



Jedburgh Grammar Campus

Kindness Achievement Learning Respect Wellbeing

Handbook 2021-2022





Contents:

	Page		Page
Introduction and Contact Information	3	Learning & Teaching Policy	25
Welcome, Mrs Oliver, Headteacher	4	Active Schools in JGC	26 to 28
Campus Vision & Values	5	Healthy Eating	29
Welcome, School Captains	6	Community Learning & Development Service	30 & 31
Campus Communication	7	Transitions	32
Parent Involvement	8	Support for Pupils	33 to 35
New Enrolments	9	JGC Positive Relationships Policy	36
Campus Ethos	10	Support for Pupils (EPS & BSL)	37 & 38
Curriculum for Excellence: Literacy	11	The Rose Hub	39
Curriculum for Excellence: Numeracy	12	Child Protection	40
Curriculum for Excellence: Health & Wellbeing	13	School Improvement Plan 2021-2022	41
Curriculum: JGC Curriculum Rationale	14	Practical Information	42
Curriculum: ELC, P1 & P2	15	Term Dates	43
Curriculum: P3, P4, P5, P6 & P7	16	Staff in JGC	44 to 46
S1 & S2 Curriculum Areas & Subjects	17 & 18	Uniform	47
S3 Curriculum Areas & Subjects	19	General Information	48
S4 Curriculum Areas & Subjects	20	Data Protection	49 & 50
S5 Curriculum Areas & Subjects	21	Skills for Learning, Life & Work	51
S6 Curriculum Areas & Subjects	22	Useful Websites	52
Learning Without Limits	23 & 24		



INTRODUCTION

Jedburgh Grammar Campus (JGC) aims to ensure that new pupils and staff settle quickly and easily. It is also our intention that up-to-date and immediate information is available. This booklet attempts to provide some of that information. It is not exhaustive and there are policies in key areas available from the Campus, and information available on the JGC website.

Jedburgh Grammar Campus operates an open school policy. Parents are encouraged to contact the campus or visit our website, www.jedburghgrammarmacampus.com, for further details on any of the information contained here, or any other matters they wish to discuss.

Contact us and keep up to date

There are many ways you can contact us and see what is happening in and around school. We encourage you to follow us on Social Media to get the very latest news and parent information.

 **Jedburgh Grammar Campus, Priors Road, Jedburgh, TD8 6HH**

 **01835 863273** /  **www.jedburghgrammarmacampus.com** /  **jgc@scotborders.gov.uk**

School Roll August 2021: **870**

Early Years: **109**

Primary P1-P7: **380**

Secondary S1-S6: **381**

HEADTEACHER: **Mrs Susan Oliver**

PARENT COUNCIL REPRESENTATIVES: **Mrs Diane Palmer & Mrs Diana Hickson**



Jedburgh Grammar Campus Secondary

Jedburgh Grammar Campus Primary

Jedburgh ELC (closed group)



[jedburghgrammarmacampus](https://www.instagram.com/jedburghgrammarmacampus)



[@JedburghGrammar](https://twitter.com/JedburghGrammar)



WELCOME FROM MRS OLIVER

It is a privilege to lead Jedburgh Grammar Campus. The children and young people are fantastic and there is something quite special about the atmosphere in the campus, and also the community involvement that led to its inception and continues to provide valuable support.

It gives me great pleasure to be able to welcome newcomers to our campus community. The purpose of this handbook is to share with you information about the campus and we hope you will find the details we have provided useful.

Jedburgh Grammar Campus is a friendly and ambitious environment. We have fantastic staff who are committed to providing engaging learning experiences and building positive relationships with all of our pupils. Our focus is on ensuring that pupils leave school with the best possible chance of future success, in their working lives and personal well-being. We recognise that learning is life-long and our aim is to ensure that pupils achieve qualifications and accreditation, while at the same time developing the skills they need for learning, life and work that will sustain them in the future. Curriculum for Excellence is underpinned by the values inscribed on the mace of the Scottish Parliament: Wisdom, Justice, Compassion and Integrity.

We make our high expectations clear to pupils and encourage them to aspire to be the best they can be. A close partnership between parents and campus staff is of a great benefit to the pupils and we look forward to working closely with you.

We place great importance on helping new pupils settle in quickly. If you require any further information, please do not hesitate to get in touch.



Susan Oliver, Headteacher

Kindness

Achievement

Learning

Respect

Wellbeing



CAMPUS VISION

The objective set out for an intergenerational campus in Jedburgh was to deliver a community asset which would deliver benefits to the health, wellbeing and learning opportunities across Jedburgh and the surrounding rural communities, summed up in our vision statement:

Learning without limits

Aims

To realise our vision we aim to:

- ◆ Ensure an environment where everyone who enters feels welcome and is treated with kindness and respect.
- ◆ Provide high quality learning and teaching at all levels
- ◆ Improve outcomes for children and young people in terms of well-being, attainment, achievement and sustained positive destinations
- ◆ Deliver an innovative curriculum that provides employability pathways to meet the needs of the local economy
- ◆ Develop effective partnerships to strengthen opportunities for local community

School Values

The core values, which will guide us, were agreed through consultation with pupils, parents, staff and members of the community:

Kindness

Achievement

Learning

Respect

Wellbeing



MEET OUR STUDENT HEAD TEAM 2021-2022



We would like to welcome all new pupils to Jedburgh Grammar Campus and are looking forward to getting to know you.

Very best wishes to you all!



CAMPUS COMMUNICATION

We will communicate with parents through Parents' Evenings, telephone, letter, face to face meetings where necessary, Groupcall/Xpressions and social media. We are also developing the use of apps for communicating about learning, including Seesaw and Satchel One. In addition to normal Parents' Evenings we have Information Evenings relevant to particular stages, where appropriate.

It is essential that parents/carers ensure the campus has up to date contact details. Key information will be shared via email and text by JGC and Scottish Borders Council.

Keeping in touch

Pupil absence: Please notify the school via the Groupcall Xpressions App (can be used anytime), telephone the school office on the day of absence (lines open 8.30am), email jgc@scotborders.gov.uk or if the absence is planned you may wish to write a note in advance. If your child is absent from school for more than one day, please contact the school each day that they are absent or tell us the exact dates they will be absent for if this is known.

Queries, Concerns, Complaints: Please do not hesitate to contact the campus office via telephone or email and you will be directed to the appropriate member of staff for assistance.
SBC complaints procedure can be accessed via: https://www.scotborders.gov.uk/info/20016/have_your_say/155/make_a_complaint/1

Data

In accordance with practice in schools throughout the region, details of pupils are maintained through a computerised administration system. All such information is used according to the principles set out in the General Data Protection Regulation (GDPR).

News, including information about pupil learning and achievements, is also shared via campus social media feeds.

 **Jedburgh Grammar Campus Primary**

 **Jedburgh Grammar Campus Secondary**

 **Jedburgh ELC (Private Group)**

 **jedburghgrammarmacampus**

 **@JedburghGrammar**



PARENTAL INVOLVEMENT

We believe the support of parents is vital to the success of Jedburgh Grammar Campus. Our aim is to do everything possible to provide parents with information and opportunities to learn of matters that relate to their child's education.

The main aim of the Parent Council is to:

- ◆ Support the school in its work with pupils and parents
- ◆ Represent the views of parents
- ◆ Promote contact between the school, parents, pupils, associated schools and the community
- ◆ Fundraise and organise social activities
- ◆ Be involved in the recruitment of senior staff

We usually meet around seven times a year and cover a variety of subjects. We have a close, pro-active relationship with the school and help to make the school an integral part of the community. The school's ethos is to raise the ambitions and aspirations of its pupils and JGC Parent Council support this approach.

The Parent Council are involved in improvement planning and being part of the Parent Council is an opportunity to give your views on school issues, staffing and the curriculum. Any new and innovative ideas for fund-raising are always welcome. For further information, please contact jgcparentcouncil@gmail.com.

We are very supportive of parents enhancing the learning opportunities on offer. Please contact Mrs Oliver if you would like to do this. We are also involved in the parental evaluation work done by the school, such as whole school parent surveys and surveys at parents' evenings.

If you have any queries or would appreciate support, we encourage you to get in touch with campus staff or the Parent Council.

***Diana Hickson & Diane Palmer
Parent Council Representatives***



NEW ENROLMENTS

Enrolling in Jedburgh Grammar Campus

If you wish to enrol your child for an early learning and childcare (nursery) or primary place for the first time, you can find all relevant information at:

ELC: https://www.scotborders.gov.uk/info/20038/school_and_nursery_places/528/apply_for_a_pre-school_nursery_place

P1: https://www.scotborders.gov.uk/info/20038/school_and_nursery_places/575/apply_for_a_school_place

If you are moving into the area, or if you are considering making a request to bring your child to Jedburgh Grammar Campus, please contact us to arrange a visit and a meeting with a member of our senior leadership team. All contact information is on page 3 of this document.

Catchment Area:

The school serves a largely rural catchment area taking pupils from Jedburgh and the surrounding villages and countryside. Pupils from Ancrum Primary School transfer to JGC at the end of P5 and pupils from Denholm Primary School can choose to attend JGC or Hawick High School.

A number of pupils also choose to attend our campus from outwith the catchment area. This is done by applying to Scottish Borders Council for a placing request. Parents are invited to contact the campus to arrange a visit prior to submitting the placing request form.

More information about the placement request process (including your right to appeal) can be found here:

https://www.scotborders.gov.uk/info/20038/school_and_nursery_places/576/make_a_placement_request/1





CAMPUS ETHOS

Curriculum for Excellence places learners at the heart of education.

At the centre are four fundamental capacities which reflect the lifelong nature of education and learning.

We have excellent relationships between staff and pupils and all our staff are very proud of JGC and care about their pupils. We believe in respect, we show compassion; we demonstrate wisdom and act with integrity. Everyone has an important role to play and everyone can develop and progress.

