

## March Questions and Answers for SLT

### Question 1:

As a result of the recent strikes or a period of extended cover teachers (Maths classes have had a substitute teacher for 3 weeks) are KHS comfortable that any tests taken and results produced recently will accurately reflect the progress of our young people and possible future attainment potential ?

### Response:

*Short answer is yes!*

*This question is how we ensure that young people are prepared for assessments if their teacher is absent (examples given strike or teacher absence).*

*The Principal Teacher retains an overview of the progress of all classes within their faculty.*

*Except for SQA exams, all deadlines for assessments are set by the faculty. The Principal Teacher or class teacher will judge if a class is ready to take an assessment. If the class is not ready, the test will either be delayed or adjusted.*

*Tests, therefore, accurately reflect the progress of young people at the point of assessment.*

### Question 2:

It has been previously noted by KHS that it is school policy not to issue a working grade higher than a 2, even where a pupil is and has continuously worked at a high grade 1 level.

***The statement in the question is unfortunately in correct.***

### Response:

*Working grades for National 5, Higher and Advanced Higher can be awarded 1-9. The notional cut off for a 1 is 85%. It would be quite unusual for a pupil to be awarded a 1 at the time of a prelim, but not unheard of.*

*Target grades are 2/4/6 as they are grades (A/B/C) not bands.*

*Ungraded courses (eg National 4 or NPAs) are pass/fail (6 or 9).*

*Grades are used for (for example) UCAS or college entry. Bands are not shared beyond the school. For example, predicted grades for UCAS are A-F not 1-9.*

1. Recent correspondence regarding ongoing actions within the school improvement plan suggested an action 'in progress' of achieving 93% attendance rates. The rate showed 84.15%, down from 88.6% previously.
  - How can poorer attendance be deemed an action in progress? Is it not the case that the original action was set for December and the school has failed to achieve this?

- If it is the position of SLT as explained in the accompanying information that responsibility for poor attendance lies with parents, why was this a school action for improvement if no school action can effect change? Can this please be explained further.
- Where wellbeing, mental health and moral were deemed reasons for staff absence, can the same not be held true for pupils?
- What data is held by SLT on barriers to learning being attributable to the absence rates? Examples of these barriers would include lack of additional support, placement on unsuitable

**Response:**

***Unfortunately, the information provided in the question is incorrect.***

*Kinross High School Improvement Plan set a target of an average pupil attendance of 93% by June 2023. This is currently something we are progressing and we hope that we will meet or get close to this ambitious target by working hard.*

*Attendance is measured throughout the year. We would expect it to be lower after the winter period when ill health takes its annual toll and then pick up later in the year. After term 1, attendance was 88%; after term 2 attendance was 84% and it remains at this level now. We expect this to improve over the next few months.*

*Everyone at Kinross High School is committed to doing all we can to ensure that young people are in class learning. We have been clear at all points that this target will need the school, parents and pupils all to work hard together to meet it. The school is committed to many actions to meet it. These include: sharing data, raising awareness, creating a new policy and greater monitoring and support.*

*We realise that many issues including wellbeing, mental and physical health can all impact on attendance. We are committed as a school to doing all that we can to support in any area.*

*We keep detailed records on reasons why young people are not in school. These can be seen below. Our guidance teachers have a personal relationship with each young person in their care. They do everything in their power to remove any barriers to learning and attendance.*

2.