



Belonging • Experiences • Aspirations • Teamwork • Honesty

S1 Settling In Evening

Beath High School

Welcome!



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S1 Settling In Evening

Gordon Hunter

Depute Rector and S1 Year Head

- **SLF (ASN)**
- **Attendance**
- **Teams & Homework**
- **Literacy**
- **Positive Relations**
- **MVP**
- **Equity**
- **Parent Council**



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Supporting Learners with Additional Support Needs (ASN)

Session 2023-2024

Beath High School

Supporting Learners with Additional Support Needs:



Universal Support – most learner needs can be met through teaching and learning approaches such as differentiation and appropriate pace. Some learners may also have individual support strategies to reduce barriers to learning and in assessments.

Additional Support – some learner needs require additional support. Where staff have implemented existing support strategies and still believe learner needs are not being met, support and advice from the appropriate Supporting Learners Faculty teacher can be sought, and/or in-class support requested. Some learner needs can be met through targeted Supporting Learner Faculty groups.

Intensive Support – a small number of learners require a high level of support. Beath High school has Supported Classes, which have a maximum of ten learners and significant adult support. For the Supported Classes, most learning takes place in the Supported Learners Faculty with links to mainstream classes.



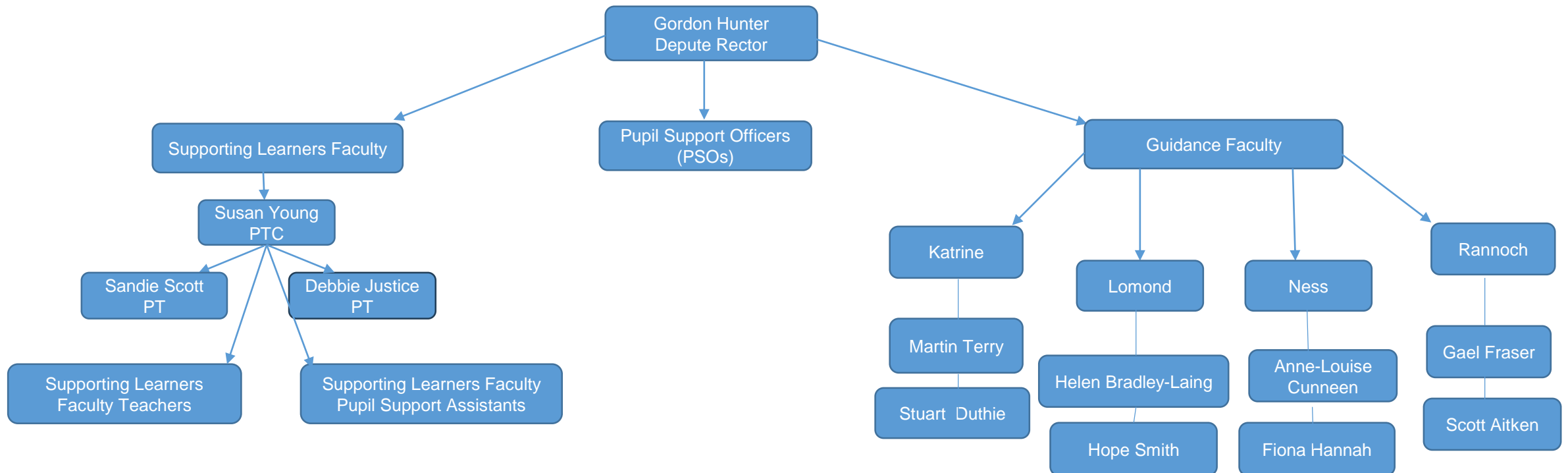
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Beath High School Pupil Support Team

Beath High School Pupil Support Team

Where queries cannot be resolved through PTCs, the Support team can assist staff in meeting the needs of learners. The first point of contact is usually the Guidance teacher, however, queries related to learning can be directed to the relevant Supporting Learners Faculty teacher.

The Support team are:





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Who are the Supporting Learners Faculty?

