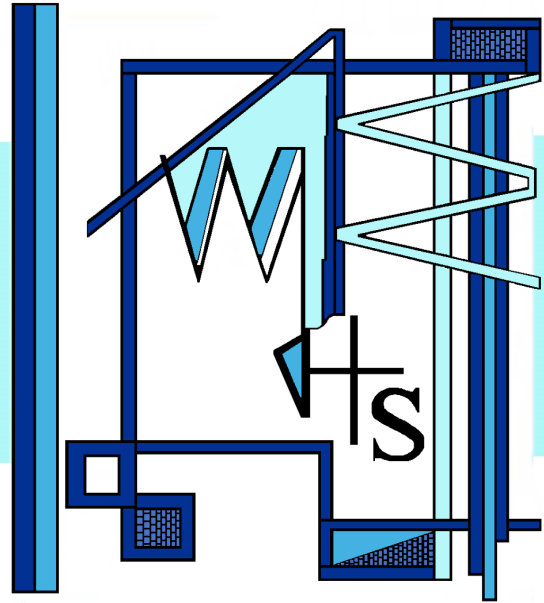


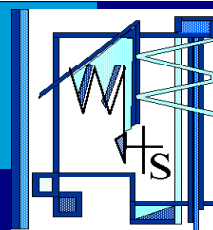
# Woodfarm School Handbook

2021/22



[blogs.glowscotland.org.uk/er/Woodfarm](https://blogs.glowscotland.org.uk/er/Woodfarm)  
Twitter = @WoodfarmHigh

# CONTENTS



## **Section 1 INTRODUCTION**

A Welcome from the Head Teacher	4
Woodfarm High School	5
Our Vision, Values and Aims	6

## **Section 2 TRANSITION TO WOODFARM HIGH**

Primary to Secondary Transition	8
Admissions to Woodfarm High School	9

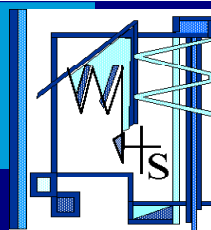
## **Section 3 SUPPORT FOR PUPILS**

Meet our Senior Management Team	10
Meet our Pupil Support Team	12
Getting it Right For Every Child	13
Joint Support Team (JST)	14
Extended Support Team	16
Confidentiality	17
Careers Entitlement	18
Opportunities for All	19
Additional Support for Learning	21
Safeguarding & Child Protection	22

## **Section 4 POLICIES AND PROCEDURES**

The School Day / The School Year	23
Attendance & Timekeeping	24
Inclusion & Religious Observance	26
Dressing for Excellence	27
Health and Wellbeing	30
Equal Opportunities & Social Justice	33
ParentPay & School Meals	34

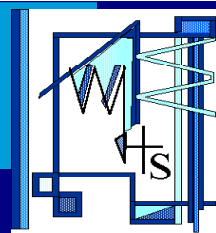
# CONTENTS



<b>Section 4</b>	<b>POLICIES AND PROCEDURES CONT.</b>	
	School Travel Information	36
	Adverse Weather	37
	Feedback and Complaints	38
<b>Section 5</b>	<b>CURRICULUM AND ASSESSMENT</b>	
	Curriculum for Excellence	39
	Glossary of Terms	42
	Vocational Information	43
	Arrangements for Reporting on pupil progress	44
	Skills Profile	47
<b>Section 6</b>	<b>SCHOOL PERFORMANCE</b>	
	Woodfarm High School Performance	49
<b>Section 7</b>	<b>PUPIL AND PARENTAL INVOLVEMENT</b>	
	Achievements & House System	51
	Extra-Curricular Activities & Community Involvement	52
	Pupil & Parental Involvement	53
	Parent Partnership & Supporting Your Child's Learning	55
<b>Section 8</b>	<b>FURTHER INFORMATION</b>	
	Useful Contact Numbers	60
	East Renfrewshire Council Privacy Notice	61
	Useful Websites	66

# Section 1 – Introduction

## A WELCOME FROM THE HEAD TEACHER



### *Welcome to our school*

Woodfarm High School is a high performing school with excellent resources and committed staff. We are all proud to be part of the Woodfarm community. High expectations and the welcome support of our parents, ensures that our school builds on our achievements and continues to improve.

Whether you read this handbook as a prospective parent or pupil, I am sure you will be impressed by the range and variety of experiences we offer at Woodfarm High School.

We strive to provide an inclusive education which will:

- provide opportunities to support and challenge all children and young people in their learning in order to fulfil their potential;
- encourage wider achievement;
- enable young people to belong to and contribute to communities;
- promote equal opportunities by being responsive to the needs of individual pupils, including their language, cultural and social backgrounds and previous educational experiences and achievements.

As young people progress through our school, existing skills for life, learning and work will be further developed which will enable them to be empowered and engaged in decision making not only at a local level but also at a National level.

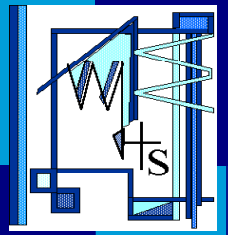
Please visit our school website or follow us on Twitter to keep up to date with our school notices and acknowledgements.





# Section 1 – Introduction

## WOODFARM HIGH SCHOOL



Woodfarm High School is a co-educational, non-denominational Integrated Community School, catering for pupils of all ability ranges from First Year through to Sixth Year. Our aim is to provide a challenging and stimulating educational experience matched to the needs of all our young people, in line with Curriculum for Excellence.

Over 120 teaching and non-teaching staff are committed to making Woodfarm High School a safe and welcoming environment for our pupils. The Senior Management Team consists of the Head Teacher and three Depute Heads. Leadership is promoted at all levels and this is very successful in engendering a teamwork approach. This, in turn, has created a hard-working, happy and caring environment.

The capacity of the school is 933 pupils, and the roll at present is 760 pupils. With a high stay-on rate, we maintain a successful senior school. The school is situated in the Thornliebank area of East Renfrewshire, to the South-West of Glasgow.

The school is housed in a single, modern building on a spacious site. New accommodation and remodelling of an existing main building was completed in Spring 2006. We have the benefit of a newly refurbished PE department in October 2012 and an excellent sports facility on the opposite side of Robslee Road.

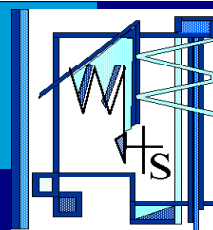
The school serves the Giffnock and Thornliebank areas of East Renfrewshire.

Our students reflect a truly comprehensive intake and include an ethnic minority population of around 40%.

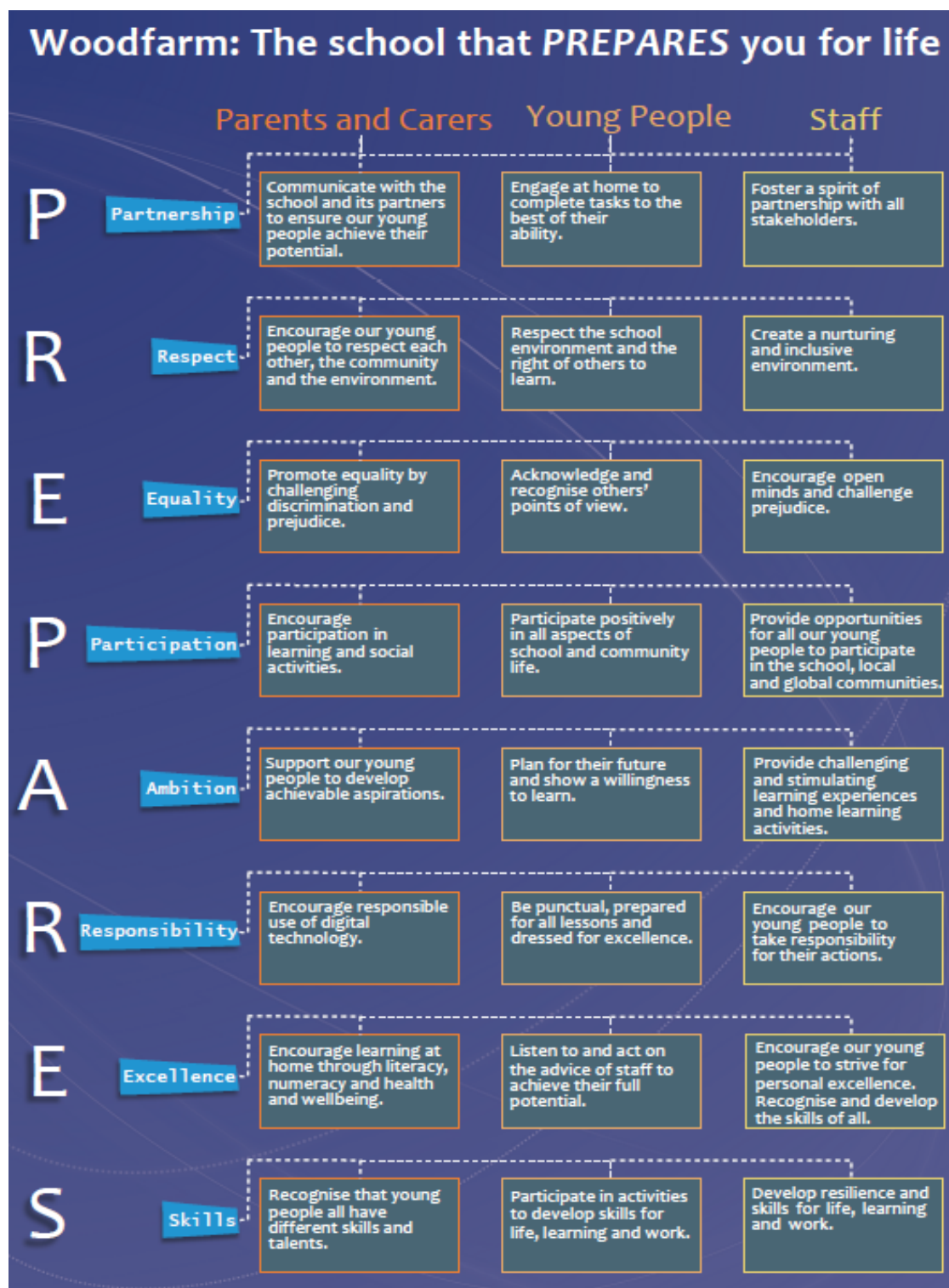


# Section 1 – Introduction

## OUR VISION, VALUES AND AIMS

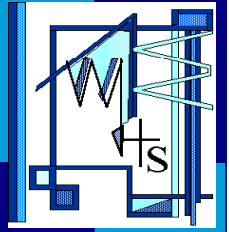


Woodfarm: The school that **PREPARES** you for life. **P**artnership, **R**espect, **E**quality, **P**articipation, **A**mbition, **R**esponsibility, **E**xcellence, **S**kills.



# Section 1 – Introduction

## OUR VISION, VALUES AND AIMS



### UNICEF Gold Award - Rights Respecting School

#### What is UNICEF's Gold Rights Respecting School?

UNICEF is a global charity which protects and supports children.

A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between pupils and adults, between adults and between pupils.



#### We aim to educate our children within a Rights Respecting School

We will do this by:

- Providing a coherent values framework which enhances school leadership and ethos;
- Developing our staff and pupils' knowledge of the Rights of a Child, based on the Articles of the UNCRC, and how this can affect their own and others' lives;
- Unifying a range of educational initiatives such as Sustainable Development, International Education and Citizenship;
- Helping pupils to develop a stronger sense of the need to act for global justice.

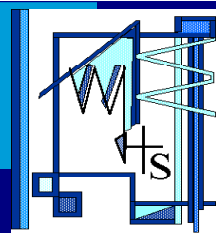


Woodfarm High is a Gold Rights Respecting School. The Gold Award recognises achievement in putting the United Nations Convention on the Rights of the Child at the heart of a school's planning, policies, practice and ethos. The aims of our school charter is to ensure the whole community learns about the Convention on the Rights of the Child and that our young people, staff and parents use this shared understanding to work for global justice and sustainable living.



## Section 2 – Transition to Woodfarm

### PRIMARY TO SECONDARY TRANSITION

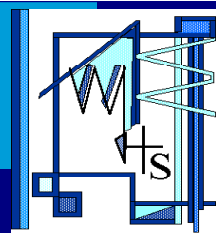


In order to ensure a coherent and smooth progression from Primary to Secondary, an extensive transition programme is in place. Cluster working and professional dialogue with Primary 7 teachers and secondary teachers allow classes in English and Mathematics to be set, thereby building on prior learning. Further opportunities are built into the cluster calendar to provide secondary faculty heads and primary colleagues time to share pupils' learning experiences. An extended transition programme is in place to support young people with additional support needs.

A range of cluster transition events including the STEM Challenge, French Onatt theatre event, Multi Sports Event, Cluster Ceilidh and Induction Visits provide the young people with opportunities to experience the secondary curriculum and meet future teachers. A calendar of events, including the Primary – Secondary Transition programme is available from our Cluster primaries and via the school website.



## Section 2 – Admission to Woodfarm High School



Before a child enrolls in Woodfarm High School, the Education Department will seek documentary evidence to validate a child's entitlement to a catchment place at this school. If appropriate evidence is not submitted the Education Department will withdraw the offer of a place. Documentary evidence can be submitted to the Education Department via the school office; further detail on required documentary evidence is available in the Education Department's school admission policy which is accessible on the Council's website via the web address below:

<http://www.eastrenfrewshire.gov.uk/CHttpHandler.ashx?id=19102&p=0>

When a child who was enrolled in the school as a catchment pupil ceases to reside within the Woodfarm High School delineated catchment area and his/her parents wish the child to continue to attend the school the parent must submit a placing request to remain. Where it is found that a child is no longer entitled to a catchment place in Woodfarm High School since they no longer reside in a property in the delineated catchment area associated with the school, and a placing request to remain has not been submitted and approved, the Council may seek to exclude that child from the school.

A child's parent(s)/carer(s) is/are responsible for providing the Education Department with full and correct information about their child(ren) and any changes to that information which may affect their status as a catchment child. In the event that parent(s)/carer(s) fail to do this, the Education Department will view this as a refusal to comply with the rules and regulations of the school; this lack of cooperation will result in the Council seeking to exclude the child(ren) from Woodfarm High School.



**Braidbar  
Primary**

Phone:

0141 570 7020

Head Teacher

Gillian Friel

Web: [https://  
blogs.glowscotland.org.uk/er/  
BraidbarPrimary](https://blogs.glowscotland.org.uk/er/BraidbarPrimary)



**Giffnock  
Primary**

Phone:

0141 570 7180

Head Teacher

Rob Lawson

Web: [https://  
blogs.glowscotland.org.uk/er/  
Giffnock](https://blogs.glowscotland.org.uk/er/Giffnock)



**Thornliebank  
Primary**

Phone:

0141 570 7440

Head Teacher

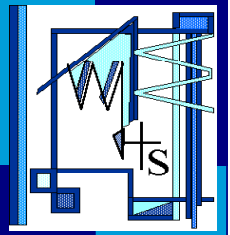
Jenni Miller

Web: [https://  
blogs.glowscotland.org.uk/er/  
Thornliebank](https://blogs.glowscotland.org.uk/er/Thornliebank)



## Section 3 – Support for Pupils

### MEET OUR SENIOR MANAGEMENT TEAM



#### **Miss Gillian Boyle Head Teacher**

Miss Boyle has overall responsibility for driving forward the school's vision and values. She has strategic responsibility for celebrating achievements, providing opportunities for all young people to participate in the wider life of the school and ensuring that they perform to the best of their ability in National examinations. She monitors and evaluates school policies and procedures.

