

Category	Question	Response
NOTE FROM PARENT COUNCIL	Please note that some responses are noted as still to be provided, but the Q&A is being published now in order to respond to as many questions as possible, in a period when school staff are under particular pressure. In some cases answers are provided as a draft parental transcript from the evening and fuller responses can be found in the recording of the meeting at: https://jghspc.wordpress.com/category/parent-council/ . The position with regard to SQA assessment arrangements is constantly changing as the SQA continues to issue new guidance and new procedures. Further information on the recently announced appeals procedure can be found at the SQA site: https://www.sqa.org.uk/	
Applying for uni	What help might be available from school if after this very disrupted couple of years a current S6 wants to reapply next year for a university course?	If a student who has left school requests a reference from us for UCAS we can accommodate that request as long as they give us enough notice. They should contact the school admin account in the first instance
Beards	Are pupils allowed to have beards?	Yes, if they wish to have a beard. We do not discriminate and value diversity.
Coping in future	What are the school's strategies for the coming academic years as last two years have been a struggle for the students and their academic development? Especially, for the students who have learning difficulties as a result of personal circumstances and cognitive learning affected in connection to autism, ADHD and EAL. We specifically as to meet with S2 year head via school's administration but it seems that email was not passed to the designated person. We would be grateful if the Students learning progress can reflect their progress as due to the Covid 19 it seems we lost the truck.	We are aware that the pandemic has affected all pupils across the school. The impact is unlikely to be uniform across the school. Teachers will make efforts to spend time going over key areas that were missed out and balancing this against the need to introduce new topics to students in the coming months.
Counselling	will a new school counsellor (or 2) be appointed to help the children cope in the new academic year	Yes - this process is underway.
COVID testing	Do you expect to still be promoting lateral flow testing (for COVID) in August?	We await government guidelines on this. We suspect that a decision will be taken in early August to reflect the national situation at the time.
Exams	How will my child's exam be marked fairly when the paper has been leaked to the other schools before they take the test?	We will mark according to SQA criteria.
Exams	What is the point of practising SQA past papers (my child got As) when the exam by the school was much harder? My child found the maths exam incredibly difficult and her friends likewise.	We will not know how difficult a new paper is until it has been sat by students. We may have unwittingly given difficult questions – element of teacher judgement and some years may be harder. Equally be criticised if the paper was too difficult. Ideally want average level of difficulty and that takes time and effort and collaboration and realistically challenges around that.
Exams	did local high schools get together to ensure they are treating all children equally in the current exams/assessments	It was not possible for for the 400+ schools across Scotland to coordinate their assessments. Rather, all schools are following SQA guidelines which allow for local variation to reflect different contexts.
Exams	When we be given an indication as to how our children have done in the assessments ?	
Exams	As a parent of a child sitting higher - very concerned about the different range of approaches by high schools, the lack of options for our pupils (no evidence to fall back on) and the disappointing range of support from departments (from good to very poor).	Acknowledge there is variation across schools and depts. Some young people sitting many papers and taking the best. I've heard that and think questionable against SQA criteria. I think that may not bear scrutiny so not what we want to do.
Exams	Higher examinations for some subjects have school input. How is this fair as each school can set different levels? Surely it should be set by the SQA across board?	Acknowledge there is variation across schools and depts. .

Exams	I'm still not clear on how my S4 child will be assessed. Is it purely on these current 'exams/assessments' or if they do less well will other work throughout the year be taken into consideration (as we previously were told). If a child is potentially failing the 'exam' could they pass on course work.	The SQA guidelines are clear on what is expected to allow schools to generate grades for pupils. There is variation across subjects as one might expect.
Exams	How can 3 exams in two days back to back for 3 subjects be fair. Our child is having a breakdown tonight about what is to come next week. surely it would have been fair to space them out like the other schools!?	We are sorry to hear that any child feels stressed about their exams. Efforts were made to space the exams out over 2 weeks but, inevitably, there may have been combinations where exams take place on consecutive days. This challenge also arises in other years even when the exam are spread over a 5 week period.