Beath High School

Supporting Learners Faculty

Susan Young
PTC

Sandie Scott
PT & Supported Class 07

Debbie Justice
PT & S3/4 Link

Pupil Support Assistants
Level 2

Audrey Bell

Kirsty Innes

Cal Rushford

Debbie Black

Julie Lamb

Nikki Sharp

Kian Cook

Candice Lennon

Maureen Watson

Kylie Galloway

Amy Montgomery

Cosima Wilson

Suz Hutton

Elaine Philp

Morag King

Kelly Duffy

Pupil Support Assistants Level 3

Mary Berry

Sam Burns

Gillian Sinclair

Angela Boundy

Gail Ormiston

Stephanie Haggart

Teachers

Hazel Innes
S1/2 Link

Samantha Drummond
Supported Class 01

Debbie Justice
S3/4 Link

Sarah Coloquhoun
Supported Class 02

Chloe McGaghan
S5/6 Link

Aileen Blair
Supported Class 03

Steven Craig
Supported Class 04

Sandie Scott
Supported Class 07

Laurent Gauffre
Supported Class 08

Julie Scott
Supported Class
(Various)

Supporting Learners Faculty Groups/Classes

S1 & S2

- **Jigsaw Group** (for increasing confidence through team building skills)
- **Literacy and Numeracy Groups** (for learners working at First level)
- **Resilience Group** (for increasing learner resilience)
- **Paired Reading** (Support Ambassadors work 1 to 1 with S1 learners on reading skills)

S3 & S4

- **Prince's Trust Class** (community based project work)/Employability and Citizenship SCQF Level 3/4
- **Raising Attainment Groups** (for learners who are at risk of not achieving at least 5 qualifications)
- **Supported Learning** (for learners who struggle with the pace of studying 7 subjects)
- **7 Habits for Success Group** (developing skills to regulate emotions and behaviour)

All Year Groups

- **Anxiety Group** (targeted 6 week programme on recognising anxiety and coping strategies)
- **Attendance Group** (for learners who are at risk of not achieving at least 5 qualifications as a result of low attendance)
- **Gardening Group** (for developing individual and team building skills through an alternative activity)
- **Lego and Enterprise Group** (for developing team building skills)
- **Seasons for Growth** (programme for those suffering from change and loss)
- **Boys and Girls group** (focussed discussion/activity on learner led topics)
- **Fishing Group** (for building confidence)
- **Lifeskills and Outdoor Education** (skills for life, learning and work)
- **Beauty and Jam Group** (work led by learner interests)
- **Nurture Group**

All Year Groups

- **Supported Classes** (maximum of 10 learners with significant adult support)
- **Break and Lunch Clubs** (supported indoor and outdoor clubs)
- **SLF Tutor Groups** (for learners who need a high level of support at the start of the day)



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How to Support Learners with Additional Support Needs in the Classroom

Accessing Learner Information

What is a Learner Profile Page?

- Not all young people learn in the same way. Some require additional strategies to meet their learning needs
- Each learner with additional support needs in Beath High school has a Learner Profile Page that details:
 - their ASN
 - in-class support strategies
 - Assessment Arrangements

Beath High School Learner Information	
ASN	DYSL SEBD Ongoing assessment re: processing
Support Strategies	<ul style="list-style-type: none">• Use of laptop to help with reading and writing• Differentiated writing tasks, by pace and outcome. Will not be able to keep up with writing• Adult to read aloud to help understanding• Make tasks as visual as possible• Give instructions/information clearly and slowly• Minimise noise, may zone out in noisy settings• Prompt to get started and to get through tasks• Support with planning for writing tasks• Regular "check ins" to monitor understanding and progress• Support with organisation, particularly finding way from class to class.• Use of out of class early pass• Lots of consolidation and repetition• Give plenty of processing time
Assessment Arrangements	Maths – R/ET Other subjects – S/R/ET



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How to Support Learners who have Assessments Arrangements (AA)

Assessment Arrangements

What are
Assessment
Arrangements?

