

ABERDEEN GRAMMAR SCHOOL PROSPECTUS 2006

Dear Parent

Welcome to Aberdeen Grammar School. I am pleased to have the opportunity to tell you about our school and look forward to having the pleasure of welcoming your son or daughter to the school.

Starting a new school is an exciting experience and we, along with our associated primary schools, have a programme to help pupils settle into their new school. We aim to build on each pupil's previous experience to progress their achievement.

In the prospectus we have tried to give a brief profile of Aberdeen Grammar School. It is written for an adult audience and I hope you find it interesting and useful. New pupils are provided with information at appropriate times prior to and after joining the school.

I look forward to meeting you and your son/daughter in the near future. I hope all pupils make the most of the opportunities provided in the school.

Graham Legge
Rector.

SCHOOL ADDRESS

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Skene Street
Aberdeen AB10 1HT
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AREA ADDRESS

Aberdeen City Council
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CONTENTS

Section 1 AN INTRODUCTION TO THE SCHOOL - *past and present*

- 1.1 School History and Development
- 1.2 The School's Catchment Area
- 1.3 Present Accommodation
- 1.4 Distribution of Numbers - S1 to S6
- 1.5 Statement of Values

Section 2 THE STAFF - *who we are and what we do.*

- 2.1 Staff List
- 2.2 Staffing Policies and Brief Job Descriptions
- 2.3 Child Protection
- 2.4 Support for Learning

Section 3 THE CURRICULUM - *subjects and courses available*

- 3.1 Organisation of the Curriculum
 - Curriculum S1 and S2
 - S3 and S4
 - S5 and S6
- 3.2 Religious, Social, Health and Careers Education
- 3.3 Instrumental Instruction
- 3.4 Extra-Curricular Activities
- 3.5 Sport and Sporting Activities
- 3.6 Homework

Section 4 ASSESSMENT AND REPORTING - *how we assess and report pupil progress*

- 4.1 Assessment & Reporting

Section 5 DISCIPLINE - *procedures to maintain good relationships and high standards of behaviour*

- 5.1 Discipline System: Procedures and Sanctions
- 5.2 School Uniform
- 5.3 School Rules for Pupils
- 5.4 Attendance & Absence
- 5.5 Personal Property

Section 6 ADMINISTRATION - *details of organisation*

- 6.1 Hours of Opening
- 6.2 School Lunches and Morning Snacks
- 6.3 Information for New Arrivals and Pupils Leaving
- 6.4 Holiday Pattern
- 6.5 Transport to School
- 6.6 School Pupils' Insurance

Section 7 CONTACT AND LIAISON - *links with groups and organisations*

- 7.1 Parental Information and Parent-Teacher Association
- 7.2 School Board
- 7.3 School Chaplains
- 7.4 Former Pupils' Club
- 7.5 Communication

APPENDIX 1- Examination Results 2003-2005

APPENDIX 2- Comparative Tables

- Leaver Destinations
- Budgeted Running Costs
- Pupil Attendance Statistics
- Information for parents about processing of data

The information in this booklet is accurate at the time of printing, but is liable to change thereafter, during the session or in subsequent years.

1. THE SCHOOL

1.1 School History and Development

The date of Aberdeen Grammar School's foundation is unknown, but the school has existed for at least five and a half centuries. The first documentary reference to the town Grammar School occurs in the Burgh Records for the year 1418, when the Provost and the Council nominated John Homyll as 'Master of the Schools', in place of Andrew of Chivas, deceased, and the Chancellors of the Cathedral confirmed his appointment. The succession of Rectors since 1479 is known.

Until 1863, the School was situated in Schoolhill and the curriculum latterly consisted of Latin, Greek and Ancient Geography. Supported by the public spirit of local citizens, the Town Council erected the present handsome building which was opened on the 23rd October 1863 and which allowed expansion of the curriculum to include English, Mathematics, Modern Languages, Drawing and Gymnastics. Aberdeen Grammar School was one of the eleven schools in Scotland scheduled in the Education Act of 1872 as Public Secondary Schools. Its management was thus vested in the School Board of the Burgh. Since 1882, substantial additions and alterations have been carried out, culminating in a large-scale programme of expansion and modernisation in 1964.

As a result of a decision by the former City of Aberdeen Education Committee on the naming of comprehensive schools in the City, the School had its title officially changed to Rubislaw Academy (Aberdeen Grammar School) at the start of session 1970/71. The title of Aberdeen Grammar School was restored as a result of a decision by Grampian Regional Council taken on 31 March 1977. Girls were admitted to the School for the first time at the beginning of session 1973/74 and Aberdeen Grammar School is now a six-year comprehensive school serving the central west-end area of Aberdeen.

1.2 School's Catchment Area

The majority of the pupils are drawn from the associated primary schools in the catchment area. They are Ashley Road, Gilcomstoun, Mile-End, Skene Square and St Joseph's Roman Catholic. The School is one of the schools designated to provide Roman Catholic instruction for R.C. pupils in the Aberdeen City area. Roman Catholic pupils resident in the parish which St Joseph's Primary School serves and who have attended St Joseph's Primary School are currently entitled to transfer to this School.

Under the 'Parents Charter', parents living outwith the official catchment area may make application to Aberdeen City for admission of their children to Aberdeen Grammar School, but the Education Committee has placed specific limits on the number of pupils in each year group. Transport arrangements for such pupils are the responsibility of the parents. Applications for places are processed in accordance with a list of priorities published by Aberdeen City Council and available to all parents seeking to enrol their children.

The Education Authority continually reviews school zones and from time to time amendments are made.



1. THE SCHOOL

1.3 Present Accommodation

On July 1986, the central area of the School, including the Library, was severely damaged by fire. On 2 July 1987, Grampian Regional Council confirmed that the School would be rebuilt as a single-site secondary school providing for an ultimate roll of 1000 pupils. This has provided an opportunity to create modern facilities within the environment of a listed building. The rebuilt part of the School was formally opened on 4 March 1992 and has provided attractive new facilities for Art & Design, Business Studies, Computing, Drama, Home Economics and Support for Learning as well as a new Library, a Lecture Theatre, Technicians Area, Guidance Accommodation and a Main Staffroom. In addition, co-ordinated refurbishment programmes have allowed upgrading of classrooms in English, Geography, Religious Education and then Modern Languages, History and Modern Studies. In the absence of a Games Hall we continue to use Physical Education facilities at Rosemount. A new Games Hall is to be built for August 2007.

With the aid of the Former Pupils' Club, Rubislaw Playing Field, 18 acres in extent and situated less than a mile from the School, was acquired. A new All Weather pitch was opened in October 2004 and plans exist to upgrade the facilities at the Rubislaw Pavilion. We also use various recreational facilities in the area for elements of the Physical Education programme.

MAIN BUILDING	Assembly Hall	LANGUAGE BLOCK
4 Art Areas	Kitchen and Dining Hall	3 History Classrooms
4 Business Studies Areas	ICT Suite	7 Languages Classrooms
Careers Base	12 Laboratories	3 Modern Studies Classrooms
2 Computing Areas	Special Educational Needs Base	
5 Design & Technology Rooms	Support for Learning Base	
2 Drama Studios	Lecture Theatre	
9 English Classrooms	Library Resource Centre	
3 Geography Classrooms	8 Mathematics Classrooms	
Guidance Base	Medical Suite	
Gymnasium	2 Music Rooms	
3 Home Economics Areas	3 Religious Education Classrooms	
	Large Swimming Pool	

1.4 Distribution of Numbers

December 2005	GIRLS	BOYS	TOTAL
S1	100	109	209
S2	87	119	206
S3	101	105	206
S4	118	120	238
S5	80	78	158
S6	61	75	136
	TOTAL SCHOOL ROLL		1153



The Library Resource Centre



& The Swimming Pool

1. THE SCHOOL

1.5 Statement of Values

Values may be seen as the constants from which policies and practices are developed. Listed below are values which are recognised as significant touchstones for the wide range of people associated with the school.

Generally, from and for all in the School community.

- the promotion of learning opportunities for all.
- high personal standards of honesty and integrity.
- self-respect and the dignity of the individual in balance with concern for the rights of others.
- commitment to high standards of behaviour and to social conventions of the school community.
- respect for the environment, both local and on a wider scale.
- appreciation of both modern facilities and a rich historical setting.

Particularly from pupils

- personal acceptance of rules, standards and responsibilities towards others.
- commitment from each pupil to achieve his/her full potential in reaching curricular and attainment targets.
- development of self-discipline, positive self-esteem and skills for living.
- co-operation with staff and involvement in the life of the school, through extra-curricular activities, opportunities to undertake responsibility, committee work and Pupils' Councils.