Exams	Please can we focus on exam queries in this meeting - it is so very stressful for pupils at the moment. We surely don't need to discuss S1-S3 when they have time to sort their queries out.	We will do our best to respond to all queries as all students are important to us.
Exams	Every school has a different approach to these "assessments". My child is in S5 and the past two years has been massively affected both academically and mentally. Some schools are allowing "retakes" and some schools have separated the units, these make the exam easier and therefore my child will already be at a disadvantage. How will you ensure that senior pupils will be at the same advantages as other schools? The stress they have currently is way too much due to exams being crammed into 3 weeks with such short notice.	There are variations across schools. Some schools started straight after Easter and we didn't – thought better to use first two weeks to teach and focus on past papers. We only had ¼ of senior pupils in before and some schools had more pupils in. There are variations in how we've done this so comparisons across schools interesting but don't help me make decisions for Gillespie's.
Exams	Hi, I would like to ask why the lack of support from the school to the students, as every other high school in Edinburgh are giving the students more than one exam in each subject in order to choose the best mark or to get an average from them. In Gillespie's is just one single exam and as in the Higher Maths, which such a high difficulty that even the best students went out of the room feeling frustrated because it didn't resemble any of the past papers. What even is worse is that teachers have been telling students that the only thing is to hope that the majority of students did really bad in order to low the grades standards.	Acknowledge there is variation across schools and depts. Some young people sitting many papers and taking the best. I've heard that and think questionable against SQA criteria. I think that may not bear scrutiny so not what we want to do.
Exams	My child found the higher maths exam ridiculous, everyone she asked they said they thought they failed and it was nothing like the past papers.	We may have unwittingly given difficult questions – element of teacher judgement and some years may be harder. The danger is that youngsters who are prone to be anxious and it may affect them. Equally be criticised if the paper was too difficult. Ideally want average level of difficulty and that takes time and effort and collaboration and realistically challenges around that. Comments about Maths being very difficult – other pupils have commented the same. We have control over where we allocate the grade boundaries. So for example, where an exam is more difficult one year the pass may well be reduced. One year some years ago – the pass grade was 32%. There is no way we could expect our pupils to reach the normal examination standard given the last year so we have to adjust boundaries accordingly. We are using past exams papers, sometimes the 2020 paper, parts of that and parts of the course covered but can't expect young people to be at the same level as before (eg language) and we will make those adjustments when we see how young people have done overall. We are a high attaining school and expect it to be similar so will look at grade boundaries. We will adjust accordingly.
Exams	I can't believe that the school couldn't give more support to students planning even 2 exams on the same day at the same time, when other schools have even a week between each exam	See previous response about timing of exams.

Exams	<p>Nat5 Maths was hard too according to my child and their friends - I hope this is just stress by the pupils and not real ie. too hard to get good mark!</p>	<p>We may have unwittingly given difficult questions – element of teacher judgement and some years may be harder. The danger is that youngsters who are prone to be anxious and it may affect them. Equally be criticised if the paper was too difficult. Ideally want average level of difficulty and that takes time and effort and collaboration and realistically challenges around that. Comments about Maths being very difficult – other pupils have commented the same. We have control over where we allocate the grade boundaries. So for example, where an exam is more difficult one year the pass may well be reduced. One year some years ago – the pass grade was 32%. There is no way we could expect our pupils to reach the normal examination standard given the last year so we have to adjust boundaries accordingly. We are using past exams papers, sometimes the 2020 paper, parts of that and parts of the course covered but can't expect young people to be at the same level as before (eg language) and we will make those adjustments when see how young people have done overall. We are a high attaining school and expect it to be similar so will look at grade boundaries. We will adjust accordingly.</p>
Exams	<p>What kind of ridiculous system is when students are having to wish that everyone else fails in order to bring the grades bands down in order to get a decent grade due to the difficulty of the exams the school has made.</p>	<p>We will always encourage all students to do their best.</p>
