

P7 to S1 Transition

Parent/Carer Information Evening

Thursday 18 June 2026



Craigmount

High School

aim high • adapt • succeed

Colin Meikle
Headteacher



awareness



drive



aspiration



purpose



trust



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awareness



drive



aspiration



purpose



trust



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Ali Clark

Depute Headteacher



awareness



drive



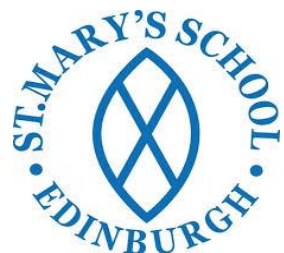
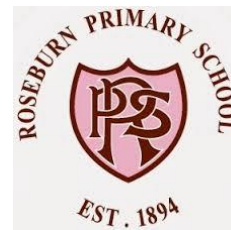
aspiration



purpose



trust



S1 2026 -2027

 awareness  drive  aspiration  purpose  trust

Transition Team



Mrs Clark
Depute Head Teacher
Inclusion



Mrs Reid
Attainment Transition
Team

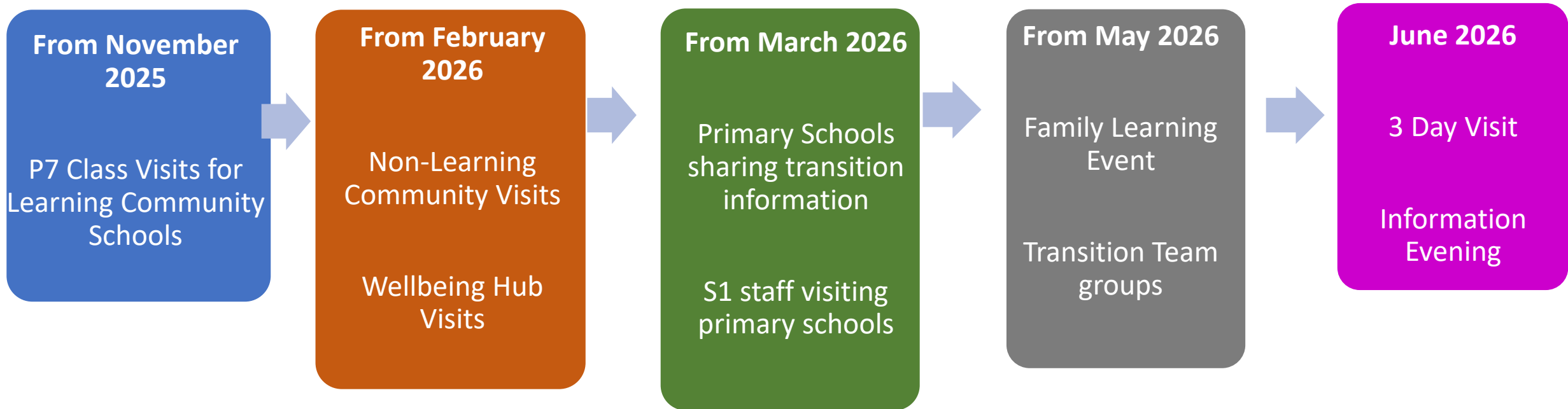


Mrs Norwood
Attainment Transition
Team



Mrs Jack
Curriculum Leader
Inclusion

P7 to S1 Transition Overview 2025-2026





S1 Transition Visits
2026



Class charts			
1C2	85	1A1	78
1P1	82	1A2	130
1P2	35	1B1	89
1S1	128	1B2	73
1S2	113	1C1	72