- Some learners require adaptations to assessments, known as Assessment Arrangements (AA), to ensure they have the same chance of success as their peers
- The SQA require the need for AAs to be evidenced throughout a learner's education. At Beath High school, AAs are tracked and monitored from S1 to S6
- The SQA have a range of approved AA:

Coloured overlays/paper – specify
DIG W Spell (Digital with spellchecker)
DIG WO Spell (Digital without spellchecker)
ET (Extra time) - Usually an extra 10 minutes for every hour
Larger font size - specify
P (Prompter)
Practical Assistance
R (Reader)
S (Scribe)
SA (Separate Accommodation)
Transcription with correction
Transcription without correction
Use of ICT
Use of Bi-lingual dictionary



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Attendance

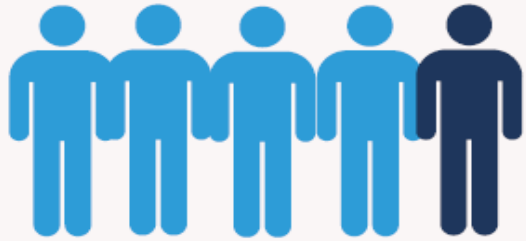
Miss Anderson (Ness and Lomond)

Mrs Fisher (Katrine and Rannoch)

BEING ILL



IMPACT ON EDUCATION



DAY OF

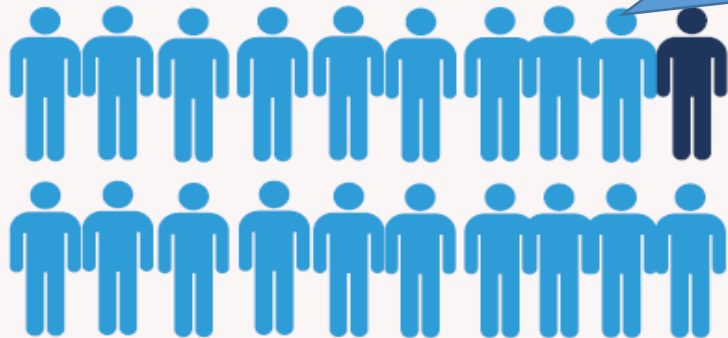
weeks



5 MINUTES LATE TO
EVERY PERIOD =
ALMOST 3 HOURS OF
LEARNING LOST
EVERY WEEK.

4 weeks

OFF A YEAR



1 DAY

MONTH

95% attendance

2 weeks

OFF A YEAR





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What do we do?

- Period discrepancies
- Weekly groupcall messages – absence and lates
- Attendance (blue) sheets
- Termly registration competition
- Attendance certificates
- Absence/going home

