) Com Games Dev (SCQF6) Design & Man (H)	English (N5)* English (H) Biology (H) French (H) Art & Design (H) Comp Science (H) Latin (H) RMPS (H) Bus Management (H) Engineering Sci. (H) Health & Food (H)	Maths (N5)* Maths (H) Chemistry (H) French (H) Spanish (H) Drama (N5)* Drama (H) Classics (H) Geography (H) Modern Studies (H) Admin & IT (H) Childcare (N5)*	Maths (Numeracy) Maths (N5)* Maths (H) Chemistry (H) Physics (H) RMPS (H) Music (H) Classics (H) Graphic Com (H) Fashion & Textile (H) PE (N5)* PE (H)	Biology (H) Chemistry (H) Physics (H) Art & Design (H) Drama (N5)* Drama (H) History (H) Modern Studies (H) Bus Management (H) Comp Science (H) PE (N5)* PE (H) Creative Cake Dec (N5)*	English (H) Foundation Apprenticeships: Business Skills Children & Young People Civil Engineering Engineering Software Development at Bell Baxter
Advanced Highers	English (AH) Accounting (AH) Art & Design (AH) Computing Science (AH) German (AH) Politics (H)** Study	Sports Leader Physics (AH) Drama (AH) French (AH) Latin (AH) Health & food (AH) Study	Mechanics (AH) Biology (AH) Spanish (AH) History (AH) Photography (H)** Study	Maths (AH) Bus Management (AH) Classical Studies (AH) RMPS (AH) Comp Science (AH) Study	Chemistry (AH) Engineering (AH) Graphic Comm (AH) Geography (AH) Modern Studies (AH) Music (AH) PE (AH) Study	Activities	

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

RETURN TO THE MAIN OFFICE
ON MONDAY 12TH MARCH 2018
AH* Scottish Baccalaureate

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.

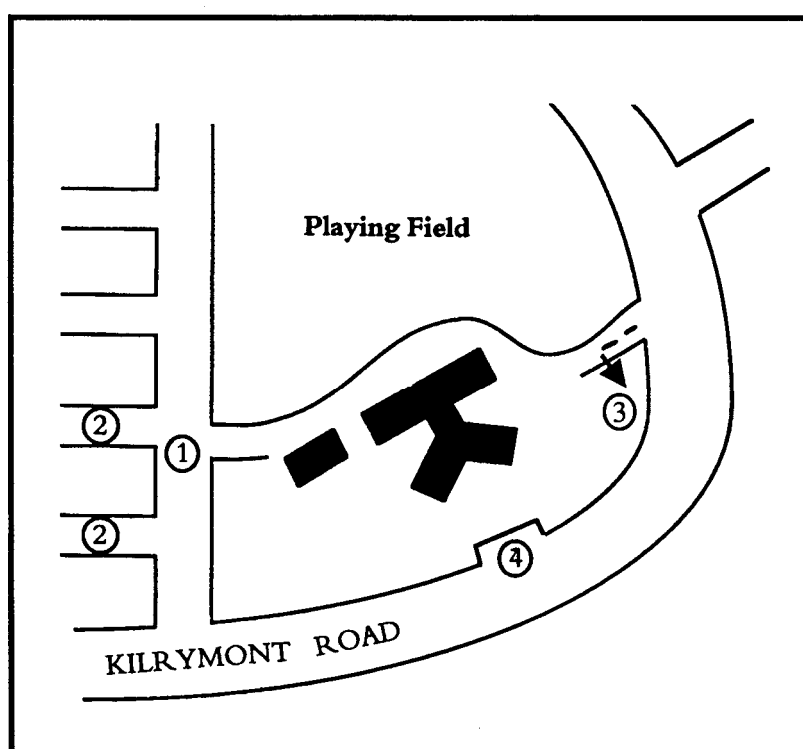
* These National 5 subjects are available to S5 and S6 pupils only
** These Higher subjects are normally available to S6 pupils only

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.