She has overall responsibility for staff management, staff development, budgets, resources, participation, consultation and self-evaluation for self-improvement.

She is the school's external representative and correspondent and is adviser to the Parent Partnership. She is also responsible for health and safety and publicity.



#### **The 3 Deputy Head Teachers are split as follows:**

##### **Head of S1 & S2**

##### **Head of S3 & S4**

##### **Head of S5 & S6**

##### **Deputy Head Teacher for S1 & S2**

This Deputy Head Teacher has responsibility for all matters relating to S1 & S2.

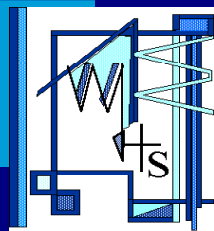
They oversee the curriculum for the BGE including S1 & S2.

Transitions from Primary 7 to Secondary 1 are also the responsibility of this DHT and they will co-ordinate all events and communications with our 3 Cluster Primary schools.

They also lead pupil support and coordinate child protection & safeguarding practices.

## Section 3 – Support for Pupils

### MEET OUR SENIOR MANAGEMENT TEAM



#### **Depute Head Teacher for S3 & S4**

This Depute Head Teacher has responsibility for all matters relating to S3 & S4.

She oversees procedures to ensure effective post school transitions.

She is our equalities co-ordinator and our parental engagement co-ordinator.

Mrs Galt works closely with partners and leads our religious observance programme.

Mrs Galt also has responsibility for staff welfare, staff professional learning and self-evaluation for self-improvement systems.

She is responsible for celebrating wider achievement and the Duke of Edinburgh Award.

#### **Depute Head Teacher for S5 & S6**

This Depute Head Teacher has responsibility for all matters relating to S5 & S6.

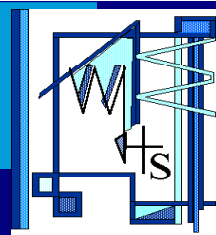
They are also responsible for SQA Examinations, UCAS and EMAs.

They co-ordinate School Captains and oversee Graduation and upper school events. They manage the Vocational Training Programme and have responsibility for College links and liaison with Skills Development Scotland.

They are also responsible for Newly Qualified Teachers and student teachers.

## Section 3 – Support for Pupils

### MEET OUR PASTORAL SUPPORT TEAM



Woodfarm High School seeks to create an environment which maximises the opportunities for every pupil to learn and to achieve his or her potential. All teachers have a role to play in ensuring that pupils are cared for, nurtured and supported so that we are Getting it Right for Every Child.

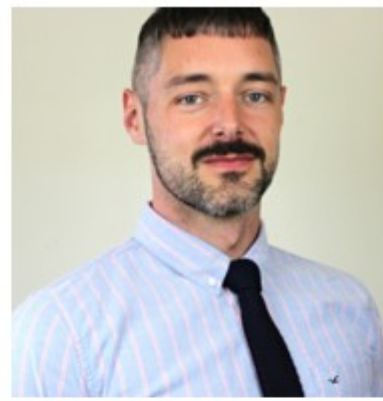
The Pastoral Support Team has a special part to play, providing a supportive pastoral relationship with each pupil throughout his or her time at Woodfarm. In this way, we ensure that every pupil is known to one teacher who can be turned to for support. The Pastoral Support teacher will offer advice and support on personal, curricular and vocational issues as young people move through the various stages of secondary education. Dialogue with the Pastoral Support teacher supports effective target-setting and assists young people through the personal learning planning process as well as at times of change and transition.



**Mr R Ward**  
**PT Pupil Support**



**Ms L Douch**  
**PT Pupil Support**



**Mr G Lamb**  
**PT Pupil Support**



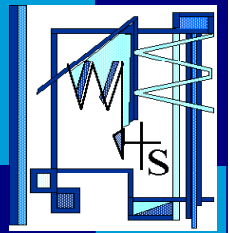
**Mrs L Strain**  
**PT Pupil Support**



**Mrs S Wilson**  
**PT Support for Learning**

## Section 3 – Support for Pupils

### GETTING IT RIGHT FOR EVERY CHILD



#### What is Getting It Right For Every Child? (GIRFEC)

Getting It Right For Every Child, sometimes referred to as GIRFEC, is the national approach to help all children and young people succeed.

It enables children and young people access support at the right time from the services they need. It ensures that all corporate parents such as Health, Education, Social Work and Police Scotland work together to do this.

#### What GIRFEC means for parents and carers

The GIRFEC approach puts children and young people first, while ensuring that you as a parent or carer will feel informed, listened to and included in the decisions about your child or young person.

All children and young people are entitled to support through their learning journey. This is known as **universal support**. If additional support is required over a period of time, this is known as **targeted support**.

The GIRFEC approach provides every child with a dedicated Pastoral Teacher. For young person this means that they and their family have a contact who can work with them to provide any help, advice and support.

For parents and carers this means someone to talk to if you are worried about any aspect of your child's wellbeing, for example, there may be concerns about friendships, not coping with homework or changes at home.

#### The Wellbeing Wheel

The wellbeing of children and young people is at the heart of GIRFEC.

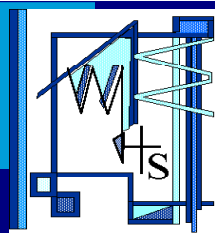
The Scottish Government identified **eight well-being indicators** which need to be in place for the outcomes to be achieved and for children and young people to continue to progress in order to do well now and in the future.

The eight well-being indicators are:  
**Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.**



## Section 3 – Support for Pupils

### JOINT SUPPORT TEAM (JST)



The Joint Support Team meets weekly and consists of the Pastoral Staff and the Senior Management Team. The school's Educational Psychologist, Social Justice Manager, Bi-lingual Support Worker, Health professionals and other partnership agencies may also attend.

#### **Who is referred to the JST?**

A referral to the JST is one of the strategies which can be used in school to support your child. Referral to this team will be as a result of discussion between the Pastoral Teacher and the parent or carer. Parental consent is sought before referral. Furthermore, the child or young person voice is represented together with the views of parents and carers.

#### **What does the Joint Support Team do?**

The team suggests strategies and targeted support which may help individual pupils who have been referred by their Pastoral Teacher or by a Depute Head Teacher. In many cases, the JST recommends additional action to be taken by teachers and support staff. In addition, there can be requests for further consultation with parents and carers. The views of the children, young people, parents and carers are recorded and shared at the meetings. The JST will refer young people on to specialist support services if required. Decisions made are shared with young people and their families. Regular reviews take place to ensure that the most appropriate support is in place.

#### **How am I involved as a parent or carer?**

If you have a concern about your child's learning, behaviour or wellbeing, you can speak with your child's Pastoral Teacher.

A referral may then be made to the JST for advice or access to targeted support.

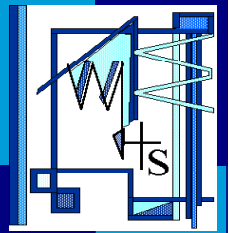


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## Section 3 – Support for Pupils

### JOINT SUPPORT TEAM (JST)



#### What support will my child be offered after being referred to the JST?

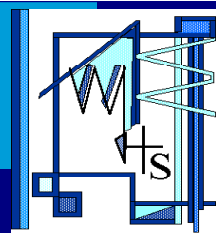
Your child may be offered a range of supports including emotional and behavioural support, in class learning support or a group work programme.

If further targeted support is needed, the Educational Psychologist may be asked to arrange a consultation meeting. If so, parents/carers will be invited to a consultation meeting in the school. During this meeting, the child/young person, parent/carer will share views through a discussion with support staff.



## Section 3 – Support for Pupils

### EXTENDED SUPPORT TEAM



#### **Social Justice and Community Manager — Richard Phelan**



The role of the Social Justice Manager is to support pupils to achieve their full potential. Individual or group work will often be undertaken with pupils. In addition, support and recreational activities are provided during holiday periods. Every barrier to learning will be challenged. Richard is available to offer assistance to families who might be experiencing benefits issues and runs our uniform recycling programme. **Tel: Mob. 07753 844684**

#### **Bi-lingual Support Worker — Faryal Choudhry**



Faryal Choudhry works in Woodfarm High School on a Monday, Thursday and Friday morning. Faryal advises young people, parents/carers and the staff on strategies of inclusion and makes sure that targeted support is available when requested. Faryal speaks Urdu and supports families on request.

#### **Campus Police Officer — Johnny Waters**



The Campus Police Officer is available in Woodfarm. The CPO works with pupils to promote safety in the community and to encourage pupils to make safe choices. The Campus Police Officer also contributes to the school curriculum through PSHE, Learning for Life and Work events and through a variety of extra-curricular activities.

#### **Teacher of Nurture — Carole Ashworth**



Carole runs a nurture group for pupils who have requested or have been nominated for support. With the support of our Educational Psychologist, Carole organises group work and events that allows young people to build confidence and resilience. Carole also advises staff on nurturing approaches.

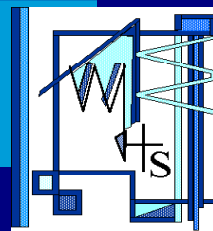
#### **Support Teacher — Nancy Benyaghla**



Nancy works in Learning Support to support young people with additional support for learning. In addition, Nancy updates our support handbook which provides staff with strategies and approaches to meet the needs of young people.

## Section 3 – Support for Pupils

### CONFIDENTIALITY

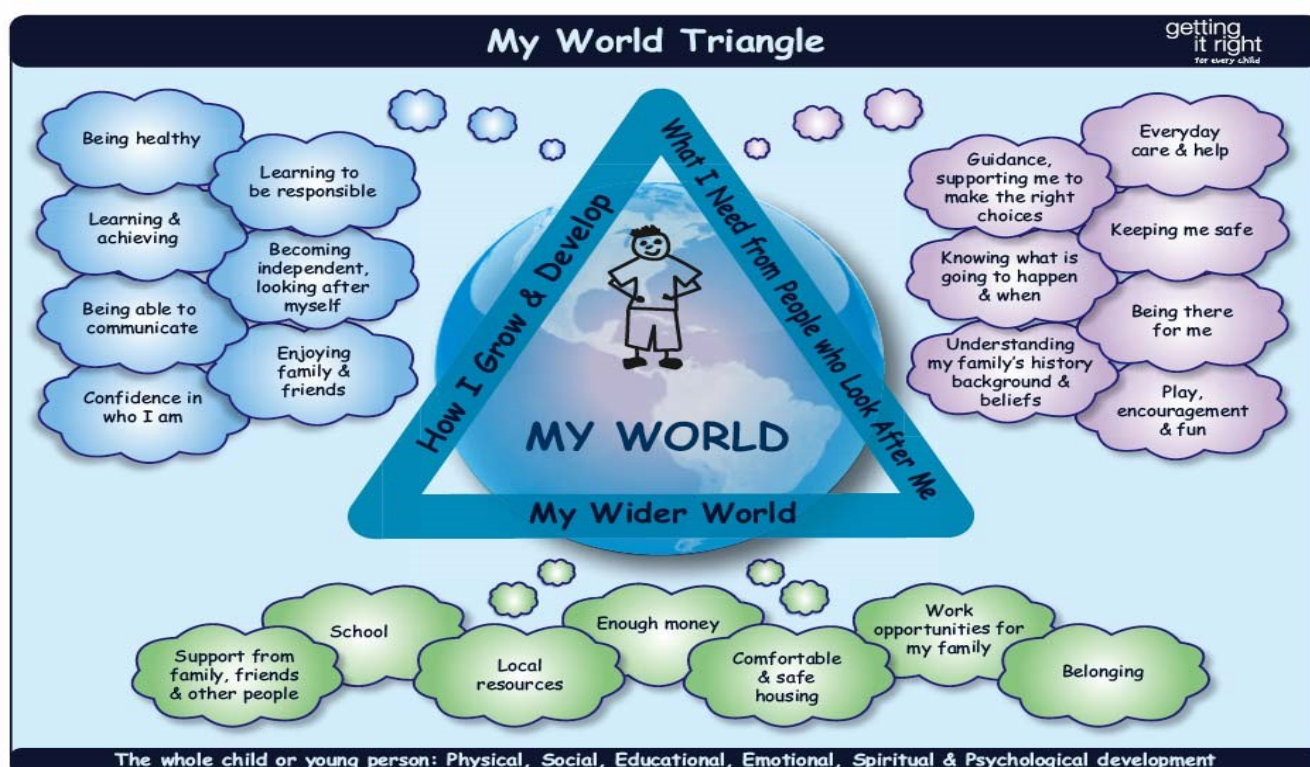


### Woodfarm Confidentiality

All children and young people have a right to be listened to and to have matters treated in confidence. Involving children and young people and upholding their rights is essential and builds trust with children, young people and their families. Where there is no risk to a child or young person's well-being, school staff will respect their right to confidentiality.

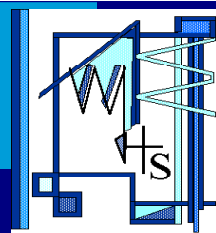
Consent to share information will be sought from the child and his/her parent or carer. The exception to this is where there is potential of harm to the child or young person or where the child or young person has already been identified as being at risk through child protection or safeguarding procedures. In such circumstances, the need for consent is overridden and information will be shared with the East Renfrewshire Council and appropriate agencies.

Children and young people should be advised that there are no guarantees of confidentiality where the school assesses them to be at risk.



## Section 3 – Support for Pupils

### CAREERS ENTITLEMENT



#### SKILLS DEVELOPMENT SCOTLAND

SDS Careers Advisor: Jennifer Whelan  
In School: Every day except Wednesdays  
Post School Support: Aileen Wilson

SDS supports individuals to develop career management skills and find and sustain a work, training or learning opportunity. In school, all pupils are encouraged to register on [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk) to access information on careers, college and modern apprenticeship opportunities.

SDS Advisors speak to all S2-6 classes to familiarise young people with this resource and to encourage the development of career management skills which will help prepare young people to make confident choices about their future transition from school. Further assistance in school will be provided to S4-S6 through group work and one to one career coaching.

If you are in S4-S6 and wish to make a careers appointment, please see your Pastoral Support Teacher.

For further information on SDS services, please visit [www.sds.co.uk](http://www.sds.co.uk) or [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk).