Exams	<p>What is the reason of making the examinations so difficult? My daughter (S5) revised for weeks for the maths exam and still found it extremely difficult. Surely these exams are meant to be a little easier, if anything, than harder since pupils have been off for several months? Is there any chance of students taking the exams again before sending off the final grade? Since there was no prelim, the students found it hard to indicate where they were at and allowing pupils to resit will help them massively since other schools have advantages as well.</p>	<p>We may have unwittingly given difficult questions – element of teacher judgement and some years may be harder. The danger is that youngsters who are prone to be anxious and it may affect them. Equally be criticised if the paper was too difficult. Ideally want average level of difficulty and that takes time and effort and collaboration and realistically challenges around that. Comments about Maths being very difficult – other pupils have commented the same. We have control over where we allocate the grade boundaries. So for example, where an exam is more difficult one year the pass may well be reduced. One year some years ago – the pass grade was 32%. There is no way we could expect our pupils to reach the normal examination standard given the last year so we have to adjust boundaries accordingly. We are using past exams papers, sometimes the 2020 paper, parts of that and parts of the course covered but can't expect young people to be at the same level as before (eg language) and we will make those adjustments when see how young people have done overall. We are a high attaining school and expect it to be similar so will look at grade boundaries. We will adjust accordingly.</p>

Exams	<p>The normal SQA diet usually has spaces in between at least some subjects, yet my S4 currently has 6 Nat 5 exams (all different subjects) in 5 days this week (no rest or preparation days in between). This is hardly a fair assessment of ability, if certain (albeit probably a minority) of pupils are unnecessarily exhausted by the schedule. This is far more onerous than a normal SQA exam diet. Appreciate the school must cater for the majority of pupils, so perhaps just an unfortunate situation. This could have been avoided if the exam period spanned out longer – as other Edinburgh high schools are currently doing. I see this week on social media that other schools asked for parental feedback if it was felt that their students were overwhelmed or overloaded with the number of exams a week. By the time the assessment timetable came out from JGHS, we just assumed assessment days would or could not be changed for a small number of pupils. This is just not the best scenario for them to perform to their full potential with a back-to-back week of exams & I just hope this is not reflected in their results.</p>	<p>There are variations across schools as we operate in different contexts and circumstances. Some schools started straight after Easter and we didn't – thought better to use first two weeks to teach an focus on past papers. We only had ¼ of senior pupils in before and some schools had more pupils in. There are variations in how we've done this so comparisons across schools interesting but don't help us make decisions for Gillespie's.</p>
Exams	Some schools are re-sitting exams - is this an option?	Th SQA guidelines on what is permissible if someone does less well in a particular assessment continues to evolve.
Exams	<p>Are the pupils getting awarded the mark they actually achieve or will this be put into some system whereby the class gets graded from A-F as per last year? The lack of clarity on the exams is so stressful. There seems to be a massive lack of transparency. The exposure of the SQA exams by other pupils was always going to happen so why not just agree to prepare your own papers and let the pupils know that so they can disregard other comments??</p>	<p>Schools are asked to award 'provisional' grades to students. The final grades awarded will be shared with Pupils by the SQA in early August.</p>
Exams	<p>I am very concerned about the lack of a resit option for JGHS exam pupils, when other schools are offering this. (I gather some schools are allowing pupils to sit the same paper twice!) My son was hoping for / expecting an A band 1 in Higher maths but really struggled yesterday and is now talking about getting a B. Please can you explain why no resits when this year group has had so little exam practice and these exams are so critical for them?</p>	<p>Our understanding of SQA criteria is that is not permissible to resit a paper that has already been sat. We will follow the criteria and what we're asked to do very carefully.</p>
Exams	<p>SQA say 'opportunities for gathering evidence should not be solely based on one-off, high stakes scenarios' so will other evidence be gathered until mid-June for pupils asides from the current exams?</p>	<p>This may be admissable in some cases and varies across subjects.</p>
FDL	<p>please clarify- will the S5 and S6 pupils be expected to do any distance learning in 2021- 2022 or not. I'm afraid the power point wasnt clear</p>	<p>We have some additional accommodation being refurbished which was initially planned to be ready for April 2021. This has been delayed due to COVID til next Spring 2022. Therefore we will not have enough classroom spaces next year. We are planning for use of the ground floor of the Children First building. Our S5 courses will run as normal but our S6 Advanced Higher courses will have a minimum of 3 periods in classrooms and a maximum of 2 periods in the new building for FDL time (Flexible Directed Learning). This can include classroom style teaching, tutorial time, directed study tasks, etc. Where classes would normally recieve 5 periods, teachers and students will have the full 5 periods on their timetables protected to allow for teacher led support as required.</p>

FDL	Will you make sure that the teachers who have performed well with blended learning this year are delivering FDL - some teachers were good at this over the past year but some teachers (some of who teach at the higher level) were not as confident or good at it	Teachers delivering Advanced Highers this year will use their experience to deliver the highest quality teaching and learning during class time and FDL time. There will also be quality assurance built in throughout the year to ensure students have all the support and resources required to reach their full potential and staff are supported to facilitate this.