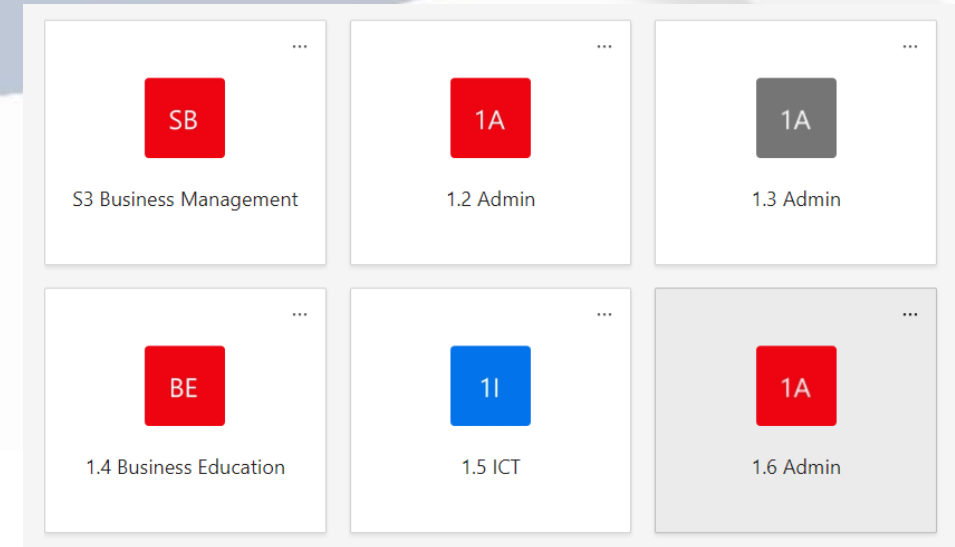
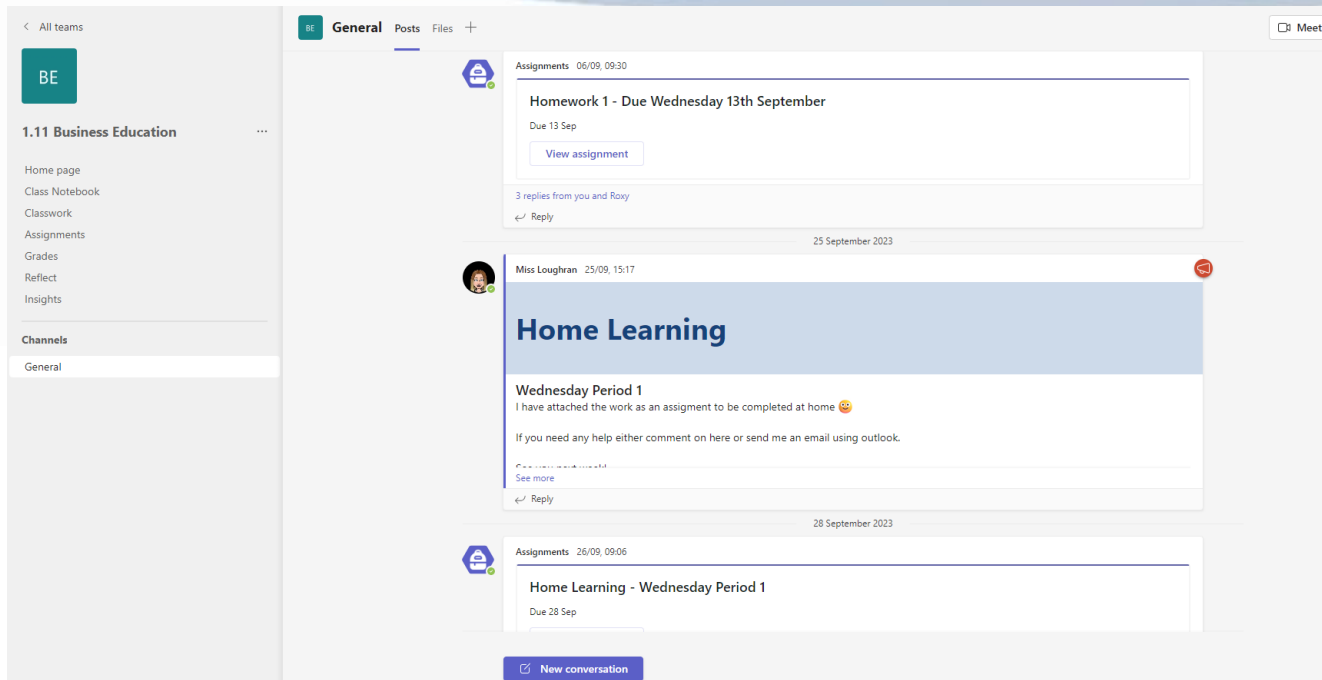
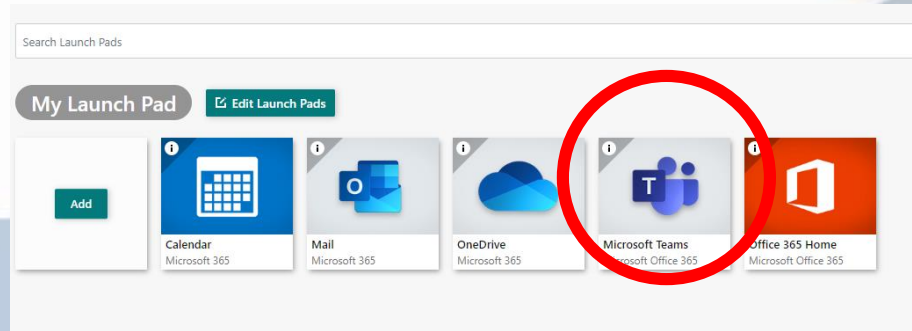