S1 Year Team 2026-27



Mr Gair
Depute and S1 Year Head



Mr Sansom
S1 Pupil Support Leader



Mrs Artesoglu
S1 Support for Learning Leader



Ms Lawson
S1 Pupil Support Link



Miss Higginson
S1 Pupil Support Link

S1 Timetable



1A1 / 1H

Example Timetable

	Period 1 8:30-9:20	Period 2 9:20-10:05	Tutor 10:30-10:40	Period 3 10:40-11:30	Period 4 11:30-12:05	Period 5 13:00-13:50	Period 6 13:50-14:40	Period 7 14:40-15:15
Monday 15 June	PE Mr Beattie	Morality & Belief Miss Coulter G11	Tutor Group Ms Lawson G17	PE Miss Grierson	Drama Mr Kielty 159	Art Ms Watt 246	World Languages Mrs Cunningham 212	World Languages Mrs Cunningham 212
Tuesday 16 June	Science Miss Jaffray 152	Science Miss Jaffray 152	Tutor Group Ms Lawson G17	Humanities Mr Shepherd	Humanities Mr Shepherd	Business, Computing & Digital Mr Polland 251	Maths Mrs E Reid 165	Maths Mrs E Reid 165
Wednesday 17 June	Maths Mrs E Reid 165	Maths Mrs E Reid 165	Tutor Group Ms Lawson G17	CDT Mr Goonan	Music Mr McLaren G64	World Languages Mrs Cunningham 212	Business, Computing & Digital Mr Polland 251	English Miss Boyle 207
Thursday 18 June	Humanities Mr Shepherd	Humanities Mr Shepherd	Tutor Group Ms Lawson G17	PSE Mr Sansom 128	English Miss Boyle 207	World Languages Mrs Cunningham 212	Drama Mr Kielty 159	Science Miss Jaffray 152
Friday 19 June	PE Mr Beattie	Science Miss Jaffray 152	Tutor Group Ms Lawson G17	English Miss Boyle 207	English Miss Boyle 207			

Tutor Class
30 Pupils
1A1, 1B2, 1C1

Practical Set
20 Pupils
1D, 1E, 1F

Learning at Craigmount



Activates

Shared Purpose

Starter

Prior Learning

Builds

Explain and Model

Guide and Support

Engage and Challenge

Consolidates

Evaluate Progress

Next Steps

Revisit and Review



Positive Relationships



Digital Learning



Effective Questioning



Quality Feedback



Skills Development



Leadership of Learning



Metacognition

 **Craigmount High School**
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Rules & Expectations

READY

Work to your full effort and potential.
Be on time for learning.
Be prepared with equipment ready at the start of the lesson.
Phones should be out of sight.

RESPECTFUL

Show respect for yourselves, other people and property.
Speak in a calm, respectful manner at all times.
Respect and support the differences of others.

SAFE

Follow all instructions.
Sensible movement within and between classes.
Report any unsafe behaviour or situations.

 awareness  drive  aspiration  purpose  trust

Craigmount High School
Positive Relationships



awareness  drive  aspiration  purpose  trust

aim high adapt succeed



 awareness  drive  aspiration  purpose  trust

Positive Recognition



Awareness

This recognises commitment to social justice and equalities.



Drive

This recognises effort and ownership of learning.



Aspiration

This recognises achievement in learning.



Purpose

This recognises wider contributions and achievements across the school and local community.



Trust

This recognises actions of respect and kindness.