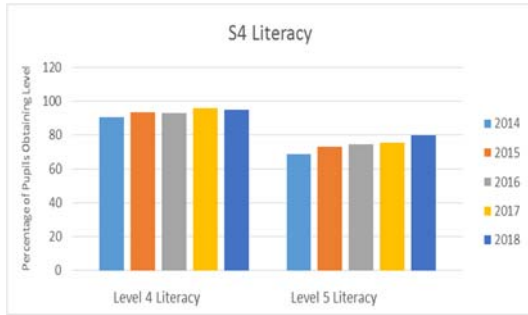
- 1 Pupils may normally be dropped off at the rear entrance in Roundhill Road at the start of the school day. This avoids cars mixing with buses and pedestrians at the bus lay-by.
- 2 At 3.20 pm parents collecting pupils could do so at any agreed point near the rear gate. Again this will greatly decrease 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

SQA Attainment - Literacy and Numeracy

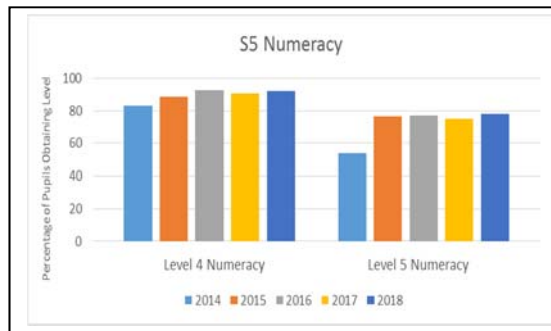
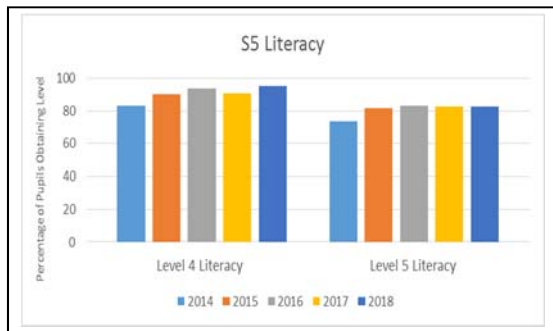
S4 - All Pupils



Year	% Level 4 (Literacy)	% Level 5 (Literacy)
2014	90.52	68.53
2015	93.12	72.94
2016	92.66	74.31
2017	95.61	75.44
2018	94.61	79.90

Year	% Level 4 (Numeracy)	% Level 5 (Numeracy)
2014	88.79	56.03
2015	93.58	67.89
2016	92.2	70.64
2017	95.18	75.00
2018	93.63	67.16

S5 - All Pupils



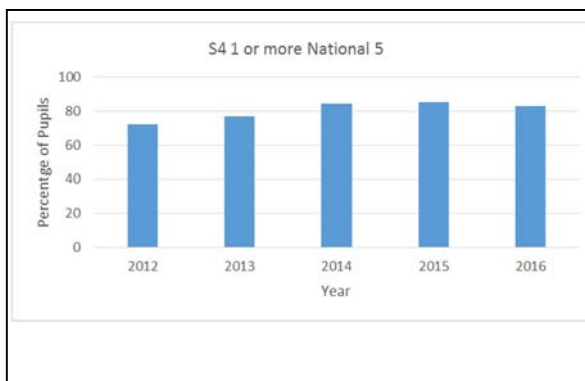
Year	% Level 4 (Literacy)	% Level 5 (Literacy)
2014	92.83	73.71
2015	90.2	81.57
2016	93.72	82.85
2017	90.72	82.70
2018	95.08	82.79

Year	% Level 4 (Numeracy)	% Level 5 (Numeracy)
2014	82.87	53.78
2015	88.63	76.47
2016	92.47	76.99
2017	90.72	75.11
2018	92.21	78.28