FDL	Is there any mechanism for parents to provide feedback on the performance of teachers this year? My children have had some fabulous teachers this year, who have provided excellent lesson content, motivation through discussions in live lessons and helpful feedback on work submitted. Sadly, there are one or two teachers who simply haven't engaged with on-line learning at all, setting little or no work, providing no live lessons and giving no feedback at any stage. It may be that these teachers require additional training and support in on-line learning methods; constructive feedback from parents might help to identify this	We have a working group currently looking at the best way to quality assure FDL and the AH courses in general and this will involve students, staff and parents. We will draw upon the good practice from last year and ensure training is provided and feedback is given to build on the skills of all staff. We will share updates and information with parents/carers regarding the progress of this.
History staffing	I understand from my child that 3 out of 4 History teachers are off; 2 on maternity leave and one on long-term sick leave. There is concern amongst pupils about who they will get if they choose History, as they don't know what cover is planned - will it be a series of temporary teachers? This is affecting subject choices. We wish the 2 staff on maternity leave all the very best, and a swift recovery to the one who is sick, but can you please advise what cover is planned?	The History department will be fully staffed as of August. During any periods of short staffing we will continue to provide cover work and cover staff to ensure pupils do not fall behind in their coursework.
iPads	Circa £1m+ for ipads for all children does not seem like good value.	It is an authority decision to provide ipads to all P6-S6 students. This helps to address the issues that arose during the pandemic when a sizeable number didn't have access to suitable IT and so a decision was taken at Council level. We are tasked with distributing these and using them to effectively enhance teaching and learning across the school. We will gather feedback and continue to review how we work as a digital 1-1 school to ensure we make it a very positive move. More information will follow on this to help explain the Council rationale more fully, but we appreciate that is not popular with everyone.
iPads	Instead of spending £1m+ on ipads to support remote learning, I believe the money would be better spent on providing additional classrooms.	We will have additional teaching and learning spaces from August 2021 and an annex at Darroch from Spring 2022 in addition to the iPads.
iPads	Why can't we spend some of that money on textbooks??	The funding for the iPads has come from the Council. Funding for teaching resources such as textbooks comes from the school budget. Subject which have good textbooks do invest in them but not all subjects are suited to this approach following the introduction of Curriculum for Excellence and updates to course content.
iPads	What are the iPads being issued to senior pupils to be used for? This supposed gift requires parents to pay £20 for a case and pay for any potential damage? Why are they not being provided with cases as part of the bundle? Seems we have no choice but to accept the Digital Agreement!	The iPads will be used to enhance teaching and learning across schools. Further information on the Council's rationale behind this will follow. If any families require support with the £20 contribution then they should contact Laura.Stewart@jamesgillespies.edin.sch.uk . Uptake of the iPads is voluntary. 50% of any damage would be paid by the school and the other 50% by parent/carers. Again if there is support required for this then parents/carers would contact the school to discuss and where funds are available, support will be provided to repair and reissue iPads. As the cases are robust then it really should limit damage to your child's iPad if they have one and so we hope costs for repair will be rare (as they are in other schools which already use them).

