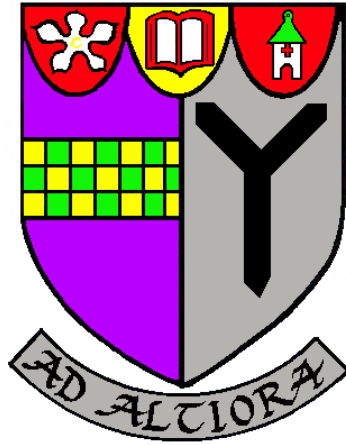


JAMES HAMILTON ACADEMY



Business Education & IT Department

Departmental Handbook

2012-2013

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INTRODUCTION

The following are the reasons why we have a written statement of policy/handbook:

- 1 It makes clear the department's aims. The pace and diversity of change in education is such that the response to it should be based on well thought-out policies.
- 2 A policy statement is a basis for common direction and common purpose for **ALL** members of the department. It provides a focus for united action towards agreed goals.
- 3 A written statement is an important part of communicating departmental policy: to members of the department (particularly new members, probationers and students), to other departments with overlapping interests, to the Senior Management Team, to the School Board, to Parents, to HMIE and to the local authority East Ayrshire Council.
- 4 The production of a systematic and comprehensive statement uncovers areas of policy where there might have been vagueness, disagreement or no policy at all.
- 5 Departmental time, money and resources, unless informed and guided by a cohesive policy, could be misdirected, wastefully used and ineffectively applied.
- 6 A statement which includes objectives and priorities and points the way ahead is a good basis for a department to evaluate its own performance, and for accountability both within and outwith the department. With this kind of professional vigour, a department is more likely to be an effective unit, which can meet the challenge of a changing educational scene.

AIMS AND OBJECTIVES OF THE BUSINESS EDUCATION & IT DEPARTMENT

To offer Business Education of the highest quality by:

- 1 providing a full range of appropriate educational courses and services:
 - S1 Information Technology
 - S2 Business
 - S2 PC Passport
 - S2/3 Administration and IT
 - S2/3 Computing Science
 - S4 - NQ Administration
 - S4 – Standard Grade Computing
 - S5/6 – NQ Administration (Int 1, Int 2 and Higher)
 - S5/6 – NQ Business Management (Int 2 and Higher)
 - S5/6 – NQ Computing (Int 2 and Higher)

- 2 encouraging and enabling all school pupils to develop their abilities, both now and in the future;

- 3 providing courses using a wide range of suitable resources, accommodation and teaching and learning approaches;

- 4 evaluating our performance and striving to improve the service we provide;

- 5 encouraging the professional and personal development of members of our department.

- 1 Do not enter the classroom until instructed to do so by a teacher. Stand quietly and in an orderly manner outside.**
- 2 Enter the room quietly.**
- 3 Take off your jacket and put over the back of the chair. Put your school bag under the desk.**
- 4 Sit quietly and wait for further instructions.**
- 5 Collect all folders, books and workbooks ready to begin.**
- 6 Do not talk when the teacher is talking and do not interrupt the teacher.**
- 7 When working at the computer do not talk to those around you. If you are talking you are not concentrating and this is how mistakes are made.**
- 8 Tidy up quietly at the end of the lesson. Make sure all folders, books and workbooks are put away neatly.**
- 9 Close the filing cabinet drawers after use (health and safety issue).**
- 10 Make sure that you have logged off at your computer and that your workstation is tidy.**
- 11 Push your chair(s) in – both at the computer and at your desk.**
- 12 Leave the room quietly and in an orderly manner.**
- 13 Do not run in the classroom. This is a health and safety hazard.**

LITERACY

1 AIMS

- To promote and develop literacy in all Business Education and IT subjects (shared responsibility) in order to allow pupils to make progress and to reach their potential.
- To ensure that pupils have opportunities to develop their reading, writing, listening and speaking skills.
- Literacy across the curriculum should contribute to the development of the 4 capacities within A Curriculum for Excellence.
- Literacy should contribute to the National Priorities.
- To support pupils in the presentation of their work – paying attention to grammar, spelling and punctuation.
- To ensure pupils have the opportunity to receive individual and peer evaluation (formal and informal feedback).

James Hamilton Academy has a Literacy Committee and Mrs Nicolson represents the Department on the committee. She ensures that our departmental views are represented at committee meetings and informs us of any developments in literacy which effect our department.

2 RESPONSIBILITIES

- To implement the Whole School Policy on Literacy.
- To be aware of the needs of all pupils in your class especially those with ISPs/IEPs.
- To have expectations in relation to literacy – giving praise and reward where appropriate.
- To remind pupils re the Spelling and Correction Code and use this when assessing pupils' work.
- To highlight the supports for pupils re literacy eg Homework Diary, Study Support, Word Walls, etc.
- To ensure pupils develop the ability to use a variety of information sources (information skills) to support independent learning.
- To praise and reward pupils in relation to Literacy.
- To ensure that literacy is supported via ICT.
- To contribute to the Literacy Newsletter and Literacy Noticeboard.
- To identify any staff development requirements in relation to literacy and confirm these during the Staff Development and Review process.

3 ASSESSMENT IS FOR LEARNING (see Page 16)

The following techniques are recognised and used by the Business Education & IT Department:

- Brainstorming
- Groupwork
- Questioning
- Peer Evaluation
- Redrafting
- Skimming and Scanning
- Mind Maps
- Spider Diagrams
- Note Taking
- Exam Papers

4 DEPARTMENTAL SUPPORT FOR PUPILS

- Word Walls/Word Banks
- Entries in the Homework Diary (Departmental Glossaries)
- Subject Dictionary/Dictionary.com
- Writing Frames
- Study Support/Easter School
- Extra-curricular/Wider Achievement Opportunities
- Literacy Noticeboard/Literacy Newsletter
- Access to ICT facilities eg Grammar Check

5 MONITORING AND EVALUATING

Discussions and monitoring at Department Meetings and Department Reviews, sampling pupils' work and viewing pupil experience. Discussions with parents at Parents' Evenings.

NUMERACY

1 AIMS

- To promote and develop numeracy in all Business Education and IT subjects (shared responsibility) ensuring all pupils undertake numeracy tasks in S1-S6.
- To make pupils aware of the links between numeracy and Business Education and IT.
- To have high expectations of pupils in relation to numeracy.
- To ensure Numeracy Across the Curriculum contributes to the development of the 4 capacities within a Curriculum for Excellence eg practising numeracy skills, using ICT, etc.

James Hamilton Academy has a Numeracy Committee and Mrs Reid represents the Department on the committee. She ensures that our departmental views are represented at committee meetings and informs us of any developments in numeracy which effect our department.

2 RESPONSIBILITIES

- To implement the Whole School Policy on Numeracy and equip pupils with the numeracy skills they need to progress and achieve their potential.
- To ensure pupils link their learning in Business Education and IT to their learning in Maths.
- To ensure that working with numbers is an integral part of all department courses.
- To ensure the department teaches the agreed numeracy outcomes from aCfE.
- To ensure that numeracy is supported by the use of ICT eg spreadsheets.
- To praise and reward pupils in relation to Numeracy.
- To contribute to the Numeracy Newsletter and Numeracy Noticeboard.
- To identify any staff development requirements in relation to numeracy and confirm these during the Staff Development and Review process.

3 ASSESSMENT IS FOR LEARNING

The following techniques are recognised and used by the Business Education and IT Department:

- ✓ Brainstorming
- ✓ Paired/Groupwork
- ✓ Questioning
- ✓ Groupwork to solve problems
- ✓ Peer Evaluation
- ✓ Teacher assessment
- ✓ Discussion with teacher prior to final submission of work

4 SUPPORT FOR PUPILS

- ✓ Key numeracy topics/word banks
- ✓ Glossaries in Homework Diaries
- ✓ Numeracy Displays in the Department
- ✓ Easter School, Study Support and Target Setting
- ✓ Numeracy Displays
- ✓ Use of ICT facilities eg Excel, calculator, etc

5 OUTWITH THE CLASSROOM

There will be opportunities for pupils to use their numeracy skills in contexts outwith the classroom:

- ✓ Enterprise Activities
- ✓ Fundraising Activities
- ✓ School Show
- ✓ School Shop
- ✓ Cross-curricular Activities

Teaching exemplars of identified numeracy topics have been produced for staff and are held in the staffbase.

6 MONITORING AND EVALUATING

Discussions and monitoring at Departmental Meetings and Departmental Reviews, sampling pupils' work and viewing pupil experience. Discussions with parents at Parents' Evenings.

HEALTH AND WELL-BEING

1 AIMS

- To promote and develop health and well-being in all Business Education and IT subjects (shared responsibility) ensuring all pupils undertake tasks relating to Health and well-being.
- To make pupils aware of the links between health and well-being and Business Education and IT.
- To have high expectations of pupils in relation to health and well-being.
- To promote the physical, spiritual, social and emotional health and well-being of all staff and pupils in James Hamilton Academy.
- To work in partnership with appropriate agencies to maintain and develop the health and well-being of staff and pupils (inc the Learning Community).

James Hamilton Academy has a Health and Well-being Committee and Mrs Reid represents the Department on the committee. She ensures that our departmental views are represented at committee meetings and informs us of any developments which effect our department.

2 RESPONSIBILITIES

- To co-operate with East Ayrshire Council's Policy on Health, Safety and Welfare.
- To ensure health and well-being activities and topics are included in the Business Education and IT curriculum.
- To discuss health and well-being activities at department meetings.
- To provide opportunities for pupils to be involved in decision-making activities.
- To re-inforce the school's commitment to promoting pupils' health and well-being (curricular opportunities and via extra-curricular activities).
- To identify ad hoc opportunities to allow pupils to develop values and attitudes which encourage them to be responsible for their own health and well-being.

3 SUPPORT FOR PUPILS

The following support strategies are in place for pupils to assure their mental, emotional, spiritual and social well-being:

- Provision of Study Support, Easter School and Study Days
- Additional lessons agreed with pupils/PTs and SMT
- Mentoring/Target Setting
- Attainment Calendars
- Anti-bullying procedures
- Pastoral support from PTs Pupil Support
- School Nurse – drop-in facility
- Trips, excursions and school events
- Religious assemblies
- Social networking – covered specifically in S1 IT
- Pupil Support Base

4 SUPPORT FOR PUPILS WITH ADDITIONAL SUPPORT NEEDS

- ✓ Ensure all barriers to learning are addressed.
- ✓ Liaise with partners eg Mrs Wilmot.
- ✓ Develop self-esteem and self-confidence through recognising achievement and the use of praise.
- ✓ Ensure equality of opportunity eg outside speakers, trips, etc.
- ✓ Trained staff and facilities.
- ✓ Appropriate tasks/activities are provided for pupil who are absent long-term eg illness, exclusions, etc.