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Teams & Homework

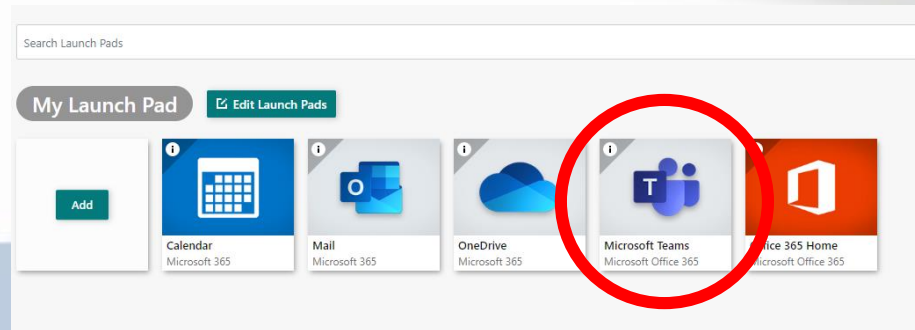


Teams





Teams - Homework



2 Oct

SB Homework 3 - Due Monday 2nd October
Due at 12:00
S3 Business Management

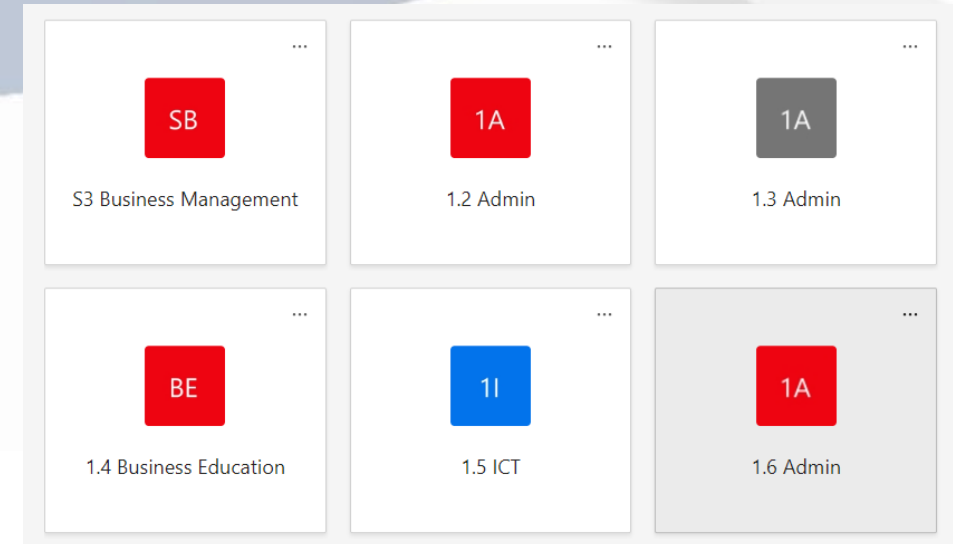
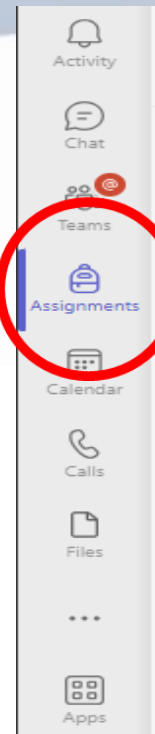
SB Homework 2 - Due Monday 2nd October
Due at 09:00
2.11 Admin

29 Sept Friday

SB Home Learning
Due at 09:00
S3 Business Management

28 Sept Thursday

1A Home Learning - P1 Tuesday
Due at 23:59
2.10 Admin





BGE Homework Rota Session 23-24

S1	F a c u l t i e s		Term	1								O c t o b e r	H o l i d a y s	2								C h r i s t m a s
			Week Number	1	2	3	4	5	6	7	8			9	10	11	12	13	14	15	16	
			WB	14.8.23	21.8.23	28.8.23	4.9.23	11.9.23	18.9.23	25.9.23	2.10.23			23.10.23	30.10.23	6.11.23	13.11.23	20.11.23	27.11.23	4.12.23	11.12.23	
	BIT	Business																				
		Digital Literacy																				
		Admin & IT																				
		ICT																				
	Design	Art																				
		CDT																				
	English	English																				
	Health and Wellbeing	Home Economics																				
		PE																				
	Maths	Maths																				
	Modern Languages	Languages																				
	Performing Arts	Drama																				
		Music																				
	Science	Science																				
	Social Subjects	Geography																				
		History																				
		Modern Studies																				
		RME																				
	Supporting Learners	Homework tasks will be set for specific young people over the course of this term by class teachers																				



