

## FACULTY STRUCTURE

### LEADERSHIP & MANAGEMENT OF THE CURRICULUM

HEAD TEACHER: Mr FP Lennon

### ARTS, HEALTH & WELLBEING

DHT ~ K Gunning

S Domin PT

Art, HE, Music & PE

### HUMANITIES

DHT ~ G Boyce

R McMaster PTC

Geography, History, Mod Studs & RME

A MacKenzie PTC

English

Y Sadek-Kirk PTC

Modern Languages

### MATHS, SCIENCE & TECHNOLOGY

DHT ~ L Imrie

R Gallagher PT

Maths, Physics, S1-3 BGE & S4 Environmental Science

L Jackson PT

Biology, Business Education & Chemistry,

S Murray PT

Technology, Computing & Technical

Individual academic progress will be tracked by Faculty Principal Teachers in the subject groupings noted above. This information is shared at regular intervals with Pupil Support PTs and DHTs and any concerns about general progress communicated with parents so that positive action can follow. Our Faculty structure attempts to be pupil-centred in the sense that behind it lies the notion that the three curricular areas broadly represent the predispositions of pupils. The thinking behind this stems from the notion that children bring to their Secondary Education certain areas in which they are confident and in which their aptitudes predominately lie. If the structures in the school reflect these then the curriculum might be developed to the point where opportunities for pupils to work in areas of their predominant strength are provided coherently. There will, of course, be some pupils who might exhibit predispositions in more than one (or in all three) area(s); but as an organiser for the school's curriculum this three 'faculty' structure provides the largest possible groupings to which related subjects could legitimately belong.

“The toughest thing about success is that you’ve got to keep on being a success. Talent is only a starting point...you’ve got to keep on working that talent.”

*Irving Berlin*

~

“Ever tried. Ever failed. No matter. Try again. Fail again.

Fail better.”

*Samuel Beckett*

### School Motto

Our school motto -

**‘Prospice Ultra Montes’**

literally translates as ‘Look Beyond the Mountains’ and captures the aspirations we have for all members of our school community.

# Dunblane High School



## Tracking & Monitoring Information for Parents

2015-16



# Tracking and Monitoring

The school will continue to utilise formal reporting systems and ongoing day-to-day professional communication to track pupil progress and to intervene to support with improvement where required. Our three formal parental contacts on the next page ensure that there are regular opportunities for parents to be informed about progress and a context created for discussion of any concerns. As you will see from our sections on 'Pupil Support' and the 'Faculty Structure', we also continuously monitor wellbeing and attainment, with our Principal Teachers working together to ensure that you are kept informed of any specific concerns regarding progress. Our Interim Reports all focus specifically on Effort as we believe that this is the key to maximising individual success. Each year group will receive an Interim Report with a 'grading' of Effort and Homework as follows:

**6 =Excellent: outstanding student/ goes the 'extra mile'**

**5 = Very Good – major strengths**

**4 = Good: important strengths but with areas for improvement**

**3 = Satisfactory: strengths just outweigh weaknesses**

**2 = Weak: important weaknesses**

**1 = Unsatisfactory : major weaknesses**

Praise Cards will be issued to pupils who achieve eight or more ratings at grades 5/6 for S1-3; 7 for S4; 5 for S5 and 3 or more in S6. Students who do not receive a praise card in the senior school (S4-5) will be given the opportunity to participate in our Monitoring Improved Effort (MIE Card) scheme whereby they can elect to attempt to improve their effort grade by taking a monitoring card for a set period. The number of 'excellent' awards for Interim and Final reports will determine Personal Achievement award winners at our annual Awards Ceremony. This encourages a real focus on maximising effort, which, at all stages with close monitoring, will result in improved school ethos and, consequently, individual performance.

## Summary of Formal Parental Contact by Year Group 2015-16

Year	Interim Report	Final Report	Parents' Evening
S1	05/02	27/05	29/10
S2	20/11	18/03	28/04
S3	02/10	15/01	21/01
S4	08/10	29/01	19/11
S5/6	23/10	04/03	03/12

## Ongoing Focus on Standards

To supplement our continued focus on tracking *effort* and intervening to reward *and* support improvement, we are continuing our monthly Tannoy 'themes' whereby spot checks will be used to identify pupils who may have 'slipped' with certain day-to-day standards and who would benefit from a formative discussion in order to regain focus in identified key areas. Any pupil **persistently** referred in this way will also have a letter sent home to inform parents that we had a discussion and to encourage improvement.

**SEPT – General effort, uniform & latecoming**

**OCT – Homework**

**NOV– Homework**

**DEC – General effort**

**JAN– LLD S1-3 (low level disruption to lessons)**

**FEB – Uniform & latecoming**

**MAR– General effort**

**APR– Homework**

## Tracking and Monitoring ~ Pupil Support ~ DHT: Mrs I Henderson

Perhaps our most meaningful tracking and monitoring of pupils comes from our day-to-day dialogue with pupils and staff on an ongoing basis which helps identify needs and generate support in academic and pastoral areas. Our Pupil Support structure encourages ongoing monitoring and provides an excellent framework for tracking and supporting pupils' general wellbeing and progress. Each year group is supported by their PSR teacher, Pupil Support Principal Teacher and Depute Head who remain in continuous contact regarding any concerns. PSR classes are visited on a daily basis and any concerns regarding individual pupils are communicated to parents through our Pupil Support Structure. This ongoing monitoring and support supplements all of our formal reporting measures and ensures that the wellbeing of all pupils is paramount on a continuous basis. If you have any concerns about your child's progress, please don't hesitate to contact the relevant PT Pupil Support or DHT noted below:

### Year Group Pupil Support Teams

Year	DHT	PT
<b>S1</b>	I Henderson	N Ross
<b>S2</b>	L Imrie	J Sutherland
<b>S3</b>	K Gunning	C Farrell
<b>S4</b>	K Gunning	A Murney
<b>S5</b>	G Boyce	A Ritchie
<b>S6</b>	G Boyce	L Scott

### Year Group Weekly Assemblies

Our themed assemblies include termly 'Wider Achievement Assemblies' where individual pupil achievements are recognised and shared:

- S1:** Friday
- S2:** Thursday
- S3:** Wednesday
- S4:** Tuesday
- S5:** Monday
- S6:** Monday - LRC