5 SUPPORT FOR STAFF

- ✓ CPD – on-site health and well-being activities and training eg Heartstart, Epipen Training, Bounce Back, etc
- ✓ PRD process
- ✓ Staff support services (EAC)
- ✓ EAC Health and Safety Policy
- ✓ Whole School Health and Safety Policy
- ✓ Whole School Health and Well-being Policy

Staff are involved in mapping the CfE outcomes and experiences to health and well-being via course planning.

6 MONITORING AND EVALUATING

Discussions at Departmental Meetings (A Reid to feedback after committee meetings). In addition discussions will take place at Departmental Reviews, after sampling pupils' work and viewing pupil experience. Discussion will also take place after the Health and Well-being themed day.

ASSESSMENT IS FOR LEARNING (AifL)

All staff teaching in the department continue to try new AifL techniques. Where appropriate pupils are informed of the Learning Intentions at the beginning of the lesson. These Learning Intentions are then evaluated at the end of the period in order to determine the success of the lesson. Successes can then be celebrated, revision techniques can be investigated and areas for improvement can be identified.

Staff continue to read documentation provided on the latest AifL techniques. Staff will continue to share good practice where appropriate.

Solutions to most Homework Exercises have been produced in booklet form in order to facilitate AifL. Computing homework solutions have been placed on the school server. It is hoped that in the future homework solutions will be placed on GLOW and on the school website.

AifL strategies must be planned and well managed if they are to be successful. Strategies used in the department include:

- **Sharing Learning Intentions at the start of the lesson**
- **Evaluating the success of the lesson**
- **Using a variety of Questioning Techniques**
- **Class Discussion re Assessments**
- **Use of ‘Traffic Lights’ on Homework and Checklists**
- **Self Assessment**
- **Peer Assessment**
- **Skills Scans**
- **Target Setting (by Staff)**
- **Target Setting (by Pupils)**
- **Mind-maps**

Department are making every effort to incorporate the techniques below into their lessons:

- ✓ **Think, Pair and Share**
- ✓ **Jigsawing**
- ✓ **Peer Teaching**
- ✓ **Carouselling**
- ✓ **Self-assessment Grids**

EDUCATION FOR CITIZENSHIP (inc GLOBAL CITIZENSHIP)

It is the role of the Principal Teacher to raise awareness of Education for Citizenship eg at Departmental Meetings. Within the department staff take every opportunity to link their teaching and learning to citizenship skills and activities. Pupils are given the opportunity to discuss aspects of citizenship, decision making, form opinions, debate citizenship issues and take responsibility for their own learning.

Staff are committed to establishing a positive working environment/ethos within their classrooms in order to improve achievement and attainment. Staff working in the department support additional activities aimed at promoting Education for Citizenship eg Anti-litter Week, School Show, Mentoring, Peer Support, Xmas Parcels, etc.

Staff will identify any ad hoc opportunities to involve others in the delivery of Education for Citizenship in the curriculum eg visiting speakers, business trips, etc.

We encourage recycling of both paper and toner cartridges and discuss the merits of these activities with the pupils.

A rewards system is now in place for all S1 classes which encourages pupils to take responsibility for their own behaviour and learning whilst working as a team towards a common goal (marbles).

Staff will share good practice where appropriate.

The Principal Teacher will monitor CPD issues relating to Education for Citizenship as part of the Staff Development and Review process. The Principal Teacher will Quality Assure citizenship activities.

ENTERPRISE IN EDUCATION

The department are committed to the recommendations of ‘Determined to Succeed’ and are familiar with the Whole School Policy on Enterprise in Education.

All staff offer opportunities for pupils to develop enterprising attitudes and skills (the can do attitude) and to develop their understanding of the world of work. Staff working in the department support any enterprise activities aimed at developing the self-confidence, self-esteem and motivation of pupils eg Mock Interviews, CMI Workshadowing, School Events, Workplace Visits, Build a Barracks, Student Investors, etc. Staff contribute to school and authority newsletters/bulletins following such enterprise activities.

Where possible staff teaching Business Education and IT courses will use exemplars of existing practice in business organisations as a teaching aid eg Times 100 case studies, videos (Rover/Mini), Internet (BizEd Website), Business Simulations (Business@Work), etc.

Staff will share good practice where appropriate. Mrs Nicolson will evaluate enterprise lessons and activities through department meetings, questionnaires, discussions with pupils and staff and formally by viewing pupil experience.

Careers – where appropriate staff advise pupils on career options, college and university courses and suitable option choices in S2 and S4/5. Job Descriptions, Person Specifications, Application Forms and Interview Techniques are integral to NQ Administration and Business Management courses.

A Careers Noticeboard is located in the corridor outside C46.

Health and Safety – a key topic in all Business Education and IT courses.

Security of Information and Internet Safety – key topics in all Business Education and IT courses.

Communication Skills – a key topic in S1/2 ICT, Administration, Business Management and Computing.

Decision Making – a key topic in Business Management (one of the 3 elements in Standard Grade Business Management) and Accounting.

Risk Taking – a key topic in Business Management.

The Principal Teacher will monitor CPD issues relating to Education for Enterprise as part of the Staff Development and Review process. The Principal Teacher will Quality Assure enterprise activities to ensure a high standard of delivery.

ICT

1 AIMS/OBJECTIVES

To maximise the use of PCs and communication technology in the department to enhance teaching and learning. To ensure that pupils are given the maximum opportunity to make optimum use of the computer hardware and software packages which are available in the department.

2 METHODS OF ACHIEVING THE OBJECTIVE

2.1 Schemes of Work for all Business Education and IT courses indicate that access to PCs and a wide variety of software is an integral part of each course:

- a S1 IT. Pupils use MS Office to complete the majority of IT tasks in S1. Keybytes and Mavis Beacon are also available. Pupils will be given the opportunity to use USB sticks, scanners, digital cameras, digital tablets and access the Internet. E-mail will be accessed via Glow.
- b S2-4 Administration. Pupils use MS Office to complete the majority of tasks in Administration. Pupils use additional software packages to improve their keyboard skills (Mavis Beacon and BBC Dance Mat). They access the Internet in order to undertake research. E-mail will be accessed via Glow. MS Outlook software is used as an electronic diary.
- c S2 Business. Pupils use MS Office for Word Processing, Spreadsheets, Databases and Powerpoint. They will have access to the Internet to undertake research. E-mail will be accessed via Glow.
- d S2 PC Passport. Pupils use MS Office for Word Processing, Spreadsheets and Powerpoint. They will have access to the Internet to undertake research. E-mail will be accessed via Glow.
- e S2-4 Computing. Pupils use MS Office for Word Processing, Spreadsheets, Databases and Powerpoint. In addition, pupils use programming software eg Visual Basic, Kodu, Scratch, etc. They will have access to the Internet to undertake research. E-mail will be accessed via Glow.
- f S5/6 Business Management. Pupils are encouraged to use MS Office to prepare reports and investigations. Pupils have “hands on” experience when undertaking the “Information” area of the course. Scholar materials are available for use when there is access to an IT Suite. The Internet should be used to source up-to-date information when appropriate. The use of Powerpoint should be encouraged to prepare and deliver presentations.
- g S5/6 Computing. Pupils use PCs, together with the appropriate software, in all aspects of these courses (word processing, spreadsheets, databases, programming, Powerpoint presentations, etc).
- h S5/6 Administration. Pupils use PCs, together with appropriate software for the course (word processing, spreadsheets, databases, etc). Pupils will have the opportunity to use the Internet and Powerpoint where appropriate. E-mail will be accessed via Glow and MS Outlook is used as an electronic diary. Hot Potatoes software is used as a revision tool for Administrative Services outcomes.

3 Hardware:

C30	21 PCs Laptop	2 printers	TV and Video	Scanner, Projector and Promethean Board
C46/7	21 PCs 2 Laptop	1 printer	Binder and Laminator	Scanner, Fax, Networked Photocopier, Interactive Whiteboard, Projector
C49	21 PCs Laptop	2 printers		Projector
C48	15 PCs 5 Laptop	1 printer		Projector
C45	1 PC	1 all-in-one printer, scanner and copier	TV and DVD Player	Projector
In additional we have one mobile TV and Video.				

- 3.1 All pupils are encouraged to develop correct keyboarding techniques when using PCs.
- 3.2 Staff will make every effort to be fully competent in the use of all PC hardware and software required for the courses delivered. Staff will aim to extend their knowledge as a matter of ongoing development.
- 3.3 All staff should research new software and hardware.
- 3.4 Mrs Nicolson is responsible for ensuring that staff are familiar with copyright regulations, and that these regulations are not breached.
- 3.5 Mrs Nicolson is responsible for ensuring that staff have access to a copy of the inventory of departmental software (currently kept in the Staff Base).
- 3.6 Staff are encouraged to use PowerPoint software where appropriate. Any PowerPoint presentations should be loaded onto PCs and the original file stored on the server.
- 3.7 The server allows staff to load files onto the Public Area to be used by classes. Pupils should copy the files from the Public Area onto their own H Drive.
- 3.8 The Public Area is also used to store files which all department staff can access eg Handbook, Improvement Plan, Class Lists, Discipline Incidents, Assessment Grades, Minutes of Department Meetings, etc.
- 3.9 Most parental reports are produced using SEEMIS.
- 3.10 Tracking will be undertaken using SEEMIS Monitoring and Tracking.

4 MONITORING AND EVALUATION

Existing methods of monitoring and evaluating ICT are:

- 4.1 Informal discussion at department meetings and at the Annual Department Review.
- 4.2 The Assessment Evaluation Form used by teachers after using an assessment, prompts a review of learning and teaching approaches of that topic, and this includes the use of ICT.

HOMEWORK

1 AIMS

- ✓ To ensure that all Business Education and IT courses have regular, meaningful and challenging homework.
- ✓ To ensure that homework tasks include and reinforce the key principles of ACfE and the National Priorities (inc Literacy).
- ✓ To ensure homework routines and skills are established from S1.
- ✓ To ensure homework set takes account of the individual needs of all pupils eg vulnerable pupils, pupils with additional support needs, LAAC pupils, etc.
- ✓ To clarify the most up-to-date procedures for non-completion of homework.
- ✓ To provide guidelines on the type, amount and frequency of homework.

2 TYPES OF HOMEWORK

Homework should be clear, interesting, varied and challenging.