The SDS Centre for East Renfrewshire is currently situated in:

Skills Development Scotland

The Russell Institute

30 Causeyside Street

Paisley PA1 1 UN

Telephone: 0141 849 0942

Opening hours: Monday –Friday 9am-12.30pm and 1.30pm–5pm (Wednesday 1.30-5 pm)

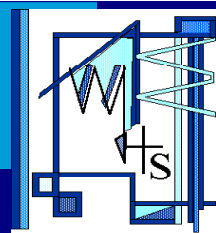
Closed Saturdays and Sundays

**Woodfarm: The school that *PREPARES* you for life**



## Section 3 – Support for Pupils

### OPPORTUNITIES FOR ALL



**AIM: TO ENSURE ALL YOUNG PEOPLE LEAVE WOODFARM HIGH SCHOOL AND GO ON TO A POSITIVE DESTINATION**

#### **Tracking young people's progress**

Young people identified as being at risk of not progressing to a positive destination will be reviewed regularly by the Opportunities for All Coordinator and the relevant Pastoral Support Teacher. These discussions will focus on the progress that pupils are making and will tailor support to suit each young person's individual needs. This may require the involvement of external partner agencies, for example Skills Development Scotland.

All young people in Woodfarm have several pastoral interviews. There are a number of young people who may require additional interviews for a variety of reasons. From S4, discussions focus on post-school transitions and future aspirations, in order to ensure a positive destination when young people leave school. The Pastoral Support Teacher conducts these interviews with the SDS Advisor. Parents are also invited to attend along with relevant partner agencies when appropriate.

#### **An extended curriculum**

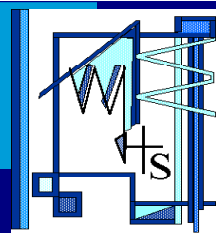
Woodfarm provides a wide range of courses and learning opportunities to suit the needs of all pupils. Courses like Personal Development, Environmental Science and Scottish Studies are designed to offer a more flexible approach to learning and reinforce a commitment to achievement. East Renfrewshire Council's Vocational Programme for S4-S6 pupils has a





## Section 3 – Support for Pupils

### OPPORTUNITIES FOR ALL



#### Post School Transition

All pupils should benefit from well-planned transition processes. For some young people who have additional support needs, an extended and individualised planning process is required.

Post school transition meetings are offered to young people to support them to investigate and to apply for appropriate pathways beyond school.

These meetings are attended by the child or young person, parent/carer, Skills Development Scotland Advisor and the Pastoral Support Teacher. Following the meeting, a post school support plan is drawn up by the Pastoral Support Teacher outlining key actions. Effective inter-agency intervention and planning promotes a shared understanding and close communication. It helps to ensure that any required action is coordinated appropriately, in order to achieve the best outcomes for young people. For some young people, a visit to college, individually or in a small group, may be arranged.

#### Additional Support

There is a range of support mechanisms in Woodfarm, helping all children and young people to become successful learners, confident individuals, responsible citizens and effective contributors.

Mentoring programmes support pupils to manage workload, increase attendance and prepare for assessments and examinations. Younger pupils are offered opportunities to participate in settling - in groups: Summer Transitions Programme and the Adventure Group, for example. The Sure Start Nurture Group runs throughout the session to support young people to engage in learning experiences and achieve their potential.

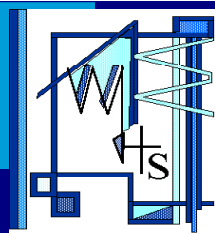
#### Online support

Mr Lamb maintains the Pastoral Support site for parents and carers. It is a very useful site and offers many resources. Visit it at: [sites.google.com/er.glow.scot/woodfarmhub/home](https://sites.google.com/er.glow.scot/woodfarmhub/home)



## Section 3 – Support for Pupils

### ADDITIONAL SUPPORT FOR LEARNING



## Additional Support for Learning

### Enquire

#### Scottish advice service for additional support for learning

Enquire offers independent, confidential advice and information on additional support for learning through:

Telephone Helpline: 0845 123 2303

Email Enquiry service: [info@enquire.org.uk](mailto:info@enquire.org.uk)

Advice and information is also available at [www.enquire.org.uk](http://www.enquire.org.uk)

Enquire provides a range of clear and easy-to-read guides and factsheets including The Parents' Guide to Additional Support for Learning.

<https://blogs.glowscotland.org.uk/er/meetinglearnerneeds/>

This link provides advice and information on meeting learners needs across the Council.

Please see our Support Hub for advice and strategies on how to support your child at home <https://sites.google.com/er.glow.scot/woodfarmhub/home>

### **Every Hour Counts** **Homework support for you**

**When?** Tuesdays 3.35pm - 4.30pm

**Where?** G2

**Who for?** S1 —S3

**What's it about?**

Homework support for you

**How can it help me?**

Time for Show My Homework

Access to digital resources

Receive teacher support

### **The Learning Centre**

The Learning Centre is a busy hub and used for a variety of purposes. Literacy, Numeracy, Digital and EAL programmes are run at various times throughout the week, and the Learning Centre is also used by pupils who are following a bespoke curriculum. The Learning Centre is always supervised by a member of staff.

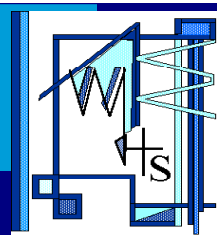
During checkpoints and assessment times, the rooms are used for reading and scribing. Rooms can also be used, and booked, by the Pastoral Team, to conduct pupil interviews/meetings.

A Homework Club, 'Every Hour Counts', runs every Tuesday after school from 3.35pm - 4.30pm. See information to the left.

All learners in S1 to S3 are welcome.

## Section 3 – Support for Pupils

### SAFEGUARDING & CHILD PROTECTION



### **At Woodfarm High School we work together to keep our children safe**

At Woodfarm High School we take the care, welfare, safeguarding and protection of our young people very seriously. Within our school we strive to provide a safe, secure and nurturing environment for our pupils which promotes inclusion and achievement.

Our safeguarding and child protection policy and procedures set out what we will do if we have reason to believe a child is being abused or is at risk of abuse, either within the home or in the community. These policies are designed to ensure that children and young people get the help they need when they need it.

All Woodfarm staff complete annual safeguarding and child protection training using East Renfrewshire Council's Child Protection programme for staff. Accurate recording and monitoring of issues, taking account of Standard Circular 57 takes place. This ensures that all pupils receive the most appropriate support. Many of our staff are more extensively trained in specific areas of child protection to support and identify potential safeguarding concerns.

All schools in East Renfrewshire have comprehensive Pupil Support systems in place and we work closely with other corporate parents in Health & Social Care and Police Scotland. The school operates a multi—agency Joint Support Team to ensure that the best possible supports are available to pupils when they need them.

The Designated Safeguarding Lead for the school is Depute Head with responsibility for Support. If you wish any further information or a copy of the school policy, please contact the school office. If you wish to discuss this important matter further, please make an appointment to see your child or young person's Support Teacher.

## **Our Safeguarding Team**

At Woodfarm High School we are committed to the safeguarding of all staff and young people



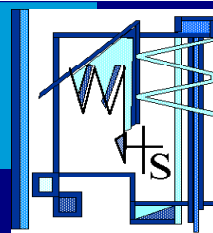
Gillian Boyle  
Head Teacher



Ryan Ward  
Principal Teacher of Pupil Support  
Safeguarding Trainer

# Section 4 – Policies & Procedures

## THE SCHOOL DAY / THE SCHOOL YEAR



### The School Day

Period 1 • 8.45 - 9.35

Period 2 • 9.35 - 10.25

Interval

Period 3 • 10.40 - 11.30

Period 4 • 11.30 - 12.20

Lunch

Period 5 • 1.05 - 1.55

Period 6 • 1.55 - 2.45

Period 7 • 2.45 - 3.35 (Mon, Tue and Thur)

### The School Year 2021 - 2022

#### New Session Starts:

School Opens • Wednesday 18 August 2021 at 8:45am

#### September Holiday:

Closed • Friday 24 & Monday 27 September 2021

Opens • Tuesday 28 September 2021

#### October Holiday:

Closed • Monday 11 October 2021

Opens • Tuesday 19 October 2021

#### Christmas Holiday:

Closed • Thursday 23 December 2021

Opens • Wednesday 5 January 2022

#### Mid Term Holiday:

Closed • Friday 4, Monday 7, & Tuesday 8 February 2022

Opens • Wednesday 9 February 2022

#### Easter Holiday:

Closed • Monday 4 April 2022

Opens • Tuesday 19 April 2022

#### May Day Holiday:

Closed • Monday 3 May 2022

#### Local May Holidays:

Closed • Monday 2 May, Thursday 5 May, Friday 27 May, Monday 30 May 2022

#### Summer Holidays:

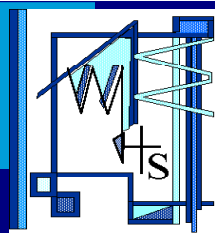
Closes • Tuesday 28 June 2022 at 1:05pm for summer holidays





## Section 4 – Policies & Procedures

### ATTENDANCE & TIMEKEEPING



#### Attendance

Woodfarm High School attaches great importance to good attendance. Absence from school, whatever the cause, disrupts learning.

East Renfrewshire has a clear policy on attendance, which is set out below:

“Section 30 of the 1980 Education Act lays a duty on every parent of a child of ‘school age’ to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.”

In Woodfarm High School, electronic registration is now recorded for all classes on a period by period basis. East Renfrewshire’s target attendance figure is 95%. We value the partnership and support we have with parents in meeting our attendance target.

East Renfrewshire Council asks parents to avoid taking family holidays during term time if at all possible. At a school level we are very conscious of the disruptive effect on a pupil’s learning, we would support this stand and ask for your support also with this matter. Holidays taken during term-time will normally be classed and recorded as unauthorised absence.

#### Absence procedures

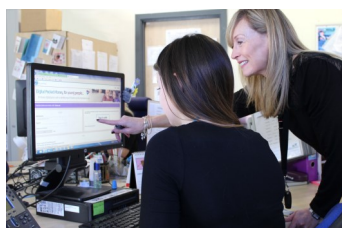
Please telephone the school office before 8.45am to inform us that your child will be absent. Please telephone every day of your child’s absence. On your child’s return to school, please provide a written note covering the absence, which should include dates and reasons for absence. Your child will be recorded as Unauthorised Absence if there is no parental communication.

#### Medical and dental appointments

Your child should put the appointment card in the post box at the main office and follow signing out procedures. If there is no appointment card, a parental phone call is required. No pupil under the age of 16 will be allowed to leave during the school day without a consenting adult accompanying them.

#### Unwell at school

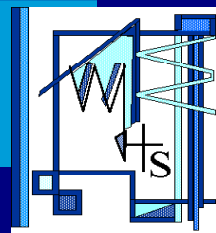
If your child feels unwell during the school day, the office will contact you. At no point should your child call you. All calls should be directed through the school office. A parent/guardian may be asked to collect the pupil. No pupil under the age of 16 will be allowed to leave school unaccompanied.





# Section 4 – Policies & Procedures

## ATTENDANCE & TIMEKEEPING



### Time Keeping

Teaching and learning begins at 8:45am.

A warning bell rings at 8:40am to direct pupils to Period 1 classes.

Year group morning assemblies take place 8:40am—8:50am on Tuesday, Wednesday and Thursday.

Throughout the day your child should move quickly and efficiently between classes to minimise disruption to learning.

If your child arrives late for school:

- Please contact us to tell us why.
- Your child should sign in at the Office. Note that all late coming is recorded.
- A late slip will be issued by the office.

Please encourage good time keeping habits with your child.

Pastoral Support teachers monitor attendance and timekeeping and any concerns are shared with parents. Please contact your child's Pastoral Support teacher if you have any concerns.



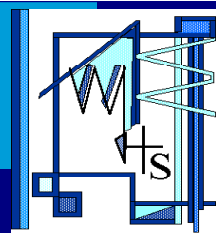
**“You may delay but  
time will not.”**

Benjamin Franklin



## Section 4 – Policies & Procedures

### INCLUSION & RELIGIOUS OBSERVANCE



#### Inclusion at Woodfarm High School

Woodfarm High School aims to develop a nurturing and inclusive environment where all our young people benefit fully from the Getting It Right For Every Child policy. We want our pupils to be safe, included, responsible, respected, active, nurtured, achieving and healthy. Wellbeing and attainment are inextricably linked, and we know that teacher- student relationships combined with our nurturing ethos are vital for good outcomes for our young people. Curriculum for Excellence, the GIRFEC philosophy and the promotion of health and wellbeing as the responsibility for all ensures that this is a high priority. Mrs. Ashworth is our Inclusion Teacher.



#### Religious Observance in Woodfarm High School

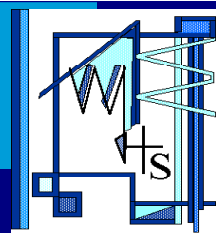
Religious observance, known in Woodfarm High school as 'Making Sense of...' events are whole school occasions which provide opportunities for the school community to reflect on our shared values. All events are inclusive so that all young people can participate and are based on current government and Education Scotland guidelines. This ensures that all our community can participate with integrity in 'Making sense of..' events without compromise to their personal faith.

Events are planned by the pupil and staff Equalities committee, and, where appropriate, in conjunction with interested parents, our chaplains and representatives from community-based organisations. Formats used include assemblies to celebrate diversity and traditional festivals central to the life of the community, interactive reflective experiences designed for class group visits and discussion opportunities in a class setting.

Please contact Mrs Galt if you require more information regarding Religious Education at Woodfarm High School.

## Section 4 – Policies & Procedures

### DRESSING FOR EXCELLENCE



In East Renfrewshire Council (ERC) we strive to achieve the vision of Everyone Attaining, Everyone Achieving Through Excellent Experiences in a variety of ways and supporting schools to robustly implement school dress codes / uniform is another way of reinforcing our drive for excellence in all that we do. Given that there is substantial parental and public approval of uniform, schools in East Renfrewshire are encouraged and supported by the Education Committee and Education Department to actively promote the wearing of approved items of school uniform. In promoting the wearing of uniform, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of sex, race, age, disability, sexual orientation and religion or belief. Any proposals should be the subject of widespread consultation with parents and pupils.

There are forms of dress which are unacceptable in school, such as items of clothing which:

- fail to identify children / young people as a pupil of their school
- are not in keeping with the school ethos
- potentially encourage faction (such as football colours)
- could cause offence (such as anti-religious symbolism or political slogans)
- could cause health and safety difficulties (such as loose fitting clothing, dangling earrings)
- could cause damage to flooring
- carry advertising, particularly for alcohol or tobacco
- could be used to inflict damage on other pupils or be used by others to do so

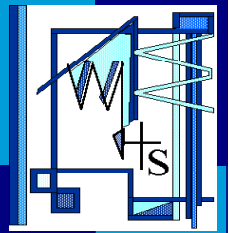
Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing uniform and, in particular, pupils will not be denied access to examinations as a result of not wearing school uniform.





