

Handbook
2020

MONIFIETH HIGH SCHOOL



This document is
available in alternative
formats, on request

(Please contact the
Head Teacher)

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WELCOME

This handbook was designed with you in mind to help you understand what Monifieth High School is about. We ask that you use this guide as a resource throughout the course of the school year so that you will have a basic knowledge of some of the policies, procedures and courses that will affect your child.

This handbook offers an insight into the Monifieth High community. Further information can be found on our school website (www.monifiethhighschool.com). We also encourage you to check Twitter (@MonifiethHigh), School App for Parents and Facebook (@ParentCouncilMHS) as we use these as a form of communication. See appendix A for a detailed list of Twitter accounts.

Our staff are dedicated to providing the best opportunities for learning and achievement for all our pupils and we are confident that school year 2020-21 will be a satisfying and productive one.

We look forward to working with you to ensure another successful school year.

M-C McNally
Head Teacher



CONTACT DETAILS

MONIFIETH HIGH SCHOOL, PANMUREFIELD ROAD, MONIFIETH, ANGUS, DD5 4PT

Telephone Number: 01382 768100

School Website: www.monifiethhighschool.com

School Email Address: MonifiethHigh@angusschools.org.uk

Head Teacher: Mrs M-C McNally

The School Roll 2019-2020

S1 – 205	S2 – 189	S3 – 186
S4 – 193	S5 – 204	S6 – 115

Parent Council Email: MONParentcouncil@monifiethhigh.angus.sch.uk

Chair: Arpit Jariwala

Committee members: Jillian Macleod, Nicky Stewart, Clodagh Wright, Katrina Varney, Mark Robertson, Kirsty Shaw, Hazel Orchiston

Secretary: Denise Smith

SECONDARY SCHOOL DAY

Monday – Thursday

Period 1	08:55 – 09:45
Period 2	09:45 – 10:35
Period 3	10:35 – 11:25
Interval	11:25 – 11:40
Period 4	11:40 – 12:30
Period 5	12:30 – 13:20
Lunch	13:20 – 14:10
Period 6	14:10 – 15:00
Period 7	15:00 – 15:50

Friday

Period 1	08:55 – 09:45
Period 2	09:45 – 10:35
Period 3	10:35 – 11:25
Interval	11:25 – 11:40
Period 4	11:40 – 12:30
Period 5	12:30 – 13:20

Associated Primary Schools: Grange, Seaview, Birkhill, Murroes, Liff, Mattocks, Auchterhouse