We are in the process of developing a new House structure to instil a sense of belonging, and much of the learning around Health & Wellbeing is of prime importance here. In addition, pupils take part in activities outwith the normal timetabled day to develop individual skills, talents and interests, such as musicianship, sport, drama or creative writing.

Children and young people may choose from a range of activities offered on campus or in the wider community. Many of these will provide opportunities for personal achievement. Pupils also have opportunities to develop and display leadership qualities through taking on leadership roles and participating in activities like pupil councils. All pupils will have opportunities to share their personal achievements and there are opportunities to celebrate these both at class and whole-school level.

We work hard to provide a vibrant learning environment for learning and teaching where our children and young people enjoy learning and benefit from innovative teaching. The structure to support this is a curriculum which challenges and supports pupils and offers opportunity, choice, specialisation and variety. We believe that the best schools have the best teachers. We have a very supportive ethos in the school where teachers support each other with professional learning and self-evaluation.

We aim to take care to know all our pupils as individuals, develop them as individuals and understand and help to fulfill their aspirations.

Jedburgh is a very supportive community with important heritage and history. We maintain strong links with local groups and businesses. We feel that our young people are better equipped to make an impact in their town, country and the world when they understand their own heritage and have a sense of belonging.





CURRICULUM FOR EXCELLENCE

Literacy

*"The more that you read, the more things you will know.
The more that you learn, the more places you'll go"
Dr. Seuss.*



Our mission is to develop our pupils' communication skills, an enthusiasm for reading and a love of language in every pupil we work with.

Literacy underpins all learning across the curriculum and is also an essential life skill required for academic success and life beyond school too. At Jedburgh Grammar Campus we have comprehensive strategies in place to support the development of literacy skills for all our pupils aged 3-18.

All teachers aim to develop pupils' literacy skills in these key areas:

- ◆ **Reading**
- ◆ **Writing**
- ◆ **Talking & Listening**





CURRICULUM FOR EXCELLENCE

Numeracy

"Numeracy and mathematical thinking are woven within the fabric of all conversations, interactions and experiences. They are everywhere in the environment. They are a part of a child's everyday life and are fundamental to all other learning."

Realising the ambition: Being Me P70

Decisions in life are usually based on numerical information and to be successful in our futures we must be numerate. At Jedburgh Grammar Campus, we are committed to ensuring all pupils leave school numerate and ready to apply their skills in adult life.

Numeracy sits, alongside Literacy and Health and Wellbeing, at the heart of Curriculum for Excellence, and as such is the responsibility of all. Teachers support pupils in developing their numeracy skills using a variety of strategies and pupils will have the opportunity to experience and demonstrate their numeracy skills across a range of curricular areas.

Numeracy is split into five key areas:

- ◆ **Number and Number Processes**
- ◆ **Fractions, Decimal Fractions and Percentages**
- ◆ **Time**
- ◆ **Data and Analysis**
- ◆ **Ideas of Chance and Uncertainty**





CURRICULUM FOR EXCELLENCE

Health & Wellbeing

JGC HWB vision statement.

We aim to:

1. **Promote and teach our young people about wellbeing** so that they can make informed decisions and establish wellbeing routines that are sustained into adult life.
2. **Improve wellbeing across the school community.**
3. **Ensure that inclusion and equality leads to improved outcomes for all.**
4. **Gather data on wellbeing and use that data effectively** to measure the impact of our interventions and to inform future priorities.

Courses and experiences from 2-18 promote and teach our children and young people about health and wellbeing and encourage them to apply their learning to everyday life. The S1-3 Health and Wellbeing course gives pupils the opportunity to achieve an SQA qualification in Wellbeing. Pupils also participate in a range of activities during Health Week and S6 pupils are now undertaking Scottish Mental Health First Aid training and Child Protection training.

To improve the wellbeing of our young people, we aim to support them to feel safe, healthy, achieving, nurtured, active, responsible, respected and included. Pupil Council members helped us share with staff what each of these areas look like in practice for them. JGC is delivering the Growing in Confidence programme which helps pupils, parents and staff support the development of positive mental and emotional wellbeing. The pupil input is delivered throughout the primary years and through the S2 PSE and Health & Wellbeing courses. Staff continue to welcome and benefit from training in this area, along with input to support young people to overcome a range of other potential barriers to learning. Parents and carers are given the opportunity to participate in courses to support the wellbeing of their children, offered by school staff and Community Learning and Development colleagues.

Staff across the school, with the support of a number of external partners, are committed to supporting the individual needs of pupils as appropriate.

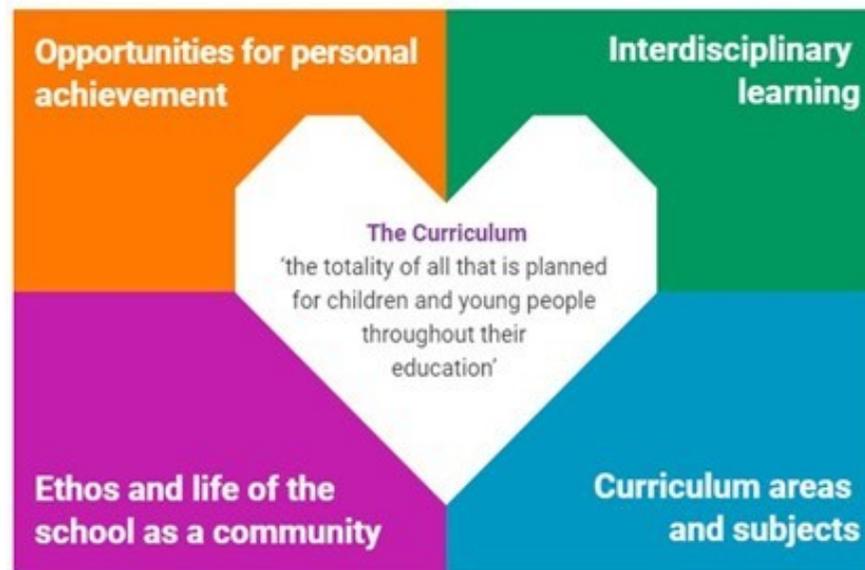


CURRICULUM

As part of their learner journey, all of Scotland's children and young people are entitled to experience a coherent curriculum from 2 to 18, to allow them to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world.

Learning can be planned for and experienced across four contexts:

JGC Curriculum Rationale



As a campus we wish to encourage all our young people to achieve, attain and aspire to the very best of their potential.

We pride ourselves in supporting children and young people with a range of abilities, strengths and challenges. As an inclusive environment, we work hard to provide our young people with a wide range of experiences and curricular options which will lead to positive outcomes and bright futures. We pursue achievement, including attainment, in a range of ways and promote high expectations and aspirations amongst our young people. We know the members of our school community well and building positive relationships is at the heart of everything we do. This ensures our young people engage much better with their learning.

Staff are committed to professional development and continually reflect on learning and teaching, because we know that this leads to improvements in outcomes for our young people. We seek the best for our young people and are proud of all of their achievements.

Our curriculum takes account of the changing needs of our young people and the wider community, our school's vision and values and the national drivers for Curriculum for Excellence.

We work closely with parents and partner agencies to ensure that all young people, regardless of any difficulties or barriers in their lives, get access to a high quality educational experience which prepares them well for life beyond school. We promote the development of key skills for



ELC-P2 Curriculum

All children in ELC-P2 experience learning based on the Scottish Curriculum for Excellence. Children progress through the Early Level and into First Level as they develop as individuals. Staff plan learning experiences to ensure progression. The emphasis in the Early Years is on play based learning with learning becoming more directed as they develop.

Outdoor learning is an important part of children's development and opportunities are sought for learning to take place outdoors, where possible.

Curricular Area	Subject
Languages	Early development of Reading, Writing, Listening and Talking through play and structured phonics (introduced in P1).
Mathematics	Early concepts developed about number and mathematics through a combination of play and structured activities.
Health & Wellbeing	Children learn ways to look after their physical and mental health.
Expressive Arts	Lots of opportunities provided for children to be creative in their play in Art/Music/Drama.
RME	Children learn about Christianity and Other World Religions and are helped to explore moral issues.
Social Studies	Children learn about history, geography and society through a variety of topics.
Sciences	Children have opportunities to develop curiosity about scientific concepts.
Technologies	Children learn to use a variety of digital and other technologies.





P3-7 Curriculum

All children in P3-7 experience learning based on the Scottish Curriculum for Excellence. Most children progress through the First Level and into Second Level as they develop as individuals. Staff plan learning experiences to ensure progression.

Staff plan interdisciplinary topics to help pupils make connections across the curriculum. Teachers work collaboratively with stage colleagues to provide exciting learning opportunities for all pupils. Pupils often work in groups of different sizes and are encouraged to become increasingly independent in their learning.

P4-7 children are provided with SBC iPads which are used to support learning across the curriculum in innovative ways.

Curricular Area	Subject
Languages	Further development of Reading, Writing, Listening and Talking skills across the curriculum.
Mathematics	Mathematical concepts are developed using practical resources. Children are encouraged to explore concepts in a variety of ways and apply these in different contexts.
Health & Wellbeing	Children continue to learn ways to look after their physical and mental health.
Expressive Arts	Lots of opportunities provided for children to be creative in Art/Music/Drama.
RME	Children learn about Christianity and Other World Religions and are helped to explore moral issues.
Social Studies	Children learn about history, geography and society through a variety of topics.
Sciences	Children have opportunities to develop curiosity about scientific concepts.
Technologies	Children learn to use a variety of digital and other technologies. From P4 upwards, children will use their iPads.