STATISTICAL INFORMATION FOR PARENTS

Attainment for the S4 cohort

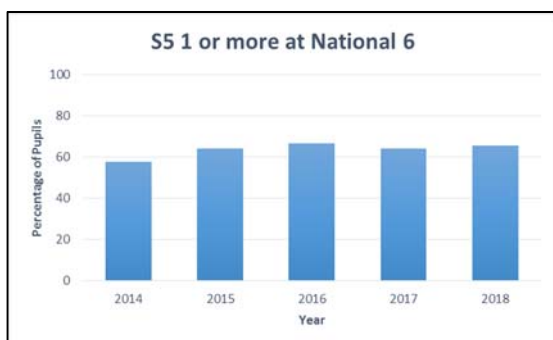
Five year trend for 1 or more at National 5 for the school in S4 as a percentage of the S4 cohort.



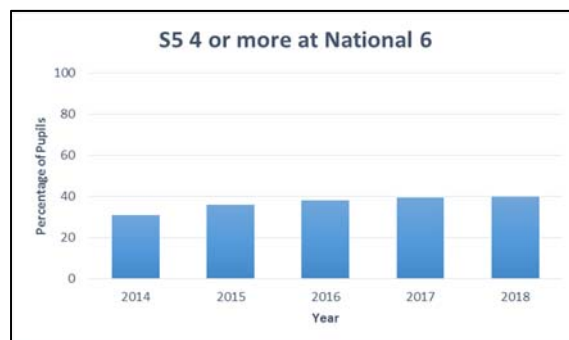
Year	% 1 + National 5
2014	84.48
2015	85.32
2016	83.03
2017	84.21
2018	83.82

Attainment for the S5 cohort

Five year trend for 1 or more, or 4 or more at National 6 for the school in S5 as a percentage of the S4 cohort.



Year	% 1 + National 6
2014	57.77
2015	63.92
2016	66.53
2017	63.92
2018	65.57

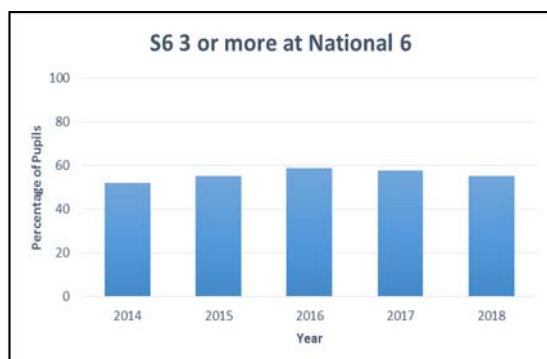
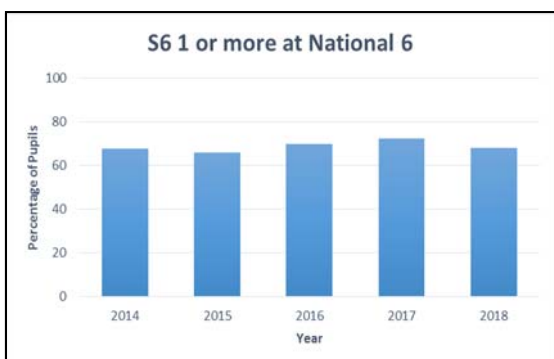