- ✓ Formal homework exercises – consolidating classwork
- ✓ Completion of tasks (started in class)
- ✓ Preparation for class tests/NABs/Units/Prelims and SQA Exams
- ✓ Revision of previously taught topics/units
- ✓ Completion of Past Paper questions
- ✓ Completion of commercially-produced exam papers
- ✓ Practising a particular skill eg problem-solving
- ✓ On-line revision – quizzes, mindmaps, slideshows, etc
- ✓ Writing short and extended essay questions
- ✓ Research Tasks
- ✓ Practising the relevant command words eg compare, justify, etc
- ✓ Reading Case Studies
- ✓ Watching news bulletins (Business Management)

3 AMOUNTS AND FREQUENCY

S1	2-3 per term
S2	2-3 per term
S3	2-3 per term
S4	3-4 per term
S5/6	3-6 per term

4 ROLE OF STAFF AND PROCEDURES

Homework should be given regularly to all classes (as per Course Plans).

Homework diaries should be on the desk at the beginning of every period (esp for S1 pupils).

Always give time during the lesson to note down homework and highlight the importance of homework. Homework deadlines should be written on the whiteboard – absentees can check the whiteboard on their return to class.

Staff should ensure that all pupils have the necessary equipment and resources to complete their homework.

Differentiated homework should be given where appropriate and staff should be familiar with ISPs and IEPs.

Demerits should be input if homework is forgotten, late or poorly done. Inform pupil of demerit. Parents/carers can be alerted by completing a Letter of Concern. See the Positive Discipline Policy.

Homework should be corrected and feedback given (advise of strengths and weaknesses). Marking may involve peer marking (AifL). Staff should be using the Whole School and the Departmental Spelling and Correction Code.

If a pupil makes a genuine improvement in their effort with homework then a Merit should be input or a Letter of Commendation should be completed. Such pupils should also be considered for Pupil of the Month.

5 SUPPORT

S1/2 Homework Issues – can be referred to R Cochrane for after school support. Complete appropriate form and pass to PT Pupil Support.

S3/4 Homework Issues – refer to Principal Teacher. After school support will be organised for the following Wednesday at 3.15 pm. Principal Teacher to telephone parents and arrange.

S5/6 Homework Issues – highlight at Department Meeting.

Staff can give extra help with homework at intervals and lunchtimes as appropriate.

6 MONITORING AND EVALUATING

The quantity and quality of homework will be evaluated as follows:

- ✓ via discussions with staff at the departmental meeting
- ✓ via discussions with the Department Link at the departmental meeting
- ✓ via discussions with the Head teacher and the Departmental Link at the Department Review
- ✓ via regular sampling of homework jotters by the Principal Teacher and through cross-checking at departmental meetings
- ✓ via viewing pupil experience in the classroom
- ✓ via perusal of data – homework demerits, homework referrals, referrals to the Pupil Support Base, etc

Homework programmes (Course Plans) will be reviewed and amended where necessary.

QUALITY ASSURANCE

1 AIMS

- To monitor and evaluate the teaching and learning which takes place in the Business Education and IT Department
- To ensure we have a rigorous approach to self-evaluation which leads to improved outcomes for pupils.
- To identify and share good practice and highlight any points for action.
- To evaluate teaching and learning to identify strengths in relation to meeting pupils' needs.
- To gather the views of stakeholders, partners, etc in order to lead to improvements in provision.
- To retain evidence of quality assurance procedures.

2 MEETING THE AIMS OF THE POLICY

There is a Whole School Quality Assurance calendar and a Departmental Quality Assurance Calendar.

- Department Meetings – quality assurance is on the agenda regularly and pupil sampling takes place during department meetings (including sampling assessments and exam papers).
- Viewing Pupil Experience – undertaken by SMT and the Principal Teacher.
- Sampling Pupils' Views – questionnaires, focus groups, sampling, etc.
- Staff sampling – staff questionnaires completed as a department.
- Department Reviews – undertaken 3 times per session. Lead by the Head Teacher and attended by the Faculty Link and the Principal Teacher. Agendas include:
 - Pupil attainment
 - Resources
 - Quality Assurance
 - Improvement planning

These activities must identify points for action which lead to an improvement in the provision for pupils.

3 KEY AREAS OF SELF-EVALUATION (WHOLE SCHOOL)

All department staff could be involved in the self-evaluation of the following:

- Enterprise
- Citizenship
- ICT
- Support for Learning
- P7 Induction Programme
- Target Setting
- Work Experience
- Pupil Councils
- Parents' Evenings (including Information Evenings)
- Special Projects/Initiatives (inc S2 Moneywise and S3 Internet Safety)

4 RESPONSIBILITIES

To demonstrate a commitment to continuous improvement and life-long learning through self-evaluation

To demonstrate a commitment to raising standards of attainment and achievement.

To evaluate the quality of learning and teaching and take action to improve pupils' learning and to effectively meet the needs of all learners.

To share good practice.

To track pupils' progress to ensure their needs are met and improvements are evident.

To evaluate the work of the department using quality indicators.

To evaluate materials and resources and undertake curriculum development to improve programmes of work and resources.

To inform pupils of the outcomes of all quality assurance exercises.

To maintain professional expertise through an agreed programme of CPD.

5 MONITORING AND EVALUATING

Monitoring and evaluation will take place during Department Meetings, at Department Reviews and during the PRD process (individual reviews). Staff will be involved in classroom visits and checksheets will provide evidence of these visits. Pupil sampling eg questionnaires, focus groups, etc will also inform the process.

In session 2012-2013 the following courses are on offer in the Business Education and IT Department:

S1	Information and Communication Technology	2 Periods per Week
S2/3	Administration (CfE)	3 Periods per Week
S2/3	Business Management (CfE)	3 Periods per Week
S2/3	Computing Science (CfE)	3 Periods per Week
S2/3	PC Passport	3 Periods per Week
S4	Administration (NQ)	3 Periods per Week
S4	Computing (NQ)	3 Periods for Week
S5/6	Higher Administration	5 Periods per Week
S5/6	Higher Business Management (NQ)	5 Periods per Week
S5/6	Higher Computing (NQ)	5 Periods per Week
S5/6	Int 2 Administration (NQ)	5 Periods per Week
S5/6	Int 2 Business Management	5 Periods per Week
S5/6	Int 2 Computing (NQ)	5 Periods per Week

S1 ICT

Pupils follow a course based on the principles of a Curriculum for Excellence. Topics covered:

- Creating and Presenting Text
- Acting Safely and Responsibly
- Spreadsheets and Budgeting and Finance
- Databases
- Graphics and Multimedia
- Mickey Magic Project

Pupils are assessed by end of unit tests and group tasks (literacy and numeracy).

During the year pupils are given taster lessons on Administration and Business Management.

S2/3 Administration

Level 3 Experiences:

- *use a variety of software to allow them to search, sort, calculate, interpret, retrieve or display information, for example, Word Processing, Spreadsheets, Databases, Powerpoint, Desktop Publishing*
- *use a variety of familiar and unfamiliar software to solve problems or issues*
- *use a range of media to present and communicate information, for example, Internet, E-mail, E-diaries, Glow, etc.*
- *apply their ICT skills across the curriculum*

Level 4 Experiences:

- *confidently select and use software to solve complex problems*
- *use ICT to access, select and present information*
- *make effective use of a computer system to process and organise information*
- *select and use specialist equipment to undertake administrative, management and entrepreneurial tasks*
- *assess their work surroundings to consider layout/ergonomics and health and safety*
- *consider working practices available to employees, for example teleworking and flexitime*
- *discuss the role of an administration department and key administrative personnel*
- *learn about new computer systems and technology and consider their suitability for the world of work*

In S3 pupils will complete a practical Project where they will use their administrative and IT skills to organise a small-scale event.

CAREERS

Customer Care
Human Resources

Medical Secretary
Office Manager

Personal Assistant
Receptionist

KEY SKILLS FOR LEARNING, LIFE AND WORK DELIVERED VIA THIS COURSE

Communication > sending or receiving information, e.g. via letter, memo, telephone, computer etc.

Problem solving > selecting and using the appropriate hardware, software and specialist equipment to solve problems

Organisation > using a computer system to organise information (documents, files, folders etc)

Working with others > the ability to work with others, contribute ideas and take initiative in a group situation

S2/3 Business

Level 3 Experiences:

- *participate in an enterprise activity and explore ethical and fair-trade issues*
- *gain an understanding of how businesses help to satisfy needs*
- *understand the need for budgeting, managing finance and consider investments, savings, risks and/or borrowing*
- *use a variety of software to allow them to search, sort, calculate, interpret, retrieve or display information, for example, Word Processing, Spreadsheets, Databases, Powerpoint, Desktop Publishing*
- *use a range of media to present and communicate information, for example, Internet, E-mail, Glow, etc.*

Level 4 Experiences:

- *critically examine how some economics factors can influence business and communities*
- *research the purposes and features of private, public and voluntary organisations*
- *discuss the role of stakeholders in an organisation*
- *evaluate, prepare and present financial information and documents*
- *evaluate different finance options used to set up and support businesses*
- *discuss the role and contribution of departments and personnel in business*
- *identify the factors which influence planning and decision making in business*
- *evaluate working practices within different types of business*

Assessment will involve practical (ICT-based) tasks and some written tasks. Pupils will apply their skills and knowledge to real-life/practical situations.

In S3 pupils will complete a practical Project. This will involve researching a business (investigation) and presenting their findings (communication).

CAREERS

Accountancy	Health and Safety	Recruitment
Customer Service	Human Resources	Sales and Production
Events Management	Insurance	Starting a Business
Finance and Banking	Officer Marketing	

KEY SKILLS FOR LEARNING, LIFE AND WORK DELIVERED VIA THIS COURSE

Communication	> to communicate business related information to owners, customers, suppliers etc.
Presentation	> collecting data and presenting it in a straight forward way e.g. charts or Powerpoint
Decision making	> making choices between different options in order to achieve a business aim or goal
Problem solving	> working through a business-related problem in order to reach a solution
Researching	> searching and gathering information to inform thinking in a business context
ICT	> ability to use ICT in an effective way (e.g. PCs, Microsoft Office, Internet, etc)

S2/3 Computing

Level 3 Experiences:

- *use a variety of software to allow them to search, sort, calculate, interpret, retrieve or display information, for example, Word Processing, Spreadsheets, Databases, Powerpoint, Desktop Publishing*
- *use a variety of familiar and unfamiliar software to solve problems or issues*
- *apply their ICT skills across the curriculum*
- *work with others to create a digital solution*
- *select and use a range of media to present and communicate information, for example, Internet, E-mail, Glow etc.*
- *design and produce a game or animation*

Level 4 Experiences:

- *confidently select and use software to solve complex problems or issues*
- *use ICT to access, select and present information*
- *make effective use of a computer system to process and organise information*
- *learn about new computer systems and technology and consider their suitability for the world of work*
- *compare security software*
- *use Visual Basic (an application used for programming)*
- *create their own graphics and animations*

Assessments will involve both written and practical tasks.