1A1

111

1A2

148

1B1

96

1B2

85

1C1

75

1C2

102

1P1

63

1P2

86

1S1

130

1S2

112



awareness



drive



aspiration



purpose

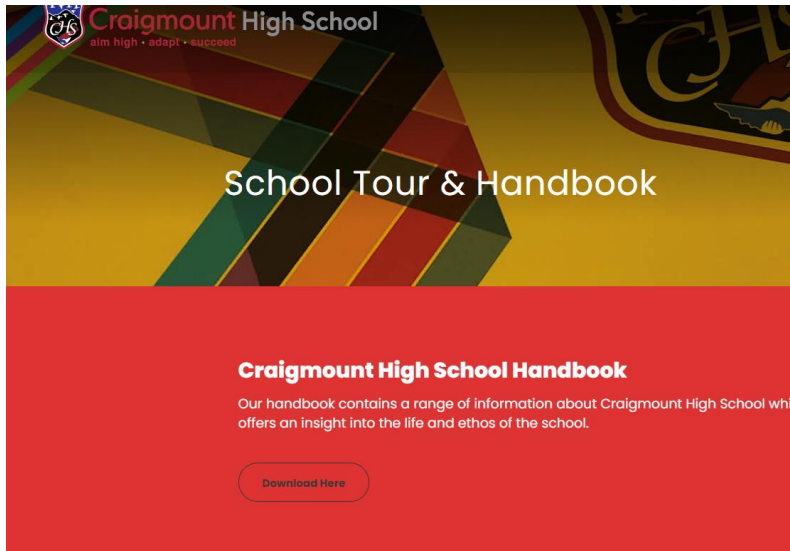


trust



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School Handbook 2024-25



School Uniform

School Meals

Time of School Day

Curriculum

Contact Information

School Improvement



awareness



drive



aspiration

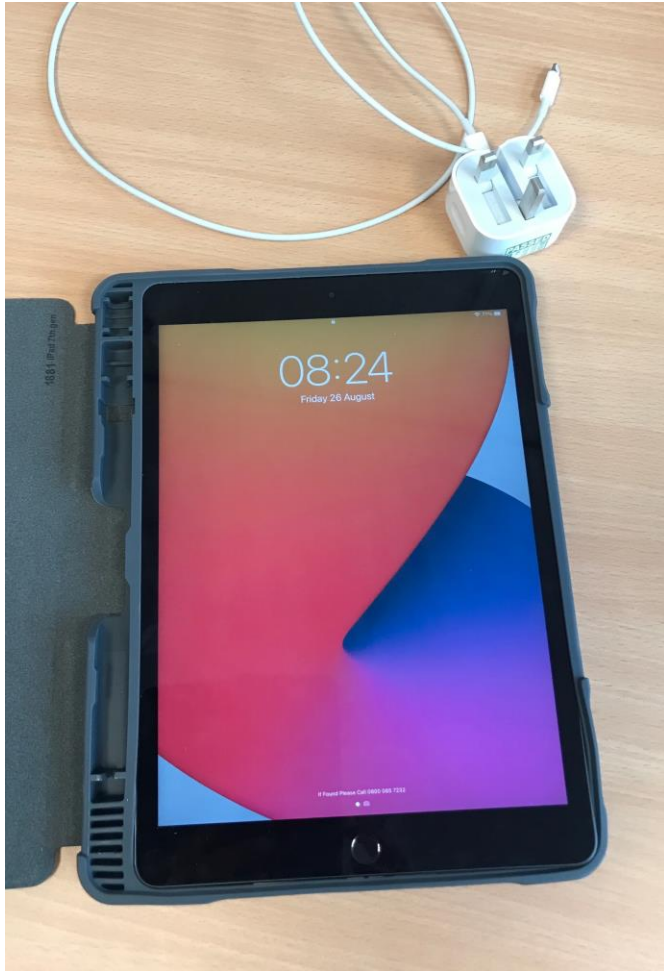


purpose



trust

iPads from P7 to S1



Pupils now keep their iPad from P7 to S1.

We have collected some iPads in over the transition days. Others will be dropped off by the Primary Schools next week.

iPads will be distributed to the S1 when they start in August.

Can all parents and carers please complete the ICT User Agreement form in the enrolment pack.