iPads	I arrived late so forgive me if this has been brought up already. How will the school make sure that being given an iPad by the school does not undermine family approaches/ rules regarding screen time?	We will work with parents/carers, students and staff to ensure that we find the best way forward to set a balance for home learning and screen time. We would suggest they use the iPad in school and then close and charge it at home unless an agreed home learning task has been set. As Teams is currently used for sharing much of the home learning tasks at present then we do not foresee this as a massive change to the current set up. Working together will help us find the best way forward. Jeff Warden has a parent/carer working group which welcomes volunteers. Please contact Jeff.Warden@jamesgillespies.edin.sch.uk for more info on this.
iPads	Will insurance be offered to cover any damage to iPads, this might also help take-up?	Information to follow on this but Council insurance is not something on offer to us.
iPads	The digital agreement is not clear whether iPads are to be used for school work only. Can you clarify?	Yes the iPads are for school work only. The Apps which are downloadable are controlled and so this should help to limit some of the alternative uses.
iPads	They have too many devices, they need books instead!!!	We understand that some people will have reservations but as this is a Council wide Digital Strategy then we will be offering them to all those who wish to sign up.
June transition period	What will they be doing in the first 2 weeks of June (if they are not moving to the next year group until then)? I hope this will not be another period with no teaching.	Information is coming out regarding this and there will be suitable learning materials and tasks provided.
June transition period	What do S5s do once a subject exam is finished but they are expected in class? Teachers seem to be going on to teach advanced higher topics?	As above
Languages	Head of languages: My child was issued a 27-page National 5 Spanish revision vocabulary booklet, marked JGHS 2019/20 (containing approx 2,500 words/phrases), just 10 days before the Spanish National 5 Assessment. In addition, 13 different sheets of vocabulary (approx. 1,500 words & phrases) were also issued just a week and a half before this. Please explain. These documents were provided far too late (and caused stress). Why were these not given before Easter, the February week, spring lockdown, Xmas holidays or even at the beginning of Senior 4 - this would have been more appropriate, to allow pupils sufficient learning time. Even knowing the majority of this vocabulary, no one can learn this remaining amount in such a short space of time before an assessment, especially with other subjects to revise at this very late stage. I fear the school has not given the pupils adequate resources in time for them to learn and reach the required standard, which may be reflected in their assessments and hinder those moving onto higher Spanish. I am disappointed with this language teaching approach, which needs to be improved, or was this just an oversight with one class?	Awaiting a response to this specific query.
Lockers	The S1s still do not have a locker? Why? I have emailed the school on numerous occasions.	Please write to Mr Macdonald. We don't have a locker for every pupil in the school – about 600 lockers available and not all taken up by pupils so there should be capacity. Direct that to me and will ensure relayed to member of staff and if no locker then can look to support that youngster eg with music instrument etc.
Lockers	Still waiting for s1 locker. Asked 3 times including welfare officer for young person with back problems. Awaiting reply. ...	Please write to Mr Macdonald. We don't have a locker for every pupil in the school – about 600 lockers available and not all taken up by pupils so there should be capacity. Direct that to me and will ensure relayed to member of staff and if no locker then can look to support that youngster eg with music instrument etc.
Music	When will S1s get the opportunity to try a musical instrument if they hadn't done so during primary?	This past 15 months completely different and rather than saying this is the rule I ask parents to write for Mr Macdonald's attention, and he will ensure responded to and where possible we will offer tuition where we can, but there are criteria that govern a limited resource

Noise during exams	Please keep the younger year group away from the gym hall when exams are on. Noise over lunch was very disruptive to those sitting exams.	We aim to do that and have additional staff in attendance.