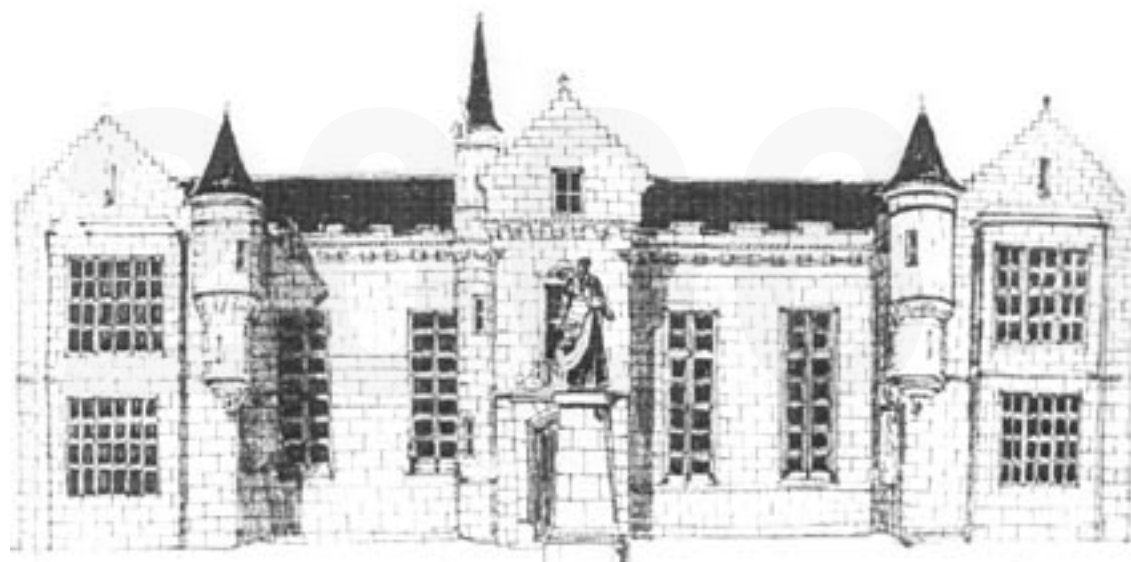
Particularly from staff

- provision of an effective learning environment for all pupils.
- encouragement of pupil achievement, with consistent and fair treatment of all pupils.
- participation in personal, professional and institutional development, particularly during a time of change and innovation.
- contributions towards school policies through consultative processes and the work of meetings, working groups and committees.
- involvement in school-related activities and general support for school life.

Particularly from parents

- personal encouragement of pupils' individual achievements and development.
- support for the ethos, rules and standards of the school.
- constructive contact with staff at parents' evenings or by appointment at other times.
- involvement in the business of the School Board and PTA, particularly school-focused events arranged by these groups.

A new statement of aims is to be developed in session 2005–2006



2. THE STAFF

2.1 Staff List as of January 2006

RECTOR

Mr Graham Legge

B.Ed. M.Ed

SENIOR DEPUTE RECTOR

Miss Helen J Innes

Dip Comm

DEPUTE RECTORS

Mr Russell Gray

Dr Brian Thom

Mr Grahame S Whyte

MA MEd Cert. Ed Man.

BSc PhD

DSD Dip Ed SQH

PRINCIPAL TEACHERS (Guidance)

Mrs Linda Gibson

Mr Alan J Martin

Mr Neill Montgomery

Mrs Eileen M Parker

Mrs Noelle Straiton

Mrs Marion A Sutherland

MA Dip I.O.B.

BA

BSc

Ltcl (perf) DipT. Mus.

B Ed

Dip (H Econ)

ART and DESIGN

Mr Robert E Donald

Principal Teacher

Mrs Barbara Mackie

Miss Sharon C Pollock

TD DA

DA Cert of Ed

BA

BIOLOGY

Mr Andrew G Goodlad

Principal Teacher

Ms Jennifer L Cawdron

Mr Trevor C Jones

Miss Helen Murdoch

BSc

BSc SRD

ND Ag Eng SD Ag Eng AI Ag Eng

BSc

BUSINESS STUDIES

Mr Leslie Hutton

Principal Teacher

Ms Christine A Anderson

Miss Caroline Boyd (secondment)

Miss Julie F Brown

Miss Helen J Innes

Mr Alan J Martin

Dip Comm

BA Grad IPD

BA

MA

Dip Comm

BA

CHEMISTRY

Mrs Susan M Davis

Principal Teacher

Mr Neill Montgomery

Principal Teacher (Guidance)

Mr Scott Phimister

Dr William W Selway

Dr Brian Thom

Depute Rector

BEd

BSc

BSc

BSc PhD

BSc PhD

COMPUTING STUDIES

Mrs Linda M Weatherley

Principal Teacher

Miss Barbara A MacEwan

Mrs Tracy Rennie

HND Com St

BSc Dip ILS

BSc

DESIGN and TECHNOLOGY

Mr Gavin Irvine

Principal Teacher

Mr Alasdair R Brooks

Mr William R Hunter

Mr Joe Leiper

B Ed. Technology

BSc MIMechE C.Eng

Dip Tech Ed, Dip Marketing, Cert T.E.S.O.L.

B Eng

DRAMA AND MEDIA STUDIES

Miss Janet C Adams

Principal Teacher

Ms Margaret F Bryce

Mr Grahame S Whyte

Depute Rector

DSD

DSD

DSD Dip Ed SQH

2. THE STAFF

ENGLISH

Mrs Margaret F Crowe	Principal Teacher	B Ed MA TEFL
Miss Kirsty C Buchan		MA
Mrs Kathleen M Duncan		MA English (Media Studies)
Miss Iona L McPherson		MA English/History
Miss Emma McQueen		MA (English & Scottish Literature)
Miss Rona Sinclair	Principal Teacher (Guidance)	B Ed
Mrs Noelle Straiton		MA
Mrs Moira Telfer		MA MEd
Mrs Susan Walker		

GEOGRAPHY

Mrs Shirley J Milton	Principal Teacher	MA
Mr Russell Gray	Depute Rector	MA MEd Cert Ed Man.
Mrs Lilian Arthur		MA
Miss Sally MacBean		MA

HISTORY

Mrs Kathleen Hay	Principal Teacher	MA
Miss Sinda Astraea		BA Dip R.S.A.
Mrs Anne Gilks		BA PhD

HOME ECONOMICS

Mrs Elizabeth M Kennedy	Principal Teacher	Dip Dom Sc
Mrs Jacqueline M Barclay		Dip (H Econ)
Mrs Yvonne M Matheson		Dip (H Econ)
Mrs Elizabeth D Nicholson		Dip Dom Sc
Mrs Marion A Sutherland	Principal Teacher (Guidance)	Dip (H Econ)

MATHEMATICS

Mrs Jenny Smith	Principal Teacher	BSc
Miss Fiona Aird		BSc
Miss Emma Brauer		MA
Mrs Anne Brown		BSc
Mr Joseph S McLean		BSc.(Eng)
Mr Mohammed Talha Patel		MA PhD
Mrs Aileen R Philip		BSc
Mr Ryan Robertson		BSc
Miss Helen Wood		BSc

MODERN LANGUAGES

Mrs Joyce M Tease	Principal Teacher	MA Dip TEFL MEd
Miss Leila Chellal		Degrees of Universities of Pau & Grenoble
Mrs Fiona R Durden		MA Dip Ed
Mrs Linda Gibson	Principal Teacher (Guidance)	MA Dip I.O.B.
Mrs Jacqueline M Laundon		BA Dip Ed
Mrs Lorraine McKay		MA
Mrs Mary O'Brien		BA Dip Ed TEFL

MODERN STUDIES

Mr Gordon Hutcheon	Principal Teacher	BEd MEd
Mrs Danielle R Boddy		MA BA
Miss Sally MacBean		MA

MUSIC

Mrs Jean McLeod	Principal Teacher	DRSAM
Mr Richie Baxter		B Ed (Mus)
Mrs Zoe Birnie		B Ed (Mus)
Mrs Lynne Cadenhead		B Ed (Mus)

PHYSICAL EDUCATION

Mr Keith Milne	Principal Teacher	BEd
Mr Brendan C Adey		Dip PE
Miss Janice J Borland		Dip PE Dip CG
Miss Roslyn M Midgley		BEd
Mr Michael McLeod		Dip PE
Mrs Carolyn W Welsh		Dip PE BA History

2. THE STAFF

PHYSICS

Mr Brian G Anderson	Principal Teacher	MA
Ms Gail Davidson		BSc
Mr Eric B Gordon		BEd
Mrs Anne Mathers		BEd
Mr Alistair Milton		BSc

RELIGIOUS and MORAL EDUCATION

Mr Alan P Smith	Principal Teacher	BEd
Miss Lianne Li-Ye Fong		BTh MTh
Mr Steven W Wright		MA

SUPPORT FOR LEARNING

Vacancy	Principal Teacher	
Mrs Fiona Cumming		BSc
Mrs Christian M Duncan		MA PG Dip Sen
Mrs Margaret R Maclean		MA CRESec
Mrs Amanda Tweedie		BEd (Mus) Dip SEN

BEHAVIOUR SUPPORT

Vacancy

MUSIC INSTRUCTORS

Mrs Astrid F Sutherland		DRSAM
Mrs Teresa M S Boag		DRSAM
Mr Andrew N D Brown		LTCL
Miss Hilary Cromar		BA DRSAM LRAM BSc LTCL
Mr William J Kemp		
Mr Alan MacDonald		M.Mus
Mrs Elaine M Renwick		LGSM LRAM
Miss Amanda Smith		BEd (Music)
Mrs Avril M Tulloch		Dip.MusEd RSAM
Mrs Marilyn Watson		
Mrs Ann Douglas		B. Mus

Careers Advisers

Mrs Kate Graham	MA DCG
Miss Nicola Graham	MA DCG

Home-School Liaison Officer

Administrative Assistant

Senior Clerical Assistant

Clerical Assistants

Mr Bob Park
Miss Isobel F Forrest
Mrs Carol Forbes
Ms Eileen Cowie
Mrs Tracy Harper
Mrs Linda Kerr
Mrs Coleen Manson
Mrs Helen Steele
Mr Martin I Cowie

Senior Technician

School Technicians

Mrs Merrill A Broom
Miss Fiona Dick
Mrs Joan H Milne
Mr Robert S Rennie
Mr Graeme T Smith
Mr Chris Walker
Mrs Fiona Wallace
Ms Mary J Allard
Mrs Donna Reid
Mrs Patricia M Dunn
Mrs Fiona McBride
Mrs Ann Munro

BA

Cert. Craft Studies/Cert City & Guilds
MA
HND Institutional Management
MA Dip LIS ALA MCLIP

Library Resource Centre Co-ordinator

Behaviour Support Assistants

Support for Learning Assistants

Mrs Patricia M Dunn	PDA
Mrs Ann Munro	Dip Prim Ed.