In S3 pupils will also complete a Project which involves applying all their knowledge and skills to a computer science problem or issue.

CAREERS

Communications
Digital Design
Education

IT Support
Networking
Software Development

Web Design

S2/3 PC Passport

PC Passport is a basic course to develop pupils' IT skills related to word processing, electronic mail systems, using spreadsheets etc. The units are based on the skills which are required by today's employers. These units also support staff training for Police and NHS staff.

Experiences:

- *use a variety of software to allow them to search, sort, calculate, interpret, retrieve or display information via Word Processing, Spreadsheets, Databases, Powerpoint, Desktop Publishing*
- *use a variety of familiar and unfamiliar software to solve problems*
- *use a range of media to present and communicate information, for example Internet, E-mail, Glow, etc*
- *apply their ICT skills across the curriculum*

Later:

- *confidently select and use software to solve complex problems or issues*
- *use ICT to access, select and present information*
- *make effective use of a computer system to process and organise information*
- *select and use specialist equipment to undertake administrative and entrepreneurial tasks*
- *learn about new computer systems and technology and consider their suitability for the world of work*

Pupils will work through 3 units of work:

- *Introduction to the Internet and On-line Communications*
- *Introduction to IT Systems*
- *Introduction to IT Software and Presenting Information*

Each unit has an end of unit assessment. The first part of each assessment is a series of multiple choice questions. The second part of the assessment is a series of practical tasks on the computer.

Pupils must pass all the units.

CAREERS

Banking
Clerical Work

Data Processing
Forces

Police

S4 ADMINISTRATION

This is a National Qualification where all pupils are working towards achieving a course award at Intermediate 1 or 2 Level.

The course has 3 mandatory Units:

Administrative Services	40 hours
Information Technology for Administrators	40 hours
Presenting and Communicating Information	40 hours

Administration equips pupils with practical and vocational skills – using ICT is now an essential tool for all employees working in administration in any business environment.

The course uses industry-standard hardware and software and provides candidates with knowledge of emerging technologies and business practice.

Assessment – Pupils must pass the 3 Internal Units as well as the Course Assessment (exam).

Unit Assessments:

- Administrative Services Unit – a series of questions - closed-book
- ITFA – solving business problems using Microsoft Office
- Presenting and Communicating – solving an administrative problem using the internet, e-mail, an e-diary, word processing and presentation software

Course Assessments:

Intermediate 1 - One paper (1 hour and 45 minutes) – 3 practical questions (80 marks) and one theory question (20 marks).

Intermediate 2 – 2 Papers – Paper 1 (theory questions) and Paper 2 (practical questions).

S4 COMPUTING

This is a 160 hour course taught over 2 years. The course is based on the arrangements documentation provided by the SQA. Pupils are presented at Foundation, General and Credit Level. Topics covered:

MAIN ASPECT	EXAMPLES
General Purpose Packages	Word Processing, Databases and Spreadsheets
	Graphics and Desk Top Publishing
	Multimedia
	Web Page Creation
Communications and Networks	E-mail, LANS and WANS and the Internet
Industrial Applications	Automated Systems
	Commercial Data Processing
	Automated Systems
	CAD/CAM
	Robotics and Simulations
Commercial Data Processing	Data Collection, Processing and Storage
	Output
	Hardware
Computer Systems	Systems Software
	Operating Systems
	Low Level Machines
	Hardware
	Input and Output Devices
	Backing Storage
Programming	Software Development
	Program Entry
	Data Input and Output
	Statements, Expressions and Repetition
	Testing
	Readability
	User Interface

Project Work – throughout their study of the broad areas of content candidates are also required to undertake project work, programming coursework and non-programming coursework. The projects offer a structured learning experience where candidates can work at their own pace, creating and follow individual work plans.

The external exam will assess the Knowledge and Understanding and Problem Solving elements of the course.

HIGHER ADMINISTRATION

This is a National Qualification where all pupils are working towards achieving a course award at Higher Level.

The course has 2 mandatory units:

Administrative Services	40 hours
Information Technology for Management	80 hours

Successful completion of this course equips students with practical, vocational skills which in turn provides employment opportunities for those pupils who do not wish to progress immediately to further or higher education.

Pupils will be able to use a range of software packages in any business environment. They will also be able to research, evaluate and summarise information in an effective way.

The main aims of the course are:

- ✓ To provide candidates with opportunities for progression to further study of Administration.
- ✓ To prepare candidates for work in the specific vocational area of Administration.

In addition candidates will be required to:

- ✓ apply knowledge and understanding
- ✓ problem solve and make decisions
- ✓ integrate theoretical and practical aspects of the course
- ✓ demonstrate the retention of knowledge

Assessment – Pupils must pass the 2 Internal Units as well as the Course Assessment.

Administrative Services – 1 hour – series of restricted response questions covering all 5 outcomes. Carried out in a controlled, close book manner.

ITFM – Part 1 – 30 mins - series of restricted response questions covering Outcomes 1 & 2. Carried out in a controlled, close book manner.

ITFM – Part 2 – 2 hours and 30 mins – a practical assessment covering Outcome 3 requiring pupils to solve business problems using ICT technology and applications.

The Course Assessment consists of 2 components:

Paper 1: A Theory Paper – 60 marks – 1 hour 20 mins

Section A – Case Study or Stimulus Materials with compulsory questions

Section B – candidates must choose 2 from 5 questions

Paper 2: A Practical Paper – 60 marks – 1 hour and 20 mins

HIGHER and INTERMEDIATE 2 BUSINESS MANAGEMENT

This is a National Qualification where all pupils are working towards achieving a course award at Higher or Intermediate 2 Level.

The course has 3 mandatory Units:

Business Enterprise	40 hours
Business Decision Areas (Marketing and Operations)	40 hours
Business Decision Areas (Finance and Human Resource Management)	40 hours

The study of Business Management gives pupils the opportunity to develop the skills and knowledge which will allow them to access, understand and contribute to our dynamic and complex business environment.

The course allows candidates to acquire:

- Knowledge and Understanding of the role and operation of a business
- Analytical Skills – and apply these to business situations
- Communication Skills – by means of written and spoken language

The core of the course is **Decision Making**, whilst the course focuses on the key functional areas of Finance, Marketing, Human Resource Management and Operations.

The course highlights the importance of enterprise to all organisations and the increasing role that ICT plays in business organisations. The course encourages candidates to take a positive view of setting up a business for themselves.

Assessment - Pupils must pass the 3 Internal Units as well as the Course Assessment. The 3 Unit Assessments are of a closed-book nature.

HIGHER

The Course Assessment is a question paper which lasts for 2 hours 30 minutes (100 marks).

Section 1 – interpretation of a case study (50 marks)

Section 2 – extended response questions (50 marks)

Intermediate 2

The Course Assessment is a question paper which lasts for 1 hour 45 minutes (75 marks).

Section 1 – interpretation of a case study (25 marks)

Section 2 – extended response questions (50 marks)

HIGHER COMPUTING

This is a National Qualification where all pupils are working towards achieving a course award at Higher Level.

The course has 2 mandatory Units:

Computer Systems	40 hours
Software Development	40 hours

and one optional Unit:

Multimedia Technology	40 hours
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As well as learning to use the most up-to-date hardware and software, the study of Computing provides pupils with the necessary knowledge and understanding and problem solving skills to enable them to become the ICT tool designers of the future. Pupils will develop an awareness of the professional social, ethical and legal implications of computing and communicate computing concepts using appropriate terminology.

Enterprise is developed in Higher Computing as pupils study the opportunities presented by e-commerce.

Citizenship and the rights and responsibilities of society are developed in topics such as viruses, hacking and copyright issues.

Assessment – Pupils must pass the 3 Internal Units as well as the Course Assessment.

The Unit Assessment is a closed book test lasting no more than 45 minutes.

The Course Assessment is consists of 2 components:

- a practical coursework task
- a question paper

The practical coursework task gives pupils the opportunity to demonstrate and integrate the practical skills and knowledge and understanding from the Internal Units and apply these in a more complex practical context. The task (out of 60) will be marked using the marking scheme provided by the SQA.

The question paper (out of 140) will be set and marked by the SQA.

INTERMEDIATE 2 ADMINISTRATION

This is a National Qualification where all pupils are working towards achieving a course award at Intermediate 2 Level.

The course has 3 mandatory Units:

Administrative Services	40 hours
Information Technology for Administrators	40 hours
Presenting and Communicating Information	40 hours

Intermediate 2 Administration equips pupils with practical and vocational skills – using ICT is now an essential tool for all employees working in administration in any business environment.

The course uses industry-standard hardware and software and provides candidates with knowledge of emerging technologies and business practice.

Topics such as customer service, communication, legislation and the use of ICT allow pupils to develop their enterprise and citizenship skills.

Assessment – Pupils must pass the 3 Internal Units as well as the Course Assessment.

Unit Assessments:

- Administrative Services Unit – 1 hour – a series of restricted-response questions - closed-book
- ITFA – 1 hour 30 mins – solving a business problem using Microsoft Office
- Presenting and Communicating – 1 hour 30 mins – solving an administrative task using the internet, e-mail, an e-diary, word processing and presentation software

Course Assessments:

- Paper 1 – Theory Paper - 1 hour – 40 marks
- Paper 2 – Practical Paper – 1 hour 40 mins – 60 marks

INTERMEDIATE 2 COMPUTING

This is a National Qualification where all pupils are working towards achieving a course award at Intermediate 2 Level.

The course has 2 mandatory Units:

Computer Systems	40 hours
Software Development	40 hours

and one Optional Unit:

Multimedia Technology	40 hours
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The aims of this course are similar to those of Higher Computing (see Page 27).

Pupils will use up-to-date hardware and software whilst developing their knowledge and understanding and problem solving skills.

The following themes are developed throughout this course:

- technological development and progress
- factors affecting system performance
- objects and operations
- syntax and semantics
- social, professional, ethical and legal implications
- the relationship between hardware and software
- computing terminology
- the development process as it applies to hardware and software systems

Enterprise is developed in Intermediate 2 Computing as pupils study the opportunities presented by e-commerce, ANS, e3xpert systems and voice and vision systems.

Citizenship is developed by locating, using and communicating ideas through networks.