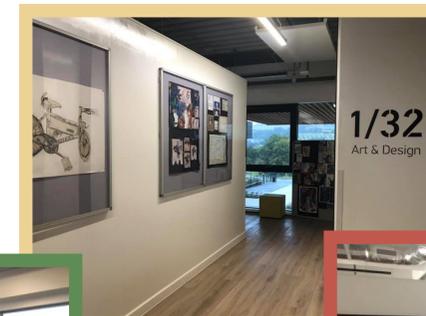
S1 & S2 CURRICULUM AREAS & SUBJECTS

S1/S2

All S1 and S2 pupils are assigned to mixed ability classes and follow a common course shown here:

Emphasis is laid upon pupils continuing the process started in previous years of developing skills, knowledge and understanding of themselves and the outside world. Help is available to individual pupils and departments from Pupil Support Staff. In Social Education, pupils will be helped to understand their place as individuals in the school and the community at large. Just before moving into S2, pupils choose from a range of 'electives' in the curricular areas of Science and Social Subjects. This allows them to explore some areas of the curriculum in more depth. More information on these subjects is shown below:

Curricular Area	Subject
Languages	English / French / Spanish
Mathematics	Mathematics
Health & Wellbeing	Home Economics / Health & Wellbeing (HWB) / PE / PSE
Expressive Arts	Art / Music
RME	RME
Social Studies	Social Studies
Sciences	Sciences
Technologies	Technical / ICT



S2 Electives - Social Subjects

Geography Fragile Earth	In this topic you will study Antarctica. You will look at the impact we have as global citizens. We will look at the Role of the United Nations. We will look at endangered species and the role of charities and organisations in protecting
History The Slave Trade	In this topic you will study the Slave Trade in its three main stages – Capture in Africa – the Middle Passage – Slave Auctions in America. The topic loosely follows the story of Kunta Kinte the hero of the TV blockbuster Roots. You will also explore Scotland's role.
Modern Studies Human Rights in China	In this topic you will learn all about China and how it is developing as a global super power but has one of the world's worst human rights records. We will look at some of the problems people face in China and the different ways in which Human Rights are breached.



S2 CURRICULUM AREAS & SUBJECTS

S2 Sciences

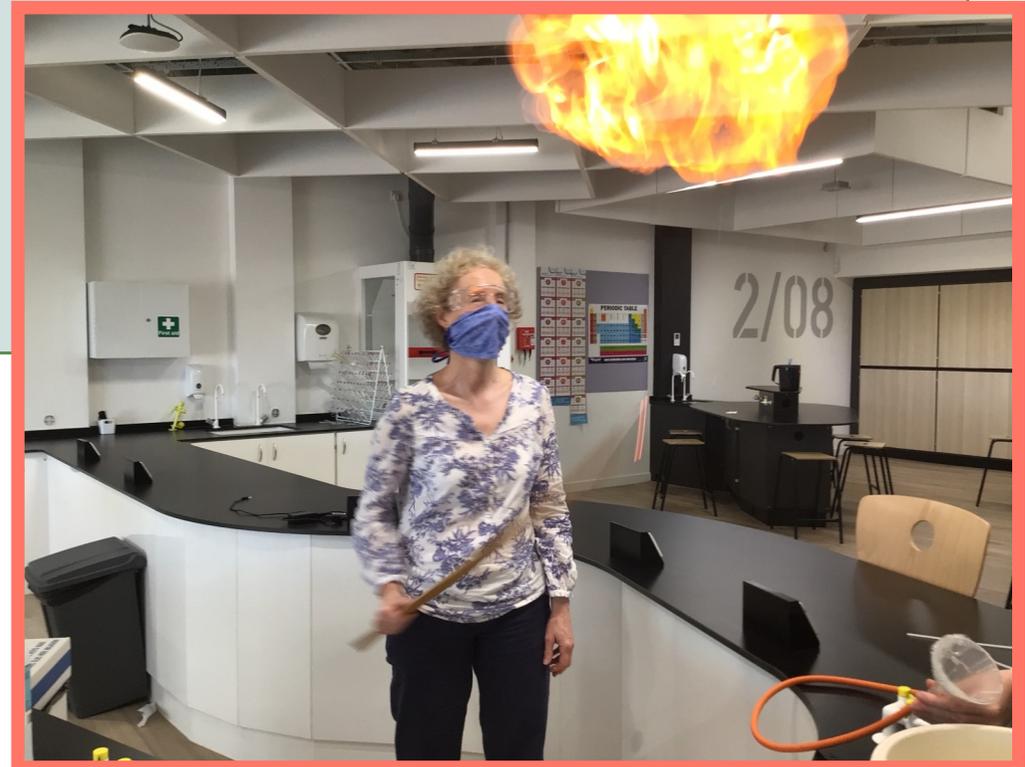
Elective Science Skills

Further developing key skills from S1, such as calculating percentages and drawing graphs, and how these skills can be applied in Science. Students will be completing a work book and homework for this elective subject.

Students choose skills to develop which is based on individual need. Progress is assessed in core science lessons.

On returning to school in January, students engage with a STEM (Science, Technology, Engineering and Maths) project of their choice.

They will then be able to apply and further develop these skills, working in conjunction with the Maths department.





S3 CURRICULUM AREAS & SUBJECTS

S3

In S3 the school continues to offer a broad curriculum for all students with further opportunities for specialisation.

Core

All students will continue to study:

English and Literacy Mathematics and Numeracy	Physical Education Personal & Social Education	Religious & Moral Education Health & Wellbeing
--	---	---

Choice

In addition students choose one subjects from each curricular group, plus four additional subjects from any group – nine in total:

Social Studies	Geography / History / Modern Studies
Sciences	Biology / Chemistry / Physics
Technologies	Business / Computing / Design & Manufacture
Expressive Arts	Art / Drama / Media / Music
Languages/ Health & Wellbeing	French / Home Economics / PE / Spanish

Pupils are able to choose their specialisation options during the second term of S2. All courses in S3 focus on Experiences and Outcomes from Levels 3 and 4 of Curriculum for Excellence to provide a broad and challenging education. They also begin preparation for National 4 and 5 courses. Some of the coursework and assessments may be held by departments as part of the presentation for National 4/5 in the Senior Phase.

At the end of S3 students choose which of their S3 subjects they wish to continue to study for the new National examinations in S4 and then beyond.



S4 CURRICULUM AREAS & SUBJECTS

S4

In S4 students embark on the Senior Phase of their education. This is a natural progression from the Broad General Education of S1-3.

Core

All students continue to study, per week:

English & Literacy 5 periods	Mathematics & Numeracy 5 periods	Core PE 2 periods	Personal & Social Education 1 period
--	--	-----------------------------	--

Choice

In addition, students choose to study 4 more subjects at National 3, 4 or 5 level, as appropriate to their ability, from a wide range of courses offered. For most students this is a continuation of their studies in S3. Students make their choices during the second term of S3. In discussion with subject and pastoral staff some students may choose a subject at Higher level, where they already meet the entrance criteria for this course. Each National level course is studied for 5 periods per week. Higher courses are allocated 6 periods per week.

At the end of S4 some pupils may choose to leave secondary school to continue their formal education at college. Others may choose to leave formal education to take up employment or apprenticeship. Many others will remain at secondary school to continue their studies.





S5 CURRICULUM AREAS & SUBJECTS

S5

In S5 students follow a full timetable of 33 periods per week.

Core

All students in S5 have 3 periods per week of Core activities:

PE 1 period	Personal and Social Education 1 period	Supervised Study 1 period
------------------------------	---	--

Choice

In addition, students choose to study 5 subjects at National or Higher level, as appropriate to their ability and prior attainment, from a wide range of courses. In discussion with subject and pastoral staff those students who have already gained a qualification at Higher level may choose to continue their studies in that subject at Advanced Higher level. Each National level course is studied for 5 periods per week. Higher courses are allocated 6 periods per week. Advanced Higher courses have a minimum of 2 taught periods with an expectation of further directed study for up to 6 periods with practical and written assignments. Subjects are shown in the Appendices.

Opportunities for Personal Achievement

S5 students are encouraged to take up opportunities to extend their experience through various volunteer works or through engagement in other school-based projects, including working with primary pupils.

At the end of S5 some pupils may choose to leave secondary school to continue their formal education at college or university. Others may choose to leave formal education to take up employment or an apprenticeship. Many others will remain at secondary school to continue their studies, mostly with a view to gaining qualifications and experience leading to further academic study at university.



S6 CURRICULUM AREAS & SUBJECTS

S6

In S6 students negotiate an individual timetable according to their choice of course. This should occupy at least 24 periods.

Core

All students in S6 have 3 periods per week of Core activities:

**Personal and Social Education
1 period**

**Supervised Study
2 periods**

Choice

In addition, students choose from a range of courses at National, Higher or Advanced Higher level as appropriate to their ability and prior attainment:

Each National level course is studied for 5 periods per week.

Higher courses are allocated 6 periods per week.

Advanced Higher courses have a minimum of 2 taught periods with an expectation of further directed study for up to 6 periods with practical and written assignments.

**4 subjects if taking only one subject at
Advanced Higher level**

**3 subjects if taking two or more subjects at
Advanced Higher level.**

Opportunities for Personal Development & Achievement

S6 students are expected to develop skills for life by supporting others, through service to school or community and also have the opportunity to engage in work-based learning placements and the Youth & Philanthropy Initiative (YPI). The YPI winning team from 2020-21 (pictured), secured £3000 for the local branch of Aberlour Child Care Trust.

At the end of S6 many students continue their formal education at college or university and are supported by Pastoral and subject staff in their applications throughout the session. Others will enter employment or an apprenticeship at this stage





LEARNING WITHOUT LIMITS

College

Jedburgh Grammar Campus has strong links with Borders College to extend learning opportunities for school-age and community learners

S4 Pupils

Some pupils will choose to take part in college-based courses for 2 afternoons per week through Borders College, choosing from a range of topics such as:

- ♦ Early Education & Childcare
- ♦ Engineering Skills
- ♦ Computing Science
- ♦ Landbased – Rural Skills or Animal Care
- ♦ Hairdressing and Beauty Therapy

Available courses may change each session. A National Progression Award in Cyber Security Has been introduced for session 2021-22.

S5 & S6 Pupils

S5 pupils are invited to consider the 2-year Foundation Apprenticeship courses. A course in Software Development is also on offer for S5/6, while S6 pupils may choose to study Higher Psychology.