POSITIVE BEHAVIOUR AND RELATIONSHIPS AT BEATH

Expectations

Corridor Code

Classroom Expectations

Mobile Phone Policy

- **MERITS AND DEMERITS**

Corridor Code

CORRIDOR CODE

- Walk on the left
- You must have a pass to be in the corridor, except at period changeover
- Don't hang around in the stairwells
- No pushing, shoving or silly behaviour
- No eating or drinking
- Remember to be respectful at all times (e.g. hold doors)



POSITIVE
RELATIONSHIPS



Classroom Expectations

CLASSROOM EXPECTATIONS

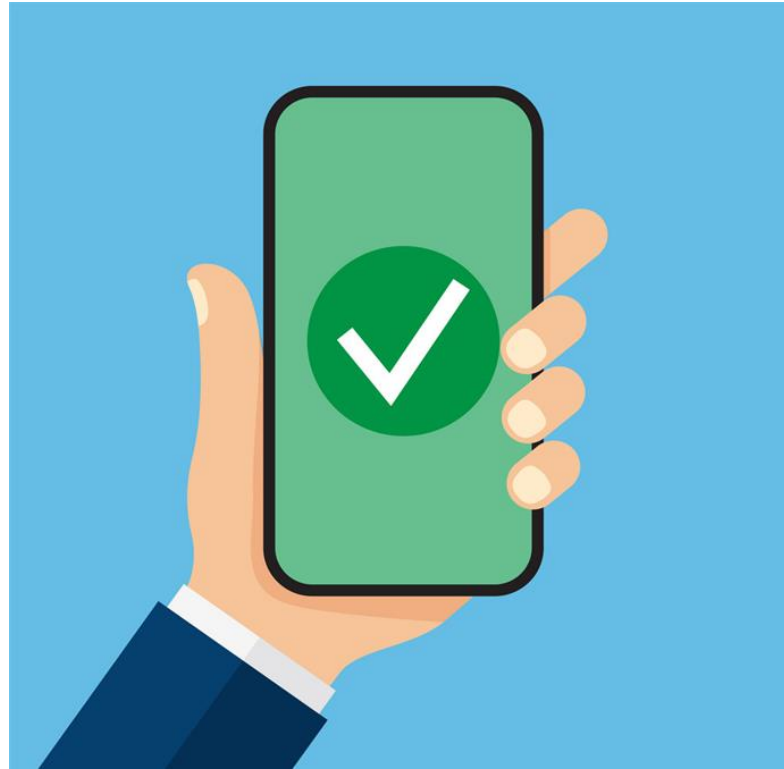
- Enter the room in a sensible manner
- Remove outdoor clothing (jackets, hoodies, hats, scarfs etc.)
- Get organised and ready to learn
- Listen to staff and listen to each other
- Show us the best version of yourself
- Remember to be respectful at all times



POSITIVE
RELATIONSHIPS



Mobile Phone Policy



•MERITS

General Merit – for positive attitude, effort and behaviour

Above and Beyond Merit -
helping others, exceptional contribution/input

Praise Postcard – Pupil of the Month (counted as 2 merits)



#teamBeath

Issuing Merits

Please only use the categories below:

- **General Merit** – positive attitude, effort and behaviour
- **Above and beyond** – helping others, exceptional contribution/input
- **Praise Postcard** – Pupil of the Month (counted as 2 merits!)

*Maximum one merit per pupil,
per period.*

• **DE-MERITS**

Behaviour – continued disruption, inappropriate language

Effort – apathy, lack of effort

Homework – third occasion of not doing homework

Late to class – third occasion

Mobile Phone – out in class, third occasion



#teamBeath

Issuing Demerits

Please only use the categories below:

- **Behaviour** – continued disruption, inappropriate language
- **Effort** – apathy, lack of effort
- **Homework** – third occasion
- **Late to class** – third occasion
- **Mobile Phone** – third occasion

*Max: one demerit per pupil per period –
please use the most appropriate
category.*

•What Happens with the Merits?