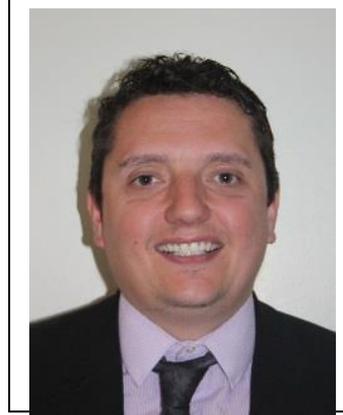
STAFF REMITS - SENIOR LEADERSHIP TEAM



Mrs McNally
Head Teacher



Mrs Ritchie
Depute Head Teacher



Mr Lusby
Depute Head Teacher



Dr. Hannah
Depute Head Teacher

STAFF REMITS - PUPIL CARE & SUPPORT TEAM



Mrs Perry
Dalhousie House



Mr Tringham
Panmure House



Mrs Welsh
Balmossie House



Mr Burns
Dalhousie House



Miss Herbert
Panmure House

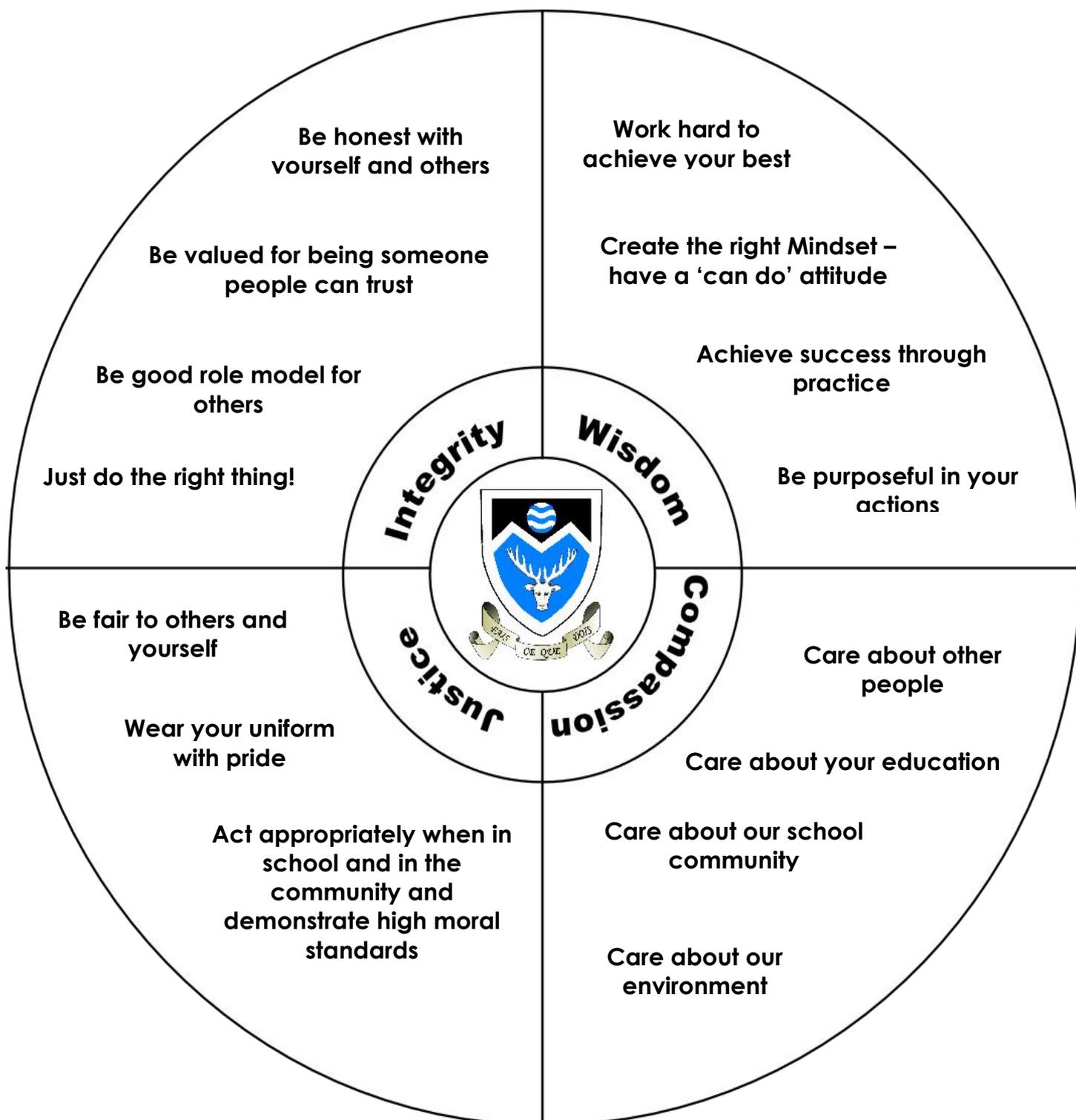


Mrs Whitfield
Balmossie House

OUR VISION

Positive relationships are key to the success and the wellbeing of our school community. We are committed to working with you to create a climate of trust, respect and aspiration.

We encourage our pupils to model the **4 values** found on the Scottish Mace: -



SCHOOL ETHOS

Our aim for the school is to provide the highest quality education for all young people and underpins our belief that every child matters. We are a learning community that encourages lifelong learners and equips young people with the skills for their future. The three overarching themes that permeate everything that we do are:

- **A**ttainment – we aim to provide opportunities for every young person to achieve. Good examination results are a priority and we also recognise wider achievement.
- **C**ommunity – we work hard to foster positive relationships across the school and with the wider community.
- **H**ealth – we encourage pupils to lead healthy lives, be physically active and promote positive mental health.

The school offers a wide range of opportunities for wider achievement, from within the curriculum and out of class activities including, school trips and extra-curricular activities. Even though we have approximately a third of the school population transported by bus to the school, we offer many activities at break and lunchtime to allow for greater participation.

We offer activities for wider participation and achievement for pupils including: Duke of Edinburgh, Art Club, F1inSchools, Young Engineer's, Sports Leaders, Scrabble Club, Dance Club, Drama Club, Debating Club, Film Club and many more sporting activities. Many of our pupils receive the recognition of International status in their field and are proud to wear an International tie pin to celebrate their success. There are two Learning Council groups; one for Transition to secondary and one for secondary school, each supported by a team of staff. Senior pupils are given the opportunity to be 'Buddies' and assist with peer learning. Many of our senior pupils become Befrienders and provide a valuable resource in our local community. We work closely with the Rotary Club and other community groups enjoying an excellent partnership programme.

Our prefect system allows greater inclusion and provides more opportunities for S3 and seniors to take up a leadership role within the school. Leadership opportunities are also extended to younger pupils.

HEART OF MONIFIETH



The 'Heart of Monifieth' aims to ensure that all pupils are Healthy, Engaging, Achieving, Relating and Thriving. To meet the needs of our young people we work closely with pupils, parents and partner agencies. The 'Heart of Monifieth' philosophy aims to ensure that by working together we can ensure the very best outcomes for all our young people.

All staff are committed to the aims of the 'HEART of Monifieth'. However, key features of this philosophy in action can be seen through the roles and work of our PT HEART and our Resource worker.



Mrs Anderson
Principal Teacher

The Principal Teacher of HEART works with young people in the HUB. The HUB can be used to support young people to access education across a range of curricular areas. Pupils access the HUB for a variety of different reasons and the time in the HUB is decided through discussion with young person, parents, guidance teacher and PT HEART.