Adult Learners in JGC

Adults wishing to find out about opportunities to study for national qualifications, alongside senior students, should enquire via JGC reception.

Information about community learning opportunities available from Borders College can be found at <http://www.borderscollege.ac.uk/courses/evening-community-courses/>





LEARNING WITHOUT LIMITS

Personal & Social Education

All pupils in the secondary stages have a timetabled slot of Personal & Social Education. The PSE programme is regularly reviewed and revised to take account of changes in society. It is an essential part of the personal development of young people but it is not the sole part since much work in this respect goes on in other parts of the curriculum. PSE contains elements such as equality, mental health, personal relationships, sex education and parenthood, substance use, online-safety, careers and planning for the future. It approaches these topics using a mixture of interactive multi-media resources, group discussion, role-play, outside speakers and written work.

The school actively promotes a healthier lifestyle to ensure pupils' continued well-being. This includes:

- ◆ learning about nutrition and how to prepare healthy meals in the Home Economics department
- ◆ taking part in a variety of fitness activities in PE
- ◆ a choice of healthy meals in the School Canteen
- ◆ vending machines offering healthy drinks
- ◆ the school nurse's lunchtime drop-in session

Religious & Moral Education

Following Council and National policy, pupils receive one period of Religious & Moral Education per week following a course which takes a comparative approach to some of the most common world religions and discussion of a variety of moral and ethical issues. Pupils also attend two religious assemblies per year. Parents who wish to exercise their right to withdraw their child from religious instruction and/or religious observance should contact the Headteacher to discuss alternative arrangements for your child.

Denominational Links

At Jedburgh Grammar Campus we work closely with our local churches, Jedburgh Old & Trinity Parish Church and St John's Episcopal Church.

We have close links with the local Jedburgh Churches Foodbank, both supporting them and also arranging support for some of our families. If at any point, you feel this may be of assistance to you, please contact a member of the Senior Leadership, Pastoral or Pupil Support team via the campus reception. Enquiries will be treated in confidence.



Learning & Teaching Policy

Vision, Values & Aims

Strong positive relationships and a culture of kindness and mutual respect form the foundations of effective learning and teaching. Added to this is a desire to develop '*learning without limits*' for our young people through a culture of high quality teaching and assessment approaches which enables pupils to be the best they can be. This policy outlines the processes and support available to JGC pupils to achieve that aim.

JGC is a caring community with mutual trust and respect for all. We believe that a restorative and nurturing approach is the most effective way to support children to be happy, safe and thrive. Pupils will be fully supported in order to make progress in their learning and achieve the best outcomes possible. We do not expect them all to learn in exactly the same way and we will strive to meet their differing needs allowing them all to be successful.

Expectations

Teachers develop and personalise a positive 'Climate' and 'Culture' within their learning environments as appropriate to age and stage and plan learning with learners at the centre.

- ◆ All staff have high expectations of pupil effort, behaviour and quality of work produced
- ◆ Effective use is made of time, space and resources to ensure there is an engaging and motivating curriculum delivered at appropriate levels of pace and challenge
- ◆ Continuous assessment is used to measure and address the 'teaching – learning' gap
- ◆ Teachers evaluate their impact on learners regularly to ensure the needs of all are being met and that pupil learning is visible
- ◆ Teachers regularly engage in a range of professional learning, the result of which, is evidenced in their classroom practice

Quality Assurance

Learning and Teaching in the school is monitored regularly as part of a assurance programme. There is an active development programme focused on aspects of learning and teaching to ensure that all staff have opportunities to be informed about new developments. There are opportunities for discussions on methodology with colleagues and sharing of good practice. Throughout the session staff observe each other in the classroom and discuss next steps to further improve the experience for learners.

Pupils will complete evaluations for their courses at the end of topics or significant units of work. Teachers use this to inform changes to courses and/or delivery methods. The views of parents and carers are sought through surveys and via the Parent Council.

The progress of pupils is monitored through a tracking programme monitored by House Heads who activate an early intervention system when concerns are being raised about individuals. This provides solid evidence for discussion with pupils and parents/carers.



ACTIVE SCHOOLS IN JGC

Background to Active Schools

Active schools priority is to provide opportunities for students to participate in a range of extra-curricular activities both through school and within the community through the support of staff and volunteers. Our new active schools coordinator is Lauren Grant, she can be contacted by email on lgrant@liveborders.org.uk. Any updates regarding new clubs will be on the Active Schools Facebook page – Jedburgh Active Schools.

What is on in the department?

Home Economics: Within HE students are given the opportunity to develop their understanding of a range of different topics including nutrients, healthy eating and where does our food come from. They also cover a textiles unit where they learn how to use a sewing machine and make a bag. Certificated options include Practical Cookery (National 4 and 5) Health and Food (National 5 and Higher).

Every year Miss Mackay puts on a fantastic spread for the Worlds Biggest Coffee Morning for MacMillan, which is a fantastic cause, with this year raising £253.50!



Physical Education: Within PE students experience a range of different sports and activities including Rugby, Hockey, Netball, Badminton and Gymnastics in both our primary and secondary. Students in S1-3 also receive a period a week of Health and Wellbeing where they focus on Physical, Mental, Emotional and Social wellbeing, the PE department work closely with pastoral to create an engaging course which develops pupils understanding in the four areas.

Our core classes come to PE in their full year group which gives the department the ability to offer personalisation and choice, allowing students to develop their skills in a fun and engaging environment. In





ACTIVE SCHOOLS IN JGC



What's on in the department? continued ...

National 4/5 Physical Education: The national 4/5 PE course covers the 4 factors that impact on performance (Physical, Mental, Social and Emotional). Pupils will explore these factors through a range of practical and theory based lessons. They will also complete a development programme to develop their performance and this will be used as a basis for their end of course assessment.

Assessment:

- National 4 - pupil must compete a portfolio on their performance development programme and an Added Value unit which is 1 performance in a sport of their choice.
- National 5 - pupils complete a portfolio on their performance development programme which is worth 50% of their marks. They also will be assessed in two practical performances which will make up the other 50% of their mark.

Higher Physical Education: The course will consolidate pupils understanding of the 4 factors learnt at National 5 along with developing their understanding of the performance development process through practical and theory based lessons

Assessment:

- 50% of mark is based on being assessed in two practical performances.
- 50% is based on a 2h30min exam at the end of the course, covering all aspects of the 4 factors and the performance development process.

Sports Leaders: Another certificated option within the Health and Wellbeing Faculty for senior pupils is an SQCF Leadership course (level 5 and 6) which is taught in conjunction with Sports Leaders. Students experience an introduction to leadership and are given the opportunity to develop their understanding of different approaches to leading both within the school and the community. The course looks to develop the learners approach to leadership and how best to apply this in different learning contexts. As part of the course learners are encouraged to engage and lead sessions for younger pupils, namely primary and S1 and develop their own leadership skills.

Extra-Curricular: We offer a range of clubs and activities including Netball, Football, Hockey and Rugby. These clubs would not be able to run without the amazing support and help we have from staff and volunteers within the community!

Please see our current extra-curricular schedule below – regular updates on clubs will be posted on the school Facebook page – Jedburgh Grammar Campus PE and Sport.



ACTIVE SCHOOLS IN JGC



Extra Curricular Sports Programme

AREA	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SPORTS HALL	<p>SECONDARY LUNCHTIME BLOCK 1.15pm to 2.05pm</p> <p>PRIMARY NETBALL P4-P7 3.45pm to 4.45pm Coach: Carly Yule</p>	<p>PRIMARY LUNCHTIME BLOCK 12.20pm to 1.10pm</p> <p>SECONDARY LUNCHTIME BLOCK 1.15pm to 2.05pm</p>	<p>PRIMARY LUNCHTIME BLOCK 12.20pm to 1.10pm</p> <p>SECONDARY NETBALL S1 & S2 4pm to 5pm OPEN NETBALL S3 TO S6 5pm to 6pm</p> <p>Coaches: Mrs Hare & Millie C</p>	<p>PRIMARY LUNCHTIME BLOCK 12.20pm to 1.10pm</p>	<p>PRIMARY GYMNASTICS <u>18 months to 3 years</u> 1.45pm to 2.30pm (postponed) <u>3 to 5 years</u> 2.30pm to 3.15pm <u>P1 to P3</u> 3.30pm to 4.30pm <u>P4 to P7</u> 4.30pm to 5.30pm Coaches: Live Borders</p>
ASSEMBLY HALL	<p>Active Schools Targeted Blocks / Staff Wellbeing 3.45pm to 5pm</p>	<p>Active Schools Targeted Blocks / Staff Wellbeing 3.45pm to 5pm</p>			<p>Active Schools Targeted Blocks / Staff Wellbeing 2pm to 4pm</p>
FITNESS SUITE	<p>1.05pm to 2.05pm Coach: Mrs Gilfillan</p>	<p>FITNESS CLUB 4pm to 5pm Coach: TBC</p>	<p>FITNESS CLUB 4pm to 5pm Coach: Mr Wright</p>	<p>1.05pm to 2.05pm Coach: TBC</p>	
2G	<p>HOCKEY S1 & S2 4pm to 5pm Coaches: Mrs Owenson & Ms Hardie</p>	<p>HOCKEY P4 TO P7 3.45pm to 4.45pm Coaches: Sports Leaders & TBC</p>	<p>FOOTBALL S1 & S2 4pm to 5pm Coach: Mr McAdam</p>	<p>SENIOR HOCKEY S3 4pm to 5pm Coaches: Ms Hardie & Sarah Davenport</p>	<p>HOCKEY FIXTURES (SATs: Nov to Feb inclusive) Friday matches: 3pm to 6pm Saturday matches: 9am to 1pm</p>
3G	<p>SECONDARY RUGBY S1 & S2 4pm to 5pm Coaches: Mr Davies & Mr Harshaw</p>	<p>SENIOR RUGBY S3 4pm to 5pm Coaches: Mr Harshaw & Mr Dawson</p>	<p>PRIMARY RUGBY P4 TO P7 3.45pm start Coaches: Mr Harshaw & Sports Leaders</p>	<p>FOOTBALL S3 TO S6 Coaches: Mr Ferguson & Mr Johnston</p>	<p>RUGBY FIXTURES (SATs: Nov to Feb inclusive) Friday matches: 3pm to 6pm Saturday matches: 9am to 12pm</p>
DANCE		<p>EXERCISE TO MUSIC 1.30pm to 2pm</p>			



HEALTHY EATING

Healthy eating and physical activity are essential for positive growth and development.