Merits will be accumulated across the year

Messages home

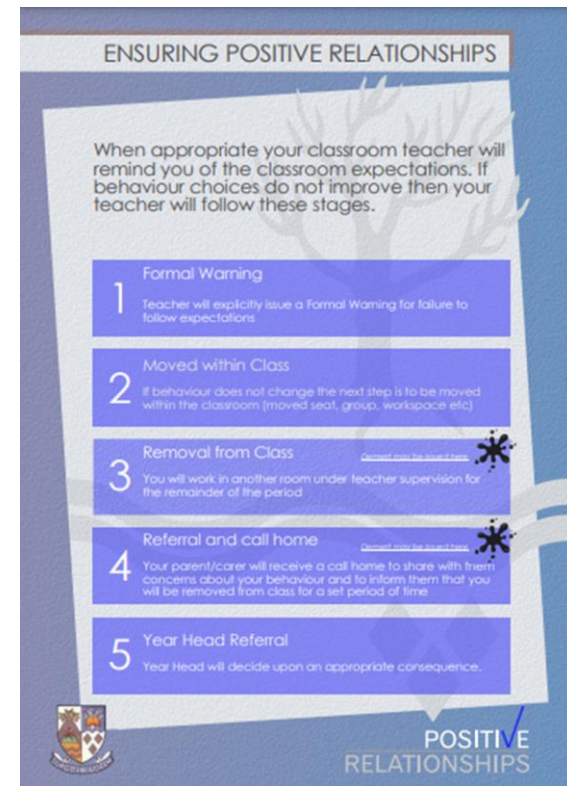
Rewards for merits

House Points

•What Happens with the De-Merits?

Messages home

Consequences flowchart



ENSURING POSITIVE RELATIONSHIPS

When appropriate your classroom teacher will remind you of the classroom expectations. If behaviour choices do not improve then your teacher will follow these stages.

1

Formal Warning

Teacher will explicitly issue a Formal Warning for failure to follow expectations

2

Moved within Class

If behaviour does not change the next step is to be moved within the classroom (moved seat, group, workspace etc)

3

Removal from Class

[Document exists for student here](#)

You will work in another room under teacher supervision for the remainder of the period

4

Referral and call home

[Document exists for student here](#)

Your parent/carer will receive a call home to share with them concerns about your behaviour and to inform them that you will be removed from class for a set period of time

5

Year Head Referral

Year Head will decide upon an appropriate consequence.



Literacy: Accelerated Reader

Miss Jasmine McInnes

PT The Sir Ian Rankin English Faculty

What is Accelerated Reader?

AR is a computer program that helps children select a book at their independent reading level (results of the Star Reader Test) and read at their individual pace.

When finished, the pupil takes a short quiz on the computer.

Passing the quiz is an indication that the pupil has understood what was read.

Children using AR select their own books to read at an appropriate readability level rather than having one assigned to them.

This will create a challenging reading experience without becoming frustrated.

This ensures that pupils can pass the quiz and experience success.

- Gives students in-class guided independent reading practice needed to become successful readers.
- Inspires the love of reading in all students, including reluctant readers.
- Builds students' self-confidence and develop self-directed learners.
- Guides students to read books at their appropriate level to maximise growth.
- Improves students' critical-thinking skills.
- Boosts students' performance in all academic areas.
- Improves students' attendance and reduce discipline problems.

**How will this
benefit my young
person?**

What is expected of a young person?

- **Choose** – a suitable book to read. Using their Star Reader result, they should choose a book at the lower end of their ZPD and then move up with every book that they read.
- **Read** – enjoy reading their book at a suitable time.
- **Quiz** - once they have finished a book, they take a short quiz on what they have read. Each quiz is written to ensure students have read the entire book and they must score at least 80% to pass the quiz.
- **Reflect** – think about their quiz result and discuss their next reading target with their class teacher which is tracked in their personal Reading Log.



Connecting with Home

- Parents / guardians will be sent a letter to explain what Accelerated Reader and the Star Reading Test is in more detail.
- You will also be given a username and password which you can use at home to track your young persons progress and to celebrate their success.
- Certificates / awards will be sent home to celebrate individual achievement as well as whole class accomplishments.
- Miss Jasmine McInnes – PT English



Mentors in Violence Prevention (MVP) Scotland

Parental Engagement Session

4th October

K Wyse (Biology Teacher and MVP Lead) and C Montgomery (Modern Studies Teacher)

Ella McLeod and Cullan Farrance (S6 MVP Mentors)



What is the MVP Programme?