Year	% 4+ National 6
2014	31.08
2015	36.08
2016	38.08
2017	39.66
2018	39.75

STATISTICAL INFORMATION FOR PARENTS

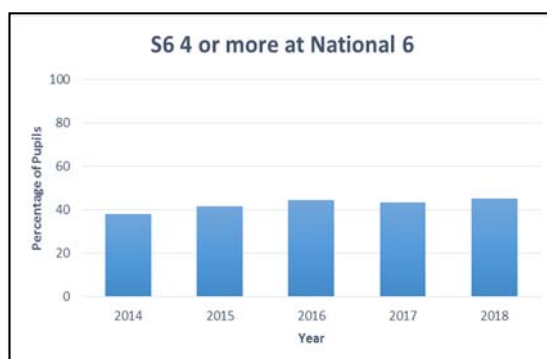
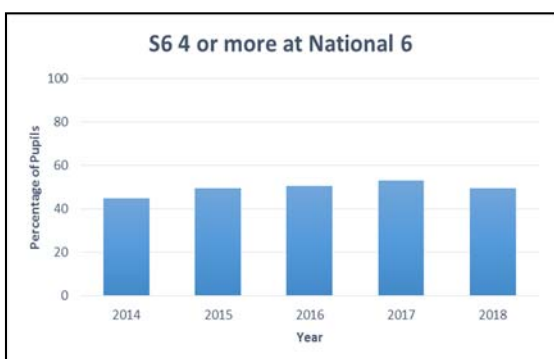
Attainment for the S6 cohort

Five year trend for 1, 3, 4 and 5 or more at National 6 and 1 or more at National 7 for the school in S6 as a percentage of the S4 cohort.



Year	% 1+ National 6
2014	67.79
2015	66.01
2016	69.69
2017	72.20
2018	68.10

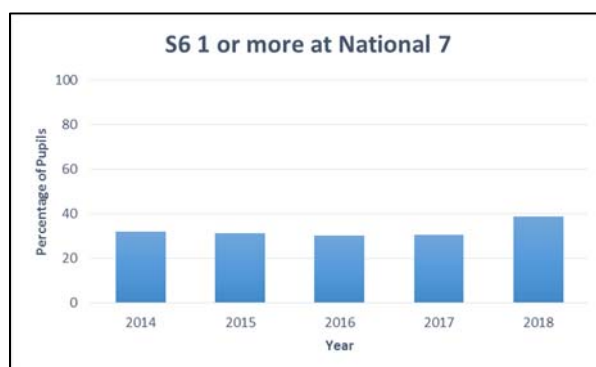
Year	% 3+ National 6
2014	52.01
2015	55.34
2016	58.66
2017	57.68
2018	55.17



Year	% 4+ National 6
2014	44.97
2015	49.41
2016	50.39
2017	53.11
2018	49.57

Year	% 5+ National 6
2014	37.92
2015	41.5
2016	44.49
2017	43.57
2018	45.26

STATISTICAL INFORMATION FOR PARENTS



Year	% 1+ National 7
2014	31.88
2015	31.23
2016	30.31
2017	30.71
2018	38.79

Percentage Attendance and Absence for School Year 2017/18

	Total number of possible attendances (pupil half days)														
	Attendance					Authorised					Unauthorised				
	13/14	14/15	15/16	16/17	17/18	13/14	14/15	15/16	16/17	17/18	13/14	14/15	15/16	16/17	17/18
Madras %	92.89	92.91	92.80	92.25	91.62	5.00	5.00	5.63	5.88	6.41	1.98	1.99	1.55	1.85	1.95
Fife %	91.99	91.99	91.61	91.01	90.62	5.15	5.45	5.83	5.52	5.78	2.79	2.51	2.51	3.42	3.56
Scotland %	N/A	91.8	N/A	N/A	N/A	N/A	5.30	N/A	N/A	N/A	N/A	2.80	N/A	N/A	N/A

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

	Madras				
	13/14	14/15	15/16	16/17	17/18
S5: September	94	103	94	94	92
S6: September	74	84	74	80	76

Free school meal registration (whole school)

	School					Fife					National				
	13/14	13/14	14/15	15/16	17/18	13/14	14/15	15/16	16/17	17/18	13/14	13/14	14/15	15/16	17/18
FMR %	11.9	7.6	8.2	8.7	8.5	19.4	17.4	16.3	17.0	16.4	15.5	15.0	14.2	14.1	14.4

STATISTICAL INFORMATION FOR PARENTS

Positive Leaving Destinations

The table below shows the initial destinations on leaving school for all leavers in 2013/14, 2014/15, 2015/16 and 2016/17. Data is taken from the initial Scottish Leavers Destination Return collected in September.