Healthy snacks are provided during the child's ELCC journey, continue to give these types of snacks for your child to have a break times throughout primary school.

Water bottles used in class should be filled with plain water only.

What?



Why?



Helps concentration

Healthy teeth



Helps digestion

Helps bodies to grow and develop



Healthy skin

Provides energy



Healthy Beginnings

Top Tips

- ♦ Start your day with a healthy breakfast
- ♦ Eat more fruit & vegetables
- ♦ Keep food and drinks containing sugar to a minimum
- ♦ Enjoy family meal times
- ♦ Brush teeth at least twice a day—'Spit, don't rinse!'
- ♦ Register with a local dentist
- ♦ Ask your dentist about fluoride varnish
- ♦ Be active, move more
- ♦ Explore different kinds of play and physical activity everyday

Safe * Active * Included * Responsible * Respected *
Achieving * Healthy * Nurturing

Joint Health Improvement Team:
health.improvement@borders.scot.nhs.uk

Food & Nutrition Coordinator:
Hazel.Scott@scotborders.gov.uk

NHS Borders Oral Health Promotion:
Helen.Brand@borders.scot.nhs.uk



COMMUNITY LEARNING & DEVELOPMENT SERVICE

Youth Learning

The Community Learning and Development Service (CLDS) Youth Learning works with targeted students to make positive changes in their lives and their communities. course, Outdoor Activity Programmes as well as person centred 1:1 support using Individual Action Plans.

CLDS provides alternative accreditation options for young people including SQA Awards, Saltire Awards (one to one for youth volunteering) and Youth Achievement Awards (YAA), which accredits personal development both in and out of school. The awards help students to build their CV and support their transition to a positive destination after school.

CLDS works in partnership with other agencies, including Cheviot Youth, to develop informal learning opportunities in the community. Additional projects which support pupils' health and wellbeing and outdoor learning are run throughout the year depending on the needs of the pupils.





COMMUNITY LEARNING & DEVELOPMENT SERVICE

Adult Learning

The Community Learning & Development Service (CLDS) Adult Learning aims to empower adults to make positive changes in their lives and their communities through learning. To achieve this, we provide a wide range of learning opportunities for adults which are co-designed with learners to meet their needs. Building on what learners already know, together we develop skills for learning, life and work.

Adult Literacies - learners develop communication, numeracy and ICT skills to improve their own knowledge and confidence to support them in daily life or work towards personalised goals. 1:1 tuition may occasionally be offered for a limited period. SQA Communications and Numeracy units (SCQF levels 2 – 4) are available as accredited outcomes.

Further opportunities to achieve SQA qualifications include Personal Development Units, Volunteering Skills and Employability Units. These can be delivered with local partners to enhance the learning experience and provide additional opportunities to develop communication skills.

Family Learning – a range of family learning opportunities where parents and children learn together are available through CLDS. These include Flying Start and PEEP programmes which are delivered in partnership with the Early Years staff. Parents recognise the crucial role they have as their children's first educator through fun learning activities.

The Parental Employability Project supports parents, carers and kinship carers within Scottish Borders who are unemployed or in employment to increase their household income.

The above learning offer provides examples of the types of learning programmes that we can deliver. Our team works flexibly to meet the needs of the community and can design bespoke learning programmes to meet particular and emerging local needs, please contact your local CLD Worker if you require further information.

Community Learning & Development Worker (Adult Learning) Lesley-Anne Nevins,
07792 381 746





TRANSITIONS

A key benefit of the 2-18 campus is that it provides a coherent and progressive journey for our learners, with seamless transitions through the stages of education and learning.

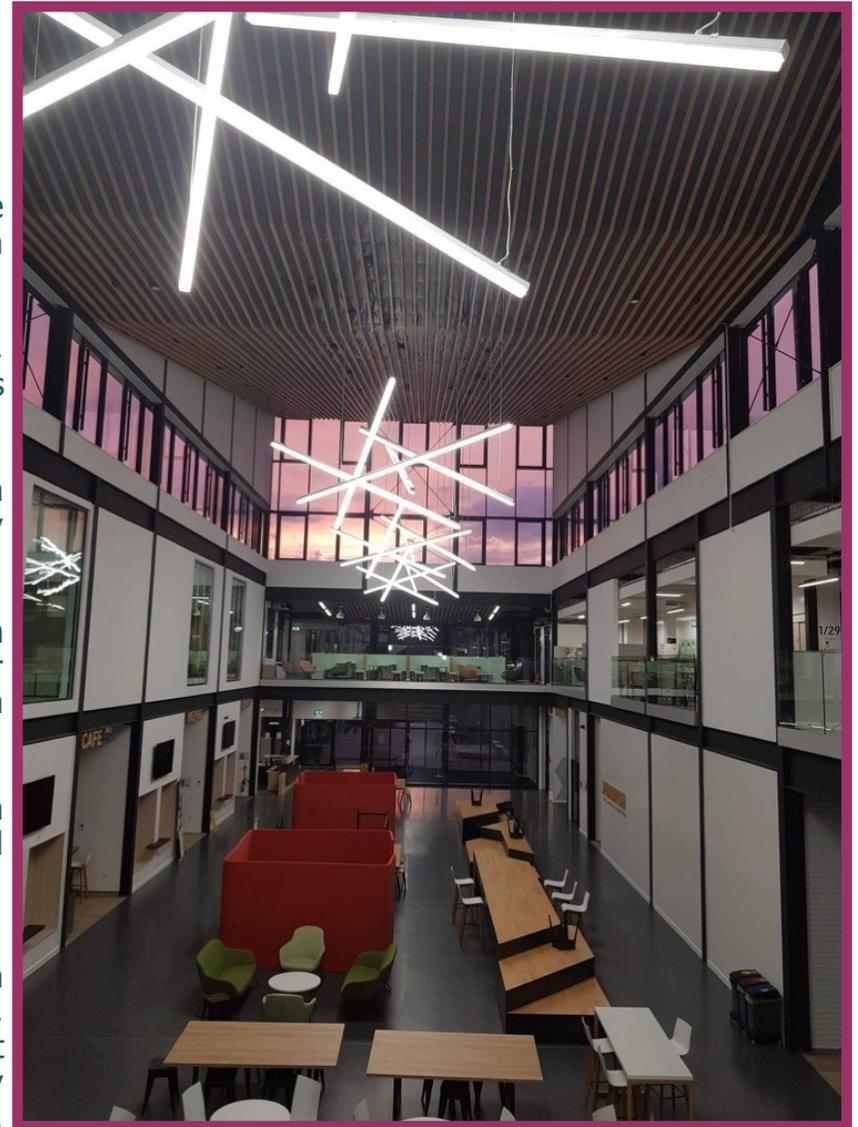
We offer a consistent approach to the delivery of high quality learning and teaching, along with improved pastoral care throughout the children and young people's learning journey.

Prior to children joining our Early Learning & Childcare setting, families take part in an induction programme, which includes a visit to the setting. ELC staff meet termly with the local Health Visitor to support the wellbeing of our youngest learners.

Children from our partner school, Ancrum Primary join us after P5 and children from Denholm Primary continue to have the choice to join us or Hawick High School after P7. We work closely with the relevant staff of both primary schools to ensure a smooth transition.

Children with additional support needs are supported by an enhanced transition programme involving meeting with parents and children, visits to the school and support from partner agencies.

We are dedicated to ensuring all young people achieve a positive destination when they leave school. For the majority of students, support from the Pastoral team, through the PSE programme and 1-1 interviews with Skills Development Scotland are sufficient to ensure that appropriate plans are in place for when they leave. Support is offered for UCAS personal statements, college and job applications. However, some young people for a variety of reasons, may struggle to make the transition from school. In JGC we have a planned transition programme for identified students starting in S3, involving multi agency work. This early discussion with appropriate agencies helps to ensure that young people and families, potentially vulnerable in transition, are well prepared to move on from school.



Skills
Development
Scotland

The Careers Service website is:
<http://www.skillsdevelopmentscotland.co.uk/>
and the nearest Job Centre website is



SUPPORT FOR PUPILS

The Pupil Support department at Jedburgh Grammar Campus helps to support any student, in any year that requires extra support to fulfil their potential.

There is a wide range of factors which may lead to some children and young people having a need for additional support. These fall broadly into four overlapping themes:

- ◆ learning environment
- ◆ family circumstances
- ◆ disability or health need
- ◆ social and emotional factors

A young person's needs for additional support may last for a short time and the problem resolved easily; or their needs might be complex and they may require additional support for a number of years.

If you feel that your child needs additional support for learning, the first person to speak to is your child's teacher/Pastoral Principal Teacher. You have the right to request an assessment of your child. Within our school we operate a model of staged intervention where support is provided in varied ways to meet individual needs. Our approach to assessment ensures that the needs of children and young people are recognised and appropriate support can be provided.

Parents/carers are always involved in making decisions about their child's education and we will always ask your permission before any specific referrals are made. While your child is receiving support, we will regularly review your child's progress.

At times, parents/carers and schools may come into dispute. While we would always hope that difficulties could be resolved at the school level, we recognise that parents or young people may wish to formalise their concerns. To assist with this, we have a complaints procedure and also offer independent mediation and adjudication. It is also possible under certain circumstances to refer the case to the Additional Support Needs Tribunal for Scotland.