Nurse

Janitorial Staff

Mr Shann Elliot	RGN (Aberdeen)
Mr John Landragon	(Group Supervisor)
Mr Eric J A Cooper	(Group Janitor)
Mr Jonathan Reid	(Group Janitor)
Mr Tom Dickinson	(Group Janitor)

2. THE STAFF

2.2 Staffing Policies and Brief Job Descriptions

We seek to manage well qualified personnel and all available resources, including new technologies, to maximise the range of learning opportunities on offer, and to promote pupil success at every stage and level. Staffing provision is calculated annually on a formula related to the pupil roll. Staff allocation to departments is based on curriculum.

All *Teachers* are qualified by subject(s) and by registration with the General Teaching Council of Scotland. Teachers have direct responsibility for the teaching environment and the encouragement of learning, integrated with assessment, profiling and reporting. They also have a commitment to professional development as well as the formulation and implementation of departmental and whole-school policies and procedures.

The *Senior Management Team* consisting of the Rector, Senior Depute and three Depute Rectors, meets regularly to discuss matters of policy; evaluate the school's work; and arrange implementation of decisions.

Each *Subject Principal Teacher* is responsible for the preparation of courses, organisation of resources and management of staff in a department, to achieve efficient and effective pupil learning in that subject or grouping of subjects. Assessment, evaluation and record-keeping are all integral parts of subject responsibility.

Guidance Teachers have skills, experience and an allocation of non-teaching time to help individual pupils in the group for whom the Guidance Teacher is responsible. This usually takes the form of advice about subjects and career intentions or support with a problem and the Guidance Teacher is usually the first point of contact for parents. Contact between Guidance Staff and parents is always welcome and normally helps everyone involved. Each pupil should know his/her Guidance Teacher, who is allocated for the whole of the individual pupil's school career. Group guidance through Social Education can also contribute to personal development.

In several ways *Support for Learning* staff enhance achievement in the learning process for individual pupils. This support can take the form of presence in class co-operating with subject teachers to assist children with learning difficulties, and co-ordination of specialist help, when appropriate. Increasingly, *Support for Learning* staff provide advice to teachers about learning difficulties and are consulted about the design and production of learning materials, *Behaviour Support* teachers also contribute to the support available for pupils and staff.

The Library Resource Centre Co-ordinator, Technicians, Office, Medical, and Janitorial staff are all qualified in accordance with national and regional agreements covering their detailed job descriptions. They all contribute substantially to the supportive network for education.

2.3 Child Protection

Given ongoing public concern on the subject of child abuse, and changes in the law, schools are now required to report if we think that any child has come to harm as a consequence of possible abuse.

Each school now has a Designated Officer appointed to be responsible for Child Protection matters and specially trained for this task. The nominated personnel within Aberdeen Grammar School for Child Protection are the Rector and Senior Depute Rector.

Should you wish to seek further advice about Child Protection and the safety of children please feel free to contact the Rector.

Where there is a possibility that a child could be at risk of abuse or neglect, the school is required to refer the child to Social Work, the Police or the Children's Reporter and under these circumstances, the parent would not normally be consulted first.

2. THE STAFF

2.4 Support for Learning

The aim of the Support for Learning Department is to support the needs of individual pupils, regardless of their academic ability. Assistance may be provided on a short-term basis, for example if the pupil has had a lengthy absence; or may be provided throughout the pupil's school career to answer specific learning requirements; or in response to emotional vulnerability that may hinder the learning process.

Our Support for Learning team has developed a range of expertise in supporting pupils' learning needs and many have undergone specialist training. We liaise with agencies such as the Educational Psychology Service, Speech and Language Therapy, Occupational Therapy, Physiotherapy and the Social Work Department. There are other school based support services such as TASSCC and the Careers Service. The support of external agencies is requested only after discussion and agreement with the pupil, parents or guardians.

Inclusion and Integration

Most pupils are included and integrated into the academic and social life of the school. Pupils are allocated to classes after transfer information is received from the previous school. Where required, support may include team teaching, in-class support or provision of suitable learning materials. The department is concerned with the well being of the whole child so offers a Paired Reading Scheme as well as a Lunchtime Club for vulnerable young people.

Meeting Needs

Relevant information about pupils is shared with subject teachers so that effective teaching and learning strategies can be developed to meet each pupil's need.

Pupil progress is regularly monitored through informal discussions with subject teachers, with Guidance staff through the house system and through the formal system of reviews. Pupils who require significant levels of support through an Individualised Educational Programme and pupils who have a Record of Needs or a Co-ordinated Support Plan, will have their rates of progress and levels of achievement measured termly in relation to personal targets.

Parents of pupils with recorded needs are invited to an annual review to consider their son or daughter's progress over the previous year and consider their targets for the coming year.

The Support for Learning Department also identifies and manages the special arrangements required for pupils sitting SQA examinations.

Primary / Secondary Transition

For parents of pupils with learning difficulties, the move to Aberdeen Grammar School can bring particular anxieties. The Principal Teacher of Support for Learning visits the primary schools and information is transferred between primary and secondary staff. The Principal Teacher also attends the P7/S1 Parents' Evening to address any anxieties.

If you feel your child is experiencing a problem with learning and could benefit from additional support, please contact his or her Guidance Teacher or the Principal Teacher of Support for Learning.

2006

3. THE CURRICULUM

SUBJECTS & COURSES AVAILABLE

3.1 Organisation of the Curriculum

The timetable is structured on multiples of 55 minute periods.

The range of courses and levels is as wide as possible but constrained by the availability of staffing. Decisions about the viability of subject options are made in the light of our commitment to continuity (e.g. Standard Grade into Higher) and the availability of alternative options which may lead to similar qualifications.

Setting or broad banding by ability groups takes place if practicable and if this can be shown to assist differentiation of course work and improve attainment. Currently this takes place in Mathematics S1/S2 and within some subject options S3-S6, but the majority of classes contain a range of abilities.

Curricular balance is based on national guidelines and local authority policies.

First and Second Year Curriculum

It is helpful when looking at the secondary school curriculum to think of the school having three main stages.

FIRST AND SECOND YEAR
All Pupils take all subjects
↓ <i>Choices</i>
THIRD AND FOURTH YEAR
All Pupils take a broad range of subjects with some choices from groups of subjects
↓ <i>Choices</i>
FIFTH AND SIXTH YEAR
Pupils have a wide choice of subjects

In S1 pupils coming from primary school immediately experience a range of discrete subjects and separate specialist teachers. By integrating groups of subjects, we try to minimise this effect and allow a more coherent link with the P7 experience. This arrangement also helps to build good relationships through frequent contact with fewer staff. An S1/S2 curriculum information booklet for parents details all courses. This is issued to all parents at the start of S1. In S2, we increase the range of separate subjects to provide challenge and broadly-based progress for pupils. This stage is also expected to prepare pupils for Standard Grade courses in S3/S4 and to inform the choice necessary at the end of S2.

S1 and S2 Allocation of Periods

The number shown after each subject represents the number of 55 minute periods allocated each week for pupils starting in session 2006-07.

	LITERACY + COMMUNICATION	NUMERACY	KNOWLEDGE + PROBLEM SOLVING			WORKING WITH OTHERS
			Environmental	Technological	Creative	
S1	English 4	Mathematics 4	Science 4	ICT 2	Art & Design 1	PE 2
	Mod Language 3		Social Subjects 3	Technology 3 <i>(Technology Subjects + Home Economics)</i>	Drama 1 Music 1	RME 1 SE 1
S2	English 4	Mathematics 4	Biology Chemistry 4 Physics	Technology 3	Art & Design Drama 3 Music <i>(Choice of 2 from 3)</i>	PE 2 RME 1
	Mod Language 3		Geography History 5 Mod Studies			SE 1

P = Physical • RM = Religious, Moral • S = Social • E = Education

3. THE CURRICULUM

Third and Fourth Year Curriculum

Before the end of second year pupils and parents choose subjects to be studied in third and fourth years. Most subjects will lead to a Standard Grade certificate, which is awarded at one of three levels, Foundation, General and Credit.

All pupils must study English, Mathematics, Physical Education, Religious and Moral Education and Social Education. Most will study a foreign language. In addition most will study one subject from each of the groups of subjects shown on the S3 option choice form. Pupils normally study 8 Standard Grade courses.

A booklet giving details of these choices is issued to pupils and parents in second year. From time to time the S3/S4 curriculum changes in the light of school experience and changes to national and authority guidelines. Our option choice sheet will therefore change accordingly.

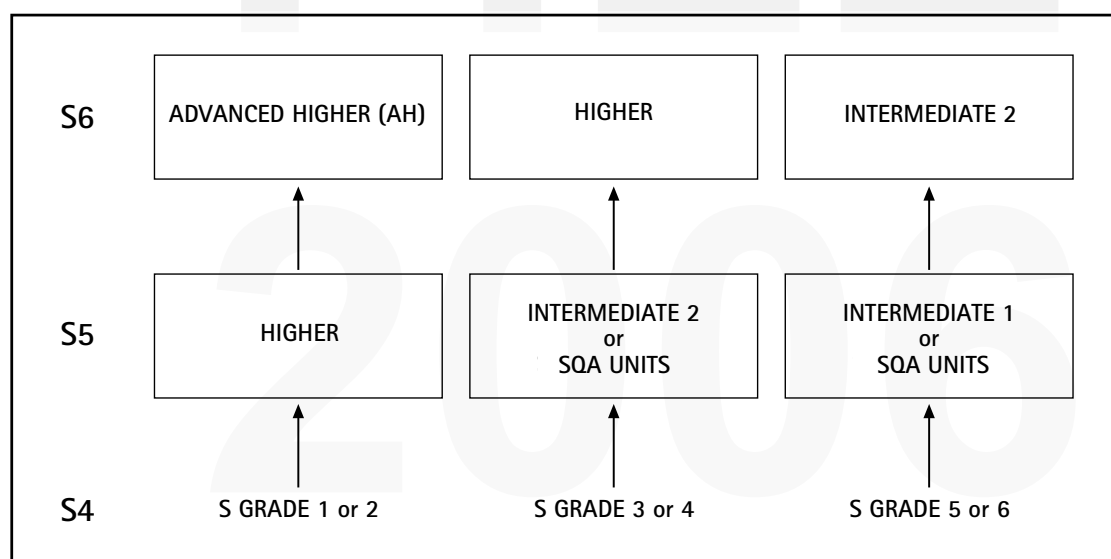
Broadband setting is used in a number of subjects to enable teachers to match the challenge and pace of work to pupils' abilities in the subject. In English and Mathematics able pupils will begin working on Higher Grade course materials part way through S4, having completed the Standard Grade course.