The PT HEART plays a pivotal role in both academic and pastoral support.



Mrs Morrison
Resource Worker

The Resource Worker works closely with young people through 1:1 sessions and group work. A key area where Claire has worked is supporting mental health and wellbeing across the Monifieth High community.

Claire liaises closely with the guidance team and partners to ensure that the needs of young people are being met.

The Chatty Café

Our staffroom is open to pupils at break and lunch time. This allows pupils to sit and chat with friends and there are a range of board games that the young people play.

Members of staff help supervise the Café alongside our HEART buddies.

HEART Transition

The "HEART of Monifieth" team have developed a programme of visits with our primary cluster which aims to assist in the reduction of anxiety, increasing of confidence and establishing relationships to help support the settling in phase at Monifieth High.

This includes a series of drop-ins and workshops that are available for parents and young people prior to the whole school transition in June.

PROSPECTIVE PARENTS/CARERS

Once your child has been allocated a place you will be invited to meet with a senior staff member to find out more about the curriculum and share information about your child. Next steps.

1. Please contact our School Office on 01382 768100 as soon as possible so we can make an appointment. We are keen to meet you and your child/children before the transfer takes place.
2. At the meeting, we would like to discuss your needs, and what the school has to offer. We will endeavour to provide you with information you may need and would be grateful if you could bring with you any documentation e.g. course choices, report cards, which might be of use in deciding on a suitable course.
3. Day one - your son or daughter should arrive at the school office in time to be registered at 8.55am when a timetable will be provided. A meeting will also be arranged with the appropriate Pupil Care and Support Teacher, the teacher who will have a responsibility for looking after your son or daughter while in school.

Placing Request forms are available from the Head Teacher or Schools and Learning, Angus House, Orchardbank Business Park, Forfar DD8 1AE, Tel: 03452 777 778.

[Choosing a school: a guide for parents \(Scottish Government\)](#)

SCHOOL UNIFORM

School uniform is very important for four reasons:

1. It helps pupils identify with the whole school community, rather than divide into sub-groups marked by different clothing styles
2. It prevents competition based on expensive fashion statements, and so removes pressure from pupils and parents alike
3. It is smart and business-like, and means that a pupil is coming to school dressed for work, and so is mentally prepared for work
4. It greatly improves school security, by making any intruder stand out clearly

Our uniform worn by all pupils:

- Blazer for all year groups (Senior phase S4-6 blazer includes braid)
- White blouse/shirt
- School tie
- Plain black V-neck sweater or cardigan with school logo or plain black V-neck or cardigan
- Black trousers or skirt (leggings or jeans should not be worn)
- Black shoes
- Outer jackets should be of a dark colour with no obvious slogans/logos.

School PE KIT - Pupils are encouraged to purchase the school PE uniform which will be worn for all PE classes and when representing the school at sporting events. If the school PE uniform is not to be purchased a plain navy kit is preferred.

Indoors

Indoor trainers
Navy t-shirt
Navy shorts

Outdoors

Outdoor trainers
Navy t-shirt
Navy shorts/tracksuit bottoms
Navy hoodie/fleece

Swimming

Boys - swim trunks/jammers
(They must be tight fitting, not baggy or knee length)

Girls - one-piece swimming costume
Swim Cap

School Uniform can be obtained from BE Schoolwear, Reform Street, Dundee

- <https://www.border-embroideries.co.uk/store-dundee>

The PE kit is available from Bestport (Europe) Ltd:

- Telephone number: 01382 770599
- Email Address: customerservice@bestporteurope.co.uk

All clothing brought to school should be named or marked in some way, as it is difficult for children to distinguish their own clothing from others.

Lost Property – At the end of each term any items of clothing not recovered from lost property will be donated to charity.

CLASS ORGANISATION

Care is taken in placing youngsters in their S1 class, making use of information from parents/carers and primary schools. There are 3 houses: Balmossie, Dalhousie and Panmure supported by the DHT, Pupil Care & Support Teachers, House staff and captains.

Throughout the course of the academic session there are a variety of house events which pupils are actively encouraged to participate in to gain house points.

VISIBLE LEARNING

Over the past 4 years, we have worked closely with our associated primary schools to embed Visible Learning into our learning and teaching. Using Professor John Hattie's research, we have focussed on using the strategies which are known to have the biggest impact on attainment. We ask that the Learning Intentions and Success Criteria for each piece of learning are made explicit to our pupils so that they know exactly what they are learning and how to achieve success. We have developed our Monifieth High language of learning, including our 5 Learning Qualities. Posters of these are displayed in every classroom and referred to during the learning process.