	School				Fife				National			
	2013/14	2014/15	2015/16	2016/17	2013/14	2014/15	2015/16	2016/17	2013/14	2014/15	2015/16	2016/17
No of Leavers	238	249	241	245	3,596	3,728	3,712	3,757	51,335	52,433	52,249	51,258
Positive Destination (%)	95.0	93.6	95.8	95.1	92.5	92.4	92.7	92.7	92.5	93.0	93.3	93.7
Higher Education (%)	50.8	46.6	49.8	48.2	37.7	35.4	39.0	35.0	39.1	38.8	40.3	40.7
Further Education (%)	21.0	27.3	28.6	26.5	33.9	34.4	32.7	33.9	26.3	27.6	26.6	26.8
Training (%)	0.0	0.4	0.0	0.8	3.5	3.0	1.9	2.1	4.0	3.8	2.6	2.4
Employment (%)	22.7	18.5	15.8	18.4	16.2	17.8	17.2	19.3	21.7	21.4	22.3	22.0
Activity Agreement (%)	0.4	0.8	1.2	0.8	1.1	1.7	1.6	1.8	1.0	0.9	1.0	1.2
Unemployed (%)	5.0	6.4	4.1	4.5	7.3	7.3	6.7	6.8	7.2	6.5	6.4	5.9
Seeking Work (%)	4.6	4.8	3.7	2.5	5.8	6.0	5.6	5.5	6.1	5.4	5.1	4.5
Not seeking work (%)	0.4	1.6	0.4	2.0	1.4	1.3	1.2	1.4	1.1	1.1	1.3	1.5
Unknown (%)	0.0	0.0	0.0	0.4	0.3	0.3	0.5	0.5	0.3	0.5	0.2	0.4

Budgeted Running Costs for Financial Year 2017/18

School roll at September 2017	Total school running costs April 2017 (£)	Cost per pupil (£)
1263	6,513,602	5,157

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 3¹ 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 Wellbeing are fundamentally important to our learners and are the responsibility of all. Our curriculum ensures Experiences and Outcomes in Literacy, Numeracy and Health and Wellbeing 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.

CURRICULUM RATIONALE

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

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

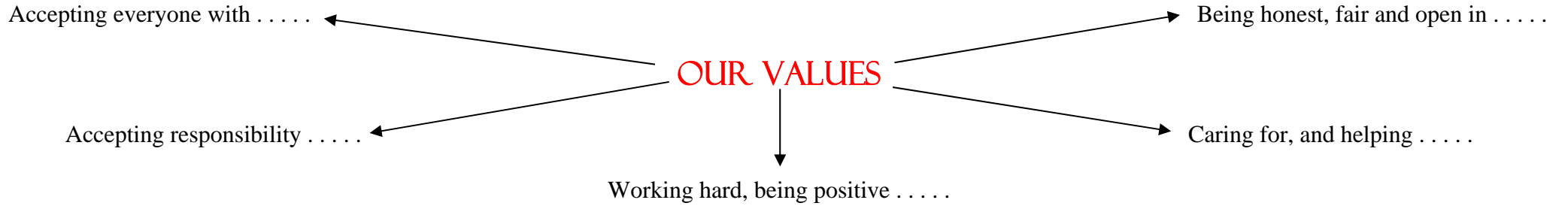
To ensure pupils experience deep learning, specialisation is offered in Expressive Arts, Science and Social Subjects. In addition, the Elective column offers opportunities to revisit Experiences and Outcomes in different and challenging contexts.

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 (2017-2018)



X 64 MINS	3.0	3.0	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	4	4	5 x 3P ELECTIVES					2	50 MINS
S4	ENGLISH	MATHS	C	D	E	F	G	HWB (PE/RE/SE)	R (5X10)

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