## Section 4 – Policies & Procedures

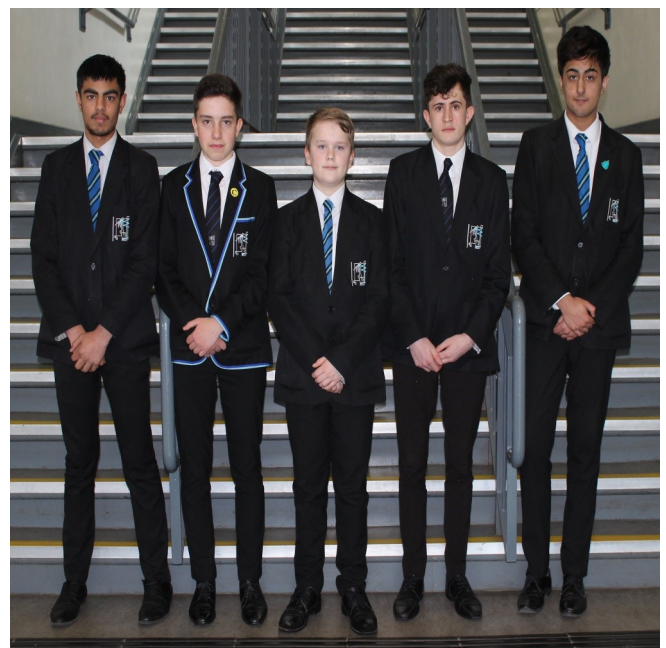
### DRESSING FOR EXCELLENCE



Woodfarm High School actively supports the ERC Dressing for Excellence policy and we expect all our pupils to wear the school uniform as follows:

- School blazer;
- White school shirt;
- Plain Black V neck jumper or cardigan;
- Plain Black dress shoes;
- Black tights;
- Black/dark coloured school bag (in keeping with school colours);
- School tie (pupils in S5/S6 may choose to wear the senior tie);
- Black school skirt, pleated or pencil in length 18/20/22 inches;
- School kilt (pupils in S4/5/6 may choose to wear the senior kilt);
- Black dress trousers (not combat style, jeans, leggings or shorts);
- In inclement weather a black/dark coloured waterproof jacket can be worn over the blazer.

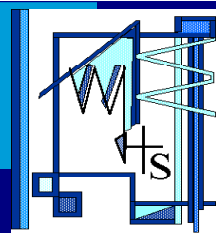
Skirts should be of a modest acceptable length suitable for a school environment.





## Section 4 – Policies & Procedures

### DRESSING FOR EXCELLENCE



All pupils in Woodfarm High School participate in Physical Education.

#### PE KIT

- Woodfarm polo-shirt or sports top, shorts or leggings and trainers
- Woodfarm long sleeved sports top or Hooded top
- Woodfarm waterproof sports jacket

All articles of clothing should be clearly marked with the pupil's name. No football colours are allowed.

Our main uniform stockists are:

Schoolwear Made Easy 0141 847 1444

[www.schoolwearmadeeasy.com](http://www.schoolwearmadeeasy.com)



Stevensons 0141 638 7689

[www.stevensons.co.uk](http://www.stevensons.co.uk)



You can also purchase uniform from any High Street store.

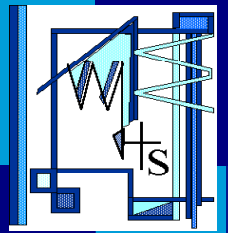
You are entitled to a Clothing/Footwear allowance if you receive Income Support, Jobseekers Allowance (Income based), Employment Support Allowance (Income Related), Working Tax and/or Child Tax Credit.

For more information on clothing and footwear grants, contact Customer First on 0141 577 3000.



## Section 4 – Policies & Procedures

### HEALTH AND WELLBEING



We have a small number of trained first-aiders in school. We can deal with any minor incident which occurs within the school, but for anything more serious we would normally contact the parent to take their child for medical attention. It is therefore essential that your emergency contact details are kept up-to-date with us.

Any medication needed by your son or daughter, should be given to the main school office and, in line with ERC policy, a form must be completed by the parent/carer and agreed by the Head Teacher before any medication can be administered.

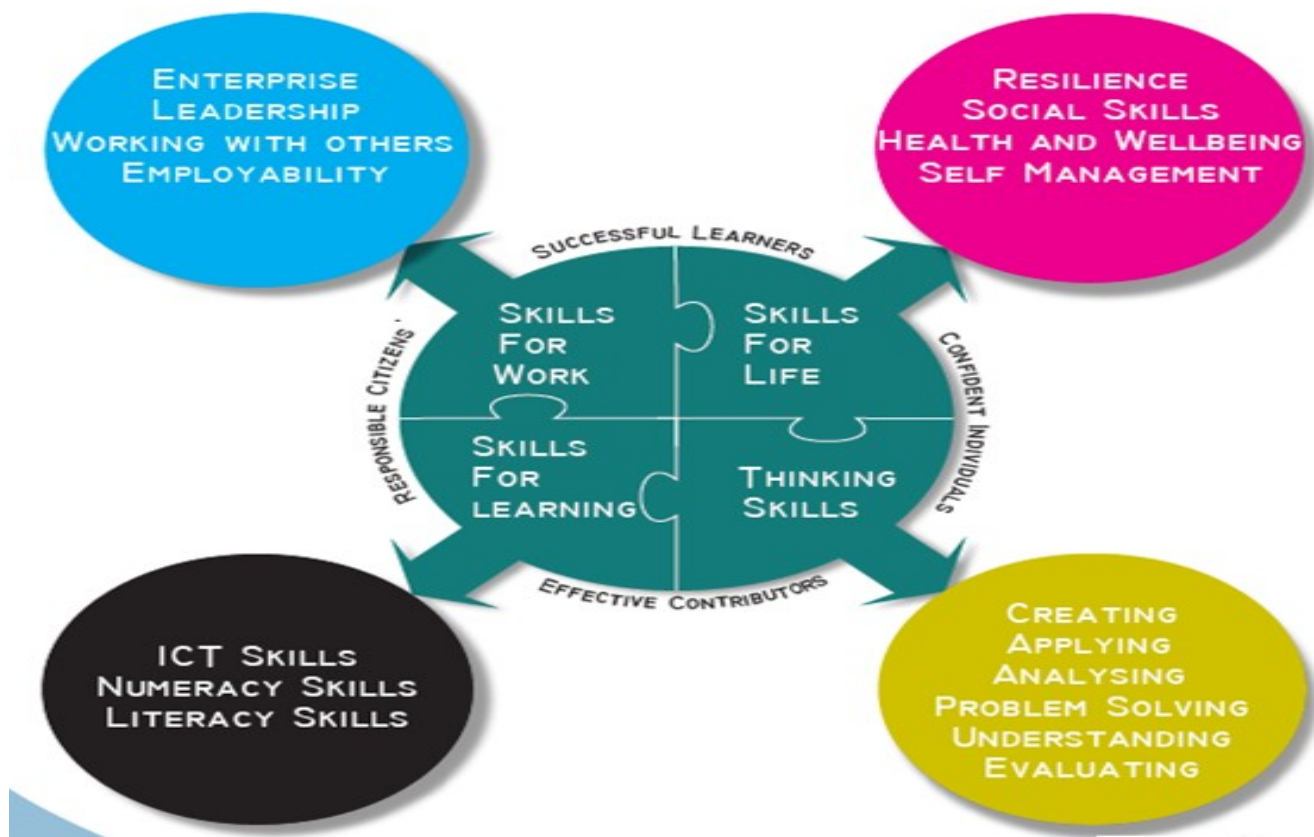
NHS Greater Glasgow and Clyde offer Booster injections for Tetanus, Polio and Diphtheria and HPV injections for girls.

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#### Skills for Life:

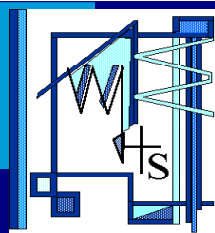
##### Overall wellbeing

We encourage our young people to participate in as many extra-curricular activities as possible to help foster a positive wellbeing. All extra-curricular activities are refreshed on an annual basis after consultation with our young people so that we can cater for all requests as much as we possibly can.



# Section 4 – Policies & Procedures

## HEALTH AND WELLBEING–Mental Health



### Mental Health

Children and young people's mental health and well-being is a priority for the Scottish Government. It is central to achieving its ambition for Scotland to be the best place in the world for children to grow up. The Scottish Government's mental health strategy focuses on early intervention and prevention. At Woodfarm, following consultation with the Pupil Parliament, we have provided Mental Health First Aid Training to staff within the school and the cluster as part of our new 'Talk to Me' initiative. These staff are specifically trained to support young people with presenting mental health concerns and form part of our universal Support strategy. Mental Health First Aiders are easily identifiable; wearing yellow 'Talk to Me' lanyards. There are also posters around school informing our pupils who these staff are.

Alongside this, as part of our Mental Health Strategy we run 'Sit With Us' - a programme to provide calmer identified spaces for young people to access during social times.

**Are you feeling  
overwhelmed?**

**Talk  
to Me**



Staff with a **YELLOW** lanyard are trained Mental Health First Aiders. If you have any concern for your mental health or someone else's these staff are around to help.

WOODFARM HIGH SCHOOL  
MENTAL HEALTH  
PROTOCOL

Talk To Me

Staff should follow this advice in the event of a young person disclosing concerns about their mental health:

- 1 CONCERN IDENTIFIED**  
Young person discloses a mental health concern about themselves or a peer (e.g. anxiety, depression, eating disorder, self-harm, suicidal ideation).
- 2 IS THERE EVIDENCE OF IMMEDIATE RISK?**  
Has the young person self-injured (taken drugs/alcohol, ingested something/overdose) or made a serious laceration or suicide attempt?  
• Refer to Child Protection Policy
- 3 INITIAL ACTIONS**  
• Be calm, supportive and non-judgemental  
• Speak to the young person in a quiet setting  
• Explain confidentiality  
• Listen rather than give advice  
• Check for clarification/make notes for accurate information
- 4 PASSING ON INFORMATION**  
• If in doubt about the safety of a young person refer to the Child Protection Co-ordinator  
• Complete a Child's Wellbeing Form  
• Give date, time and summary of conversation  
• Contact relevant Pupil Support Teacher
- 5 MENTAL HEALTH FIRST AIDERS**  
Staff who are specially trained to respond to a young person in a mental health crisis. They have an understanding of a variety of mental health conditions and are there to listen and support someone in crisis. Staff are identified across the school wearing yellow lanyards and can be approached by a young person.

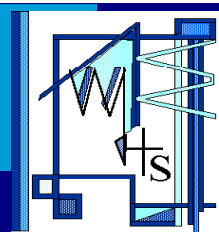
Our Pupil Parliament committees have also worked on developing new PSHE resources specifically focused on building resilience and supporting your mental health as well as launching the 'No Bystanders' anti-bullying campaign.

To nurture young people's mental health we make use of a variety of resources and strategies. Living Life to the Full is one of the strategies that we use which is a Cognitive Behaviour Therapy Course aimed at equipping young people with the necessary skills to cope with the daily challenges or issues that life presents. We deliver 3 Living Life to the Full courses. This course is split over 3 different progressive programmes to cater for the needs of young people as they mature. S1 pupils experience 'My Big Life' with S2 to S4 pupils experiencing 'Living Life to the Full' and S5/6 pupils are provided with a code to access mental health support strategies via an online platform. Our PSHE curriculum also has a progressive programme from S1 to S6 to give young people the skills and resilience to cope with life in general.



## Section 4 – Policies & Procedures

### HEALTH AND WELLBEING–Mental Health



## Support for YOUR Mental Health

Organisation	Main contact details	Topic addressed
Samaritans	Call free on 116 123 (UK) Email: <a href="mailto:jo@samaritans.org">jo@samaritans.org</a>	Confidential support service and are open 24 hours a day, 7 days a week.
Childline	0800 1111 <a href="http://www.childline.org.uk">www.childline.org.uk</a>	Get help and advice about a wide range of issues; talk to a counsellor online.
Breathing Space	Call for free on 0800 83 85 87 <a href="http://www.breathingspace.scot">www.breathingspace.scot</a>	Advice and support if you need someone to talk to. Their phone line is open 6pm-2am Monday – Thursday and 6pm-6am Friday – Monday.
Beat	The Beat Youthline is open to anyone under 25 0808 801 0711 <a href="http://www.b-eat.co.uk">www.b-eat.co.uk</a>	UK's leading charity supporting anyone affected by eating disorders, anorexia, bulimia, EDNOS or any other difficulties with food, weight and shape.
Aye Mind	<a href="http://www.ayemind.com">www.ayemind.com</a>	Digital for youth wellbeing. Resources for young people and staff to boost and promote youth wellbeing.
Mental Health Foundation	<a href="http://www.mentalhealth.org.uk">www.mentalhealth.org.uk</a>	To help people to thrive through understanding, protecting and sustaining their mental health.
LGBT Youth Scotland	Call us: 0141 552 7425 Text us: 07786 202 370 <a href="http://www.lgbtyouth.org.uk">www.lgbtyouth.org.uk</a> Email us: <a href="mailto:info@lgbtyouth.org.uk">info@lgbtyouth.org.uk</a>	Here to support lesbian, gay, bisexual, and transgender young people.
SAMH	<a href="http://www.samh.org.uk">www.samh.org.uk</a>	SAMH is the Scottish Association for Mental Health. SAMH believe that there is no health without mental health. We're here to provide help, information and support.
See Me	<a href="http://www.seemescotland.org">www.seemescotland.org</a>	See Me is Scotland's programme to tackle mental health and discrimination.
TESS: Text and Email Support Service	Text: 07537 432 444 Helpline: 0808 800 8088 <a href="http://www.selfinjurysupport.org.uk">www.selfinjurysupport.org.uk</a> follow links to email	For girls and young women affected by self-injury.
RAMH	Call 0141 847 8990	RAMH provides professional care and services to those affected by mental ill health; depression, self-harm, bipolar disorder, anxiety and other conditions.
Hemat Gryffe	24 Hour Emergency Service 0141 353 0859	Providing support for women and young people experiencing difficult domestic circumstances.
ERYCS	Call 0141 577 2612 Email us: <a href="mailto:youthcounselling@ramh.org">youthcounselling@ramh.org</a>	A youth counselling service for 11-18 year old young people who reside in or attend a secondary school in East Renfrewshire.

Woodfarm High School

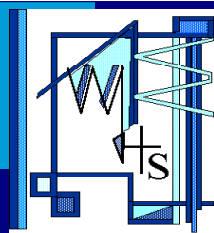
Talk To Me





## Section 4 – Policies & Procedures

### EQUAL OPPORTUNITIES & SOCIAL JUSTICE



East Renfrewshire Council Education Department is committed to ensuring equality and fairness for all.

In accordance with the requirements set out by the Equalities and Human Rights Commission, we seek to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2012;
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not.

Woodfarm High School has clear guidelines and procedures for dealing with incidents of inequality, as advised by the Education Department.