Talking about learning helps our pupils to describe their progress and plan the next steps in their learning. This means they are "assessment capable" learners. We have worked hard to improve the quality of feedback to and from pupils. Rather than a mark or score on a piece of work, pupils should get feedback which explains how they can improve. We have created a culture where pupils feel safe to say they are stuck and recognise mistakes are part of learning. When they do feel stuck or overwhelmed by a new piece of learning they are reminded about the "Learning Pit" and encouraged to use strategies to get them out of the pit. Each department has its own version of this. Solo Taxonomy is increasingly being used to plan lessons and assessments to meet the needs of all our learners. Our increased focus on Differentiation and how it is closely linked to Visible Learning is a key priority in our School Improvement Plan.

Each session we ask that every teacher carries out an Impact Cycle with one class. This process allows teachers to make one small test of change in the classroom and measure its impact. The change should always be based on research evidence. So far, our Impact cycles have focussed on one of the key strands of Visible Learning i.e. Learning Intentions, Success Criteria, Feedback, Solo taxonomy, Learning Qualities or the Learning Pit but for next session, all teachers will carry out their Impact Cycle on Differentiation.

LEARNING OPPORTUNITIES

Monifieth High Learning Qualities

Try Your Best!

Not succeeding is not failure! You have only failed if you did not try your best! Don't let anyone tell you that your best is not good enough, because at least you had a go! So what if you did not succeed you **can** try again!



Try your best in everything you do! Even if it is the middle of winter on a Monday morning in a subject you don't like!

Try Your Best
Learning happens quicker when you try your hardest to achieve or even exceed your potential. It is important to challenge yourself in your learning if you want to reach your goals.

Be Creative!

To be creative we must apply our understanding of what came before and think out of the box.

To be creative, lose your fear of being wrong.



Be Creative
This means being inventive and using your imagination to create something new or to have new ideas. It can help to solve problems by thinking out of the box and thinking about the issue in a different way.

Learn From Your Mistakes



Forget the mistake, remember the lesson

SOON ↓



Mistakes help us to learn because we know what we did wrong

Learn from Your Mistakes
Learners should all know that it is okay to make mistakes and get things wrong. This is part of learning and people who make mistakes should be treated with respect. When a mistake is made it is useful to reflect on this and find out where you have gone wrong. If you learn from the mistake you will not make this same mistake again.

Persevere



Many of life's failures happen because people did not realize how close they were to success when they decided to give up.

Never give up because great things take time



Persevere
This means to be persistent and never give up even when things are tough or when you are struggling. Do not give up but stick at it and keep trying even if you fail several times. You may need to learn in small steps to reach your goal.



Perseverance is contagious, pass it on!

Be Independent




Be Independent
Learners who are independent are self-motivated and can set their own goals. They take ownership of their learning and can work using their own initiative. They are less reliant on the teacher.

Independence isn't doing your own thing; it's doing the RIGHT thing on your OWN

Independence is for everyone: it's not a privilege of being strong

Junior Phase (Broad General Education - BGE)

In the Junior Phase pupils will follow a broad and general education. In **S1 and S2** they will study the following courses which are based on the curriculum for excellence experiences and outcomes:

Subject	Curricular Area	Periods per week	
		S1	S2
English	Languages & Literacy	4	4
Maths	Mathematics & Numeracy	4	5
Modern Languages	Languages & Literacy	3	3
Science	Sciences	4	3
Art & Design	Expressive Arts	3	2
Drama			
Music			
Social Subjects	Social Subjects	3	-
Geography	Social Subjects	-	2
History	Social Subjects	-	2
Modern Studies		-	1
IT		1	1
Design & Technology	Technologies	3	2
Home Economics	Health & Wellbeing	2	2
Physical Education	Health & Wellbeing	2	2
Religious Education	Religious & Moral Education	1	1
Personal & Social Education		1	1
Personal Support	Health & Wellbeing	1	1

S3

In S3, pupils additionally choose one from a modal schematic, where they will study up to 11 subjects and select 6 of these to study in greater depth in S4. The related subjects are grouped together to enable pupils to grasp the various types of understanding and thinking.

As it is the final year of Broad General Education, S3 is particularly important. During it;

- Pupils develop key skills to a much higher level than previously. Many of these skills are developed across all subjects. They include the ability to: - analyse, evaluate and create, communicate, prioritise and work effectively in teams
- Pupils also develop skills and understanding which relate to specific subjects or groups of subjects (e.g. sciences, technology or the arts).

Pupils all study the core areas of English, Mathematics, Modern Languages, Philosophy and Citizenship, PE and Social Education. They also learn in 4 other broad areas: Social Subjects, Expressive Arts, Technologies and Science.

All pupils will study	Periods
English	4
Maths	5
PE	2
RE	1
SE	1
Personal Support	1

Pupils will choose one from each of the following curricular areas		Periods
Languages	<ul style="list-style-type: none"> ▪ 2 periods French /1 period Spanish or ▪ 2 periods Spanish /1 period French 	3
Expressive Arts	<ul style="list-style-type: none"> ▪ Art & Design ▪ Music ▪ Music Technology ▪ Photography ▪ Drama 	2
Science	<ul style="list-style-type: none"> ▪ Biology ▪ Chemistry ▪ Physics 	2
Social Subjects	<ul style="list-style-type: none"> ▪ Geography ▪ History ▪ Modern Studies ▪ RMPS 	2
Technologies	<ul style="list-style-type: none"> ▪ Business Management ▪ Computing Science ▪ Design & Manufacture ▪ Engineering Science ▪ Graphic Communication ▪ Home Economics 	2

Pupils will choose an additional 4 choices and 1 reserved choice.