awareness



drive



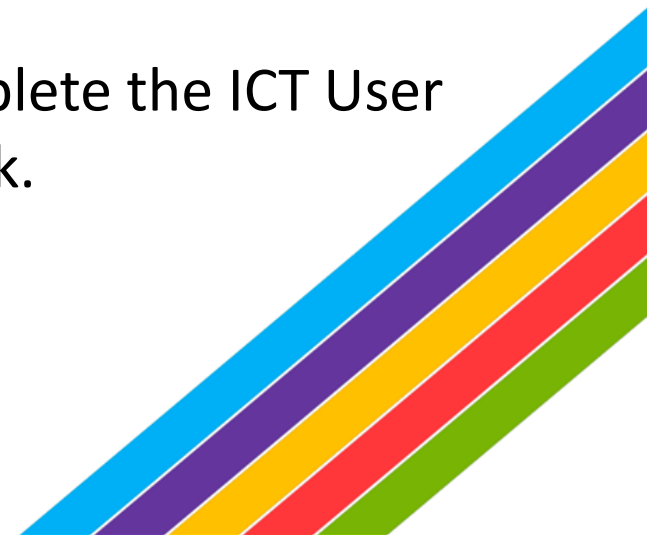
aspiration



purpose



trust



Dress Code

As a school, we worked together with staff, pupils and families to agree our dress code.

It allows us to represent our school and community positively.

It has different options to be both flexible and affordable to pupils and meet all learning needs.

Informal Dress Code



- black or white t-shirt or polo shirt
- black jumper, sweatshirt, cardigan, hoodie – unbranded or Craigmount logo
- Craigmount club or S6 hoodie
- any form of unbranded black bottoms
- predominantly black shoes or trainers

Formal Dress Code



- white shirt/blouse and Craigmount tie
- Black trousers/skirt/long shorts
- predominantly black shoes or trainers
- black blazer (optional)

Dress Code



Pupils should NOT be wearing the following items:

- coloured clothing and shoes
- vest tops, crop tops and football tops
- hats
- branded clothing with large logos
- crocs, flip flops, sliders or slippers

There is always uniform in the Craigmount Marketplace for anyone who needs it.



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Things to look forward to in S1



**Pupil Leadership
opportunities**



**iPads and digital
learning**



**Extra-curricular
activities**



**Epic Days &
S1 Residential**



Parents' Consultations

— S1 Parents' Consultations

Progress Report Issued by Email

Friday 13th October (Tracking Report)

Friday 15th December (Tracking Report)

Friday 3rd May (Comment Report)

Parents/Carer Consultation will be in school on

Thursday 9th May 1700-1930

Parent/Carer Consultation Booking

<https://parents-booking.co.uk/craigmount>



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- Website
- Emails sent via Group Call
- Weekly Sway
- Instagram (Craigmounths)
- Craigmount App

How we will keep you informed

The collage illustrates the school's communication channels. It includes an email from Tracy Urquhart, Depute Headteacher, regarding a 'Three Day Transition' event. It also shows a Sway presentation from sway.office.com, a smartphone displaying the Craigmount App interface with options like News, Events, Information, Contacts, Alerts, and Facilities, and a document with a rainbow stripe.

Craigmount High School

Download Our New App

Download on the App Store | GET IT ON Google Play

Step 1
Search for the 'Scoted' app and download it.

Step 2
In the search field, type Craigmount, select the school and follow the instructions.

You will now have access to our school app!



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Information Evening

Workshop 1
6.30pm-6.45pm

Workshop 2
6.50pm-7.05pm

Workshop 3
7.10pm- 7.25pm

Workshop	Location
Role of the Pupil Support Leader	Drama Studio
Learning at Craigmount	Library
Inclusion and Support for Learning (for pupils with an Additional Support Need)	Room 122
Pupil Leadership	Staffroom



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purpose



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Workshop 1- The Role of the Pupil Support Leader