Fifth and Sixth Year Curriculum

Pupils returning to school for a fifth or sixth year normally choose 5 subjects to study in greater depth. A wide range of Advanced Higher, Higher and Intermediate level courses are on offer. All of these courses are from the new National Qualifications framework operating across Scotland.

Full details of all courses on offer are to be found in the S5/S6 course choice booklet issued to S4 and S5 pupils and parents in February/March each session.

Aberdeen City commits itself to a policy of multicultural and anti-discriminatory education, the aim of which will be the enrichment of the educational curriculum for all: the equality of educational opportunity for all: the preparation of young people for the pluralist society: the eradication of racism, and the fostering of respect for minority cultures as integral aspects of society. The Aberdeen City Inclusion Policy aims to develop provision and practices which enable all pupils to be educated within their local community.



3. THE CURRICULUM

S3/S4 Curricular Options

ABERDEEN GRAMMAR SCHOOL

Sessions 2006-2008

Pupil's Name	Class						Guidance Teacher
A	B	C	D	E	F	G	H
<ul style="list-style-type: none"> • Biology (C, G) • Chemistry (C, G) • Physics (C, G) • Biology (Int 1) • Hospitality (Int 1) 	<ul style="list-style-type: none"> • Accounting & Finance • Administration • Art & Design • Computing • Craft & Design • Graphic Communication • Music • Physics (C,G) • Technological Studies (C, G) 	<ul style="list-style-type: none"> • Art & Design • Computing • Craft & Design • Drama • Graphic Communication • Home Economics • Music • Physical Education 	<ul style="list-style-type: none"> • Administration • Business Management • Chemistry (C, G) • Drama • Geography • German • Modern Studies • Physical Education • Spanish • Technological Studies (C, G) 	<ul style="list-style-type: none"> • Business Management • Geography • History • Modern Studies • Early Education & Childcare (Int 1) 	<ul style="list-style-type: none"> • French • German • Spanish • Social & Vocational Skills 	<ul style="list-style-type: none"> • English 	<ul style="list-style-type: none"> • Mathematics
1st equal or 2nd choice •	1st equal or 2nd choice •	1st equal or 2nd choice •	1st equal or 2nd choice •	1st equal or 2nd choice •	1st equal or 2nd choice •	1st equal or 2nd choice •	1st equal or 2nd choice •

All courses lead to certification by the SQA. Every effort will be made to provide your preferences, however, low uptake or staff availability and accommodation availability may prevent certain options from operating. In addition all pupils will follow compulsory courses in Physical Education, Religious & Moral Education and Social Education.

Please highlight your preference in each column.

3. THE CURRICULUM

Pupil's Name	Class	Guidance Teacher	
A	B	C	D
<ul style="list-style-type: none"> • Biology • Chemistry • English • German • Human Biology • Mathematics • Physics • Spanish • Technological Studies 	<ul style="list-style-type: none"> • Accounting & Finance • Administration • Art & Design • Computing Studies • Drama • English • French • Graphic Communication • Home Economics • Mathematics • Music • Technological Studies 	<ul style="list-style-type: none"> • Administration • Art & Design • Business Management • Chemistry • English • French • History • Home Economics • Mathematics • Modern Studies • Product Design 	<ul style="list-style-type: none"> • Biology • Chemistry • Computing Studies • Drama • English • Graphic Communication • Hospitality • Human Biology • Mathematics • Music • Physical Education • Physics • Spanish • Technological Studies
			E
			<ul style="list-style-type: none"> • Business Management • English • Geography • German • History • Mathematics • Modern Studies • Religious, Moral & Philosophical Studies

All courses lead to certification by the SQA. Every effort will be made to provide your preferences, however, low uptake or staff availability and accommodation availability may prevent certain options from operating. In addition, pupils will follow courses in Physical Education, Social Education and Information Technology.

Please highlight your preference in each column and indicate the level at which you wish to study. **H = Higher I = Intermediate 2**

3. THE CURRICULUM

S6 Curricular Options

ABERDEEN GRAMMAR SCHOOL

Session 2006-2007

Pupil's Name	Class	Guidance Teacher			
A	B	C	D	E	
Advanced Higher <ul style="list-style-type: none"> • Art & Design • History • Mathematics 	Advanced Higher <ul style="list-style-type: none"> • French • Modern Studies • Physics • Technological Studies 	Advanced Higher <ul style="list-style-type: none"> • Biology • Business Management • German 	Advanced Higher <ul style="list-style-type: none"> • Accounting & Finance • Geography • Graphic Communication • Music • Spanish 	Advanced Higher <ul style="list-style-type: none"> • Chemistry • English 	
Higher <ul style="list-style-type: none"> • Biology • Chemistry • German • Human Biology • Philosophy • Physics • Spanish • Technological Studies 	Higher <ul style="list-style-type: none"> • Accounting & Finance • Administration • Art & Design • Computing Studies • Drama • English • French • Graphic Communication • Home Economics • Music • Technological Studies 	Higher <ul style="list-style-type: none"> • Administration • Art & Design • Business Management • Chemistry • French • History • Home Economics • Modern Studies • Product Design 	Higher <ul style="list-style-type: none"> • Biology • Chemistry • Computing Studies • Drama • Graphic Communication • Human Biology • Music • Physical Education • Physics • Spanish • Technological Studies 	Higher <ul style="list-style-type: none"> • Business Management • Geography • German • History • Mathematics • Modern Studies • Religious, Moral & Philosophical Studies 	
				Intermediate 2 <ul style="list-style-type: none"> • Hospitality 	

All courses lead to certification by the SQA. Every effort will be made to provide your preferences, however, low uptake or staff availability and accommodation availability may prevent certain options from operating.

You are expected to pick 4 subjects. **Please highlight your preferences in any four of the five columns.**

In addition to your four certificate subjects you may opt to participate in one or both of the following interest courses.

Introduction to Entrepreneurship	
Physical Education/ Games	

3. THE CURRICULUM

3.2 Religious, Social, Health and Careers Education

Religious Education

As required by law, Religious Education is provided for all pupils. Roman Catholic pupils are taken by a Roman Catholic member of staff specially appointed for the purpose.

Parents are entitled to request that their children be withdrawn from Religious Education and arrangements can be made for such pupils.

Opportunities are offered for pupils to prepare for SQA examinations in Religious Studies at Higher and Intermediate 2. In addition, pupils in S3 and S4 also take courses leading to certification by S.Q.A. Also within the RMPS department Philosophy Higher and Intermediate 2 is available for S6 pupils.

Assemblies and Religious Observance

Assemblies will be organised during registration time with a frequency of ten per year, organised by senior staff and school chaplains, to cover a structure of main religious events particularly Christmas, Easter and Pentacost as well as moral issues such as concern for others.

Additional school business assemblies will be held at the beginning of each term.

At religious assemblies, there will be no emphasis on any particular creed or denomination. These events are likely to involve the School Chaplains who will prepare on the expectation of pupil participation in themes relevant to pupils' experiences. Various media, will be available for use.

Parents who feel that their children should not attend these religious assemblies are entitled to request withdrawal. In this event, a letter to the Rector is required and arrangements will be made to allow supervised private study instead of attending religious assembly.

Separately from morning assemblies, events like lunchtime Masses for Roman Catholic pupils on Holidays of Obligation will be allowed in school premises. Similar requests from other recognised religious groups, within the school community, will also be sympathetically considered.

Social Education

Social Education is an important aspect of the school curriculum focusing, as it does, on a number of critical areas of personal development. While all staff see themselves as contributing significantly to pupil welfare, and are positively encouraged to do so, the Social Education programme is a structured curriculum taught by the Guidance staff, and other trained staff, to all pupils in S1-6.

The programme is designed to develop personal and inter-personal skills so that pupils gain self-confidence in asserting themselves, in expressing opinions and beliefs and doing so in a way which helps them relate to others in a wide variety of contexts. The courses contain a number of developmental threads which are covered in a way that is felt to be appropriate to the pupils' stages of development and which builds on the work of previous years. These threads include Sex Education, Drugs Education, Citizenship and Careers Education. The planned teaching programme covers such topics as skills required for coping with adolescence, individual self awareness, career choices and decisions, priorities for a healthy lifestyle and study techniques. From S1, pupils are also involved in the process of self-assessment, review and target setting to enable them to produce a Personal Statement as part of their Progress File (Record of Achievement).

Health Education

The school recognises that it is the right of every individual to expect a healthy environment and that Health Education has a major part to play in establishing this. We are committed to the promotion of positive attitudes towards health among pupils and staff, and to facilitate a healthy lifestyle for all.

Through a whole-school Health Education programme, we aim to encourage positive health behaviour in the following ways:-

To raise staff awareness regarding the broad nature of Health Education and their involvement in the physical, social and emotional development of pupils. Departments like Home Economics, Physical Education, Science, and Social Education all make direct curricular contributions towards this holistic approach.