- **Peer Mentoring/Peer Education** encouraging young people to explore and challenge the attitudes, beliefs and cultural norms that underpin gender-based violence, bullying and other forms of violence.
- **Supports** young people to positively influence the attitudes and behaviour of their peers and to create a safe and nurturing school community.
- **Develops Leadership** in senior pupils who are used to deliver sessions to educate younger pupils

Aims of the MVP Programme

- Create a positive, inclusive and welcoming learning environment for all
- Promote healthy relationships to support successful learning at Beath HS using a “Bystander” approach
- Work towards long term attitudinal change within our school community
- Provide young people with skills to recognise and challenge attitudes, beliefs and cultural norms that underpin violent behaviours
- Tackle gender based violence across our schools and wider communities using an education approach

Why MVP?

- The Scottish Government highlight significant problems in relation to gender-based violence in Scottish society
- Evidence suggests that young people, particularly girls, encounter physical, emotional and sexual violence in schools and communities
- MVP was introduced in response to these issues

Impact of MVP

- Increased awareness of issues relating to violence, gender-based violence and bullying
- Increase in pupils who are ready to alert them to safety concerns
- Pro-active support as necessary through increased communication
- Positive knock-on effect in wider community when witnessing violence or bullying
- Increased pupil confidence to intervene in negative behaviour
- Improved school ethos
- Reduced barriers between junior and senior pupils
- Improved leadership capacity of senior pupils



MVP AT BEATH

- 4 + 2 STAFF MENTORS
- 27 PUPIL MENTORS
- CURRICULUM DELIVERY SESSION 22-23 – S1-2 DURING PSE CLASSES AND MODERN STUDIES
- DELIVERING TO CLUSTER PRIMARY



MVP Structure

Beath MVP Staffing

K Wyse(MVP Lead)

H Gillan (PE)

K Lynch
(Active
Schools)

D Grierson
(English)

C Montgomery
(Modern Studies)
R Blanchflower
(Biology)

#teamBeath
Mentor
Support

#teamBeath Pupil Mentors

- 27 pupils
- Current S5 and S6
- Looking to recruit current S4 at the end of this academic year
- Leading S1-2 Sessions and P7 in our clusters
- Trained by Mentor Support team



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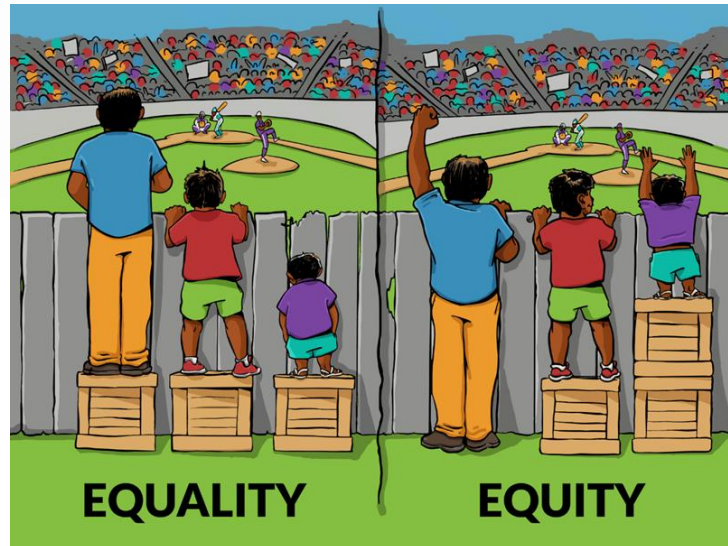
Equity

Miss Dunion



What is Equity?

Equity means that everyone has what they need to succeed.





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What does Equity look like at Beath?

- Access to the eco-wardrobe for everyone e.g. school uniform, PE kit, footwear
- Access to toiletries e.g. shampoo, conditioner, deodorant etc
- Access to 'Ready for School' boxes in every registration classroom
- Breakfast club from 8.20-8.45 every morning
- Sanitary products
- Access to Aldi vouchers for families in urgent need



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What Can You Do to Help?

- Bring back any ties that are borrowed
- Donate any good clothes that you no longer fit or use
- Let someone know if you need some help

Points of contact are: Miss Dunion, Year Head, Guidance teacher, Equity Captain.



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Parent Council

Marianne Lethiers & Gillian McCaughie



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S1 Settling In Evening

Gordon Hunter

Depute Rector and S1 Year Head

Department stalls:

examples of work

opportunity to ask questions

celebrating a successful start