Dave Sansom

S1 Pupil Support Leader

S1 Year Team 2026-27



Mr Gair
Depute and S1 Year
Head



Mr Sansom
S1 Pupil Support Leader



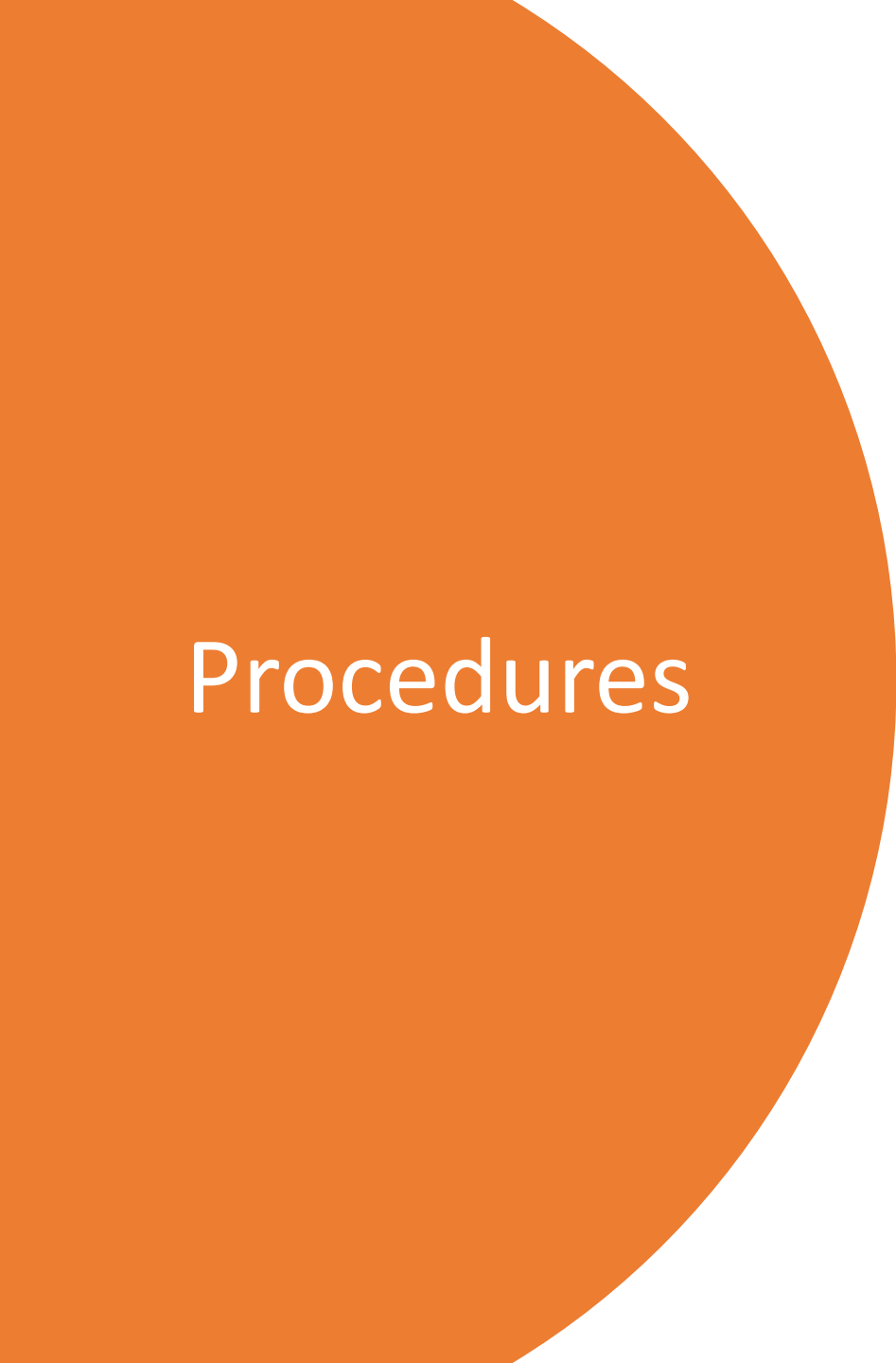
Mrs Artesoglou
S1 Support for Learning
Leader

Ms Lawson
S1 Pupil Support Link

Role of Pupil Support Leader

- Main contact for parents/carers
- Support young people
- GIRFEC
- Work in Partnership with other agencies
- Support attainment and achievement



A large orange circle is positioned on the left side of the slide, partially cut off by the edge. The word "Procedures" is written in white text inside this circle.