3. THE CURRICULUM

To liaise with the school's associated primaries re the input of Health Education into the curriculum, with the objective of giving coherence and continuity to the pupils' learning experience from P7 to S1 and S2, in line with the 5-14 guidelines.

To encourage positive self-esteem and, by assisting pupils to develop decision-making skills, to help them to make informed choices. The school aims to provide opportunities for pupils to develop attitudes and values concerning health, relevant to their needs and stages of development through a comprehensive Health and Social Education programme.

To enable all pupils to become aware of their present level of fitness and the desirability of developing a fitness scheme which will help them to increase their standards, and to maintain this now and in later life.

To encourage healthy eating habits by raising pupils' awareness of nutritional guidelines and promoting the provision of healthy food choices in all areas of the school.

To support the school health service in its contribution to the monitoring of the health of pupils and staff.

Drug Education

As school is such a significant focal point in the lives of young people, teaching and non-teaching staff in school have to be aware of the influences on pupils' experiences and values. Currently, this awareness has to include recognition that the problem of drug abuse is widespread in our society, affecting almost every community large or small, urban or rural.

If there are any drug-related incidents in or around school, Police will be involved and exclusion from school will be an almost inevitable result, particularly in any case of supplying substances to others.

Our approach to this insidious and very real danger to our young people will be built on group teaching, particularly at several stages of the Social Education programme, alongside opportunities for individual advice through relationships established with Guidance and other members of staff. We maintain sensitivity towards inclusion of material or information which may glamorise the drug scene to relatively innocent young people.

Careers

The Careers Adviser attached to the school is Mrs Kate Graham. She is employed by Careers Scotland and is based at the Careers Scotland Centre at 381 Union Street. Mrs Graham is generally in school all day on Mondays and Thursdays.

Pupils first come into contact with the Careers Adviser in S2 when they discuss subject choices and how to start thinking about career ideas. They are also at this stage introduced to the careers section of the Library Resource Centre by the LRC Coordinator so that they can access careers information if they wish.

At the end of S3 school staff currently make arrangements for a one to one work experience placement with appropriate preparation during Social Education and de-briefing afterwards.

In S4 Careers Advisers have a number of inputs into the Social Education programme including looking at options beyond S4, using careers resources both printed and computer based, and a how to go about career decision making. Pupils complete a questionnaire for the Careers Advisers which includes information about any ideas they currently have about staying on at school, further study, career ideas etc.

Careers Advisers contribute to the S5 and S6 Social Education programme covering such topics as Further and Higher Education, Modern Apprenticeships etc.

Pupils in S4, S5 and S6 who wish to meet with a Careers Adviser in a one to one setting are encouraged wherever possible to refer themselves at a time which is right for them. Guidance Staff are also involved in the referral process. A meeting with a Careers Adviser is not regarded as a one off event but as part of a process which can include showing pupils how to start making career decisions and how to use the vast careers information resources, including those on the internet, which are available to them.

3. THE CURRICULUM

3.3 Instrumental Instruction

Instruction on an individual or group basis is available in the school and covers the following instruments – Woodwind, Brass, Strings, Piano, Percussion, Guitar and Voice. For more information, contact the Principal Teacher of Music.

3.4 Extra Curricular Activities

As well as the comprehensive list of sporting fixtures, there is a wide choice of extra-curricular activities available to all pupils. These activities, which are organised on a voluntary basis by staff, listed below, are some of the activities currently on offer.

Athletics	"Face the Music" (musical productions)	Rock Climbing	MUSICAL ACTIVITIES:
Badminton	Football (boys & girls)	Rugby	Brass Ensemble
Basketball	French Club	School Magazine	Ceilidh Group
Netball	Geography Club	Science Club	Choirs
Charities Group	Hillwalking	Scripture Union	Concert Band
Golf	Hockey	Tennis	Keyboard Classes
Computer & Technology	Oil & Gas Schools Challenge	Young Enterprise (Senior pupils only)	Orchestra
Cricket	'Pied Piper' Productions	Wildlife Garden Group	Woodwind Group
Debating	Eco Group		
Young Engineers Club			
English Competition Club			

By tradition, one of the features of the festive season is the annual Carol Service provided by the orchestra and choirs of the School.

In addition, a number of foreign trips are organised each session which can provide groups of pupils with linguistic, cultural and often recreational opportunities. In practice, these events are now concentrated in a range of options available to all S1/S2 pupils during an Activities and Work Experience week in the summer term each year. Pupils learning German S4-S6 may participate in the German exchange to Markdorf, South West Germany.

3.5 Physical Education and Sporting Activities

Aberdeen Grammar School has had a long tradition of active and successful participation in a wide variety of games and activities. We are keen to maintain this tradition and open up new and different activities.

Physical Education is taught at the field, including the recently completed full size Astroturf Pitch, in the old gymnasium and the swimming pool. We also have been able to access both Summerhill and Linksfield Games Halls. Each year group has been allocated a two period games slot which in S1 and S2 is mainly focussed at the field. However, as they move up through the school the choice and opportunities widen. Indeed while one group of girls chose to study and develop their hockey skills for the whole year another group opted for a wide and varied package which included football, ice skating, dance and skiing.

In line with the latest review into Physical Education in schools we are attempting to include something of value, interest and benefit to all pupils – be it immersed in the traditional activities, learning up-to-date street dancing or skiing down the "Piste" at Garthdee.

S1/S2 Programme This year has seen an increase in the activities within the boys programme. The addition of swimming and basketball has been enthusiastically welcomed and allowed a greater range of knowledge and skills to be experienced. We are also investigating the use of a rota to maximise participation within the time available.

Activities covered by pupils in S1/S2 include Rugby, Hockey, Football, Swimming, Basketball, Softball, Cricket, Tennis and Volleyball.

3. THE CURRICULUM

School Teams 2005 – 2006

BOYS

Rugby	Hockey	Football
1 st XV	1 st X1	Senior
S3/4	2 nd X1	U16
S2	Colts	U15
S1		U14
		U13 --2

GIRLS

Golf (mixed)	Hockey	Football	Basketball	Netball
Senior	1 st & 2 nd X1	Senior	Senior	Senior
Junior	S3	S1/2	S3	
	S2 --2		S1/2	
	S1 --2			

Teams also operate in Cricket, Swimming, Horse Riding and Tennis.

Games Kit

The following are the items of equipment required for Physical Education and Games on the grounds of appearance, safety and general hygiene. A reversible rugby shirt is available from school.

Boys

Indoor Activities	White shorts, plain white T-shirt, white socks and training shoes.
Rugby, Football & Hockey	Reversible rugby shirt, navy blue shorts, royal blue socks, either rugby or football boots (hockey/training shoes). <i>We strongly recommend the use of shin pads and gum shields.</i>
Swimming	Blue swimming trunks
Softball/Cricket	As indoor games

Girls

Indoor Activities	White polo shirt, navy gym shorts, gym/training shoes.
Hockey	Red AGS sweatshirt, white polo shirt, plain red socks, boots and training shoes (hockey will mainly use the new full size Astro pitch).
Swimming	School pattern swimming costume
Athletics	As for indoor games
Tennis	White polo shirt, white shorts or skirt, gym/training shoes.

NOTE: Most of the above items are available from the Physical Education Department.

3.6 Homework

Homework plays an important role in the education of young people. At all stages in their school career pupils are expected to support their class work by working at home. Homework is used to encourage the development of good study habits and promote pupils responsibility for their own learning.

Homework can take many forms; set written exercises, research for project work or folios, independent study, reviewing class work. The nature, amount and duration of homework will vary from subject to subject and pupil to pupil. As a general guide the time a pupil spends on homework will increase as they progress through the school.

Parents have an important role in encouraging their children to see homework as an important and helpful part of their education. It will be beneficial if parents can provide a table or desk in a quiet area away from distractions. Time should be set aside for homework.

All pupils are provided with a homework diary/planner free of charge. Pupils use these to log homework on the date due which allows them to plan and prioritise. As the homework diary is an expensive investment pupils must take good care of them and bring them to school each day.

4. ASSESSMENT & REPORTING

4.1 Assessment and Reports

Informal "assessment" of pupils' work is carried out continuously as part of the normal learning and teaching process in each classroom. Using their judgement of individual pupils' progress teachers then plan the "next steps" of learning.

Teachers supplement their ongoing informal assessment with tests at the end of topics or units of work. A variety of methods of assessment are used in the school depending on the subject matter in each course; written, oral, aural or practical assessments.

In some subjects teachers organise class examinations for S3 pupils in April each year. In S4, S5 and S6 pupils experience a formal diet of "estimate" examinations. S4 estimates are held in December whilst those for S5 and S6 are held in mid February. The senior pupils (S4 to S6) take end of course examinations set by the Scottish Qualifications Authority in May/June.

Reports are issued to parents during the session, the dates for issuing these are included in the parents' diary issued annually.

In session 2005-06 reports will be issued at the following times

S1	May
S2	February
S3	May
S4	January
S5/S6	March

Reports are issued for each of the subjects studied and contain attainment grades and information on attitude and effort. Written comments highlighting strengths and next steps in learning are also provided by teachers. The attainment grading system used in each set of reports is explained within the reports. In S3-S6 the grades used are based on the grading system used by the Scottish Qualifications Authority. In S1-S2 the grades are based on the National 5-14 Levels of Attainment A-F familiar to parents from primary school.

Parents' Evenings

We report to parents on pupils' progress at appropriate times of the session and a number of parents' evenings are organised so parents can discuss progress with teachers. Parents' Evenings are organised either following the issue of reports or in advance of examinations. An appointment system is used to allow parents to plan suitable appointments. Parents' Evenings are from 4.30 - 7.00pm.