The statutory framework for Additional Support for Learning is the Education (Additional Support for Learning) (Scotland) Acts 2004 and 2009. For more information, you can contact:

1. Enquire, the Scottish advice service for Additional Support for Learning. They have a wealth of information, including practical guides and fact sheets for both parents/carers and young people. You can find the website at www.enquire.org.uk, or ring them on 0845 1232303.
2. Scottish Independent Advocacy Alliance, a charitably body registered in Scotland under registration number SC033576; www.siaa.org.uk
3. Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741; www.sdc.org.uk



SUPPORT FOR PUPILS

At any point in their lives children or young people may need extra help with their education. This may be for any reason and at any time. This is often referred to as Additional Support for Learning or having Additional Support Needs. The Pupil Support department at Jedburgh Grammar Campus helps to support any student, in any class/year that requires extra support to fulfil their potential.

Pupils with Additional Support Needs can be identified through conversations with parents, raised by class teachers and/or through key transitions in their school journey. Liaison between staff at schools, relevant outside agencies, parents and pupils is undertaken to ensure that the appropriate support is in place for the students. Information regarding Additional Support Needs is regularly updated and the staff are informed of all relevant information to allow them to appropriately prepare for their interactions with the students.

Parents are welcome to contact their child's Key Worker (ELC), Class Teacher (Primary) Pastoral Teacher (Secondary), or the Pupil Support Department, at any stage of their child's school career if they have any concerns regarding their child and possible Additional Support Needs.

The Pupil Support department use a referral system whereby staff can raise concerns and, where appropriate, assessments and observations can be arranged after consultation with pupils and parents. If a pupil has an Additional Support Need then appropriate support will be put in place, again in consultation with pupils and parents. We work in partnership with specialist services and outside agencies where appropriate.

The Pupil Support department has a wide range of resources and make use of Additional Needs Assistants who support pupils both in classes and within the Pupil Support Department.

Pupils Support works with all class teachers and faculties in the school to help meet the needs of pupils at JGC. Across all settings we run intervention classes in Literacy, Numeracy and Health & Wellbeing, supporting pupils and allowing them to develop critical life skills.

We have a Link and Inclusion Worker who can deliver interventions with young people to develop the strategies and tools they require so they can be ready to learn.

The Link and Inclusion Worker can provide:

- ◆ Individual Social and Emotional support.
- ◆ Developing regulation strategies and tools with a young person.
- ◆ Work on self-esteem and confidence.
- ◆ Small group sessions (e.g. Lego club, Mindfulness)
- ◆ Offering consultation for staff around supporting the behaviour of learners.
- ◆ Supporting staff in developing scripts for managing challenging situations.



SUPPORT FOR PUPILS

Respectful Relationships

Like all schools across the Scottish Borders, we follow the council's Respectful Relationships Anti-bullying Policy for Children and Young People, which can be found at https://www.scotborders.gov.uk/downloads/download/316/respectful_relationships_policy

The purpose of this policy is to support the development of respectful relationships within learning settings for children and young people aged 2-18 in the Scottish Borders. The policy provides guidance to staff, parents, and children and young people on the prevention and management of bullying behaviour to make learning settings safe, respectful and positive environments where bullying behaviour is never acceptable.

Getting It Right for Every Child

Getting It Right for Every Child is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people.

The Getting It Right for Every Child approach aims to make it easier for parents, children, young people and the services that support them – such as early years' services, schools and the NHS – to work together to get it right.

Practitioners work together to support you and your child, working across organisational boundaries and putting your child and you at the heart of decision making, ensuring we give all our children and young people the best possible start in life.

Getting it Right for Every Child means that everyone working with Scottish Borders children, young people and their families are encouraged to:

- ◆ Ensure children, young people, and their families get the help they need when they need it and are central to the process of finding solutions.
- ◆ Use one consistent and equitable approach, actively share information to agreed protocols and work more effectively together to improve outcomes for children and young people.
- ◆ Be clear about personal responsibility to do the right thing for each child/young person.
- ◆ Work with children, young people and their families, using a collaborative approach with fewer meetings. This should ensure children, young people and their families give information only once, and enables the development of one plan to meet all their needs.
- ◆ Respond to children and young people and take appropriate, proportionate and timely action with the minimum of paperwork, bureaucracy and duplication.



JGC Positive Relationships Policy

Strong positive relationships and a culture of kindness and mutual respect form the foundations of effective learning and teaching. This policy outlines the processes and support available to JGC pupils to achieve that aim.

JGC is a caring community with mutual trust and respect for all. We believe that a restorative and nurturing approach is the most effective way to support children to be happy, safe and thrive and to be the best they can be. Pupils will be fully supported in order to make progress in their learning and achieve the best outcomes possible. We do not expect them all to behave and learn in exactly the same way and we will strive to meet their differing needs allowing them to be successful.



Expectations

- ◆ All staff have high expectations of children in terms of their relationships with others, their choices and behaviour
- ◆ The curriculum, where appropriate, will develop children's understanding of their role in supporting positive relationships and the importance of maintaining safe, happy and secure relationships with their peers
- ◆ Staff and parents work in partnership to support children's health and wellbeing
- ◆ All staff, parents/ carers, children and partners should aim to consistently recognise positive relationships
- ◆ Records of incidents are maintained
- ◆ All staff consistently and fairly follow the procedures set out in the 'Supporting Positive Relationships' Flowchart and seek advice or support where appropriate. This is to ensure a safe and effective learning environment and support pupils in managing their behaviour
- ◆ All staff engage positively with children and their parents in discussing issues concerning relationships and behaviour, as well as communicating positive feedback and praise
- ◆ Teachers and classes develop their own systems of rewards and praise as well as contributing to, and complementing, whole school initiatives such as Hot Chocolate Friday and Achievement Assemblies. Parents are aware of these systems
- ◆ S6 pupils will be leading the development of a new recognition of achievement programme for the campus, ensuring input from all age groups.



SUPPORT FOR PUPILS

Individual Health Care Plans

Pupils with complex illness such as diabetes, epilepsy, anaphylaxis etc. will be asked to meet with the school nurse (who is not based full-time within the school) along with their parent/carer to establish an Individual Health Care Plan which means that the school is informed of steps to take to best manage individuals' medical conditions in school as well as enabling the school to hold and administer emergency medication within school.

Young Carers

A Young Carer is someone who is under 18 years of age or who has reached 18 and still a pupil at school and provides or intends to provide care for another individual. A number of Young Carers do not always identify themselves or wish to be identified. Young Carers undertake a number of tasks for the people they live with and look after. They are often left alone to do things like washing, cooking, shopping, paying bills, collecting medication or helping to look after younger brothers or sister.

This means they might not have as much time to complete work at home which has an ongoing effect on progress and learning or attending clubs and after school activities, therefore missing out on the social aspects of school. Within Jedburgh Grammar Campus we want our Young Carers to enjoy school and feel that it is a positive place to come and that they feel included. Please let us know if there are difficulties meeting deadlines with work, arriving on time or any other issues which affect a young person.

Employment of Children

Children under the statutory school leaving age can only be employed within the terms of the bye-laws on the Employment of children. These regulations allow anyone to be employed at 14 years but under certain circumstances children under 13 years of age can be employed, and for those over the age of 13 there are limits on the hours and type of employment which are allowed. Parents and employers must both complete an application form for an employment permit before the employment begins. Forms and application forms are available from the school office.

Further details can be obtained from HQ Operations, Children & Young People Services, Scottish Borders Council, Newtown St Boswells, TD6 0SA.

Further information can be found at:

https://www.scotborders.gov.uk/info/20025/licensing/670/employment_byelaws_for_children_and_young_people/1



SUPPORT FOR PUPILS

The Educational Psychology Service

The Educational Psychology Service (EPS) works with all SBC schools to support children's learning and wellbeing, providing advice and training to school staff on how children learn, and advise on ways to help children who require support.

If requested by the school, we can arrange follow-up for individual children and young people, together with their families and teachers, to help support their learning, or with social or emotional issues. This is generally achieved by meeting the children, their families and school staff, to review the support they have already received and agree ways in which we can all help your child in school. In some cases, we may agree that a psychologist will work on a one-to-one basis with your child to obtain a clearer picture of how they can best be supported.

If you have any worries about your child, please contact their school, in the first instance, to arrange a meeting to discuss your concerns. All schools have access to a range of support Services and your child's Head Teacher will be able to advise you about when the EPS may be able to help.

British Sign Language Plan

The Council's BSL Plan 2018-24 has seven holistic actions. These actions are consistent with the ten long term goals of the National BSL Plan in Scotland, which are, early years and education; training and work; health, mental health and wellbeing; transport; culture and the arts; justice and democracy. These goals represent the Scottish Government's aim "to make Scotland the best place in the world for BSL users to live, work and visit."

The Council will implement measures to promote awareness of BSL and the use of BSL, with the long term goal being that across Scotland information and services will be accessible to all BSL users*. Contact Scotland –BSL is an online British Sign Language interpreting service that allows deaf people across Scotland to access services free and available 24 hours a day throughout the year: <https://contactscotland-bsl.org/>.

If a BSL user requests a face to face meeting then the School is required to provide a face to face interpreter.

**Whenever we refer to 'BSL users' we mean D/deaf and /or Deafblind people (those who receive the language in a tactile form due to sight loss) whose first of preferred language is British Sign Language.*



THE ROSE HUB

The Rose Hub is our Enhanced provision for students with severe and complex additional support needs. Teaching and learning is delivered and supported by a dedicated team of specialist teachers and ANAs.

Learning is personalised to take account of students' age, developmental stage and other learning needs.

Our key aims are:

- ◆ to provide our students with relevant, meaningful and enjoyable learning experiences.
- ◆ to develop skills for life—skills that will benefit our students throughout school, within their community and in their future.

We pride ourselves on:

- ◆ building strong positive relationships with our students and their families and working together to provide the best possible experiences, learning and outcomes for the students.
- ◆ recognising individual strengths and talents and build on them to develop skills and introduce new learning.
- ◆ supporting students to engage in relevant and meaningful activities in a of contexts
- ◆ building confidence.