We encourage all stakeholders to raise any concerns with us. We have an Equality Parents Group which meets at least twice a year to discuss all matters relating to Equality. All parents and carers are encouraged to attend. Our Equalities Co-ordinator is Jennifer Galt, DHT. She can be contacted by email at [schoolmail@woodfarm.e-renfrew.sch.uk](mailto:schoolmail@woodfarm.e-renfrew.sch.uk) or by telephoning the school.



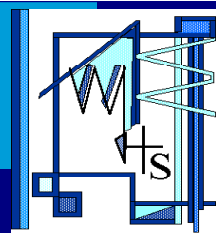
The Education Department has a specific duty to gather information on Equality to ensure that policies and practices create a culture of Equality. It is for this reason that pupils and their parents/carers may be asked to respond to questions which require them to share information that may be personal and sensitive.

Richard Phelan, Social Justice and Community Manager, will act as an advocate should this be required. Richard can be contacted on 0141 577 2600.



## Section 4 – Policies & Procedures

### PARENTPAY & SCHOOL MEALS



#### School Meals

Woodfarm High School's canteen provides a healthy, balanced and nutritious lunch menu. A wide variety of drinks and snacks are available from 8.20am. There are also breakfast items on sale at this time. In similarity with other East Renfrewshire schools, Woodfarm operates a cashless system—ParentPay. Pupils (and staff) all have an account which is accessed by entering their individual code number. Purchases are then debited from their account. To minimise queuing at busy times, food and snacks can be pre-ordered. Pupils who bring packed lunches may use the Street Area to eat them.



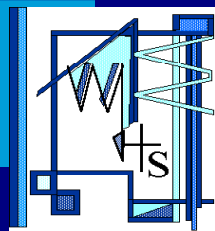
#### Free School Meal Entitlement

Some pupils may be eligible for free school meals. This is a means-tested benefit dependent on parental income. Pupils are given a daily allowance (currently £2.20) which is automatically added to each pupil's account every day. If it is not used, it is then lost and cannot be cashed or built up. Information and application forms for free school meals may be obtained from the school office or from Customer First staff at Council Offices, Barrhead (0141 577 3001). Richard Phelan, Social Justice Manager at the school is also available to help with any FME issues. Although application may be made at any time, it is helpful if forms are completed in April/May for applications which are to take effect from the beginning of the following session. Please note that a new application must be made each session. We would encourage parents, who are eligible, to apply for this. Pupils who are in receipt of free meals are also eligible for other support. These benefits are only available to pupils who actually receive the free meals. Similarly, the school can receive support based on the number of pupils who receive free meals.



## Section 4 – Policies & Procedures

### PARENTPAY & SCHOOL MEALS



#### ParentPay – online school payment service

This service enables parents/carers to pay quickly and securely for meals, trips and other school activities.

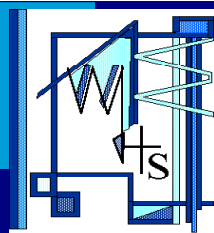
#### What are the benefits?

- ♦ **ParentPay** is easy-to-use and will offer the freedom to make online payments whenever and wherever you like, 24/7.
- ♦ The technology used is of the highest internet security available ensuring that your money will reach school safely – offering you peace of mind.
- ♦ Payments can be made by credit/debit card.
- ♦ Full payment history and statements are available.
- ♦ Your children will not have to worry about losing money at school.
- ♦ Parents can choose to be alerted when pupil balances are low via email.
- ♦ Using **ParentPay** ensures that all financial transactions are safe and secure - helping to reduce costs associated with managing cash securely on the school premises.



## Section 4 – Policies & Procedures

### SCHOOL TRAVEL INFORMATION



#### **TRAIN STATION**

Giffnock Station	10/15 minute walk
Thornliebank Station	10/15 minute walk

#### **FIRST BUS**

38A to Robslee Road (travelling from Shawlands)	stops at school
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#### **FIRST BUS**

45A to Thornliebank Road (travelling from Darnley)	10/15 minute walk
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#### **HENDERSON TRAVEL**

395 to Rouken Glen Road	5/10 minute walk
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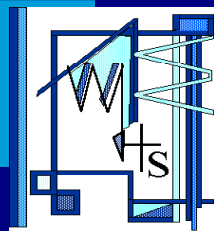
Parents/Carers/Visitors should refer to SPT for exact times/timetables:  
<http://www.spt.co.uk/>





## Section 4 – Policies & Procedures

### ADVERSE WEATHER



Information relating to adverse weather and information for sending your child to school during adverse weather conditions can be found on our website. Up to date information is also available on:

- ERC Twitter site;
- Local radio and press announcements.

In the event of a severe weather warning which may lead to a school closure, information will be posted on the school website and via our Twitter account.

In the case of an emergency closure i.e. pupils sent home prematurely before the end of the school day:

- A text message will be sent to all parents/carers informing them of the proposed closure. Parents /Carers will be informed of the reason for closure and when pupils should return to school by text message and / or email;
- Parents/Carers should have advised their children of where they should go, preferably within walking distance of the school, in the event of an emergency closure.

A map outlining safe routes to school during adverse weather conditions can be accessed through the link below. There is also a direct link on the home page of the school website.

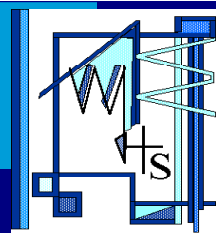
<https://blogs.glowscotland.org.uk/er/Woodfarm/files/2012/12/snow-path.jpg>

Or follow us on Twitter = @WoodfarmHigh



## Section 4 – Policies & Procedures

### FEEDBACK AND COMPLAINTS



Woodfarm High School works in partnership with all stakeholders: pupils, parents, staff and the community. We strive at all times to improve the service we offer and value feedback, positive and negative, as a key support to improvement.

Pupils are regularly consulted in school through whole school and departmental evaluations and also through the Pupil Parliament. Parents and carers are consulted at parents' meetings and through focus groups held throughout the session.

Any specific concerns or issues should be raised with us in the normal way by contacting the school office directly on 0141 577 2600. You will then be directed to the most appropriate person to deal with your enquiry.

Complaints are responded to in line with East Renfrewshire Council's Complaints procedure.

Complaints can be made by contacting the school office directly by telephone, email or in writing. Your complaint will then be passed to the most appropriate person to deal with the complaint. Alternatively, you may wish to use East Renfrewshire Council's online system for recording complaints.

Woodfarm High School aims to resolve complaints as quickly as possible. All complaints will be investigated within the agreed timescale as outlined in the Council policy.

#### **ERC Complaints and Feedback**

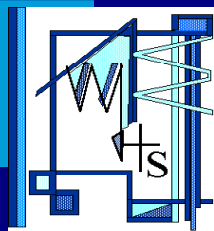
<http://www.eastrenfrewshire.gov.uk/index.aspx?articleid=1573>

#### **Photographs and Video Footage**

If you have any personal concerns about digital images being displayed on our screens, on our website, or indeed, in materials such as this, you should contact the Head Teacher in writing requesting that your child should not be involved.

## Section 5 – Curriculum & Assessment

### CURRICULUM FOR EXCELLENCE



Curriculum for Excellence (CfE) aims to raise standards of learning and teaching for all 3 to 18 year olds by providing a coherent, more flexible and enriched curriculum. It aims to help prepare children and young people with the knowledge and skills they need in a fast changing world. It is all about bringing real life into the classroom and taking lessons beyond it.

The rationale for the curriculum is based on our school's shared vision of preparing young people for life. The curriculum reflects much more than the subjects taught in classrooms. It now includes everything we plan in and outside of school that allows young people to learn and develop. One of the key entitlements of CfE is that all children should receive a Broad General Education, from early years through to the end of S3.

S3 is a period of transition. Pupils move on from the Experiences and Outcomes which make up the broad general curriculum across 8 curricular areas and into Fourth Level Experiences and Outcomes which form the basis of study in the Senior Phase. By reducing the number of subjects taken in S3, pupils will be able build the depth of knowledge, understanding and application of skills necessary to lay the foundations for more specialised learning in the Senior Phase.

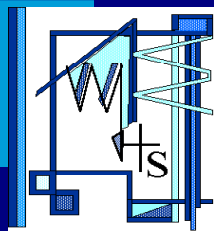
Pupils move to the Senior Phase in S4 to S6. It includes studying for National Qualifications. The approach offered in Woodfarm High School ensures a broad experience across the curriculum areas up to the end of S4, providing pupils with a wide range of knowledge, skills and exciting experiences that they can draw on as their lives, careers and job opportunities continue to change.

The table below is a general guide to the five CfE curricular levels with progression to qualifications. The framework is designed to be flexible to permit careful planning for those with additional support needs and those who are particularly able or talented.

Level	Stage
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.
Senior Phase	S4 to S6 and college or other means of study. Woodfarm pupils are able to access vocational college activities as part of this broad curriculum in the senior phase. Some pupils also benefit from extended opportunities such as work placements.

## Section 5 – Curriculum & Assessment

### CURRICULUM FOR EXCELLENCE



#### Courses in S5 and S6

In S5 and S6 pupils move on from the subjects studied in S3 and S4 to further specialisation. Pupils usually study 5 subjects in S5 and 4 subjects in S6. A full range of course levels is available in S5 and S6. In S6 pupils also have the opportunity to sit Advanced Highers if they have been successful at Higher level. The number of pupils interested allows the course to run.

The usual progression pattern for a pupil achieving a certain award in S4 and then continuing that subject into S5 is outlined below. The progression from S5 to S6 follows the same pattern, with the addition of Higher progression to Advanced Higher.

Further progression options available in the Senior Phase include various vocational options available through the East Renfrewshire Vocational Programme:

#### S4 Award

National 3

National 4

National 5

#### Possible level of Study in S5

National 4

National 5

NPA or Higher

More information on the Scottish Curriculum can be found on the **Broad General Education in the Secondary School—A guide for Parents and Carers** at the following web address:

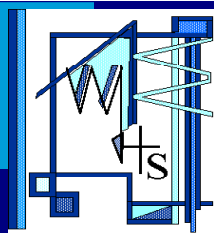
[http://www.educationscotland.gov.uk/resources/b/genericresource\\_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64](http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64)





## Section 5 – Curriculum & Assessment

### CURRICULUM FOR EXCELLENCE



#### **What will my child learn during their Broad General Education?**

A key part of the Broad General Education is the development of the knowledge, skills, attributes and capabilities set out in the Experiences and Outcomes (Es&Os). As pupils progress they will engage with a broadening range of experiences growing in confidence and competence in skills for learning, life and work in different contexts.

#### **How will my child be assessed during The Broad General Education Phase?**

Teachers will continue to use a range of ways of assessing young people; this may include observation, coursework and tests to gauge how a child is progressing and what their next steps in learning should be. We will share this with parents in reports, at parents' evenings and other meetings and events.

As part of the National Improvement Framework, the Scottish Government introduced the Scottish National Standardised Assessments (SNSA) for P1, P4, P7 and S3 pupils. These assessments provide an additional source, of nationally consistent, evidence to use when assessing pupil's progress. In S3, there are three assessments: reading, writing and numeracy, which pupils undertake in April/May.

#### **What will young people learn from S1-S3?**

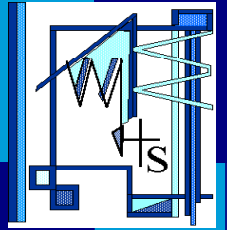
All young people experience a wide range of subjects across eight curricular areas – expressive arts, languages and literacy, health and wellbeing, mathematics and numeracy, religious and moral education, sciences, social studies and technologies. Learners have opportunities for personalisation and choice across many aspects of their learning. At the end of S2, young people will begin to specialise in subjects with most learners studying nine subjects across the curricular areas. This will continue to offer breadth across the curriculum up to fourth year, providing a good foundation for qualifications in the later stages of secondary.

#### **Where can I get information or ask a question?**

Speak to us or visit useful websites listed on the last page of this Handbook. Please also refer to our Curriculum Rationale on the school website.

# Section 5 – Curriculum & Assessment

## GLOSSARY OF TERMS



### Curriculum for Excellence

Curriculum for Excellence aims to raise achievement for all, enabling young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work.

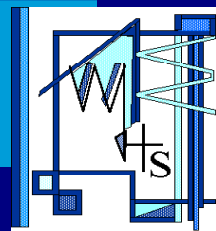
### Experiences and Outcomes

Each area of the curriculum in the Broad General Education is broken down into Experiences and Outcomes often called Es&Os. They describe the expectations for learning and progression within each curriculum area: Expressive Arts; Health and Wellbeing; Languages; Mathematics; Religious and Moral Education; Sciences; Social Studies and Technologies. Examples of CfE in action in Woodfarm High School are below:



## Section 5 – Curriculum & Assessment

### VOCATIONAL INFORMATION



To broaden current option choices for our S5/6 students, there is an opportunity to apply for vocational courses which are delivered by our partner colleges, universities, employers or training providers. Some pupils in S3 and S4 may also be able to access vocational opportunities, depending on their curricular pathway.

Some courses are 2.5 day options which means a student will attend college/training provider all day Monday and a Tuesday, Wednesday and Thursday afternoons. The rest of the week he/she will attend school, taking 3 school subjects.

Other courses will run for 2 afternoons, (Tuesday and Thursday) allowing students to study 4 subjects in school.

All transport costs are met by East Renfrewshire Council. Taxis/buses collect students from the front of the school and return them at the end of the day.

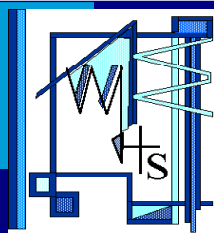
Full details of the programme for this session are available by clicking on East Renfrewshire's Vocational Programme prospectus or, accessing the school website.

If a student wishes to apply for a course, he/she should complete an enrolment form which must be signed by a parent/carer and returned to the relevant Pastoral Support teacher. Each school is given a limited number of spaces for each course. Where courses are over subscribed, an interview process will take place.