In January Primary 7 parents are invited to an Information Evening where the topic is P7 - S1 transfer arrangements. During the summer term in June they have a further opportunity to attend an Information Evening at the time of the primary 7 link visits to Aberdeen Grammar School.

Parents of S2 pupils are invited to attend an Information Evening at the time pupils choose subjects for S3/S4. Similar events are held for parents of S4 and S5 as they choose courses for the following session. In November S3 parents are briefed on Work Experience.

Parents' Newsletter

Each term a Parents' Newsletter is produced and sent home via "pupil post". These are generally issued near the end of each term.

5. DISCIPLINE

5.1 Systems, Procedures and Sanctions

In line with national and regional policy, the discipline structure relies on a partnership between pupils, teachers and parents to ensure good relationships, mutual respect and agreed objectives.

Good discipline is vital to the success of any school and the staff appreciate the understanding, co-operation and support of parents in their efforts to maintain acceptable standards among our pupils, in and out of school. Thereby, we seek to sustain a secure and happy environment in which young people can learn, with encouragement and without distraction.

The aims of our policy on school discipline are:

- To establish and maintain conditions in which learning and teaching can most efficiently take place and to create a healthy school climate.
- To ensure a framework of community living to which both pupils and staff can relate with the maximum of social and educational freedom.
- To compile some basic school rules for distribution to pupils and staff in order that all may be aware of the limitations of freedom required for harmonious living in a society.

The policy is based on the Rights and Responsibilities of all who attend Aberdeen Grammar School. These Rights and Responsibilities are outlined below and they indicate clearly the expectations placed on all those who attend the school. The Policy is designed to develop a working relationship between pupils and staff based on self-discipline, courtesy and respect.

RIGHTS

RESPONSIBILITIES

- | | | |
|---|---|--|
| 1 | I have a right to the opportunity of a good education at my school. | It is my responsibility to be well behaved in class and not disturb others. It is my responsibility to keep up to date with work in class and also with homework. It is my responsibility to attend school regularly and to be punctual. |
| 2 | I have a right to be treated with understanding. | It is my responsibility to respect the rights of others. It is my responsibility to treat others with understanding and not to hurt their feelings. |
| 3 | I have a right to be treated respectfully and fairly | It is my responsibility to treat others politely and with respect. It is my responsibility to respect the authority of the school staff. It is my responsibility to be truthful and treat others fairly. |
| 4 | I have a right to be in a safe environment. | It is my responsibility not to do anything which may threaten or cause danger to myself or others. It is my responsibility to tell teachers if there is any danger around my classroom or in the playing area. |
| 5 | I have a right to expect my property to be respected. | It is my responsibility not to steal, damage or destroy the property of others. It is my responsibility to ask permission before using the goods of someone else. It is my responsibility to take proper care of school equipment. |

5. DISCIPLINE

RIGHTS

- 6 I have a right to be protected against threats to my health.
- 7 I have a right to live in a pleasant ,clean and well-maintained school and grounds.
- 8 I have a right to benefit from the good name of the school.

RESPONSIBILITIES

- It is my responsibility not to smoke, take alcoholic drinks or drugs or influence pupils to do so.
- It is my responsibility to care for the school environment and to keep it neat and clean.
- It is my responsibility to behave so that the community will respect our school. It is my responsibility to wear the school uniform neatly and correctly.

On entering First Year each pupil has the school's Discipline policy explained to them and receives a copy of the 'Discipline Policy Document' to take home. This document explains, in some detail, the expectations of pupil behaviour at Aberdeen Grammar School and the systems used when concerns start to emerge. Parents are involved in this process from an early stage and the system focuses on working constructively with the pupil in an attempt to raise standards quickly and effectively. Additional copies of the policy document are available from the school on request.

As a particular and important aspect of discipline, a discrete but compatible policy on bullying has been developed so that channels for communication and action are clear to all.

Each member of staff is responsible for the discipline in his/her classroom. Serious disciplinary problems are referred by teachers to their Principal Teacher, who may deal with the problem or may refer it to the Assistant Rector responsible for that Year Group, who in turn may involve the Depute Rector. Guidance staff are generally informed at every stage of such procedures, so that the pupil can be counselled and home contact co-ordinated.

The main form of sanction for breaches of discipline (misbehaviour, lateness, truancy, etc) is detention after normal school hours. Subject departments can, and do, operate their own schemes of detention for lack of co-operation or bad behaviour and, in such cases, parents are notified by letter of the detention and the reason for it.

Instances of lateness by a pupil are recorded by the Guidance Teacher concerned who then decides when a 'problem situation' is developing. At that point, parents are informed and thereafter some form of sanction may be invoked.

In cases involving breaches of the general school rules, detention is given and supervised by members of the Board of Studies after school. Each case is considered separately and arrangements are made in the light of all relevant circumstances as to when and for how long detention will be done by the pupil concerned.

The ultimate sanction is, of course, exclusion from school. This is invoked by the Rector or Depute only in extremely serious cases and when all other strategies, as outlined in the 'Discipline Policy Document' have proven ineffective. In cases of exclusion, parents are automatically contacted and the City Education Officer informed. In its most serious form a pupil may be excluded and his/her name removed from the register here.

Grounds for Exclusion

"The Education Authority consider that in all the circumstances to allow the pupil to continue attendance at the school would be likely to be seriously detrimental to order and discipline in the school or the educational well-being of the pupils there".

Anti-Bullying Policy

We have a policy document which describes our approach and procedures to prevent the deep and negative effects which bullying can create. Anyone suffering from any form of bullying should know of the channels available to tell us about the problem and should have confidence that their concerns will be addressed. This policy document is distributed to all pupils, staff and parents.

5. DISCIPLINE

Supervision of Pupils at Interval and Lunchtime

Parents should be aware that the agreement on Conditions of Service for teachers employed in Scottish secondary schools does not make it any part of a teacher's duties to supervise pupils during intervals or lunchtimes.

Generally, prefects maintain supervisory duties and adults are available within the school premises to whom accidents or incidents can be referred.

5.2 School Uniform

The School is proud of its uniform and all pupils are expected to wear it (as detailed below), when attending school or representing it elsewhere. Virtually all our pupils wear the uniform and the co-operation of parents in this matter is greatly appreciated. The items of school uniform can be obtained in most of the main centrally-situated clothing stores.

BOYS

School blazer with badge

School tie

White/grey/blue shirt

Black/navy trousers

Grey/navy pullover with/without school colours

GIRLS

School blazer with badge

School tie

White/grey/blue blouse

Black/navy skirt or trousers

Grey/navy pullover with/without school colours

5.3 School rules for pupils

It is the firm belief of the School that life is much easier for pupils when there is a simple and clear statement of what is expected and required of them as pupils of this School.

To this end, a list of simple, general rules has been drawn up and is distributed to all parents and pupils through this prospectus. Copies of the rules are also posted on notice boards in the School. Pupils are expected to have read the rules and to observe them, so that all in school can enjoy an orderly and relaxed atmosphere and environment.

The list of School Rules is included below.

Attendance

- 1 All pupils must report to school punctually each day. Failure to do so will lead to detention.
- 2 All pupils returning after absence must bring a note signed by a parent or guardian. This note must be presented to the Register Teacher on the day of return. A confirmation slip will then be issued by the Register Teacher and this, in turn, should be shown to all class teachers.
- 3 Pupils in S1 to S5 may not leave the school precincts during school hours without a permission slip signed by his/her Guidance Teacher, or by the appropriate Depute Rector. Pupils in S6 must attend all timetabled classes and registration classes and must remain in school until 10.15am each day.
- 4 Parents are strongly discouraged from taking pupils out of school for family holidays during term time.

5. DISCIPLINE

Conduct and Behaviour

- 4 All pupils are reminded that the good name of the school is in their keeping at all times, especially when they are in school uniform.
- 5 On their way to and from school, and throughout the school day, pupils must conduct themselves in a disciplined, courteous and considerate manner.
- 6 It is a serious offence to damage or deface in any way, the buildings, furnishings, books or other equipment of the school.
- 7 Care and consideration must be shown at all times towards other pupils and their property.
- 8 Smoking and mischievous loitering are strictly forbidden anywhere within the school grounds and precincts.
- 9 Before school, and at intervals, pupils may not enter classrooms except when a member of staff is present.
- 10 When school has been dismissed, pupils must not remain within the buildings, without proper reason.
- 11 During intervals and lunchtimes, pupils should not be in any area above the ground floor unless attending a club or meeting.
- 12 Pupils must obey instructions given by Prefects.
- 13 It is the duty of all pupils to ensure that they keep themselves informed through the school News Sheet and information boards. In particular they should make themselves familiar with the Fire Drill procedures posted in each classroom.

Movement

- 14 As a general rule, pupils should keep to the left when moving along corridors and when using staircases.
- 15 Between periods, pupils must move smartly to their next class.
- 16 Pupils are forbidden to cycle within the school grounds.
- 17 All shops are out of bounds during school hours.

Property

- 18 Pupils must have their names on all books, clothing and personal belongings.
- 19 The care of money and valuables brought to school is the responsibility of the pupils. Pupils are advised not to bring valuable articles to school.
- 20 Bicycles are brought to school at the pupils' own risk.
- 21 No personal stereos may be brought into school.
- 22 No mobile phone should be brought into school.

School Environment

- 23 Pupils are expected to take a pride in the appearance of their school and to help keep the area tidy by placing litter in the bins provided.

5.4 Attendance and Absence

Attendance at school is essential if pupils are to make good progress in school work. Pupils are registered in registration classes each morning and in period 5 at the start of each afternoon. We keep detailed records of each pupil's attendance. The government recognises the importance of good school attendance and publishes attendance rates for each school.