Self advocacy: We support students to communicate needs and wants, thoughts and ideas, to make choices and take an active role in their own life/learning.

Co-regulation/self-regulation: We support our students to recognise/understand the range of emotions we all experience, developing personal/individual strategies to manage different emotions. We model effective regulation strategies within a calm, positive context.

Achievement: We recognise that learning and achievement can look very different for our students we celebrate all achievements.

Partnership Working: we work with colleagues in Speech and Language Therapy, Physiotherapy, Occupational Therapy and Social Work as required to identify and meet the varied needs of all our students.

Transition: Students join the Rose Hub following a successful application to the SBC Central Overview Group (COG).

Staff work closely with students, families and partner agencies (e.g. College and Social Work) to identify an appropriate post school placement and support a smooth transition on leaving JGC.



CHILD PROTECTION

KEEPING OUR CHILDREN AND YOUNG PEOPLE SAFE IN THE SCOTTISH BORDERS

- ◆ Our settings in the Scottish Borders work hard to keep our children and young people safe - all children and young people have a right to feel safe within the setting, home and community.
- ◆ Within our setting we strive to provide a safe, secure and nurturing environment for our children and young people, which promote inclusion and achievement.
- ◆ All staff in Education have a statutory and professional responsibility to take action if we have reason to believe a child is suffering, or is at risk of abuse.
- ◆ Our [Scottish Borders Child Protection procedures](#) set out what we will do if we have reason to believe a child is being abused or is at risk of abuse, either within the home or the community. These procedures are designed to ensure that children and young people get the help they need when they need it.
- ◆ All staff are aware of their child protection responsibilities and every year all staff in our setting attend a child protection update.
- ◆ Many of our staff undertake additional multi-agency child protection training.
- ◆ Every setting has a Child Protection co-ordinator who has the responsibility for overseeing child protection concerns as well as those young people who are care experienced within the setting.

What to do if you have a child protection concern?

It's everyone's responsibility to protect children.

If you have any concerns that a child is being harmed or is at risk of harm, please call without delay

- ◆ 01896 662787 (Duty Children and Families Social Work Team)
- ◆ 01896 752111 (Out of office hours that covers all areas)

Emergency contact

If you consider a child or young person is in immediate danger, call the Police on 999 immediately.

Need more information about keeping our children and young people safe?

This [link](#) takes you to the Scottish Borders Child Protection Committee online website where you can find some suggested links to websites to better inform you about safety issues such as Internet safety and Child Sexual Exploitation as well as letting you know about opportunities for training in Child Protection. You can also find the Scottish Borders Child Protection Procedures on this website: <http://onlineborders.org.uk/community/cpc>

The Child Protection Co-ordinator for Jedburgh Grammar Campus is Mrs G Keddie.



School Improvement Plan 2021-22

We are working on the following priorities:

Learning, Teaching & Assessment

- ◆ Ensuring high quality learning, teaching and assessment leading to improved levels of attainment and achievement.
- ◆ Developing 2-18 curriculum, to include learning pathways to meet the needs of our learners.
- ◆ Increasing digital innovation and literacy, through implementation of the Inspire Learning Programme.

Wellbeing & Inclusion

- ◆ Improving the health and wellbeing of our campus community, through support and education.
- ◆ Establishing an inclusive ethos, based on shared values and high expectations.

Partnerships & Family Learning

- ◆ Ensuring involvement of learners, parents and partners in improving outcomes for the campus community.
- ◆ Increasing engagement of parents in their children's learning.
- ◆ Establishing intergenerational learning opportunities.

Key to progressing these priorities will be developing high quality leadership at all levels and offering relevant opportunities for individual and collective professional learning.

Kindness

Achievement

Learning

Respect

Wellbeing



PRACTICAL INFORMATION

SCHOOL DAY

Early Learning & Childcare

Monday - Friday 08:00 - 18:00

Closed for two weeks over
Christmas & New Year

School Day Primary

Monday to Thursday

08:50 - 15:25

Morning break 15 minutes

Lunch 50 minutes

Friday

08:50 - 12:50

Brunch 50 minutes

School Day Secondary

Monday to Thursday

08:50 - 09:40

09:40 - 10:30

Break 10:30 - 10:45

10:45 - 11:35

11:35 - 12:25

12:25 - 13:15

Lunch 13:15 - 14:05

14:05 - 14:55

14:55 - 15:45

Friday

08:50 - 09:40

09:40 - 10:30

Break 10:30 - 10:50

10:50 - 11:40

11:40 - 12:30

12:30 - 13:20





TERM DATES

School term dates for 2021-2022 sessions

AUTUMN TERM 2021	
School opens for teachers	Monday 16 August
School opens for pupils	Wednesday 18 August
School closes for October holiday	Thursday 7 October
School closed, Cheviot Holiday	Friday 8 October
Staff resume, In Service day	Monday 18 October
School reopens for pupils	Tuesday 19 October
School closed for St Andrew's Day	Monday 29 November
School closes for Christmas & New Year holiday	Thursday 23 December

WINTER TERM 2022	
School opens for teachers and pupils	Monday 10 January
School closes to pupils for half term holiday	Friday 11 February
School closed to pupils In Service day for staff	Monday 14 February
School reopens for teachers and pupils	Monday 21 February
School closes for spring holidays	Friday 1 April

SUMMER TERM 2022	
School opens for teachers and pupils	Monday 18 April
School closed for pupils only May Day holiday	Monday 2 May Tuesday 3 May
Staff resume, In Service Day	Tuesday 3 May
Pupils resume	Wednesday 4 May
School closed, Cheviot Holiday	Monday 30 May
School closed, Platinum Jubilee Bank Holiday	Friday 3 June
School closes for summer holidays	Thursday 30 June

School term dates for subsequent years can be found at:

https://www.scotborders.gov.uk/info/20009/schools_and_learning/621/term_holiday_and_closure_dates

Jedburgh Grammar Campus takes Cheviot Learning Community local holidays.



STAFF IN JGC

SENIOR LEADERSHIP TEAM

Headteacher	Mrs S Oliver	Depute Headteachers	Mr P Fagan, Mr G Kearney, Mrs G Keddie, Ms A Monteith & Mrs K Warnock
Cluster Business Manager		Mrs T Lowrie	

NURSERY

Senior Early Years Officer	Miss N Lindores	Early Years Officers	Mrs E Allan, Miss T Fojcik & Miss E Street
Early Years Practitioners	Mrs K Allen, Mrs D Bell, Mrs E Blair, Miss S Brodie, Mrs K Cockburn, Miss M Comley, Ms L Cook, Miss A Currie, Miss M Ewart, Miss A Ferguson, Mrs C Fisher, Mrs D Oliver, Ms A Law, Miss C Shiell, Mrs J Stenhouse, Miss K Wild, Miss H Watson, Miss A Wright, Miss M Yeung, Miss G Yourston		
Primary 1 & 2	Mrs C Gomez, Mrs K Baird, Miss L Gibson, Mrs S Hey & Miss V Smith		
Primary 3	Mrs D Findlay (PT), Miss R Spiteri & Mrs L Younger	Primary 4	Ms S Gulliver, Miss G Mabon & Mrs S McLean
Primary 5	Mrs T Scott & Mrs S Simpson	Primary 6	Miss S Henderson, Miss A Johnson, Mrs K Seaton & Mrs S Simpson
Primary 7	Mrs A Hardie, Mrs S McLean, Mrs L Robinson & Mr R Woof		



STAFF IN JGC

DESIGN, TECHNOLOGY & MUSIC FACULTY			
Art	Mrs J Gilfillan (PT) & Mr S McAdam	Music	Mrs S Lawson & Miss M McIntyre
Technology	Ms H Cuthers & Mr R Murray		
ENGLISH, LITERACY, DRAMA, MEDIA & MODERN LANGUAGES FACULTY			
English & Drama	Mrs L Hamilton (PT), Mrs V Fenton, Miss M Louth, Vacancy	Modern Languages	Vacancy
HEALTH & WELLBEING FACULTY			
Home Economics	Miss D Mackay	Physical Education	Ms M Hardie (PT), Mr S Davies, Mrs S Hare & Mrs L Owenson
MATHEMATICS, NUMERACY & COMPUTING FACULTY			
Mathematics	Mrs J Valasek (PT), Mrs A Brydon & Mr C McDonald	Computing	Mr S Brady
SCIENCE FACULTY			
Biology, Chemistry, Physics & Practical Electronics	Miss L Hall (PT), Mr H Johnston, Ms S Lambard, Miss E Livesey & Miss K Smith		
SOCIAL SUBJECTS, BUSINESS STUDIES & RME FACULTY			
Social Subjects & RME	Mrs M Sterricks (PT), Ms S Akhtar, Mr J Ferguson & Miss R Sinclair		



STAFF IN JGC

SUPPORT FOR PUPILS: Principal Teachers Mr D Hawkshaw (Pastoral), Ms F Walker (Pastoral) Mrs K Cuthers (Pupil Support) & Ms C McDermott (Pupil Support/Rose Hub)	
Pupil Support Teachers	Ms L Burn, Ms S Hainsworth, Mrs J Ozwell & Mrs L Sinclair
Additional Needs/ Classroom / Playground Assistants	Mrs C Campbell, Mrs K Cronin, Ms L Davidson, Mrs R Dixon, Miss J Douglas, Miss C Gray, Mrs E Kidd, Mrs L Laing, Mrs A McCaskie, Mr J McInulty, Mrs L McNeil, Miss E Mack, Mrs E Maxwell, Mrs A Nagle, Mrs M Raftery, Mrs K Redpath, Mr P Robertson, Mrs M Scott, Mrs W Scott & Mrs J Wallace
Community Learning & Development Services	Ms L Rawlins (Community Learning & Development Worker) & Mr M Brown (Youth Worker)
Link Worker	Vacancy
DYW Co-ordinator	Mrs N Shaw
Administration Team	
	Mrs J Sudlow, Mrs A Donachie, Mrs F Haworth, Ms L Rose & Mrs I Watters
Catering Supervisor	Mrs L White
Janitors	Mr B Ramsay (Head Janitor), Mr C Crummace, Mr A Ramage
Technicians	Mr R Thomas (Science) & Mr C Wight (Technical)