# Section 5 – Curriculum & Assessment

## ARRANGEMENTS FOR REPORTING ON PUPIL PROGRESS



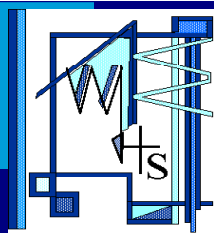
### Information Pupil reports and National Qualifications Key Code

Year	Month	What will parents/carers receive - what will it look like?
S1	October (settling in report)	A brief report indicating how your son/daughter has settled into S1 and will include a rating for Behaviour, Effort and Homework. Teachers will comment only if your son/daughter is off-track and give a detailed comment on next steps to help them improve.
	May (full report)	The S1 Broad General Education full report will include Curriculum for Excellence levels indicating progress from Primary School assessments and progress in class during their first year. Teachers will include a rating on Behaviour, Effort and Homework as well as a detailed report indicating strengths, development needs and next steps. Details of how parents/carers can help their child succeed in S2 will also be included.
S2	September (settling in report)	An update report indicating how your son/daughter has settled into S2 and will include a rating for Behaviour, Effort and Homework. Teachers will comment only if your son/daughter is off-track and give a detailed comment on next steps to help them improve.
	January (full report)	The S2 Broad General Education report will include Curriculum for Excellence levels indicating progress from S1 assessments and progress in class during the session. Standardised assessment scores will also be provided for English and Mathematics. Teachers will include a rating on Behaviour, Effort and Homework as well as a detailed report indicating strengths, development needs and next steps. Details of how parents/carers can help their child succeed in the remainder S2 into S3 will also be included.
S3	February (review report)	An update report indicating how your son/daughter has settled into S3 and will include a rating on Behaviour, Effort and Homework. Teachers will indicate if your son/daughter is on-track and the CfE level they are currently working through with the most appropriate NQ pathway. There will also be a detailed comment on next steps for pupils who are off-track.
	May (full report)	The S3 report will include a Working at Grade to indicate how pupils are progressing with the CfE pathway they have been following leading to NQ courses and a further Next Target Grade for on-going progress in S4. Teachers will include a rating on Behaviour, Effort and Homework as well as a detailed report indicating assessment information, strengths, and next steps giving details of how parents/carers can help their child succeed in S4.
S4	December (full report)	The S4 report may include the prelim percentage, a Working at Grade to indicate how pupils are progressing with National Qualification courses and a Next Target Grade for the month of March, when subject areas will produce an anticipated SQA grade that pupils should attain in their final exam. Teachers will include a rating on Behaviour, Effort and Homework as well as a detailed report indicating assessment information, strengths, next steps and details of how parents/carers can help their child succeed in the upcoming SQA examinations.



# Section 5 – Curriculum & Assessment

## ARRANGEMENTS FOR REPORTING ON PUPIL PROGRESS



### Year Month What will you receive?

S5/6	November (review report)	A tracking report indicating how your son/daughter is progressing in S5/6 in preparation for SQA Examinations. Teachers will include a rating on Behaviour, Effort and Homework, a Working at Grade to indicate how pupils are progressing with National Qualification courses and a Next Target Grade for the prelims at the end of January. Teachers will also indicate if your son/daughter is on-track and, where appropriate, will provide a detailed comment on next steps for pupils who are off-track.
S5&6	March (full report)	The S5&6 full report may include the prelim percentage, a Working at Grade to indicate how pupils are progressing with NQ courses and a Next Target Grade which is the anticipated SQA grade that pupils should attain in their final exam at their current work rate. Teachers will include a rating on Behaviour, Effort and Homework as well as a detailed report indicating assessment information, strengths, next steps and details of how parents/carers can help their child succeed in the upcoming SQA examinations.

### Explanation of terms/ratings/grades for Tracking Monitoring and Reporting system:

**Homework:** The extent to which homework is completed on a regular basis and to an acceptable level.

**Effort:** The extent to which the pupil works hard, is motivated, participates in the lessons and comes fully prepared.

**Behaviour:** The extent to which the pupil behaves in class, is on task and focused.

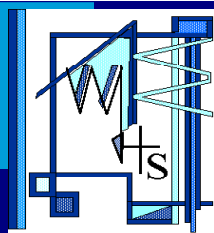
**Teacher action plan comments:** A forward-looking teacher comment designed to maximise pupil progress by addressing areas for development and highlighting strengths.

### Effort, behaviour & homework ratings:

1	No Concerns	Excellent
2		Good
3	Concerns	Inconsistent
4		Needs improvement

## Section 5 – Curriculum & Assessment

### ARRANGEMENTS FOR REPORTING ON PUPIL PROGRESS



#### **Key to Codes ‘Working at Grades’ and ‘Next Target Grades’)**

- |                                      |  |
|--------------------------------------|--|
| 1 - Secure A                         | 2 - Possible A                                 |
| 3 - Secure B                         | 4 - Possible B                                 |
| 5 - Secure C                         | 6 - Possible C                                 |
| 7 - Likely to struggle at this level | 8 - serious concerns. Level change recommended |

#### **General Information in all reports**

All tracking and full pupil reports will include information about timekeeping and general attendance.

There is also an opportunity for you and your child to comment on the report using the pro forma provided. This should be completed and returned to the school office.

#### **How to access a school report**

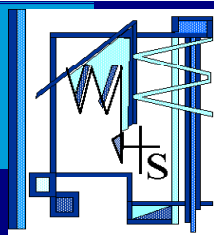
School reports will no longer be in printed format, they will be accessed electronically. The school will print reports for a small number of parents/pupils who may have difficulty accessing the digital format.

Reports can be found at

<https://www.eastrenfrewshire.gov.uk/parentsportal>

Simply follow the instructions on the website.

# Section 5 – Curriculum & Assessment skills Profile



## What is a profile?

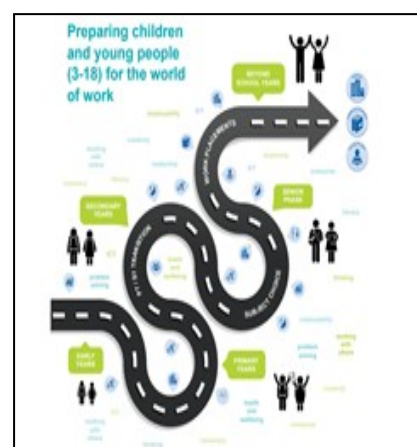
The skills booklet will show progression, from S1-S4, in the use of thinking skills to help pupils articulate the skills for life, learning and work which they have developed across the curriculum. The aim of this is to support pupils in the transfer of these skills to CVs, application forms and college and university applications come Senior Phase. Pupils will also share these booklets with their parent/carer at parents' evenings.

## Profiling is a process which aims to:

- ◆ encourage learners to self-evaluate and evidence their learning.
- ◆ develop learners' skills and capabilities.
- ◆ challenge, motivate and support learners to achieve their best.

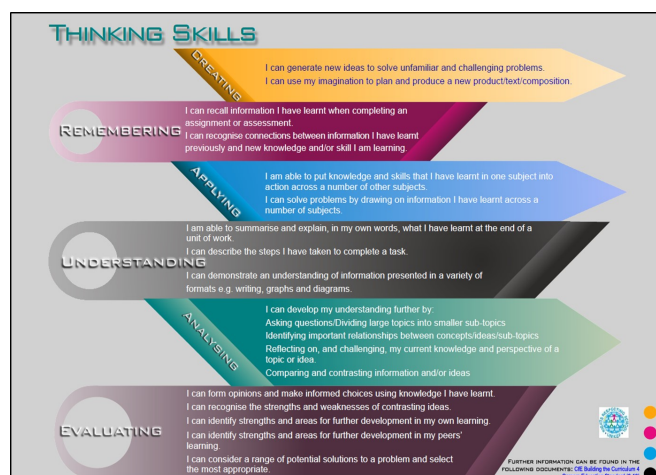
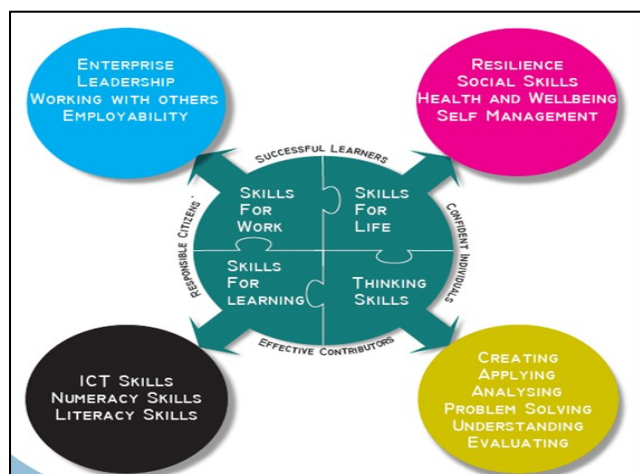
## Why have a Profile?

- ◆ to provide learners with a reflective summary statement of achievement as they move from Primary to Secondary school, and from S3 into the Senior Phase.
- ◆ to help learners to plan for future learning and development.
- ◆ to build evidence of a learner's skills for learning, life and work.
- ◆ to provide a broader representation of achievements both within and out-with school.

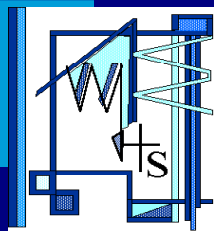


## Can I help my child update their Skills Profile?

- ◆ You can view your child's skills profile at parents' evenings; you can make further suggestions regarding how sections can be completed to record skills and achievements.



# Section 5 – Curriculum & Assessment skills Profile

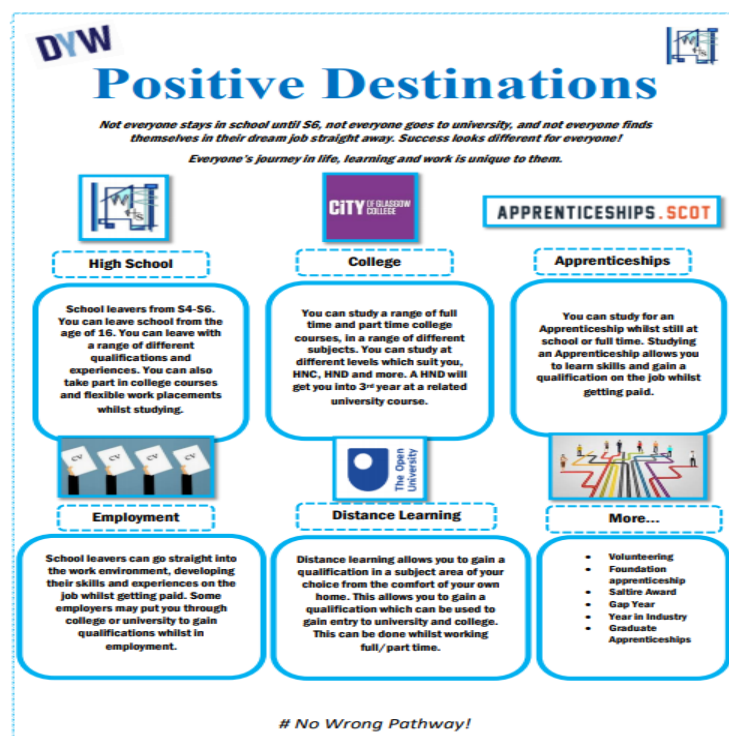


## Continuity and progression in skills education:

The S1-S4 skills booklet builds on work previously completed in Cluster Primary schools, where pupils have identified strengths in terms of their skill sets. Likewise, the skills booklets provide an effective bridge between the Broad General Education and Senior Phase. As highlighted in the booklet, S4 learners progress to working from the following online resources;

- ◆ Skills Development Scotland ([www.skillsdevelopmentscotland.co.uk](http://www.skillsdevelopmentscotland.co.uk))
- ◆ My World of Work ([www.myworldofwork.co.uk](http://www.myworldofwork.co.uk))
- ◆ Education Scotland ([www.education.gov.scot](http://www.education.gov.scot))
- ◆ DYW ([www.dyw.scot.uk](http://www.dyw.scot.uk))

These resources allow pupils to build a digital skills profile that can then be used to form the basis of a UCAS statement or the basis of a personal statement or application to any of the positive destinations displayed below:



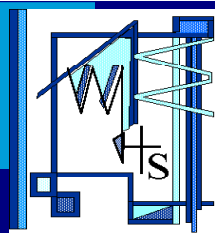
## Skills Development Scotland:

Jen Whelan, our careers advisor, is available in school on a Monday, Tuesday, Thursday and Friday to offer advice and support. Senior Phase pupils can access appointments via their pastoral teacher.



## Section 6 – School Improvement

### WOODFARM HIGH SCHOOL PERFORMANCE



#### Positive Destinations

Woodfarm High School has utilised various Developing the Young Workforce (DYW) approaches to increase the number of our school leavers progressing into a suitable and sustainable positive destination. Our recent figures show that 96% of our leavers moved into an appropriate positive destination, with 65% entering Higher Education, compared to 51% of our comparator and 45% nationally.

#### S3 SNSA: May 2020

Last year's SNSAs were cancelled due to lockdown. This year's SNSAs are expected to go ahead after return from the Easter break.

#### S4 to S6 Performance in Secondary Schools: SQA 2020

##### **S4 Performance: SCQF Level 5 - National 5 only**

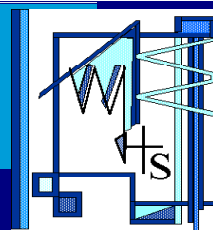
	2015-17 Average	2018	2019	2020	2018-20 Average	2018-20 Target
SCQF Level 5 5 or more (National 5 only)	69.0	71.5	77.3	79.8	76.2	71%

##### **S5 Performance (based on S4 cohort): SCQF Level 6 - Higher only**

	2015-17 Average	2018	2019	2020	2018-20 Average	2018-20 Target
SCQF Level 6 5 or more (Higher only)	33.5	37.6	33.1	35.7	35.5	na

## Section 6 – School Improvement

### WOODFARM HIGH SCHOOL PERFORMANCE



#### S6 Performance: SCQF Awards by end of S6 (based on S4 cohort):

SCQF Level 7 - Advanced Higher (Adv H) only

SCQF Level 7 - All awards (Adv H and other SCQF Level 7 Courses)

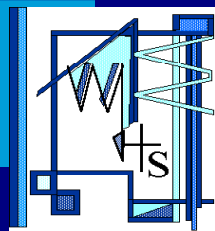
SCQF Level 6 - All awards (Higher and other SCQF Level 6 Courses)

SCQF Level 5 Literacy & Numeracy

	2015-17 Average	2018	2019	2020	2018-20 Average	2018-20 Target
SCQF Level 7 1 or more (Adv H only)	29.7	31.6	26.6	31.1	29.8	31%
SCQF Level 7 1 or more (all awards)	35.9	35.7	38.6	36.4	36.9	na
SCQF Level 6 5 or more (all awards)	54.3	54.6	59.5	Insight data not available	57.1	58
SCQF Level 5 Literacy	85.0	92.9	96.2	97.4	95.5	90%
SCQF Level 5 Numeracy	79.1	81.2	91.1	90.7	87.7	85%

## Section 7 – Pupil & Parental Involvement

### ACHIEVEMENTS & OUR HOUSE SYSTEM



Recognising and celebrating achievement is a high priority in Woodfarm. Pupils are encouraged to share their achievements through the House system. We have 4 Houses:

Arran: House Heads is R. Ward

Bute: House Heads is L. Douch

Cumbræ: House Heads is G. Lamb

Tiree: House Heads is L. Strain.

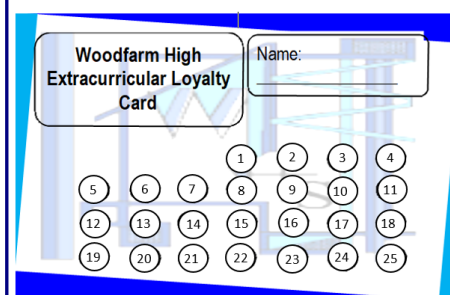
Each House has two Captains appointed via interview.