Assessment – Pupils must pass the 3 Internal Units as well as the Course Assessment.

The Unit Assessment consists of a knowledge and understanding test and a practical task. The knowledge test is a closed book test lasting no more than 45 minutes.

The Course Assessment is consists of 2 components:

- a practical coursework task
- a question paper

The practical coursework task (out of 30) will be marked using the marking scheme provided by the SQA.

The question paper (out of 70) will be set and marked by the SQA.

SESSION 2012-2013

**STAFF - Mrs M Nicolson, Principal Teacher
Mr J Rae
Mrs A Reid**

Mr G McIndoe (S1 IT and S2 PC Passport)

1 Staff Absences

Staff are asked to telephone the school as early as possible on a day of unexpected absence. Staff are also requested to leave Planners on their desks after each school day, to make dealing with absences easier.

2 Staff Going Out of School

You must get permission from Mrs Teale unless it is an in-service course already approved by the SMT. You must inform Mrs Nicolson who will organise cover with Mr Mitchell. You must inform the school office indicating if your register class also needs cover. You must leave your planner on your desk (or in the staff base). You must leave suitable work for your classes. If your absence is unplanned it is essential that your planner is left on your desk and is completed at least 2 days in advance.

Staff signing out should notify Mrs Nicolson of their intention and sign out using the book kept in the school office. (See signing out arrangements 26 June 2002).

3 Class Lists

Staff are asked to ensure class lists are inserted into their Planners for each of their classes. A Central Record is held on the server (Public/Staff/Bus Ed and IT/Class Lists and Discipline). ASN, LAAC and MCMC pupils should be identified on both the Central Record and the teacher's Planner. Staff are asked to keep manual and electronic records up-to-date.

4 Issue of Books and Resources

A Central Record is kept of all books and other resources which have been issued to pupils. Every item issued is numbered and staff are asked to ensure that the Central Record is kept up-to-date.

5 Registers

Staff must register each class each time they come to the department (Seemis). It is very important that this is done accurately; these records are needed for pupils' reports and for any query which may arise regarding a pupil's attendance.

6 Records of Work

Each member of staff is issued with a Planner for the session. This should be completed every period. This is particularly helpful when classes are taken by more than one member of staff and when there is a query about when a particular topic was taught. The Record of Work would usually reflect the Scheme of Work/Course Plan.

Information with regard to pupils with additional support needs (Staged Intervention Process) should be recorded in the teacher's Planner.

Staff are requested to leave their Planner on their desks or in the Staff Base, to facilitate absence cover.

7 Incidents of Indiscipline

Should be recorded in Seemis (new behaviour). A paper record (Log Sheet) should also be kept - indicating if and when the incident was resolved.

<p style="text-align: center;">DEPARTMENT MEETINGS</p>

1 Aims

- To review the progress of all classes taught in the department.
- To discuss assessments and arrangements for assessments (inc Prelims and NABs).
- To monitor classwork, homework and assessments.
- To discuss and record issues with regard to the progress of individual pupils.
- To discuss resources – requisition, bids, ICT equipment, repairs, etc.
- To agree, review and audit the Department Improvement Plan (inc Individual Targets).
- To discuss the training and development needs of staff (inc CPD Plans and CPD Records).
- To analyse SQA results and prepare for Department Reviews.
- To discuss Whole School Policies and issues as necessary.

2 Organisation

Department Meetings will take place on a Thursday Period 3.

Additional agenda items should be passed to Mrs Nicolson by the Monday prior to the meeting.

Mr Mitchell is the link member of the SMT and should receive a copy of the Agenda in advance of the meeting.

Mrs Nicolson will Chair the meeting, prepare the Agenda and prepare the Minutes.

One copy of the minutes should be passed to the Senior Management Team (in the folder provided) and one copy given to each member of staff. All staff working in the department will receive a set of minutes.

STAFF REMITS

Management of the following courses:

MR J RAE

- S1 IT (Creating and Presenting Graphics/Multimedia)
- S2/3 Computing Science
- S4 Computing (SG)
- Higher Computing
- Int 2 Computing

MRS A REID

Management of the following courses:

- S1 IT (Spreadsheets and Creating and Presenting Text)
- S5/6 Int 2 Administration
- S5/6 Higher and Int 2 Business Management

MR G McINDOE

Management of the following courses:

- S2 PC Passport

Management of course includes:

- Preparing and Reviewing the Scheme of Work/Course Plan
- Developing and Reviewing the Attainment Calendar (where appropriate)
- Maintaining sufficient resources for the course (all necessary photocopying)
- Keeping the solution folder(s) correct
- Keeping past paper question and solution folders up-to-date
- Reviewing and adapting assessments and prelims
- Developing and Reviewing Homework Exercises and Solutions

MRS NICOLSON (PRINCIPAL TEACHER)

Management of the following courses:

- S1 IT
 - S2 Business
 - S2/3 Administration
 - S4 Administration (Int 1/2)
 - S5/6 Administration (Higher)
-
- Maintenance of Inventory
 - Requisition
 - Timetable
 - Staff Absences
 - Discipline Monitoring
 - Departmental Meetings – Chair, Preparation of Agenda and Minutes
 - Departmental Handbook
 - Departmental Improvement Plan
 - Department Calendar
 - Implementing Departmental, School and Authority Policies
 - Quality Assurance Procedures
 - Staff Development and Review
 - Repairs to Equipment
 - SQA Documentation
 - Decisions Booklets
 - Information to Parents
 - Prelim Administration
 - Maintaining Stocks of Departmental Forms
 - Liaison with Mrs McPike
 - Liaison with Quality Development
 - Monitoring of Exam Results
 - Monitoring of Equal Opportunities, Multicultural and Racial Education
 - Students and Probationers

S1 IT	Practical Classes (maximum of 20 pupils) Mixed ability <i>C30, C46, C48 and C49</i>
S2 BUSINESS	Single Section of Mixed Ability pupils <i>C46</i>
S2 PC PASSPORT	Practical Class (maximum of 20 pupils) <i>C48</i>
S2 ADMINISTRATION	2 x Practical Classes (maximum of 20 pupils) Broadly Set <i>C46 and C49</i>
S2 COMPUTING SCIENCE	Practical Class (maximum of 20 pupils) Mixed Ability <i>C30</i>
S3 ADMINISTRATION	2 x Practical Classes (maximum of 20 pupils) Broadly Set <i>C46 and C49</i>
S3 COMPUTING SCIENCE	2 x Practical Classes (maximum of 20 pupils) Mixed Ability <i>C30</i>
S4 ADMINISTRATION	One Section Combination of Int 1 and Int 2 pupils <i>C46</i>
S4 COMPUTING	Two Sections of Mixed Ability pupils <i>C30</i>
S5/6 ADMINISTRATION	Single Section Undertaking Int 2 <i>C46</i>
S5/6 ADMINISTRATION	Single Section Undertaking Higher <i>C49</i>
S5/6 BUSINESS MGT	Single Section Combination of Higher and Intermediate 2 Level <i>C49 and C45</i>
S5/6 COMPUTING	One Section Containing a combination of Higher and Intermediate 2 Level <i>C30</i>

LEARNING AND TEACHING APPROACHES

The aim of the Business Education and IT Department is to use a variety of learning and teaching approaches, including differentiation, to meet the needs of all pupils and enable all pupils to reach their full potential.

Within the classroom staff will offer activities to every pupil, which are at the correct level to confirm and strengthen their present level of attainment, and offer a challenge to improve that level of attainment.

Staff will use a variety of differentiated techniques to cater for the needs of every pupil.

The physical layout of classrooms will be considered when using various learning and teaching approaches.

Examples of pupils' work will be displayed on classroom walls and in corridors whenever possible.

Staff will attempt to ensure that adequate time is allowed for revision and reinforcement, and for individual pupil-teacher discussion to explore learning difficulties.

LEARNING AND TEACHING APPROACHES

Staff will use a wide variety of teaching and learning approaches in courses as appropriate. Included will be:

- individualised pupil-centred learning
- resource-based learning using paper, computer, human (other pupils and teachers) and video resources
- teacher-led learning/formal class teaching
- simulations
- group work, including pupils presenting their findings to their peers
- one pupil giving information or demonstrating skills to another pupil, or groups of pupils, under the supervision of the teacher
- role-play, which may be video-taped then, evaluated by individuals, groups or the whole class
- target setting
- Assessment is for Learning Techniques
- Powerpoint Presentations – individual presentations and in groups

COOPERATIVE TEACHING (SUPPORT FOR LEARNING)

There will be ongoing liaison with the Support for Learning Department, regarding the identification of pupils requiring extra assistance, and also the suitability of texts and materials for use by certain pupils. For example, the language in worksheets may be simplified. The Support for Learning Department will also be consulted regarding the development of new teaching materials, classroom organisation and the selection of appropriate methodologies.

DIFFERENTIATION

The list below gives examples of differentiation methods, which are used in the department. The teacher would use any of them when circumstances were appropriate.

- Co-op teaching
- Group methods
- Varying the difficulty of the text used
- Varying the difficulty of the task given to the pupil
- Different responses expected, from a common task
- Varying the length of time allowed
- Use of a core unit, with remediation and extension activities
- Different texts on a related topic
- Different degrees of teacher comment in oral form
- Different degrees of teacher comment in written form
- Extraction of ability group
- Worksheets/Tutorials which provide help, with outlines, starters, a staged approach
- Varying the mode of response required from the pupil eg oral instead of written
- Use of open-ended tasks, to stretch able pupils

INFORMATION AND COMMUNICATIONS TECHNOLOGY

Staff will ensure that pupils are given the maximum opportunity to make use of all computer hardware and software packages available within the department.

HARDWARE	SOFTWARE
PCs	Word
Printers	Excel
Digital Cameras	Access
Digital Tablets	Powerpoint
USB Sticks	Publisher
Scanners	Internet Explorer
Interactive Whiteboard	Programming Software – Visual Basic, Scratch, Kodu, etc
Digital Projector	Mavis Beacon
Fax Machine	Keybytes
Networked Photocopier	Interactive Wordsearch
	Dance Mat

MONITORING AND EVALUATING

Methods of monitoring and evaluation are:

Coursework, methodologies and pupils' progress are discussed weekly at departmental meetings.

Assessment Evaluation Forms are completed by staff after using an assessment. They have a section on suggested improvements to the learning and teaching approaches for that topic. These suggestions are then acted upon.

Pupils have their own Pupil Assessment Form, which is completed, in 2 parts:

- a before pupils see their marked paper, and
- b after they see their marked paper.

This requires pupils to evaluate their performance and think about their Next Steps. It may highlight areas where teaching and learning could be improved.