Subject	Progression to S4/5	Choice	Reserve
Administration/IT	Level 5/6 (N5/Higher)		
Art and Design	Level 5/6 (N5/Higher)		
Biology	Level 5/6 (N5/Higher)		
Business Management	Level 5/6 (N5/Higher)		
Chemistry	Level 5/6 (N5/Higher)		
Classics	Level 5/6 (N5/Higher)		
Computing	Level 5/6 (N5/Higher)		
Dance	Level 5/6 (N5/Higher)		
Design & Manufacture	Level 5/6 (N5/Higher)		
Drama	Level 5/6 (N5/Higher)		
Engineering Science	Level 5/6 (N5/Higher)		
Fashion	Level 5/6 (N5/Higher)		
Geography	Level 5/6 (N5/Higher)		
German	Level 5/6 (N5/Higher)		
Graphic Communication	Level 5/6 (N5/Higher)		
History	Level 5/6 (N5/Higher)		
Home Economics	Level 5/6 (N5/Higher)		
Modern Studies	Level 5/6 (N5/Higher)		
Music	Level 5/6 (N5/Higher)		
Music Technology	Level 5/6 (N5/Higher)		
PE: Aesthetics	Level 5/6 (N5/Higher)		
PE: Performance	Level 5/6 (N5/Higher)		
Photography	Level 5/6 (NPA/Higher)		
Physics	Level 5/6 (N5/Higher)		
Practical Metalwork	Level 5 (N5)		
Practical Woodwork	Level 5 (N5)		
RMPS	Level 5/6 (N5/Higher)		
Travel and Tourism	Level 5 (N5)		

Senior Phase

Fourth to the sixth year is the Senior Phase where there is continued specialisation. We hope to provide a curriculum for the senior phase which allows all learners to achieve the qualifications and experiences, skills and capacities necessary to move to a positive destination at the end of the fourth, fifth or sixth year of the learner's secondary schooling. There will be different pathways through Senior Phase these are designed to meet the needs of the learners. There will be opportunity for exit points where pupils may choose to move from school to college; apprenticeship, work and their needs must also be catered for in this phase.

<https://www.monifiethhighschool.com/senior-course-choices>

All pupils within the senior phase are entitled to:

1. A curriculum which is coherent and is sufficiently flexible to provide a variety of learner pathways reflecting the interest and aptitude of the individual learner
2. A 'blended' curriculum that provides opportunities to achieve vocational qualifications alongside traditional academic subjects also capturing Wider Achievement
3. Opportunity to obtain qualifications as well as to continue to develop the attitudes and capabilities of the four capacities
4. Opportunity to develop skills for learning, skills for life and skills for work with a continuous focus on literacy, numeracy and health and well-being
5. Personal support to enable them to gain as much as possible from the opportunities that Curriculum for Excellence can provide
6. Engagement with partners and other agencies to embed the recommendations of the 'Wood Commission Report', Developing the Young Workforce and STEM (Science, Technology, Engineering, Maths – STEM)
7. Support in moving to a positive and sustained destination beyond school should be a major priority of senior phase

ASSESSMENT & REPORTING

By the end of P7 most pupils will have completed the Curriculum for Excellence Level 2 Experiences and Outcomes. During S1-S3 most will be working on the Level 3 Experiences and Outcomes with many moving on to Level 4 in S2-S3.

Pupil move through the Experiences and Outcomes at their own pace. There are four main ways in which pupils will be assessed during the Junior Phase:

- **WRITE** – where a pupil may have some written evidence e.g. end of unit assessment
- **MAKE** – where a pupil may have created a model or a poster
- **SAY** – where a pupil may have presented to the class or classmates
- **DO** – where pupils may act out a scenario or conduct a class vote

Assessment is crucial to our tracking progress, planning next steps in learning, reporting and involving parents and learners in learning. Evidence of progress can be gathered by learners themselves, and by fellow pupils, parents, teachers and other professionals.

A number of approaches are employed including (but not limited to) the following:

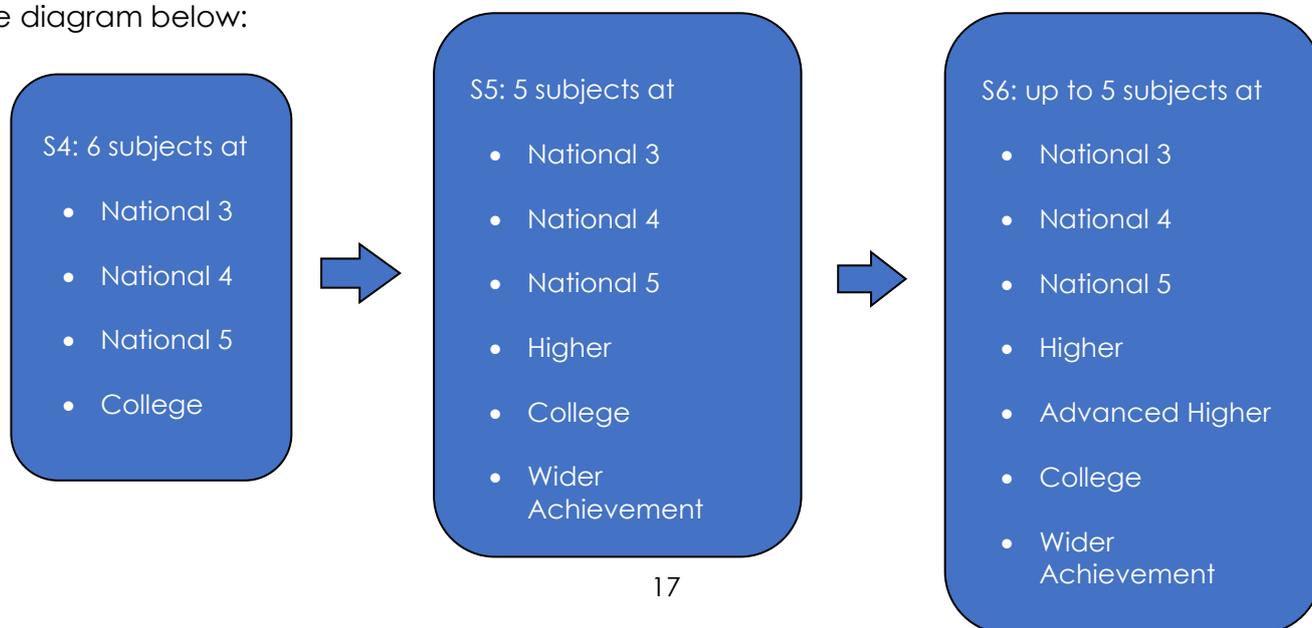
- Self-assessment – learners are encouraged and supported to look at and revisit their own work, to develop a better understanding of what they have learned, and what they need to work on
- Peer assessment – learners are encouraged and supported to work together to help others assess what is good about their work and what needs to be worked on
- Personal learning planning – children, teachers and parents work together to develop planning for next steps in learning

Your child's progress is not only based on 'tests' but on the learning that takes place within the classroom and in different settings both within and out with the classroom.

Evidence of children and young people's progress and achievements will come from day to day learning and through the things they may write, say, make or do. For example, evidence may emerge as a result of children and young people taking part in a presentation, discussion, performance, or practical investigation.

In order to prepare pupils for the external examinations which lie ahead we organise formal prelim examinations once a year for S4-6 (currently in January).

In the Senior Phase students embark on the National Qualifications which can be summarised in the diagram below:



REPORTING

All pupils are issued with their first report between September and November. This provides information on how the pupil is settling into courses and documents working grades for senior pupils.

S1 – S3 pupils receive further information on progress and milestone grades in both January and May. Milestone grades of 1 – 5 show where each pupil is with regards to how well they are coping with new skills, how much they can work independently and how well they can apply those skills to new and unfamiliar situations. Milestone grades are determined by analysing each pupil's assessments along with classwork each term.

S4 – S6 pupils receive a second report in February documenting prelim grades, progress in courses and next steps.

Parents are encouraged to pass comment and are invited to contact the school if necessary following receipt of the report.

MILESTONES

In S1-3 progress is tracked using milestone levels. A milestone relates to a data collecting event when all assessments for the subject so far are collated and, along with class work and the teacher's professional judgement, milestone progress level is recorded. The levels range from 1 to 5. Milestones will change over time but in general if a pupil were consistently awarded a milestone throughout S1-3 we would expect them to target the following within that subject as they progress into S4 and beyond:

Milestone	Expectation
1 (Approx. 10% of cohort)	A/B pass at Higher in S5 could progress to AH in S6
2 (Approx. 20% of cohort)	A/B pass at N5 in S4 pass at Higher in S5 if subject taken
3 (Approx. 40% of cohort)	Pass at N5 in S4 could attempt Higher in S5 but may need 2 years
4 (Approx. 20% of cohort)	May attempt N5 in S4 but chance of success low
5 (Approx. 10% of cohort)	Would most likely not cope with N5 in S4

LEARNING COUNCIL

We place great emphasis as a school on helping pupils to understand the numerous ways in which they can help others. Within the school pupils are actively engaged in the Learning Councils, Primary Transition, and Secondary Learning Councils. The Learning Council is made up of young people who put themselves forward for selection at the beginning of session and hold office for the duration of one year. Throughout the year they will meet regularly with key staff members and senior Pupil Leaders to discuss learning in the school. They make detailed and highly informed input into school improvement priorities and regularly address emerging issues. The pupils have also been involved in staff training.