House points are allocated in a variety of ways:

- Self referral achievement forms—follow this link to share all achievements with us
- <https://getinvolved.eastrenfrewshire.gov.uk/education/woodfarm-high-school-pupil-achievements-21-22/>
- Whole school events;
- Department/Faculty competitions;
- Excellent timekeeping;
- School/Regional/National/International representation;
- Loyalty Cards / House Reward Tokens;

#### Extra curricular Loyalty Card

Commitment to school activities is rewarded via House Points.



House Captains

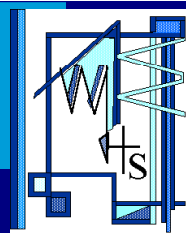


House Tokens



## Section 7 – Pupil & Parental Involvement

### EXTRA-CURRICULAR ACTIVITIES & COMMUNITY INVOLVEMENT



It is an important part of any school community that opportunities exist for pupils to participate in a wide variety of extra curricular and community activities. These promote healthy life-styles, relaxation and the development of new skills.

Extra-curricular opportunities allow pupils to interact with staff and their peers in a different setting. The school offers a range of clubs including debating, chess, book club, creative arts and science clubs. In addition we also provide many sporting opportunities. There are opportunities for pupils to represent Woodfarm High in inter-school matches and to demonstrate their talent through competitive and challenging contexts. Everyday after school there is an activity offered within the PE Department. Other departments offer a variety of activities throughout the week and at certain times in the session.

By participating in these extra-curricular activities we feel every pupil contributes to the positive, inclusive ethos of the school. Therefore we encourage every pupil to take part in at least one extra curricular session each week.

The school has well-established links with the community, through our work and support of local charities and through more direct involvement with organisations and groups such as ERC Young People's Services and Isobel Mair School (IMS).

Our links with commerce and industry are maintained through work placements with local firms as part of our flexible Work Experience Programme, which allows every S4 pupil to be given a work experience placement. If you want to get the most out of your time at Woodfarm High School, pupils must be prepared to put the most into it.

#### Woodfarm Parliament

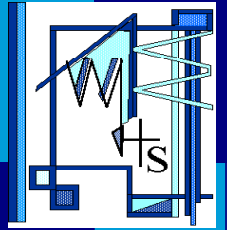
We actively promote leadership opportunities by encouraging our young people to participate in the Woodfarm Parliament. All year groups have the opportunity to develop communication, organisation and debating skills by joining a committee in the Parliament. The committees meet regularly to discuss topics, issues and initiatives that affect them and their learning environment. As part of their responsibilities, the team organise their own meetings, decide on an agenda and share new ideas. Representatives from each committee meet throughout the year to form the Parliament and vote on a number of school-related issues.





## Section 7 – Pupil & Parental Involvement

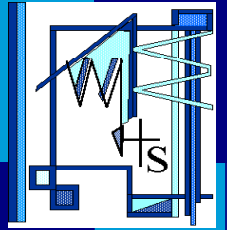
### EXTRA-CURRICULAR ACTIVITIES



**Animation Group**  
**Amnesty International**  
**Art Club**  
**Badminton**  
**Basketball**  
**Bollywood Dancing**  
**Book Club**  
**Chess**  
**Concert Band**  
**Cricket**  
**Dance**  
**Debating Club**  
**Drama Club**  
**Duke of Edinburgh**  
**Fairtrade Club**  
**Football**  
**Girls Fitness**  
**Gymnastics**  
**Hockey**  
**Netball**  
**Rugby**  
**Choir**  
**S1 Science Club**  
**S3 Science Support**  
**S1/2 STEM Club**  
**Table Tennis**  
**Ukulele**  
**Volleyball**

## Section 7 – Pupil & Parental Involvement

### PARENTAL INVOLVEMENT



At Woodfarm we recognise that parents and carers should be valued, supported and empowered to be engaged in their children's learning journey. We do this in many ways: parent nights, focus groups, participation on school committees, family learning opportunities, homework tasks which involve parents, encouraging parents to be actively involved in school events and the provision of advice and information on how to directly support learning at home.

If you wish to become further involved in the life of the school, please contact Richard Phelan, Social Justice and Community Manager via the school office.

#### Parents' Evenings

Each session, every year group has **one Parents' Evening**. During these events parents/carers have the opportunity to meet with each of their child's teachers to receive direct feedback on their progress. Each Parents' Evening takes place at the end of the school day from 4 pm – 6.30 pm. Pupils should attend these evenings with their parents.

Woodfarm High School uses a web based system to facilitate appointment bookings for Parents' Meetings. The system is provided by School Cloud Systems. They have created an easy to use online appointment booking system. This allows parents/carers to choose convenient appointment times with teachers. Appointment times are then confirmed by email. Feedback from parents confirms that this system is popular and is an improvement to the previous paper based system.

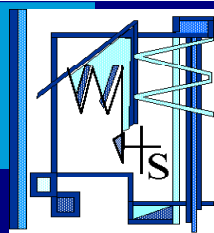
Appointments can be made during a window of time, opened approximately two weeks before each Parents' Evening. The web address for booking appointments is <https://Woodfarm.parentseveningsystem.co.uk>

If parents/carers do not have access to the internet, they should contact the main school office who will add appointments on behalf of the parent/carer.



## Section 7 – Pupil & Parental Involvement

### PARENT PARTNERSHIP & SUPPORTING YOUR CHILD'S LEARNING



#### The Parent Partnership

The Parent Partnership is the formal body which represents all parents and carers of pupils at Woodfarm High School. The **Scottish Schools (Parental Involvement) Act 2006** makes provision for all parents to be members of the Parent Forum at a school, and to have their views represented to the school, education authority and others, through a representative Parent Partnership for the school.

It aims to help *all* parents to be:

- Involved in their child's education and learning;
- Welcomed as active participants in the life of the school;
- Encouraged to express their views on school education generally and work in partnership with the school.

In addition, Parent Partnership play an active part in the selection of senior staff, have an important role in local educational consultation and organise fundraising events which support the work of the school.

The Parent Partnership has an independent section on the school website:

<https://blogs.glowscotland.org.uk/er/Woodfarm/parents/>

Alternatively you can e-mail the Parent Partnership at:

[schoolmail@woodfarm.e-renfrew.sch.uk](mailto:schoolmail@woodfarm.e-renfrew.sch.uk)

#### Supporting your Child's learning

At Woodfarm we recognise that you require resources to assist your child to learn at home. Resources are available from the school website:

<https://blogs.glowscotland.org.uk/er/Woodfarm/pupils/>

We also aim to remove any barriers by ensuring learners have access to home learning kits in practical subjects.

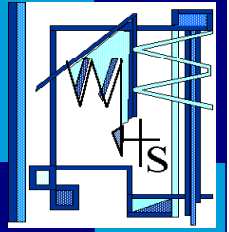
A supported homework club is available for pupils in years S1-S3. Mrs Benyaghla is responsible for the Tuesday after school club which is held in one of the Maths Classrooms. In addition, senior pupils support younger pupils through paired reading and in-class support.

Supported study classes are available in a range of subject areas for years S4-S6 and many departments offer lunchtime "drop in" sessions. Easter school is available (at a small cost) along with targeted study weekends for pupils in the Senior School Phase.

Pupils are tracked and monitored throughout their time with us and this information is shared with parents and pupils and used to target support appropriately.

## Section 7 – Pupil & Parental Involvement

### SUPPORTING YOUR CHILD'S LEARNING



#### Show My Homework

Home learning is a key element in supporting pupils progress. It is most effective when there is effective communication between school and home. Woodfarm High School uses the online resource, Show My Homework, to support effective communication and a team approach to home learning.

Pupils can access Show my Homework through their glow accounts or through the 'app'. Parents can download the 'app' from their mobile phone app store or login online at

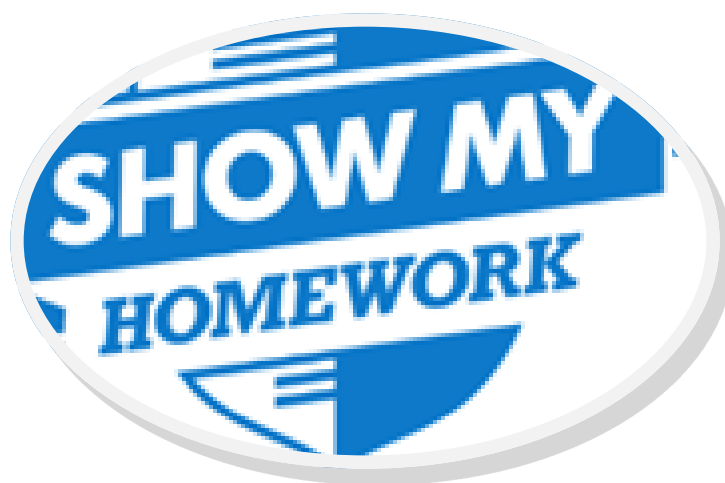
<https://www.teamsatchel.com>

Show My Homework has been designed to include all the details parents or carers need to help their child to succeed.

All teachers create and publish their homework online, on the school's calendar. Parents and students can manage submission of homework and view grades.

Parents and young people can review submission times and in appropriate cases see grades. Show My Homework allows young people to practice and improve self-organisational skills and also allows parents to keep in touch with their child's attainment on a regular basis.

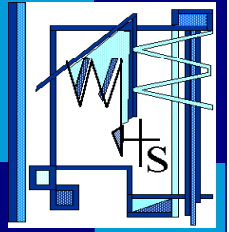
The company behind Show my Homework provide telephone and e-mail support to overcome any difficulties encountered when using the web page or 'app'. The e-mail contact is [help@teamsatchel.com](mailto:help@teamsatchel.com)





## Section 7 – Pupil & Parental Involvement

### SUPPORTING YOUR CHILD'S LEARNING



#### **Helping your child prepare for exams**

(An extract from Parentzone — [enquiries.org.uk/p/LQE-391/subscribe](http://enquiries.org.uk/p/LQE-391/subscribe)  
email: [enquiries@educationscotland.gsi.gov.uk](mailto:enquiries@educationscotland.gsi.gov.uk)  
[education.gov.scot/parentzone](http://education.gov.scot/parentzone))

Regular attendance throughout the year will help to ensure that your child keeps up with course work and homework. If they do fall behind, through illness perhaps, do speak to the school about any support which can help them catch up.

Talking to your child to reassure and encourage them and taking an interest in what they are doing will help them get through what can be a stressful time and will help them to do their best. Refer to your child's school diary/planner for more information.

#### **Managing their time**

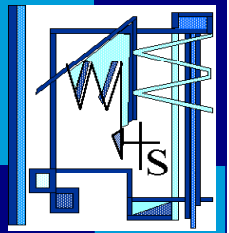
- Encourage your child to start revision in good time to avoid cramming and panic.
- Help your child to plan a realistic timetable of study for each subject. The school will have given them a revision planner which can be used to plan their own time. A weekly revision planner is available on the Student Life BBC website.

#### **Getting organised**

- Talk to your child and help them decide on a fixed area at home where they can study with the least distractions. Make sure that the materials and equipment they need e.g. pens, pencils, paper, notebooks and past papers are at hand in this study area. (Past papers are available from the SQA website).
- Ensure that snacks and water are close by to prevent any unnecessary distractions and make sure the study area is warm and well lit.
- Speak to the rest of the family, particularly younger members, about respecting this study area and as far as possible trying to avoid interrupting.
- If it is difficult to study at home perhaps your child could make use of the local library or ask your school if they can help.
- Encourage your child to get their notes in order for each subject before starting. Having notes organised into topic areas for each subject may be helpful.
- Check the dates of each exam and keep a record of them somewhere you can see them. We will give your child an exam timetable with the subjects being presented at school. You can access the full exam timetable on the SQA website. Your child can also use the SQA Personal Timetable Builder facility to create their own timetable. The mobile timetable builder is now available for most Java-based mobile phones along with those using Google Android and IOS (iPhone). Remember: sometimes an exam is on a public holiday. The exam will definitely take place on that day and there will be no opportunity to sit it on another day.

## Section 7 – Pupil & Parental Involvement

### SUPPORTING YOUR CHILD'S LEARNING



#### Study skills across the curriculum

Lessons are dedicated to study skills as part of the PSHE programme in S2, S3 and S4. Prompts, such as the mat displayed below, are provided to help pupils consider different approaches. A morning is devoted to study skills in S2, S3 and S4 when resources are provided to motivate and support pupils in terms of their mind set and organisational skills. Furthermore, every Faculty provides examples of varied study skills within the context of different subjects, to ensure that pupils develop their own style and a knowledge of the way they learn.

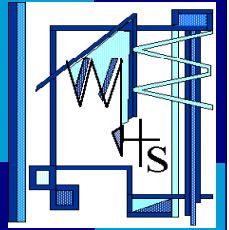


#### Website resources

- The BBC Bitesize website (<https://www.bbc.co.uk/bitesize>) provides excellent study resources and revision for BGE curricular areas, as well as National 5, Higher and Advanced Higher examples and study guides in almost all SQA subjects.
- Scholar, a Heriot Watt University app, is a free resource available to all ERC pupils through GLOW. Again, it provides National 5, Higher and Advanced Higher examples and study guides in almost all SQA subjects

## Section 7 – Pupil & Parental Involvement

### SUPPORTING YOUR CHILD'S LEARNING



#### Tips to encourage studying

- Exam times can be stressful so encourage your child to take breaks. Hour long revision sessions with short regular breaks of 10 minutes are effective.
- They may prefer to complete each task and then build in a break rather than sticking to definite time slots. It's the quality of work that is important.
- Young people often focus best earlier in the day or early evening so encouraging them to study at these times may be beneficial.
- Your child might find it useful for you to read through revision notes with them. Asking them about what they have learned in their revision may be useful.

#### Keeping well

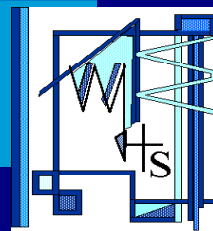
- Encourage your child to get plenty of sleep. This is particularly important the night before an exam as it will help them perform better.
- Encourage your child to eat well. On the morning of an exam encourage them to have a breakfast, or lunch if the exam is in the afternoon.
- Help your child to avoid any unnecessary anxiety or panic by making sure they are in plenty of time for each exam and have everything they need for it e.g. pens, pencils.
- Encourage regular exercise.

Remember you can contact the school at any time for support and advice. The first point of contact is your child's Support Teacher.



## Section 8 – Further Information

### USEFUL CONTACT NUMBERS



Woodfarm High School	0141 577 2600
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East Renfrewshire Council	0141 577 3000
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East Renfrewshire Community Health and Care Partnership	0141 577 4000
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Social Work Standby	0800 811505
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Giffnock Police Station	0141 532 5700
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Young Carers Project	0141 882 4712
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Women's Aid	0845 1801323
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Childline	0800 1111
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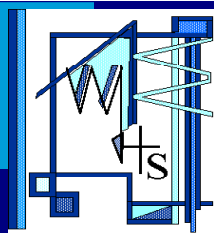
East Renfrewshire Voluntary Action	0141 876 9555
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Community Wing	0141 638 4734
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## Section 8 – Further Information

### EAST RENFREWSHIRE COUNCIL–PRIVACY NOTICE



#### **Privacy Notice for ERC Secondary Schools**

##### **What is the legal basis for us to process your information?**

The council processes your information in order to perform a task carried out in the public interest and also to fulfil its legal obligations to ensure proper administration of the council's financial affairs in terms of the Local Government (Scotland) Act 1973.