Classroom observations – the Principal Teacher will observe each member of staff on at least 2 occasions. Staff will receive a copy of the report on the observation and any points for action will be highlighted. It may be necessary for these points for action to be included in the next Department Improvement Plan.

Focus Groups – the Principal Teacher will bring together a group of pupils to discuss aspects of learning and teaching and teacher support. The outcomes of these meetings will be discussed at a Department Meeting and any points for action will be addressed. . It may be necessary for the points for action to be included in the next Department Improvement Plan.

At key times during the year a sample of pupils will be asked to complete a Course Evaluation eg following the introduction of a new course. The results of these questionnaires will be discussed at a Department Meeting and acted upon as above.

Examination results are examined and compared with East Ayrshire and Scottish standards. Discussion takes place at an annual meeting with the Senior Management Team and the performance of individual pupils is also discussed.

The Annual Departmental Review, combined with consultation on the Departmental Improvement Plan may highlight specific areas where teaching and learning could be improved. These would subsequently be included as targets.

Staff will be involved in the East Ayrshire CfE moderation process.

ASSESSMENT AND REPORTING

AIM

To use Assessment and Reporting procedures which monitor and evaluate the progress of pupils, and convey details of this progress to parents.

OBJECTIVES

To ensure that every pupil undertakes a summative assessment on every unit/topic of the course followed.

To use formative assessment to continuously gather evidence of pupil learning to provide feedback on strengths, development needs and next steps.

To record the progress of pupils and adjust learning and teaching approaches for each pupil as required (and improving practice).

To present pupils for SQA qualifications and awards to give a final assessment of their level of attainment.

To give pupils responsibility for storing their own assessments and keeping records.

To keep parents informed of the progress made, and the next steps required to improve/maintain performance – through timely formal reports.

To ensure appropriate moderation procedures are in place to quality assure teachers' judgements re assessment.

LEARNING AND TEACHING

Challenging and appropriate assessments should be an integral part of the learning process and a variety of assessment techniques should be used eg written, oral, group, peer, etc.

Differentiated assessments should be used by teachers according to the pupil's needs.

Targets should be agreed with pupils and pupils should be aware of their future targets eg using CAT data.

Model exam answers should be used to inform pupils of standards expected.
Feedback (written or oral) should give clear next steps for learners.

AifL strategies should be employed where appropriate eg sharing criteria, wait-time, peer assessment, self-assessment, traffic lighting, etc (see P19).

Teachers should be able to provide evidence to support assessment judgements – written assessments, homework exercises, observational checklists, presentations, etc.

RESPONSIBILITIES

- To ensure there are good quality summative assessments available for all courses and pupils.
- To ensure formative assessment is embedded across all department subjects.
- To conduct assessments in a fair and consistent manner.
- To ensure pupils have opportunities to assess their own progress and the progress of others.
- To ensure accurate and consistent marking throughout the department (eg sampling, moderation, etc).
- To ensure there is high quality feedback on assessments – pupils must be able to identify their strengths and areas for development.
- To record assessments in the department folder and in Tracking and Monitoring.
- To monitor the progress of pupils and notify any concerns to the PT Support for Learning, the PT Pupil Support, the Mentor or a member of the SMT.
- To reward pupils who improve their attainment eg Letter of Commendation, Pupil of the Month, etc.
- To ensure all reporting is accurate and completed to the set deadline.

Assessments for every subject/class should be held in a central file/folder. In each file/folder there should be a solution, marking scheme and cut-off scores where necessary. Staff are also encouraged to keep their own files.

Assessments should never be left lying about - they should be returned to the filing cabinet immediately after use.

After sitting an assessment pupils should complete a Pupil Assessment Evaluation Form, indicating their evaluation of their performance in the assessment. Pupils should be asked to identify what “Next Steps” are required in their work, to improve (or maintain) progress. It is hoped that this form will highlight what can be done by the pupil and/or the teacher, to improve the teaching and learning, and to improve (or maintain) the pupil’s performance in the next assessment. The teacher and individual pupils will discuss the pupil’s evaluation.

Pupils have responsibility for storing their own assessments in their own Assessment Folder. Should an SQA appeal be necessary, this Assessment Folder will be sent to the Scottish Qualification Authority.

Unit Assessments (NABs) should be stored in the appropriate box file in C48.

Prelim Assessments should be stored in the staffbase.

COMMUNICATION WITH PARENTS/CARERS AND PUPILS

A full report will give details of achievement and attainment.

Interim reports give a snapshot of progress.

Parents’ evenings will give parents/carers the opportunity to discuss pupil progress with their class teacher.

Standard letters can be used to commend pupils and highlight underachievement or areas of cause for concern.

School bulletins highlight group and individual pupil attainment.

A letter will be sent to the parents of pupils achieving Pupil of the Month.

S1 IT

Pupils are tested at the end of each of the 3 main topics – Creating and Presenting Text, Spreadsheets and Databases. Results are recorded in the Classlists on the Server. Observational checklists should be used to note achievements in Literacy, Numeracy and Health & Well-being. All assessments and homework are recorded on the pupil’s Record of Work.

S2/3 CfE COURSES

A variety of new assessments and methods of assessment have been developed for the new CfE courses. Assessments will be adapted in the next few years to reflect the Unit Assessments required of pupils attempting new National 4, National 5 and Higher courses in S4-6. All new assessments should allow staff to make judgements with regard to the Experiences and Outcomes.

PC PASSPORT

The focus of PC Passport is to attempt the 3 National Assessments provided by the SQA. Pupils should have 2 attempts at each unit. There is no final exam for PC Passport and therefore no Prelim exam.

NATIONAL 4 COURSES

Unit Assessments and an Added Value Unit will be provided by the SQA. Pupils should have 2 attempts at the Unit Assessment. Teaching staff will mark and judge attainment in the units. Internal moderation will be required. No final exam.

NATIONAL 5 COURSES

Unit Assessments will be provided by the SQA (as above). An end of course assessment (marked by SQA) will provide a final judgement on pupil's attainment.

Recognising Positive Achievement will allow some pupils to be awarded a National 4 certificate if they fail National 5 (certain criteria required).

HIGHER COURSES

Note: New Higher Courses will start in June 2014

Currently pupils are assessed using National Assessments provided by the SQA. Each pupil is entitled to 2 attempts at each National Assessment. Failure to pass an assessment at a particular level will result in the pupil being moved down a level. In addition, staff will test pupils during the session to ensure pupil progress eg 3 additional class tests are available for Higher Computing.

PRELIMS

Prelim papers are either created by staff in the department or purchased from commercial suppliers (eg Pegasus). All papers are checked and verified to ensure that they meet the standards required by the SQA. After prelims staff will review the Presentation lists and discuss any changes to be made with the pupil, parent and/or Year Head.

Prelim papers are sampled and moderated at Department Meetings following the Prelim examinations.

Prizes at the annual Prize Giving Ceremony are currently based on Prelim results and any additional practical assessment results.

MONITORING AND EVALUATION

Existing methods of monitoring and evaluation of Assessment and Reporting are:

- After using an assessment, the teacher will complete an Assessment Evaluation Form, which should highlight areas of the assessment which could be improved before the assessment is used again.
- Assessments will also be discussed at department meetings.
- The progress of individual pupils, as revealed by assessment, will also be discussed at department meetings.
- Pupils in Target Setting groups will be identified and mentors informed of issues as necessary.

ADDITIONAL SUPPORT FOR LEARNING

1 AIMS

To ensure that all children and young people are supported to achieve their potential (The Education, Additional Support for Learning, Scotland, Act).

To meet the needs of all pupils by planning, providing appropriate and varied methodologies, teaching materials, homework and assessments. All pupils should be motivated and engaged in their learning. Staff should create a positive ethos within their classrooms to support these pupils.

To identify strategies and resources to support children and young people.

Mrs Nicolson is responsible for liaising with the Support for Learning Department.

2 CATEGORIES (Temporary or Long-term)

Learning difficulties	Travellers
Social, emotional and behavioural difficulties	Gifted
English as a second language	Disabilities
Looked After and Accommodated	
Interrupted Learning	

3 COMMUNICATION

Pupils identified as having additional support needs are recorded on the Central Log. The Primary-Secondary transition process will be the first step in identifying such pupils.

A designated Senior Manager oversees all aspects of Additional Support for Learning. A senior manager oversees all links with outside agencies in relation to pupils with additional support needs. A designated PT Pupil Support links with the Support for Learning Department.

A member of the Department (currently Mr Rae) represents the department on the ASL Task Group. The group meets at least 5 times per year to discuss issues and procedures and to feedback key information to the Department.

All pupils with additional support needs will have appropriate planning documents eg Health Care Plan. Reviews of pupils with additional support needs are noted on the ASL Calendar and arrangements are noted on the appropriate planning document. Pupils with communication difficulties may be asked to complete the booklet – My Views and Ideas.

3 DEPARTMENTAL BIDS

Bids are usually submitted in May of each year. However, ad hoc support may be requested for pupils requiring support eg during an assessment.

When class lists are received all staff will discuss the pupils and identify those who may require extra assistance in order to achieve success. The list will also be discussed with a member of the Support for Learning Department.

Bids for cooperative support will be prioritised and based on the number of pupils in each class identified as requiring support.

In addition, staff are encouraged to approach S6 pupils to Peer Support in classes.

Support staff will be used to:

- Work co-operatively with the class teacher
- Amend assessments where required
- Develop/amend teaching materials and texts where necessary
- Give specific support to individual pupils
- Provide Read/Scribe support for assessments
- Provide tutorial-style support to small groups of pupils
- Attend Study Support classes if required
- Provide suggestions on methodologies and classroom organisation

4 RESPONSIBILITIES

All staff:

- Be familiar with key information on pupils (esp those in the Central Log)
- Be familiar with the contents of any plans and implement the recommended strategies
- Keep accurate and up-to-date records of pupil progress (including Seemis Tracking)
- Adhere to the staged intervention process (detailed in the Whole School Policy)
- When dealing with discipline issues, ensure that account is taken of ASL issues
- Identify any CPD Issues relating to ASL within the Staff Development and Review Process (accessing in-house and external in-service courses where appropriate)

Mr Rae has the additional responsibility of attending the meetings of the Additional Support for Learning Task Group and reporting back to the Department.

6 BEHAVIOUR SUPPORT

Each session a bid will be made to the Principal Teacher (Support for Learning) for Behaviour Support. When class lists are received from SMT all staff will discuss the pupils and identify those who may require behaviour support in order to succeed.

Throughout the session the behaviour of pupils will be discussed at weekly Department Meetings and additional support may be requested where deemed necessary.