Reports	reports were recently communicated to parents/carers. Frankly its too late in the year for us to find if our child is not doing well in any of the subjects. There is nothing we can do at this late stage in teh school year. Trying to talk to teachers is next to impossible as they are busy or not allowed to talk over the phone or teams and we have to go through head of department. The school feels like a black box and communication is so very poor and we are brought before a situation that cannot be changed. I would like to add that we have raised this in every single consulation and have been doing this for years.	Any parents who have concerns about their child's progress is invited to contact the relevant PSL who will survey the relevant teachers and collate the information. Throughout the year, teachers will also flag up issues of concern so that parents are kept up to date. During each session , teachers report on each pupil's progress and have oportunity to meet with parents.
Revision sessions	Students and parents were only advised of e-Sgoil Easter National 5/Higher revision sessions 1 day before their deadline (closed on 31st March 6pm). As soon as we got the Glow login details emailed from the school, we tried to book in the next 10 minutes, however the three subjects needed were already completely booked out! e-Sgoil advised their Easter revision schedule had been released 2 weeks before to schools (when we subsequently contacted them) – so why was the school so late to offer this resource to the students? Very frustrating. Why are Glow (and Scholar) individual login passwords not already given and reminded to students at the start of every year (and ongoing), so pupils are adequately equipped to know about these really good additional learning resources and can book in? Then they wouldn't have to wait for the school to issue them at an important time like this and miss out unnecessarily on additional external help for the SQA assessments.	It is regrettable that the information about e-sgoil went out later than we would have liked. We will revisit the issue of when to share GLOW logins to pupils in session 21/22. On a positive note, we were one of the schools that opted to offer revision classes during the Easte Holiday.
S1 parents' appointments	Just tried to book an appointment for non practical subjects for S1. Still no increase in availability. So some parents get 6 appointments and others. no more than 2! If availability is so restricted why doesn't the school limit parents to 3 subjects so everyone gets a reasonable amount of feedback?	We will look at this for future parents' evenings.
S1 transition	Please can you talk about supporting S1s to settle into school and feel more welcome.	In feedback earlier in the year the S1s in general did report a largely enjoyable transition to S1. That being said, there has been additional challenges such as the second lockdown. If a student is still struggling with the transition we encourage them to speak to their PSL in the first instance.
S1 transition	Fair enough, no residential weekend for the new S1s, but in light of their below par intro to high school life, how about a day's outdoor activities, e.g. in the Pentlands, organised and delivered by outdoor education staff? Sciennes is doing this for their P7 pupils, who are otherwise missing out on their week's residential at Lagganlia. Come on Gillespie's, throw the S1s a bone please!	Although we would want to do an activity for our S1 of this nature, we must be mindful of the fact that our S1 is close to 300 students and that may prohibit an activity on this scale before the summer.
S1 transition	S1 has had such a poor start to High school life with little interaction with others and no extra circicular activities or trips or events to get to know pupils and to develop friendship groups. What is the school planning for this last term to rectify this and to support their mental health.	Any student struggling with their mental health should contact their PSL in the first instance. We appreciate the challenging year S1 have had but hope to provide opportunities for more activities as they become available before and after the summer.
S6 event	Thank you for planning an s6 event - I think this is important	The S6 'Prom' will take place on 31 August.
S6 hub	Will the S6 study space be supervised (if off site?)	Yes there will be supervision at all times.
School name	Any update on a new name for the school name, given its current association with the slave trade? We like Marchmont Academy:-)	Any renaming of streets, buildings etc. is a decision that will be made by elected members of the City of Edinburgh Council.

Sports clubs	When are after school sports clubs resuming?	These have started will be fully operational for September 2021.
Textbooks / handouts	If the children have their own textbooks, they can study at home and parents can understand what and how their children are learning now. Children can also learn with a perspective. I think textbooks are needed more than ipad, especially for younger children.	In the context of Maths, we looked at textbooks to try to identify one that fitted but there wasn't one. We have raised attainment consistently in maths over years but recognise the downside and apologise for the downside of not having textbook but think the rising attainment is important. In science we prepare courses for students and wrote them specifically, and none of the textbooks cover the courses in way designed. So we put course books on website that are useful but wouldn't teach the course on their own. In many subjects there are summary notes and those are on Teams and Sharepoint, and that would be accessible via ipad. Like an online textbook and better way to help pupils through all the courses.