Pupils under school leaving age are of course required by law to attend school and it is the responsibility of parents and guardians to ensure that such children attend regularly and punctually.

Guidance Staff deal with all matters concerning absence in the first instance.

Applications, in writing, for permission to be absent from school for reasons other than illness or bereavement should be made in advance, the reason being stated. Parents are advised that requests for leave of absence should be kept to a minimum in the interests of the pupils. An explanatory note is required from every pupil after illness or any other absence not previously notified. The note must be brought by the pupil on the day of return to school and handed to the Register Teacher.

5. DISCIPLINE

As we are accountable for the young people in our care throughout the school day, failure of a pupil to produce an explanatory note on return to school may result in the Home-School Liaison Officer being asked to call at the pupil's home for an explanation.

In cases where absence through illness is likely to extend over more than three days, a letter or telephone call explaining the circumstances would be appreciated. Where no such intimation is received, the School is required to write to Parents and open a record of non-attendance.

5.5 Personal Property

As any large comprehensive school is a busy place, all personal belongings, such as articles of clothing, books, school equipment, etc should be clearly marked with the owner's name.

Pupils should not leave money or valuables unattended in desks, in their school bags or in items of clothing. Such articles should be carried on the pupil's person or handed for safe-keeping to a teacher.

Pupils are advised not to leave their bags unattended anywhere in school.

Lockers are available to pupils in S1-6 but parents are advised to ensure that their children carry the minimum of money and valuables to school with them.

6. ADMINISTRATION

6.1 Hours of Opening:

Registration

The 10 minute registration period each day is an essential part of the school's operation, not only to fulfil the legal obligation of recording attendance, but to communicate news items, distribute newsletters and allow regular pastoral contact. Staff ensure that this is done on a consistent, caring basis, and contact Guidance staff if they are alerted to any concerns about pupil welfare.

Period	Start	Finish	Duration (mins)
Registration	8.45	8.55	10
1	8.55	9.50	55
2	9.50	10.40	50
INTERVAL	10.40	11.00	20
3	11.00	11.55	55
4	11.55	12.50	55
LUNCH	12.50	1.50	60
5	1.50	2.45	55
6	2.45	3.35	50

Occasional interruptions to this routine include:

(a) Medical Arrangements

The School Medical Service arranges regular inspections and issues appointments as necessary in advance to parents. S1 and S4 pupils receive annual dental inspections.

When a pupil becomes ill or requires first-aid during the school day, help is usually available in the School Medical Room. If the pupil is unable to return to his/her studies, arrangements are made to contact the parents and have the pupil taken home. Where necessary, pupils may be conveyed home, or in the case of accidents, to the Casualty Department by taxi or parents.

In an emergency, your emergency-contact will be telephoned if there is no-one in the pupil's home. Parents are asked, in the interest of the children, to ensure that the School has a realistic emergency-contact.

(b) Fire Drill

Clear instructions as to what to do in case of fire are displayed beside the door in each classroom. Members of staff are instructed to make them known to pupils using their classroom and from time to time, pupils are reminded that they must be familiar with the drill to be carried out in case of an emergency.

Each term, a full-scale fire drill is carried out and the exercise evaluated.

(c) Adverse Weather Arrangements

In the North of Scotland it is important that we carefully plan our arrangements for bad weather. In October each year Aberdeen Grammar School reviews its arrangements and reminds parents of the importance of adhering to guidelines.

Pupils living close to the school will not normally be sent home in snowy/icy weather. When there is a complete covering of snow persisting throughout the school day we will shorten the lunchtime by 20 minutes and close 20 minutes earlier. This arrangement reduces the lunchtime and allows pupils and staff to travel home earlier in daylight.

Parents of children who travel some distance to the school by bus or car must be familiar with the school's arrangements for dealing with adverse weather. An information leaflet is issued to parents annually.

6. ADMINISTRATION

Parents of children who don't live within reasonable walking distance of the school will be asked to provide the name and address of a relative or friend who lives near the school. In very bad weather conditions the pupil may need to stay overnight at this storm address.

If the weather has been severe overnight parents can access information on whether the school is open on the Aberdeen City Council's Parents' Information Line.

Telephone Number **0870 054 1999**

Aberdeen Grammar School Pin Number **011000**

A letter to parents with this information is issued annually

6.2 School Lunches and Morning Snacks

School lunches are served daily in the Dining Hall from 12.35pm.

A self-service system operates offering a wide range of options as outlined in the typical menu shown below. Prices may be subject to increase from August 2006

A range of main course meals are available daily -	£1.10p	Fruit Drinks -	
A range of hot and cold sweets are available daily -	40p	Pure Apple/Orange/Pineapple	55p
Two-course meal -	£1.80	Ribena	55p
Home-made soup (with bread)	40p	Milk (small)	From 30p
Hot Filled Rolls (Wholewheat or White)		(medium)	50p
Chicken Burger	93p	Sundries -	
Hot Dogs	87p	Cheese & Biscuit	40p
Baguettes	from £1.10	Fresh Fruit	(priced daily)
Pannini	£1.55	Yoghurt	35p
Pitta Bread	£1.10	Sauce Portions	10p
Cold Filled Sandwiches (Wholewheat or White) from	85p	Tea/Bread/Pancakes	45p
Cheese/Ham/Salad/Egg	77p-£1.00	Dough Ring	45p
Pizza Slice	83p	Muffins	50p
Salad Platter -		Fresh Baked Scones	45p
A choice of salad platters available daily	£1.30p		
Potatoes - Chips	90p		
Boiled	20p		
Baked with filling	80p		
Roast	45p		
Vegetables - others are available			
Beans	20p		
Vegetables	12p		

At morning interval, snacks and beverages are also available from the Catering Service in the Dining Hall. A small tuck shop is operated by the Charities Committee, with proceeds going to nominated charities.

Free meals are available for pupils whose parents are in receipt of Income Support or Job Seekers. Application forms are available from the School Office. Consideration will be given if at all possible to other cases of extreme hardship.

Pupils taking their own packed lunches are encouraged to eat them in the Dining Hall.

6. ADMINISTRATION

6.3 Information for new arrivals and pupils leaving

(a) Admission to School

For Primary 7 pupils due to transfer to this school in August a programme of visits and the distribution of relevant information commences mid-way through the session. In January a booklet containing a lot of general information about the school and the facilities available to our pupils is given to each pupil by the Assistant Rector S1/2 during a visit to the associated primary schools. A copy of the school Prospectus is also sent home to parents at this time.

This is followed by another visit in May to the primary schools by the Depute Rector and the Guidance staff. Pupils are introduced to their Guidance Teacher who issues them with a Pupil Passport which represents the first stage of an individual profile which the pupils will build up during their years at secondary school.

Arrangements are made for Primary 7 pupils to visit the school for a day and a half during the month of June. Their parents are also welcomed on an evening in June, when the Rector and other staff explain in some detail what the school does to ensure the smooth transfer of the pupils from primary to secondary education.

These procedures along with other on-going liaison between the sectors and the appointment of senior pupils as guides to the primary pupils at their commencement with us all seek to help the new pupils find their way about quickly and to make them feel more at ease in unfamiliar surroundings.

In the case of admissions occurring during the session, generally the appropriate Assistant Rector welcomes new pupils and their parents to the School, discusses all aspects of the transition, clarifies course options and initiates contact with staff and fellow pupils.

Pupils' records are forwarded to this school in due course, but parents are advised, in the interest of their children, to inform us at the time of admission of any problems of a medical or other nature. Such information, where appropriate, is treated in confidence.

b) Leaving School

Pupils whose 16th birthday falls between 1 March and 30 September, (inclusive), may leave school on 31 May of that year. Pupils whose birthday falls between 1 October and 28 February, (inclusive), may leave school on the last school day in December. The law does not permit any exceptions to this.

Parents are requested to inform the school and particularly the Guidance Teacher, as soon as possible, if and when their children are transferring to another school.

All pupils leaving this School must ensure that all their text books are returned to departments and that a Leavers' Form is completed. These forms are available from Guidance Teachers and from the School Office.

6.4 School Holiday Pattern for Session 2006 - 2007

The pattern for the session 2006/2007 is shown below.

AUTUMN 2006

Teachers only21st August, 2006
Term begins for pupils.....22nd August 2006
October break.....9th-20th October 2006
.....(both dates inclusive)
Term ends22nd December 2006

WINTER

Term begins.....8th January 2007
Mid term19th February 2007
Term ends30th March 2007

SUMMER

Term begins.....16th April 2007
Term ends6th July 2007

Notes

Holidays to be added include 3 days for occasional holidays and 4 days for staff in-service training.

6. ADMINISTRATION

6.5 Transport to School

Bicycles are brought to school at the owner's risk and should be locked securely when left unattended. Cycle racks are provided in a reasonably sheltered, central area. As bicycles cannot be supervised throughout the school day parents are advised to make certain that bicycles are insured. In the interest of safety to others, pupils should dismount at the school gates and walk with the bicycles to the cycle rack.

Pupils are not permitted to park cars in the school grounds and cars bringing or collecting pupils are not allowed into the school grounds, unless they are conveying incapacitated pupils.

These rules are strictly enforced in the interest of safety.

6.6 School Pupils' Insurance

Parents should be aware that no insurance cover is held by the Aberdeen City Council to provide automatic compensation to pupils in the event of a personal accident or death. It is your responsibility as a parent to insure your child for personal accident or death if you feel this is appropriate.

Aberdeen City Council does hold third party liability insurance which indemnifies the Council for claims from third parties (eg parents of pupils) who have suffered injury, illness, loss or damage arising from the negligence of the Council or its employees. However, if there is no negligence, no claim would be accepted by the Council.