7 MONITORING AND EVALUATION

Methods of monitoring and evaluating are:

- Discussions at Principal Teachers' Meetings
- Discussions at Department Review Meetings
- Viewing Pupil Experience
- Discussions with group members of the ASL Task Group

8 IMPORTANT DOCUMENTATION

The following important documents are filed in the Whole School Policy folder and stored in the Staff Base.

- Staged Intervention Process (1a)
- Roles and Responsibilities (8)
- Learning and Teaching (9)

ACCOMMODATION AND RESOURCES

1 AIM

To make optimum use of accommodation and resources available within the department.

2 OBJECTIVES

- 2.1 To ensure that each classroom is suitable for the tasks which will be undertaken there.
- 2.2 To ensure that resources are suitable for the courses, and organised to be available to all who need them.

3 ACCOMMODATION

Accommodation is used by Business Education and IT staff as shown below. Classrooms contain all the resources for each course to be followed there.

<u>Room</u>	<u>Use</u>
C46 & C48	Registration
C45	H & Int 2 Business Management <i>Projector</i> <i>Flexible Seating Arrangements</i>
C46/47	S1 IT S2-6 Administration S2 Business <i>21 PCs on fixed benches</i> <i>Printing and Scanner facilities</i> <i>Flexible Seating Arrangements</i> <i>Internet access via PCs</i> <i>Networked Photocopier</i> <i>Projector and Interactive Whiteboard</i>

ACCOMMODATION AND RESOURCES

<u>Room</u>	<u>Use</u>
C48	S1 IT S2 PC Passport <i>15 PCs on desks around the room</i> <i>5 Laptops</i> <i>Lack of space limits flexibility of seating</i> <i>Printing facilities</i> <i>Internet Access via PCs</i> <i>Projector</i>
C49	S1 IT S2/3 Administration S5/6 Administration <i>21 PCs on tables around the room</i> <i>Lack of space limits flexibility of seating</i> <i>Printing facilities</i> <i>Internet Access via PCs</i> <i>Projector</i>
C30	S1 IT S2-6 Computing <i>21 PCs on fixed benches around the room</i> <i>Printing and Scanner facilities</i> <i>Flexible seating arrangements</i> <i>Projector and Interactive Whiteboard</i>

C46 is used by other departments and staff (via the IT Booking System). Staff and pupils should bring their own resources eg paper and ensure that any damage or faults are reported immediately to Mrs Nicolson.

3.2 CLASSROOM RESOURCES

All resources for a particular course are stored in the appropriate classroom. These resources are clearly labelled and accessible to all pupils and staff.

Resources which must not be accessible to pupils eg Tests, NABs and Prelims are kept in the staff base.

Pupil assessments are kept in the staff base or in the pupil's Assessment Folder (Yellow).

Pupil assessments (NABs and Prelims) for S5/6 are kept in the metal cupboard at the back of C48 in the box file provided. A list of required paperwork is shown on the spine of each box file.

3.3 MAINTENANCE OF EQUIPMENT

Staff are asked to observe the following checklist regarding maintenance of equipment:

Pupils will be taught to respect all equipment from their first day in the department. There is a large amount of capital invested in the department and it must be kept in good condition for as long as possible. Therefore pupils will not be allowed to be "heavy handed" with any of the equipment, and any cases of wilful damage will be reported to Mrs Nicolson who will inform parents and arrange to have the bill for repairs sent to them.

The Photocopier is the responsibility of all staff and

- White paper will be kept in the paper tray. Staff are asked, if they have been using coloured paper, to replace it with white paper in the tray when finished.
- Occasionally, the glass plate on the photocopier needs a wipe with a soft cloth, making copies much cleaner.
- The area around the photocopier should be left tidy at all times. Confidential papers must never be left lying around, because pupils have access to the photocopier.
- Each teacher is responsible for making sure that members of his or her class leave the area tidy, and leave white paper in the paper tray.

Office Equipment and PCs:

- Staff are responsible for teaching pupils how to operate the equipment safely, including the correct powering up and down sequences for computers, correct insertion of paper in the printer, etc.
- Pupils should be discouraged from “finger pointing” on computer screens and should be shown how to wipe screens regularly with a soft cloth.
- Pupils should be told to proof-read thoroughly before printing. Pupils (and visiting staff from other departments) should be shown how to use the “Print Preview” facility. This will save paper.
- It is **essential** that staff are fully competent in the use of all hardware and software, and fully conversant with all course materials which pupils are using. Problems can arise unexpectedly and these problems can be minimised if staff are fully knowledgeable and alert.
- It is important that staff are observant at all times, ensuring that equipment is not abused. **It is particularly important that staff check that all equipment is switched off at the end of the day.**

(Responsibility of the last member of staff using the room that day)

- The janitor will be responsible for closing windows at the end of the day.
- Full details of machine faults should be reported to Mrs Nicolson.
- PC faults requiring a visit from the IT Technician should be recorded on a PC Problems Form or an E-Mail Problems Form (forms in Staff Base and C30).

All staff contribute to reviewing and recommending books, materials and equipment. Monitoring and evaluation of resources will take place at department meetings and at the Annual Department Review.

Resources which are issued to pupils on a long-term basis eg textbooks, will be recorded on the Central Record held on the Server.

POSITIVE DISCIPLINE

1 AIMS

To allow effective teaching and learning to take place and maintain a purposeful, safe and secure working environment for all.

To re-inforce the 4 Core Values of the school – respect, fairness, compassion and trust.

To prevent indiscipline in the department, so that all pupils reach their potential and benefit from a focused, orderly and supportive environment.

To deal with any discipline problems which do arise, in a consistent and fair manner.

To identify systems and procedures which recognise and reward achievement.

2 THE CURRICULUM

The quality of learning and teaching has a major influence of pupils' behaviour and motivation. There is a link between low-level indiscipline and the quality of the curriculum, the courses offered, the learning activities and the way success is recognised.

Good practice:

- improve learning by engaging, challenging and motivating young people
- learning should be focused, active and practical (where possible)
- address the needs of the lowest attaining pupils (inc vulnerable)
- encourage responsibility and independence
- support pupils in relation to 'how to learn' and 'how to study' eg making use of SQA Command Words.
- increase pupils' self-confidence and ability to work with others
- encourage pupils to contribute to the community and the local environment
- develop critical and thinking skills

Expectations of pupil behaviour should be consistent across the department and clear sanctions are available for referring pupils. See P61.

3 HOMEWORK

Regular and challenging homework is integral to all coursework. It consolidates and reinforces learning and provides opportunities for extension. Homework provides a vehicle for promoting self-discipline and personal responsibility.

See Homework Policy.

6 PUPIL SUPPORT BASE

The Pupil Support Base provides additional support for staff in maintaining positive relationships. See the Whole School Policy: Pupil Support Base.

7 STRATEGIES/SUPPORT FOR PUPILS

- High expectations
- Consistent use of praise
- Clear sanctions
- Re-inforce School Values
- Implement the dress code
- Effective transition arrangements
- Support of Behaviour Support Staff
- Clear anti-bullying Guidelines
- Opportunities for discussion at Pupils Council meetings
- Buddying/Mentoring opportunities
- Early contact with parents
- Support through the Pupil Support Base
- Pastoral support from Pupil Support staff

8 SUPPORT FOR STAFF

- Guidelines on learning and teaching strategies and good practice
- CPD Opportunities
- Comprehensive Information from SMT, PTs Pupil Support and Support for Learning Department
- Support from Behaviour Support staff and ancillary staff eg Mrs Davidso.
- Co-operative Teaching
- Exclusion as the ultimate sanction

9 RESPONSIBILITIES

Be aware of the Whole School Policy and follow all guidelines.

Promote a positive classroom ethos.

Promote the School Values.

Keep accurate and up-to-date records in relation to discipline – on Seemis (Demerits) and on the Teacher's Log.

Report pupils in danger of missing out through poor attendance, lack of application, bullying, etc.

Act on information/advice from ASL Committee Rep (J Rae).

Act on information/advice in the daily bulletin.

Adapt the curriculum where necessary (and be familiar with all planning documents).

Ensure that improvements in behaviour are noted/celebrated.

Ensure pupils' achievements are recognised eg classroom displays, Commendation Letters, etc.

8 MONITORING AND EVALUATION

The existing method of monitoring and evaluating discipline is that the behaviour of classes and individual pupils is discussed informally among staff, and formally at the Department Meeting.

All referrals are recorded on the teacher's log/record and any patterns will be discussed with the Principal Teacher of Pupil Support or the Year Head.

The Principal Teacher can monitor behaviour whilst viewing pupil experience in Business Education and IT. Learning experiences can also be discussed with pupils more formally (eg via questionnaires).

Staff may evaluate pupils' learning experience with other staff (eg learning support staff, behaviour support staff, students, etc).

Staff should communicate any issues with parents via discussions at Parents' Evenings, telephone conversations, Cause for Concern Letters, etc.

MINOR CONCERNS

Failure to bring appropriate materials (pen, jotter, textbook, etc)
 Forgetting Homework Diary
 Persistent Talking
 Inattentiveness
 Shouting out
 Eating/Drinking in class
 Latecoming to class or registration

Dealt with by class teacher – see P61
 Demerit on Seemis

MORE SERIOUS CONCERNS

Lack of effort
 Poor attitude to work
 Failure to complete homework within agreed timescale
 Failure to take care of books and equipment
 Insolence
 Lack of manners
 Dropping Litter
 Graffiti
 Disruption
 Breaking Health and Safety rules