Textbooks / handouts	Yes, I agree with the comments on the textbooks. I'm new to highschool (S1) and still can't understand why our children don't have textbooks?! They have no point of reference to go back to at home and I can't see how they will ever be able to revise anything! If it's a question of money, why can't it be means tested, i.e. most parents buying them themselves with free meals entitled children being covered by the council? Or do they get to use textbooks in higher years? In S2?	Last year has taught us that online learning is useful but not as good as face to face teaching and we also know that given the choice some prefer a textbook, so we may want to revisit. It's not straightforward. Modern Studies is an example that there is no Modern Studies textbook that is up to date eg Brexit and Trump. We do want to revisit it and this is where Pupil Voice will be involved – they know. They are dealing with the fallout from pandemic and how best to learn. We will have a good discussion with parents where next to go as a school. It's helpful to have electronic route but not one size fits all. We will return to that in coming months.
Textbooks / handouts	I would happy to pay for handouts summarising the key points covered in each section of the curriculum	
Thanks	Well done to Parent Council and Teachers for facilitating this open conversation, good chance to discuss with Senior staff. Thank you.	
Thanks	Thankyou JGHS staff and leadership team for all the exceptional work you have done to enable an exam diet for our children.	
Thanks	High praise for Mr Shankland in keeping pace with council/SQA decisions and his excellent communication with pupils.	
Thanks	Thank you to all staff for all your hard work getting this exam diet organised. I think most of the anger felt is directed at the SQA for their poor handling of this situation. Parents and children are very stressed by the last minute u-turn but I realise this has been difficult for the schools.	
Tracking progress	My son comes home with jotters that are often empty because he has difficulty getting all the information down in class. This makes it difficult to keep track of what he is doing and what he should be revising. Is there any way of keeping track of what information was covered in class? He is in S2.	Please contact your child's PSL. He/she may need additional support or it may be that targetted support from teachers will suffice.

Tracking progress	<p>This is a very unusual year, for which we can make allowances and the leadership team are facing many challenges. But the team's approach to communicating to pupils about revision has been concerning. Nowhere in the weekly updates to parents or messages to pupils did it mention revision before Christmas or the Feb hols for S4/5/6. There has been a lack of focus on this (as the team hasn't mentioned this to pupils directly throughout all the SQA changes/upheaval). As parents we obviously know revision is essential for exam results and futures, but if this message doesn't come from the school, it makes our job at home harder. Lack of direction on whether to focus on class tasks during lockdown or revision meant pupils were not given clear instructions. Then the reality of final SQA exams hit everyone, rather than teacher grading, plus no possibility of gathering ongoing assessment evidence due to the recent lockdown. This lack of revision focus early enough will no doubt have impacted on pupils' learning & their SQA outcomes. Can the leadership team please therefore mention revision more in parent weekly updates and to senior pupils before holiday periods in future ie starting at Christmas (whatever is going on that year), that would be very helpful.</p>	<p>Messages about how best to prepare for assessments/exams is normally covered by class teachers in the contexts of their own individual subjects. In a 'normal' year, we would also be addressing such matters through a combination of assemblies and classes in Personal and Social Education. That having been said, we will reflect on this year's experiences.</p>
WiFi	<p>Will 'own' devices still be allowed to connect to school wifi after each pupil is given a school-/ council-provided device?</p>	<p>We understand that the WiFi will be accessible as currently is but will be something we will have to ensure that it does continue. On ipad pupils log on via school account but on own device they can log in a number of ways. Will check on that.</p>
WiFi	<p>How can the S5 pupils who have no study leave and are expected to be in school revise when the school wifi is down again? My daughter lost 3 hours of revision time today as a result.</p>	<p>If that happens please contact Mr Macdonald. There is no reason why that child can't go home to study if the parent is agreeable to it.</p>
Young Scot	<p>young Scott card is Mr Lewis ? What is his email address ?</p>	<p>Ben.Lewis@jamesgillespies.edin.sch.uk</p>