This information is brought to your attention in order that you may take whatever action you feel appropriate. We are also particularly anxious to avoid the potentially distressing situation of parents only becoming aware of the insurance position after an accident has occurred however remote this possibility.

FILE

2006

7. CONTACT & LIAISON

7.1 Parental Information

As our young people are a focus of common interest, very considerable importance is placed by the School on close liaison with parents. Parents are encouraged to consult staff initially through the relevant Guidance Teacher or Assistant Rector on any matter concerning their children. Appointments are generally made through the School Office.

The School has a policy of informing parents and consulting with them on specific matters of mutual concern such as behaviour, unexplained absence and school performance, so that appropriate action can be taken quickly.

Information of a general nature from the school to parents is usually conveyed home by letters from the Rector. These letters include such items as alterations in normal school hours, examination arrangements and 'coming events' on the school calendar. Parents should encourage their children to ensure that these communications are delivered to them.

Parent-Teacher Association

This Association has been in existence since 1982. All parents qualify as members, and are advised of meetings and social events by way of Newsletters distributed through the School. The School appreciates all the help and support given by the Association and would encourage all parents to be active members.

PTA Committee 2006

Chairman	PARENTS
Secretary	Mrs K Graham
Committee Members	Mrs U Plasberg-Hill
	Mrs L Cassie
	Mrs K Carruthers
	Mrs G Clunas
	Mrs J Jones
	Mrs S Smith
	Mrs J Stewart
	Dr L Sutherland
	TEACHERS
Treasurer	Mrs Christine Anderson
	Miss H Innes (Ex-officio)
	Mrs Linda Gibson
	Mr Alan Martin
	Mrs Marion Sutherland

7. CONTACT & LIAISON

7.2 School Board

Currently the Scottish Executive is bringing forward legislation to replace School Boards with Parent Councils. The purpose of School Boards is to establish much closer links between schools and the parents and to give parents a greater say in the running of schools.

The Board's basic duties and functions include:

- keeping in touch with parents' views and reporting to parents;
- encouraging links between the school and parents;
- receiving reports from the Head Teacher and the education authority, and making representations to them;
- taking part in the appointment of senior staff in the school;
- approving the Head Teacher's plans for buying books and materials;
- helping to set dates for occasional holidays and arranging the use of the school outwith normal hours.

The Aberdeen Grammar School Board was first constituted at the end of 1989, and current membership is listed below:

PARENT MEMBERS	CLERK	CO-OPTED MEMBERS
Mr A Cassie	Mr A Campbell	Mr M Jeffrey
Mrs M McDonald		Mr J Landragon
Mr A McLeod		Dr R Payne
Dr E Mearns		STAFF MEMBERS
Mr A Nicoll (Convenor)		Miss J Adams
Mr A Stevenson		Mr A Smith

7.3 School Chaplains

The School has six officially appointed School Chaplains. They are drawn from those who have parochial involvement in our catchment area but are available to help any pupil who wishes their counsel and advice. They meet the pupils in groups arranged by the Religious Education Department of this School as part of the Religious Education programme. They also contribute to Acts of Worship held in the school at different times of the year, within the framework of our policy on Religious Observance.

The six School Chaplains are:

Vacancy, Roman Catholic Church Representative	Rev Dominic Smart, Gilcomstoun South Church
Rev Robert F Brown, Queen's Cross Church.	Mr Habib Malik, Islamic Relief.
Vacancy, Midstocket Church	Rev Andrew Wilson, Rubislaw Parish Church.

7.4 Former Pupil Organisation

The School enjoys a very happy relationship with the local FP Club and its several active centres throughout the country. Their support contributes an intangible but real sense of stability and belonging, which is transmitted to many of the present pupil population. They, in turn, obviously qualify for membership which can foster a life-long attachment to the School.

7.5 Communication

In addition to the statutory Prospectus, News Sheets and Newsletters are produced regularly to ensure the flow of information to

pupils	(Daily News Sheet)
parents	(Termly Newsletter)

APPENDIX 1 - EXAMINATION RESULTS 2003/2005

INFORMATION FOR PARENTS 2005 SECONDARY SCHOOLS

School: **Aberdeen Grammar School**

id no: 100 - 5244439

Estimated S5 January Roll As A Percentage Of The S4 Roll In September Of The Previous Session

2002-03	2003-04	2004-05
79	78	83

Examination Results (within Scottish Credit and Qualifications Framework)

(2003-04 results are pre-appeal)

Percentage of the relevant September S4 roll achieving:

By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
	94	98	98	90	90	95	55	62	60

Percentage of the relevant September S4 roll achieving:

By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
	61	63	63	44	43	46	20	22	26

Percentage of the relevant September S4 roll achieving:

By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7 or better		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
	54	52	56	38	38	40	24	26	30

School: **Aberdeen Grammar School**

id no: 100 - 5244439

5-14 Attainment and Minimising Overall Absence

		Previous level of performance, (June 2004) %S2 roll attaining or exceeding Level E	Present level of performance, (June 2005) %S2 roll attaining or exceeding Level E
Reading	School	82	88
	Education authority (1)	65	65
Writing	School	70	74
	Education authority(1)	49	50
Mathematics	School	77	69
	Education authority(1)	53	53
		Absence recorded (2003-2004) Average number of half days absence per pupil	Absence recorded (2004-2005) Average number of half days absence per pupil
		22	22
		31	31

APPENDIX 1 - INFORMATION FOR PARENTS

ABERDEEN CITY

Estimated S5 January Roll As A Percentage Of The S4 Roll In September Of The Previous Session

2002-03	2003-04	2004-05
58	60	60

Examination Results (within Scottish Credit and Qualifications Framework) (2004-05 results are pre-appeal)

Percentage of the relevant September S4 roll achieving:									
By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
	91	92	91	77	74	77	34	35	34
Percentage of the relevant September S4 roll achieving:									
By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
	38	40	39	23	25	24	9	10	10
Percentage of the relevant September S4 roll achieving:									
By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7 or better		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
	32	31	32	20	20	22	14	14	16

For information:

Scottish Credit and Qualifications Framework (SCQF) levels:	
Level 7	CSYS at A-C; Advanced Higher at A-C
Level 6	Higher at A-C
Level 5	Intermediate 2 at A-C; Standard Grade at 1-2
Level 4	Intermediate 1 at A-C; Standard Grade at 3-4
Level 3	Access 3 Cluster; Standard Grade at 5-6

APPENDIX 2 - INFORMATION FOR PARENTS

LEAVER DESTINATIONS: PUPILS LEAVING IN SCHOOL YEARS 2004-2005

	Number of Leavers	% with destination as:			Training %	Employment %	Other known (including Unemployment) %	Not Known %
		Full-time Higher Education %	Full-time Further Education %					
Aberdeen Grammar	199	59	18	**	12	6	**	
Aberdeen City Average	1,916	37	22	2	24	11	5	

** Figures were more than 0 but fewer than 5

BUDGETED RUNNING COSTS

Budgeted figures for 2005-2006 financial year for December 2005 Handbooks

	Total Budget Expenditure at April 2005 (£)	School Roll at Sep 2004	Cost per pupil (£)
Aberdeen Grammar School	4,415,094	1,156	3,819
Aberdeen City Average	46,504,419	10,457	4,447

ATTENDANCE RATES FOR SCHOOL YEAR 2003-2004

	Total Number of Possible Attendances					S1-S5
	S1	S2	S3	S4	S5	
Aberdeen Grammar School	78,874	78,870	90,478	66,520	65,570	380,312
Aberdeen City Average	763,744	788,383	767,332	722,285	505,959	3,547,703

	Percentage Authorised Absences					S1-S5
	S1	S2	S3	S4	S5	
Aberdeen Grammar School	3.8	4.9	5.4	4.8	5.0	4.8
Aberdeen City Average	5.0	6.0	6.7	6.3	5.1	5.9

Parents might note that we allow Study
leave during S4,S5 and S6 Estimate and
Final Examinations

	Percentage Unauthorised Absences					S1-S5
	S1	S2	S3	S4	S5	
Aberdeen Grammar School	0.5	0.6	1.2	1.2	1.2	0.9
Aberdeen City Average	1.1	1.8	2.0	2.7	2.7	2.0

2006

Transferring Educational Data About Pupils

Education authorities and the Scottish Executive Education Department (SEED) have collected data about pupils on paper forms for many years. We are now working together to transfer data electronically through the ScotXed programme.

What pupil data will be collected and transferred?

Data on each pupil is collected by local authorities and SEED. The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, special educational needs, attendance, absence and exclusions from school. Pupil names and addresses are collected by their school and education authority but they are not passed to SEED. Your postcode is the only part of your address that is transferred. Data is held securely and no information on individual pupils can or would be published by SEED. It is used for statistical and research purposes only.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

Why do we need your data?

In order to make the best decisions about how to improve our education service, SEED and education authorities need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better exam results. Accurate and up-to-date data allows SEED, education authorities and schools to:

- * plan and deliver better policies for the benefit of all pupils,
- * plan and deliver better policies for the benefit of specific groups of pupils,
- * better understand some of the factors that influence pupil attainment and achievement,
- * target resources better.

Your data protection rights

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

SEED will not publish or release any information that allows an individual pupil to be identified. Data will not be used by SEED to take any actions in respect of any individual pupils. Data will only be shared with bona fide partners, such as HMIE and the SQA. Any sharing will be done under conditions of strict control and with the prior agreement of the Data Controller.

Concerns

If you have any concerns about the ScotXed data collections you can email the Data Controller, Peter Scrimgeour, at EDData.Controller@scotland.gsi.gov.uk or write to The ScotXed Support Office, SEED, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print. Please allow up to 10 days for requests to be processed.

Want more information?

Further details about ScotXed data exchanges are available on the ScotXed website, www.scotxed.net.

The website also contains answers to commonly asked questions about ScotXed.

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2006