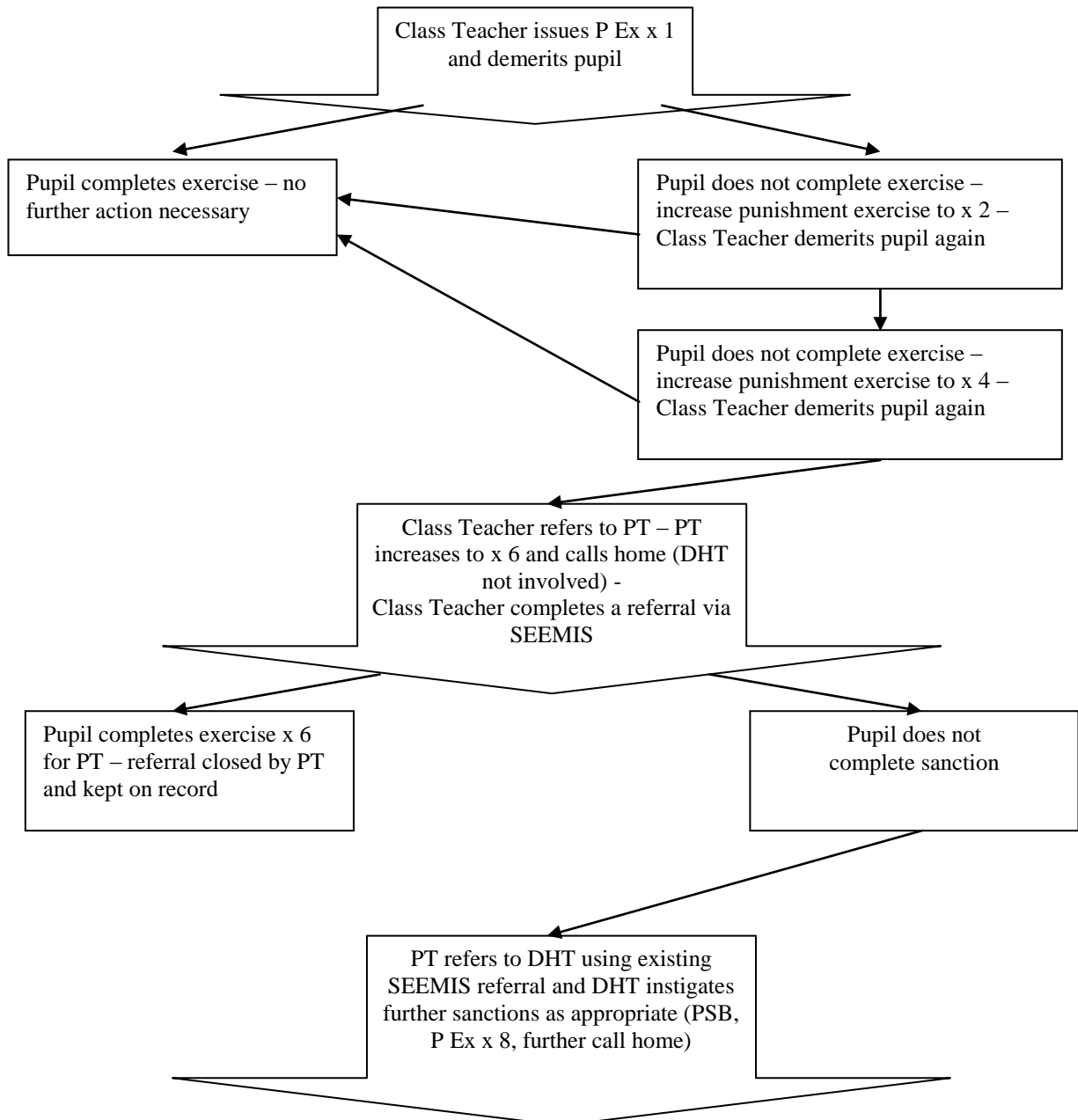
Dealt with by class teacher – see P61
 Demerit on Seemis
 Minute at Dept Meeting
 E-mail PT Pupil Support if necessary

VERY SERIOUS CONCERNS

Assault
 Bullying
 Fighting
 Theft
 Verbal abuse/swearing
 Defiance
 Vandalism
 Failure to accept discipline of class
 Failure to attend appointment (detention, counselling)
 Failure to return punishment exercise within agreed timescale

Referral to PT – see P61
 Referral completed on Seemis
 Minute at Dept Meeting

**FLOW CHART FOR DISCIPLINE PROCEDURE FOR LOW LEVEL INCIDENTS
HIGH LEVEL INCIDENTS TO BE PASSED TO DHT IMMEDIATELY VIA REFERRAL SYSTEM
(SEEMIS)**



GUIDELINES ON STUDY SUPPORT

All members of the Business Education and IT Department will undertake to provide Study Support to pupils where deemed necessary. This will include classes after school (from 3.15 pm – 4.15 pm) for S3-S6 pupils in Administration, Computing and Business Management. Lunchtime and interval support will also be made available to pupils who require support eg to complete homework, to complete NABs, etc.

All staff are responsible for ensuring that their pupils are aware of opportunities to attend Study Support classes. Mrs Nicolson will be responsible for producing posters and flyers to remind pupils of dates and times and to encourage pupils to attend Study Support.

Pupils can be targeted to attend specific Study Support classes by contacting the Year Head or contacting the parent/guardian (by letter or telephone).

Preparation

Staff should consult with pupils on the topics which are their priorities for revision eg theory, homework, practical ICT tasks, projects, etc.

Staff should discuss the most appropriate materials for Study Support at Department Meetings. New study materials should be considered when discussing Department Improvement Plans.

Suitable materials should be organised and available to pupils at 3.15 pm.

Learning/Behaviour Support staff can be invited to Study Support sessions if required.

During Study Support

Staff should use a variety of teaching styles and methodology – adapting to the needs of the pupils.

At the end of each session staff should spend a few minutes discussing the effectiveness of the class and agreeing the ‘next steps’ with pupils.

After Study Support

Discuss the merits of sessions with pupils.

Discuss the attendance of targeted pupils at Department Meetings.

Discuss the materials used and adapt if necessary.

Discuss Study Support with the SMT eg at Department Meetings, at the Department Review, etc.

Send Letters of Commendation to pupils who have benefited from Study Support classes.

GUIDELINES ON LOOKED AFTER AND ACCOMMODATED CHILDREN

It is recognised and acknowledged that barriers to learning may exist where a child is Looked After¹ and/or Accommodated².

Staff Responsibilities

- Be aware of all pupils who are Looked After and Accommodated and identify which of these pupils will be in your class.
- Offer support to these pupils in the manner advised by the Year Head, the Pupil Support teacher, the Support for Learning Department, etc.
- Staff should pay particular attention to the attainment of these pupils and take appropriate steps to remove any barriers to learning eg provide opportunities to complete homework.
- Discuss any issues arising with these pupils with the Principal Teacher in the first instance. This can be an informal discussion or discussed and minuted at the Departmental Meeting. All concerns should be recorded in the Teacher's Planner.
- Liaise with the Head Teacher, Year Head, Pupil Support teacher and Support for Learning Department if there are any concerns that the pupils' needs are not being met.

¹ Under a Social Work Supervision Order
Looked after by a family member other than parent(s)

² Looked after outwith the family home by someone other than a relative

GUIDELINES ON ADDRESSING BULLYING

Staff should be aware of the Whole School Policy on Bullying. A copy of the policy will be stored in the Departmental Reference Folder.

Bullying is:

- a form of abuse
- an imbalance and abuse of power
- intentionally hurtful
- usually takes place within a persistently hostile relationship

Bullying falls into different categories:

- Physical Abuse
- Verbal Abuse
- Mental/Psychological Abuse
- Harassment
- Peer Pressure

Responsibilities of staff:

All staff have a duty to ensure that no form of bullying is tolerated within their classroom or in or around the school campus.

All staff should regularly promote the Core Values of the school and the Anti-bullying code.

All staff should take seriously any incident of bullying and must inform the appropriate PT Pupil Support.

GUIDELINES ON EQUAL OPPORTUNITIES AND RACE EQUALITY

The content of all courses should reflect the cultural diversity of the pupils in the school and an unbiased view of world cultures should be presented. Teaching arrangements should ensure that gender stereotyping is avoided. All pupils should have equality of access to all courses.

In particular, staff should adhere to the following guidelines:

- staff should recognise and address any discrimination incidents and ensure the correct procedures are followed re reporting incidents
- staff should lead by example – modelling the values of equality, diversity, fairness and respect
- positive examples of achievement by all should be displayed eg photographs of pupils' work
- resources should be produced to reflect the cultural diversity of the pupils in the department and society (subject material must not include racial or cultural stereotyping)
- ensure there is a positive classroom ethos which communicated respect for all pupils (pupils should feel safe in their environment)
- careful consideration must be given to the balance of teaching groups
- management of group work should allow pupils of all abilities, religious and cultural groups to work together and all should be encouraged to participate
- staff should support pupils for whom English is a second language
- discussions at Department Meeting should take place about the suitability of courses and course materials

GUIDELINES ON SUPPORTING NEW STAFF, PROBATIONER TEACHERS AND STUDENTS

Welcome Documents

All staff and students new to the school receive appropriate documentation from the School Office and a member of the SMT (School Regent). The PT should liaise with the Regent if there are any concerns re performance and/or progress. In addition the Business Education and IT Department will issue

- A copy of the Department Handbook*
- A copy of the Department Improvement Plan*
- A Departmental Timetable*
- Appropriate Schemes of Work and Assessments

New staff should be given a tour of the department – ensuring they know where all teaching resources are stored. Access to the network should be organised as soon as possible.

Time should be set aside to meet with new staff to provide support eg at 3.15 pm.

New staff should have access to appropriate CPD opportunities. A PRD meeting should be organised to ensure CPD is up-to-date.

Pupils and Classes

New staff should ensure that they have a class list for every class they teach. They must take the register every period using SEEMIS. New staff should ensure that pupils are seated according to the seating plan (in the teacher's planner).

New staff should access the class lists on the server and identify relevant information about pupils eg ASN, medical issues, LAAC, etc.

New staff should familiarise themselves with any documentation relating to specific pupils (stored in the Teacher's Planner).

Probationer Teachers

The Principal Teacher should be familiar with the file – Supporting Probationers and Students in East Ayrshire. The teacher should be given a varied timetable.

The Standard for Full Registration contains a very detailed checklist of tasks to be completed before the probationer's first day in the school and before meeting a class for the first time. Guidance is also provided on what should be achieved in the first few weeks of the probationary period.

Principal Teachers are given ring-fenced periods to support the newly qualified teacher. During this time there should be opportunities for discussion, reflection and identifying development needs. Pastoral support should be provided when appropriate. There should be an agenda for each meeting and both the Principal Teacher and the Probationer should have the opportunity to add to the meeting agenda.

The Probationer should be monitored through observation of teaching and timely feedback given.

Four observations should be carried out before the interim profile and a further 3 observations should be carried out before the final profile is completed. Profiles should be submitted to the Head Teacher.

Student Teachers

Student teachers will spend time observing experienced teachers as well as teaching classes. The balance will depend on the particular placement and guidance from the Universities.

Time will be set aside each week to meet with the Principal Teacher to discuss progress and plan any necessary development.

A mid-placement review will take place. Student teachers are expected to evaluate their performance and contribute to this review.

Absence from School

Contingency plans have to be made if any member of staff is absent from school. It is therefore vital that sufficient notice is given to the school and the department. In the event of illness, all staff should telephone the school office (who will inform the relevant member of the SMT) before 8.35 am and ask to speak to the Principal Teacher.