The law gives certain types of information special significance because of its sensitivity eg health information. If we process this type of information about you in relation to Education we do so on the basis that it is necessary for reasons of substantial public interest.

##### **Do you have to provide your information?**

Education needs your information to allow us to carry out tasks in the public interest that is set out in law such as teaching in primary and secondary schools. It allows us to organise and administer classes, lunches, exams etc.

##### **How do we collect information about you?**

Most of the information the council holds about you will come from you as an individual and provided at your first encounter with education whether it is applying for an early learning and childcare place or the annual data check conducted by schools. Not all of the information you provide is shared with all the bodies listed and is only shared when the information is relevant to their purpose.

##### **Who will process your information?**

The personal information you give to us through any of our forms relating to Education and any other pupil administrative information we hold about you in this context will be processed by East Renfrewshire Council, Eastwood Park Giffnock G46 6UG for the administration of Education and any additional support you may require.

##### **Why do we process your information?**

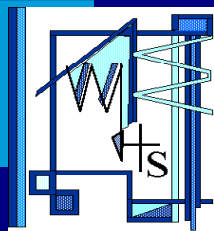
We will gather only personal data that is adequate, relevant and limited to what is necessary in relation to the purpose for processing. Your information is processed to help us administer education provision and related functions within East Renfrewshire. As relevant your information may be shared with other departments within the council and other organisations for the same purposes and also to check the information we have is accurate; prevent and/or detect crime; and protect public funds. Other organisations may include bodies responsible for auditing or administering public funds, other councils, public sector agencies, government departments, exam bodies and other private companies or partners we use to process information and distribution services for the issue of correspondence.

We will only share the minimum amount of personal data that is adequate, relevant and limited to what is necessary in relation to the purpose for processing.

Continued on next page..

## Section 8 – Further Information

### EAST RENFREWSHIRE COUNCIL–PRIVACY NOTICE



#### Such information includes:-

Child's Forename  
Child's Surname  
Child's gender  
School Stage  
Details of child's medical condition  
Any other name child is known by  
Child's date of birth  
Address including postcode  
Mother's/Carer's Name  
Father's/Carer's Name  
Mother's/Carer's address including postcode  
Father's/Carer's address including postcode  
Mother's/Carer's telephone number  
Father's/Carer's telephone number  
Mother's/Carer's email address  
Father's/Carer's email address  
Single Parent/Carer family  
Name of Brother/Sister  
Date of Birth of Brother/Sister  
School stage of Brother/Sister

#### When applying for a school place you will be asked to provide:

School applying for  
Preferred Alternative School  
Early Learning place applied for  
Council Tax evidence and Council Tax Number  
Mortgage Statement or Rental Agreement and Rental Agreement End Date  
Landlord Registration Number  
Birth Certificate  
Child Benefit  
Utility Statement  
Other Catchment Evidence

#### And where relevant:

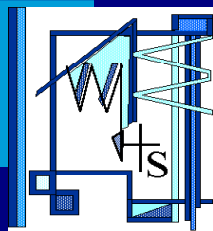
Roman Catholic Baptismal Certificate detailing date of baptism and name of church venue

#### How long will we keep your information?

The council will hold your information from when your child first has contact with one of our services through to five years beyond them leaving school.

## Section 8 – Further Information

### EAST RENFREWSHIRE COUNCIL–PRIVACY NOTICE



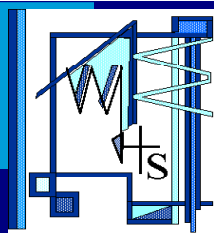
#### Who is your information shared with?

Your information will be accessed by council staff who need to do so to administer education and the many services that run alongside it. If such administration is provided on the council's behalf by an external agency, that agency will also have access to your information. The information may be shared with:

Agency/Company	Purpose
2Cqr	Library management system used in secondary schools. <a href="https://www.2cqr.com/">https://www.2cqr.com/</a>
CRB	Cashless catering and point of sale provision at the school kitchens
ParentPay	Ability to pay school for trips, meals and other items online <a href="https://www.parentpay.com/">https://www.parentpay.com/</a>
East Renfrewshire Culture and Leisure Trust	Organisation within the East Renfrewshire area delivering sport, leisure, arts and cultural services. Also deliver a wide variety of sports development including SportScotland's Active Schools programme within our schools. <a href="https://www.ercultureandleisure.org/about">https://www.ercultureandleisure.org/about</a> <a href="https://sportscotland.org.uk/schools/active-schools/">https://sportscotland.org.uk/schools/active-schools/</a>
Education Scotland	Education Scotland is a Scottish Government executive agency charged with supporting quality and improvement in Scottish education and thereby securing the delivery of better learning experiences and outcomes for Scottish learners of all ages. Responsibility for inspection, attainment, inclusion and other aspects of education in Scotland. Data may be restricted to statistical returns. Therefore, contain no personal data. <a href="https://education.gov.scot/">https://education.gov.scot/</a>
Glow, Scotland's national education network	Glow allows teachers and students to collaborate on documents online, meaning that groups can work together on shared or similar projects. Common spaces are available for gathering and storing information from a number of students, and teachers can collect, review and give feedback online. Managed by Education Scotland. <a href="https://glowconnect.org.uk/">https://glowconnect.org.uk/</a>
Scottish Government including their Analytical Services	The devolved government for Scotland has a range of responsibilities which include: health, education, justice, rural affairs, housing and the environment. Scottish Government's Education Analytical Services, which is part of the Scottish Government's Learning Directorate, has legal powers to request data with regard children and young people educated in, and the workforce of, Scotland's schools. Data may be restricted to statistical returns. Therefore will not contain any personal data. <a href="https://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices">https://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices</a>
NHS	Access to information sufficient to allow them to carry out their programme of health checks and immunisations within our schools as necessary. <a href="http://www.nhs.uk/">http://www.nhs.uk/</a>
Scholar, Heriot Watt University	Access to online learning courses, tutor session and books for secondary pupils developed by Heriot Watt in conjunction with Glow and Education Scotland. <a href="https://scholar.hw.ac.uk/index.html">https://scholar.hw.ac.uk/index.html</a>
Skills Development Scotland	Provide access to Careers staff, myworldofwork.co.uk from Primary 5 to Secondary 6. <a href="https://www.skillsdevelopmentscotland.co.uk/what-we-do/scotlands-careers-services/our-careers-service-in-schools/">https://www.skillsdevelopmentscotland.co.uk/what-we-do/scotlands-careers-services/our-careers-service-in-schools/</a>
SQA	The awarding body for qualifications in Scottish schools with a role in accreditation of qualifications also. <a href="https://www.sqa.org.uk/sqa/70972.html">https://www.sqa.org.uk/sqa/70972.html</a>
SEEMiS	Holds the Education Management Information System Click + Go allowing us to record staff and pupil information, attendance, pastoral notes and tracking and monitoring. <a href="https://www.seemis.gov.scot/site3/">https://www.seemis.gov.scot/site3/</a>

## Section 8 – Further Information

### EAST RENFREWSHIRE COUNCIL—PRIVACY NOTICE



The council also needs to ensure proper administration of its funds so details will be checked internally for fraud prevention and verification purposes. Information is also analysed internally in order to provide management information and inform future service delivery. Your information may also be shared with other departments within the Council. The council also generally complies with requests for specific information from other regulatory and law enforcement bodies where this is necessary and appropriate.

#### **Do we transfer your information outside the UK?**

In general we do not transfer personal information outside the UK but on the rare occasions we do we will inform you. We will only transfer information outside the UK when we are satisfied that the party that will handle the data and the country it is being processed in have adequate safeguards for personal privacy comparable to those which are in place in the UK.

#### **Profiling and automated decision-making**

Education do not use profiling or automated decision-making for administration.

#### **Your rights**

You have the right to be informed of the council's use of your information. This notice is intended to give you relevant information to meet this right.

#### **Access personal data held about you**

You have the right to:

Access personal information the council holds about you by making what is known as a subject access request.

You can receive a copy of your personal data held by the council, details on why it is being held, who it has been or will be shared with, how long it will be held for, the source of the information and if the council uses computer systems to profile or take decisions about you.

Request rectification of your personal data. You have the right to request that the council corrects any personal data held about you that is inaccurate.

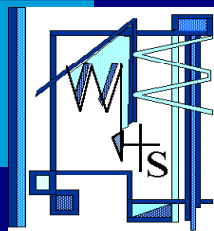
Request that the council restricts processing of your personal data if you think the personal data is inaccurate, the processing is unlawful, the council no longer need the personal data but you may need it for a legal purpose or you object to the council processing for the performance of a public interest task.

Object to the processing of your data. The council will have to demonstrate why it is appropriate to continue to use your data.



## Section 8 – Further Information

### EAST RENFREWSHIRE COUNCIL–PRIVACY NOTICE



#### Complaints

If you have an issue with the way the council handles your information or wish to exercise any of the above rights in respect of your information you can contact the council's data protection officer by post at:

The Data Protection Officer  
East Renfrewshire Council  
Council headquarters  
Eastwood Park  
Giffnock  
G46 6UG

or by email at [DPO@eastrenfrewshire.gov.uk](mailto:DPO@eastrenfrewshire.gov.uk)

You have the right to complain directly to the Information Commissioner's office (ICO).

The address of their head office is:

Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5EF  
Telephone: 0303 123 1113

Alternatively, you can report a concern via their website at [www.ico.org.uk](http://www.ico.org.uk)

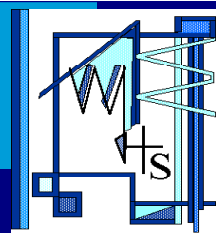
The ICO also have a regional office at:

45 Melville Street, Edinburgh EH3 7HI  
Telephone: 0303 123 1115 e-mail: [scotland@ico.org.uk](mailto:scotland@ico.org.uk)

While you can go directly to the ICO, the council would welcome an opportunity to address any issues you have in the first instance.

## Section 8 – Further Information

### USEFUL WEBSITES



**Woodfarm High School:** <https://blogs.glowscotland.org.uk/er/Woodfarm/>

#### **East Renfrewshire Council websites**

**Complaints:** <http://www.eastrenfrewshire.gov.uk/index.aspx?articleid=1573>

**Child Protection:** <http://www.eastrenfrewshire.gov.uk/index.aspx?articleid=1923>

**Dressing for Excellence:** <http://www.ea.e-renfrew.sch.uk/curriculum/Links/Parents/Parental%20Leaflets/DressingForExcellence.pdf>

**ERC Website:** <http://www.eastrenfrewshire.gov.uk/index.aspx?articleid=1489>

ERC Admissions: <http://www.eastrenfrewshire.gov.uk/CHttpHandler.ashx?id=19102&p=0>

**Homework:** <http://www.ea.e-renfrew.sch.uk/curriculum/Links/Parents/Parental%20Leaflets/homeworking%20leaflet.pdf>

**Inclusion:** <http://www.ea.e-renfrew.sch.uk/curriculum/Links/Teachers/inclusion.htm>

<http://www.eastrenfrewshire.gov.uk/index.aspx?articleid=1810>

**Internet Safety:** <http://www.ea.e-renfrew.sch.uk/curriculum/Links/Parents/Parental%20Leaflets/Internet%20leaflet.pdf>

**Mediation:** <http://www.ea.e-renfrew.sch.uk/parents/asn/mediation.htm>

**School Holidays:** <https://www.eastrenfrewshire.gov.uk/article/7434/School-holiday-dates-2019-to-2020>

**School Meals payment:** <http://www.eastrenfrewshire.gov.uk/article/7294/Parentpay>

**Twitter – East Renfrewshire:** <http://www.twitter.com/EastRenCouncil>

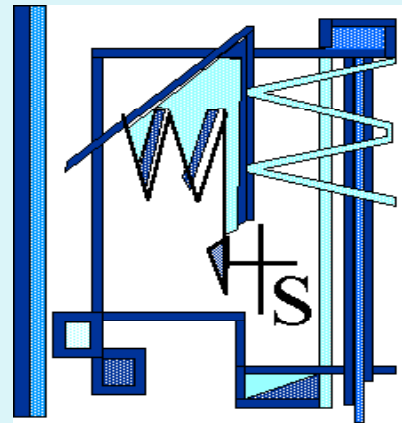
#### **Other useful websites** (ERC not responsible for the content of external sites)

<a href="http://www.youngscot.org">www.youngscot.org</a>	(learners)
<a href="http://www.education.gov.scot/parentzone">www.education.gov.scot/parentzone</a>	(parents and carers)
<a href="http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL">www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL</a>	(Support for Pupils—ASL)
<a href="http://www.legislation.gov.uk/ukpga/1995/36/contents">www.legislation.gov.uk/ukpga/1995/36/contents</a>	(Children Scotland Act 1995)
<a href="http://www.legislation.gov.uk/asp/2000/6/contents">www.legislation.gov.uk/asp/2000/6/contents</a>	(Standards in Scotland's Schools Act 2000)
<a href="http://www.employersandyoungpeople.co.uk">www.employersandyoungpeople.co.uk</a>	(employers)
<a href="http://www.sqa.org.uk">www.sqa.org.uk</a>	(information on qualifications)
<a href="http://www.educationscotland.gov.uk">www.educationscotland.gov.uk</a>	(standards, inspections)
<a href="http://www.ltsscotland.org.uk">www.ltsscotland.org.uk</a>	(teaching practice and support)
<a href="http://www.engageforeducation.org">www.engageforeducation.org</a>	(share ideas and questions about education issues)
<a href="http://www.scotland.gov.uk/cfeinaction">www.scotland.gov.uk/cfeinaction</a>	(examples of CfE in action and signposts to further information)
<a href="http://www.parentingacrossscotland.org/">www.parentingacrossscotland.org/</a>	(Offers support to children and families in Scotland)
<a href="http://www.sqa.org.uk">www.sqa.org.uk</a>	(Scottish Qualifications Authority provides information for parents on qualifications)
<a href="http://www.skillsdevelopmentscotland.co.uk/">www.skillsdevelopmentscotland.co.uk/</a>	(Careers Advice)

**Contact us on:**  
**0141-577-2600**  
**or**  
**[schoolmail@woodfarm.e-renfrew.sch.uk](mailto:schoolmail@woodfarm.e-renfrew.sch.uk)**

**Look out for updates on:**  
**[www.blogs.glowscotland.org.uk/er/Woodfarm](http://www.blogs.glowscotland.org.uk/er/Woodfarm)**

**Follow us on:**  
**Twitter = [@WoodfarmHigh](https://twitter.com/WoodfarmHigh)**



**WOODFARM HIGH SCHOOL**  
**Robslee Road**  
**Thornliebank**  
**East Renfrewshire**  
**G46 7HG**