STUDY SKILLS

All our young people want to succeed. Many however either leave revision too late and end up 'cramming' before tests or use revision methods which are not efficient. Students can benefit from the support of family and friends and we hope that parents and carers will become actively involved in the revision process by helping their child to devise study schedules and by taking on the role of 'study buddy', talking and asking questions about the work being revised.

We recommend that our pupils use a combination of revision techniques, documented by a group of psychologists called The Learning Scientists. Short videos explaining the techniques can be viewed at the following website: <https://www.learningscientists.org/>

Three of the revision techniques that we hope students will use are described below.

1. Retrieval Practice

Retrieval practice involves bringing information that has already been learned back out from memory. This gives the student practice at reconstructing information in the same way that they will need to during a test or exam. Some retrieval methods are described below.

- **Flash cards:** The term to be learned is written on one side of a piece of card and the definition is written on the other side. Pupils then go through the pile of flash cards giving the definition before turning the card over to check that they are correct. A quick line drawing (where appropriate) beside the word can help with recall. Parents can help by going through the flash cards with their child.
- **Mind map:** This is a diagram which allows the pupil to map out facts and ideas within a topic and summarize information. Again, a combination of words and pictures are used. Pupils should try to draw out the mind map on a blank sheet of paper from memory. Parents can help by asking their child to talk them through the mind map (a bit like talking you through a story).
- **Revision Questions:** There's no point in knowing the facts if you cannot use them to answer questions. Trying as many exam-type questions as possible is absolutely key to gaining the best possible grades. Through the year teachers will provide relevant questions in homework and revision material. In senior school, SQA past papers for each subject can be downloaded free of charge from the SQA website. Pupils should make sure that they check their answers with the marking scheme and should seek assistance if they are having difficulties.
- **Verbal explanation:** The pupil explains everything they can remember about a topic to a study buddy. An example would be for a pupil to read over a subtopic one night and then the next night explain the topic to a study buddy or to answer questions with another pupil and go through their answers together.

2. Spaced Practice

Research shows that revisiting topics many times over the course of a session (**spaced practice**) is a much more successful revision technique than 'cramming' in the run up to the exams. Spaced practice helps because in the period between study sessions we forget some of the information and then by relearning when we next revise the topic, we make the memory stronger. Planning and then sticking to a revision schedule especially during the first and second academic terms is a hard thing to do. One way to negotiate with your child may be to start by keeping a weekly diary of activities to identify where there is space during the week for revision. Once the timeslots have been identified, a study schedule can be made up. Try to build in rewards – having something to look forward to makes studying easier for all of us! The earlier that spaced practice is started the more successful the young person will be.

3. Dual Coding

In dual coding, a combination of words and diagrams are used in revision materials. By using the two different formats you have two different ways of remembering information, each being processed differently by the brain. An example would be flash cards for French where a quickly drawn picture of a shirt would have the word 'chemise' under it. Or in biology, a diagram of the parts of a flower would have the parts labelled correctly. Mind maps are a form of dual coding where they include both words and pictures.

RELATIONSHIP POLICY

[Angus Council anti-bullying policy](#)

Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground, and wider learning community. Underpinning this is the emotional health and wellbeing of staff.

Building Curriculum for Excellence through Positive Relationships and Behaviour.

The aims of the Monifieth Relationships Policy are:

- To promote positive relationships through our whole school ethos and shared values
- To be informed by national and local legislation and current educational thinking with regards to supporting young people and meeting their need
- To give opportunities and resources to improving relationships and behaviour which will lead to positive outcomes in relation to inclusion, engagement and attainment
- To develop clear systems of communication to support staff, young people, parents / carers and partners
- To work under the three principles of:

Visible Consistency

Visible Communication

Visible Kindness

Monifieth High Relationships Policy - Roles and Responsibilities-

All Pupils will:

- Respect: others and themselves
- Engage: with their learning
- Contribute: positively to the Monifieth Community

All staff will:

- Meet and greet pupils at the start of each lesson
- Follow the Monifieth Classroom Way
- Refer to the Expectations for all young people- Respect, Engage, Contribute

All PTs Curriculum will:

- Meet and greet pupils into the department and be a visible presence to encourage appropriate conduct
- Support staff through DMs and with discussions with young people
- Monitor any Departmental Target Sheets

All PTs Pupil Care and Support will:

- Have an overview of a young person's progress and identify appropriate support
- Will work closely with young person, family, staff and partners
- Play a pivotal role in ensuring clear communication

All SLT will:

- Meet and greet at the start of the day and be a visible presence at key times of the school day.
- Support staff in working with young people who have complex needs.
- Use data to analyse the impact of key interventions

All Parents/Carers will:

- Support their child in being respectful to others and themselves
- Communicate any information with school that may impact on their child's learning
- Encourage their child to take an active part in the Monifieth High Community

PARENTAL INVOLVEMENT - BECOMING INVOLVED IN SCHOOL

Your day-to-day involvement in your child's learning will be the largest single factor in their success. Practical ways in which you can give him/her support are described in detail at the "Support your Son/Daughter Evening" for all S1 parents each September. This is an evening attended by virtually all parents of S1 pupils and we will give you early notice of its date when your child joins the school.