Uniform

Uniform helps us to:

- ◆ Foster a sense of belonging and pride in Jedburgh Grammar Campus
- ◆ Develop a purposeful and focused ethos in the school
- ◆ Promote equality among pupils
- ◆ Prevent bullying arising from pupils wearing certain styles of clothing
- ◆ Prepare our pupils for the world of work
- ◆ Foster the positive image of our school and pupils in the community
- ◆ Ensure easy identification, security and management of pupils on out of school excursions
- ◆ Make it easy for parents, pupils and staff to know what we expect pupils to wear to school



The JGC Uniform is as follows:

Primary:

- ◆ Plain or embroidered royal blue sweatshirt, jumper or cardigan
- ◆ Grey or black trousers/skirt/shorts/pinafore
- ◆ White shirt/polo shirt
- ◆ Dark footwear, preferably school shoes
- ◆ Tie optional
- ◆ PE kit: white t-shirt, shorts, trainers and jumper or jacket (weather dependent)

Secondary:

- ◆ Plain or embroidered black sweatshirt, jumper or cardigan
- ◆ Black trousers/skirt/shorts
- ◆ White shirt with school tie
- ◆ Dark footwear, preferably school shoes
- ◆ Indoor PE: t-shirt (no vests/crop tops, not alcohol/tobacco advertising), shorts/leggings/tracksuit trousers, clean trainers
- ◆ Outdoor PE: as above, along with jumper or jacket (weather dependent). Hockey pitch footwear: clean trainers or astro trainers with small dimples. Rugby/football pitch footwear: studded boots only. Athletics track footwear: clean trainers or spikes

Nursery:

There is no uniform for nursery but, following parental requests, a red embroidered sweatshirt can now be purchased.

If you wish to purchase items embroidered with the school badge you can do so on-line from Middlemiss Embroidery: www.middlemissembroidery.co.uk

Financial Assistance for School Meals & Uniform

Please visit this web address:

http://www.scotborders.gov.uk/info/594/education_and_school_benefits/332/free_school_meals_and_clothing_or_footwear_grant

If you would like assistance in submitting an application, please contact the campus office.



GENERAL INFORMATION

Severe Weather

Decisions about school closures (including school nurseries), either individually, by cluster, or across the whole of the Scottish Borders will be taken centrally by senior staff, based on the latest weather forecasts, information from head teachers, locally-based staff and partners, including Police Scotland.

At all times, decisions regarding school closures will be taken in the interests of pupil and staff safety.

The Groupcall messaging service will continue to be used to notify parents about closures, with information also available through our website, social media channels and Radio Borders. Parents and carers are reminded that they should make sure their child's school has up to date contact details.

Mobile Phones

In JGC, we accept that mobile phones are an essential part of modern life and we understand that pupils may carry them for safety reasons and to carry and store data and information.

Phones should not be used in class unless agreed by the teacher. Phones which go off in class or are being misused will be removed and stored in the office till the end of the day. It is important to note that students must not use any device for taking photos unless directed by a staff member or with clear consent from students/staff. Primary pupils are expected to hand phones to class teachers for safe keeping during the day.

Education Maintenance Allowance (EMA)

What is an Education Maintenance Allowance? It is a weekly payment of £30 paid to young people aged 16 and over who are at school or college and who meet the eligibility criteria. Young people who have signed up to an Activity Agreement and are engaging in 9 hours or more a week can also apply.

Find out if you are eligible and apply online: [Education Maintenance Allowance | Scottish Borders Council \(scotborders.gov.uk\)](https://www.scotborders.gov.uk/education-maintenance-allowance)

Kindness

Achievement

Learning

Respect

Wellbeing



DATA PROTECTION

Scottish Borders Council is a local authority established under the Local Government etc. (Scotland) Act 1994 and its headquarters is based at Newtown St Boswells, Melrose TD6 0SA. You can contact our data protection officer by post at this address, or by email at: dataprotection@scotborders.gov.uk, or by telephone – 0300 100 1800.

Why we need your information

Every child of school age has the right to be educated. A child is of school age if he/she has attained the age of 5 but has not attained the age of 16 years. The term “young person” applies to a pupil over school age, but who has not attained 18 years. The education authority has a duty to provide education to any young person who is still a school pupil.

We need to collect, use and store personal information about you and your child/children to enable us to provide your child/children with an appropriate education. We provide these services to you as part of our statutory function as your local authority under:

- ◆ The Education (Scotland) Act 1980, Education (Scotland) Act 1980
- ◆ The Education (Placing in Schools etc. Deemed Decisions) (Scotland) Regulations 1982
- ◆ The Standard in Scotland’s Schools Act 2000
- ◆ Education (Scotland) Act 2016

We also use your information to verify your identity where required, contact you by post, email or telephone to maintain our records. Who we will share information with?

We will share information with health and wellbeing services and may share information with other external agencies and organisations who provide or assist with educational provision and with online payment solution providers.

- ◆ The Scottish Government for examination, career guidance and monitoring purposes
- ◆ ParentPay, ESP Systems and CRB to allow the school to offer cashless catering and to receive payment for school trips and events
- ◆ Groupcall to allow the school to communicate with you
- ◆ The NHS for health monitoring
- ◆ Netmedia to enable the online arrangement of parent’s evenings
- ◆ Internal Scottish Borders Council departments to allow the provision of catering and transport.

On each occasion, the recipients are bound to the terms of a Data Sharing Agreement and accordingly will only use your child’s data for the specified purpose. This data sharing is in accordance with our Information Use and Privacy Policy and covered in our full privacy statement on our website.

We are also legally obliged to share certain data with other public and regulatory bodies such as Education Scotland, Police and NHS will do so where the law requires this. Your information may also be shared and analysed internally in order to provide management information, inform service delivery reform and similar purposes to meet our duty to achieve best value and continuous service improvement.



Data Protection continued

We are legally obliged to safeguard public funds so we are required to verify and check your details internally for fraud prevention. We may share this information with other public bodies (and also receive information from these other bodies) for fraud checking purposes.

How long do we keep your Information for?

We only keep your personal information for the minimum amount of time necessary. Sometimes this time period is set out in the law, but in most cases it is based on the business need. We will retain a copy of your child/children's educational record for up until they reach the age of 25.

Photographs/videos

Photographs and videos may be taken by staff in the school, media and other parents for a variety of reasons for example Sports Day, celebrations of achievement, charity events, excursions etc. The school your child attends may wish to display or show photographs or videos taken by themselves, in print, in various locations or by electronic means such as a website. Likewise, the media or other parents may wish to use the images of pupils in various ways. We ask you at the time your child enrolls at one of our schools if you are happy for images of your child to be used in this way and we try to ensure you are aware of, and understand, such possible use of your child's image and that you have consented.

Any permission given will remain in force during your child's primary and secondary schooling until you indicate that you wish to withdraw your consent. You can do this by contacting the head teacher of your school as soon as possible.

Your Rights

You have the right to request access to any personal data held about you by the Council. You can also request that we restrict the use of your information or even object to any further processing. You can do this by contacting the Data Protection Officer using the contact details provided above. We will respond to your request within thirty calendar days.

For more information on your rights please visit our website <http://www.scotborders.gov.uk/DPYourRights> or if you would like a hard copy of this information, please contact us using the contact details provided above.

Complaints

We aim to directly resolve all complaints about how we handle personal information. If your complaint is about how we have handled your personal information, you can contact our Data Protection Officer by email at dataprotection@scotborders.gov.uk or by telephone on 0300 100 1800.

However, you also have the right to lodge a complaint about data protection matters with the Information Commissioner's Office, who can be contacted by post at: Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF

You can visit their website for more information <https://ico.org.uk/make-a-complaint/>

If your complaint is not about a data protection matter you can find details on how to make a complaint on our website: https://www.scotborders.gov.uk/info/20016/have_your_say/155/make_a_complaint/1



SKILLS FOR LEARNING, LIFE & WORK



Inspire Learning

We are delighted to be part of Scottish Borders Council's Inspire Learning programme, which is transforming teaching and learning across the Borders. All of our children and young people from P4 - S6 have been provided with an iPad to support their learning and Jedburgh Grammar Campus was designed to maximise the use of this new technology, with Apple TVs throughout the building and external wi-fi to support outdoor learning.

The programme is aimed at raising attainment and supporting equality and inclusion for all children and young people. This investment in the learning of our young people was invaluable during period of home learning and is enabling us to ensure that our children and young people develop a level of general and specialist digital skills that are vital for learning, life and work in an increasingly digital world

Developing the Young Workforce

We work closely with DYW Borders team, who provide excellent opportunities for us to access the skills, knowledge, experience and support of local employers, which can enhance learning and help young people in the world of work in the following ways:

- Raise awareness of job opportunities and career pathways
- Deliver more experiential learning in the classroom
- Develop a young person's employability skills and equip them with the correct attitude, skills and knowledge for the world of work
- Enhance curriculum delivery through work- related activity
- Increase understanding of industry and the local labour market
- Help young people achieve a sustained positive destination after they leave education



Our School DYW Co-ordinator is Nicola Shaw. If you would be happy to share your experience of the world of work with our children and young people, or could offer input/work-based learning opportunities as an employer please email Nicola on nshaw@dywborders.co.uk



Useful Websites

Parentzone:

<http://www.educationscotland.gov.uk/parentzone/index.asp>

Education Scotland:

<http://www.educationscotland.gov.uk/>

Skills Development Scotland:

<http://www.skillsdevelopmentscotland.co.uk/>

Disclaimer

The information contained in this Handbook is considered to be correct at the time of printing/production. It is possible that there may be some inaccuracy by the time the document reaches parents/carers.

Kindness

Achievement

Learning

Respect

Wellbeing