Also, attendance at your child's Parents' Night where you have an opportunity to discuss with the class teacher your child's progress.

Our Parent Council meet termly, and advance warning of the meeting date is put on Twitter and Monifieth High School Parent Council Facebook page.

Easy fundraising is a Parent Council fundraising scheme to raise additional funds for Monifieth High School. If you join <https://www.easyfundraising.org.uk/> you can collect free donations for the school every time you buy something online. It won't cost you a penny - www.easyfundraising.org.uk. We would encourage all parents to support our fundraising thank you.

As your child progresses through the school, you will be involved and consulted at each stage of their choice of subjects. Many parents are also able to organise Work Experience for their children and this is of immense benefit.

If you wish to be a regular parent helper, PVG (Protecting Vulnerable Groups) checks have to be completed. Please discuss this with the Head Teacher / School Business Manager.

PARENTAL CONCERNS

Parents should contact the school immediately if they have a cause for concern. It is our wish to deal with all matters as early as possible preventing them from growing into significant concerns. Please contact your child's Pupil Care & Support Teacher in the first instance. Staff will listen to your concern and agree a way forward with you.

If it is helpful, you are welcome to arrange a meeting with the appropriate Pupil Care & Support Teacher, Depute in charge of House or Mrs McNally, Head Teacher.

THE COMPLAINT PROCEDURE

[Angus Council complaints procedure](#)

In the vast majority of cases, you will find that your concerns, once shared, are warmly supported by staff so that a suitable support can quickly be agreed. If, however you wish to speak to someone at the centre, follow the above link.

SCHOOL IMPROVEMENT

A summary of our School Improvement Plan is on our [website](#).

The school's Rationale and Departmental rationales are on the [website](#).

SCHOOL PERFORMANCE

SCHOOL PERFORMANCE

The tables below present our performance data over the last five years.

Data is presented as the percentage of the S4 cohort achieving grades A-D each level.

End of S4

Data as % of S4 cohort

Years	2015	2016	2017	2018	2019
5 @ level 3 or better	93.41	93.41	90.86	81.56	82.83
5 @ level 4 or better	93.41	91.21	88.57	81.56	82.40
5 @ level 5 or better	62.28	57.14	61.14	66.48	61.80

End of S5

Data as % of S4 cohort

Years	2015	2016	2017	2018	2019
1 @ level 6 or better	72.45	71.01	74.32	77.40	72.78
3 @ level 6 or better	48.98	57.99	60.11	57.63	57.78
5 @ level 6 or better	27.04	31.36	29.51	33.33	32.22

End of S6

Data as % of S4 cohort

Years	2015	2016	2017	2018	2019
1 @ level 6 or better	65.31	74.36	73.81	75.27	79.10
3 @ level 6 or better	53.06	55.90	63.69	65.93	63.84
5 @ level 6 or better	34.18	38.97	47.62	48.90	47.46
1 @ level 7 or better	25.51	31.28	29.76	23.63	26.55

HEALTH CARE

You can contact your school health staff at: -

School Nurse: Leanne Oliphant
Whitfield Clinic
123 Whitfield Drive
Dundee
Tel: 01382 504698

USEFUL LINKS AND CONTACT DETAILS

Angus Council
Angus House
Orchardbank Business Park
FORFAR
DD8 1AN
Tel: 03452 777 778
Email: ACCESSSchoolsLearnBSU@angus.gov.uk

ANGUS COUNCIL WEBSITE

Visit angus.gov.uk/schools for information that applies to schools across Angus on topics including:

- holidays
- meals
- school payments
- attendance and absence
- assessment and reporting
- transport
- drugs education
- religious and moral education
- transitions
- ...and more

OTHER WEBSITES

Find useful links to other websites at angus.gov.uk/linksforparents

APPENDIX A

Monifieth High School Twitter Accounts.

Monifieth High (@MonifiethHigh),
Monifieth High PE (@MonifiethhighPE),
MHS Drama Dept (@monifiethdrama),
Monifieth High Music (@MHS_Monmusic),
Monifieth Strings (@monstrings),
MonifiethHighHomeEc (@MonifiethHighHE),
Monifieth H.S Modern Studies (@MSMonifieth),
Monifieth High Princes Trust (@MonifiethT),
Monifieth High Eng (@MonihighEnglish),
Monifieth HS Library (@lib_mhs),
MHS ASN Department (@mhs_asn),
MHS Technologies (@PeopleWhoCan),
MHS PC&S (@pcs-mhs),
MHS Drama Dept (@monifiethdrama),
MHSClassics (@MHS_Classics),
MHS BCT (@mhs_bct),
MHS Georgraphy (@mhsgeog),
Balmossie MHS (@BalmossieHT_MHS),
MHS Netball (@MHSnetball),
MHS Sports Leaders (@leaders_msh)
Monifieth High Health and Wellbeing (@MonifiethHWB)