Procedures

If your child is absent please call the school office as soon as possible

If you wish to speak to one of the year team please call the school office or send an email – FAO S1 Year Team

We all have teaching commitments so will aim to respond as quickly as we are able to.

What do we teach in PSE?

**Mental, Emotional,
Social and Physical
Wellbeing;**

**Planning for Choices
and Changes;**

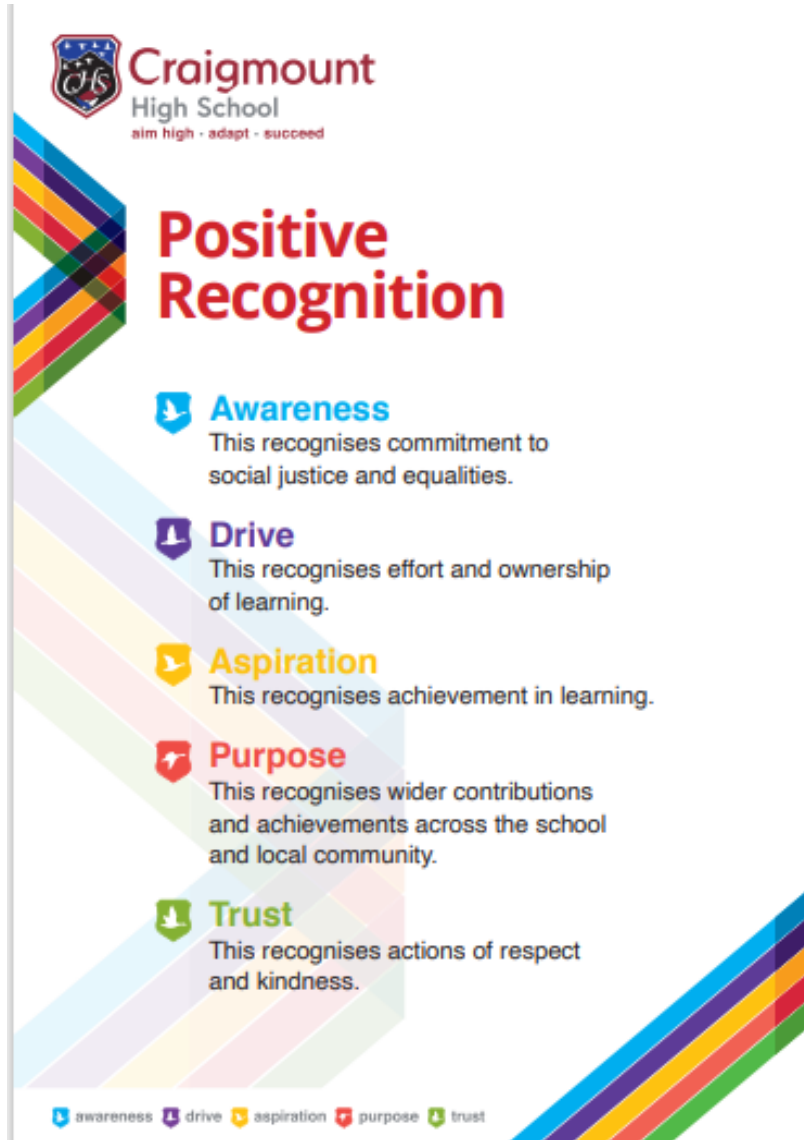
Food and Health;

Substance Misuse

**Relationships, Sexual
Health and
Parenthood (RSHP)**

Inputs from Careers
Adviser, Police and
other outside
agencies

Our Values



We strive to recognise positive behaviours within Craigmount.

Rules and Expectations

We have clear rules and expectations about how students interact with learning and with each other and staff.

These rules were designed in conjunction with staff, students and parents.

Further information about our Positive Relationships policy is available on [our school website here](#).



Rules & Expectations

- READY**

 - Work to your full effort and potential.
 - Be on time for learning.
 - Be prepared with equipment ready at the start of the lesson.
 - Phones should be out of sight.
- RESPECTFUL**

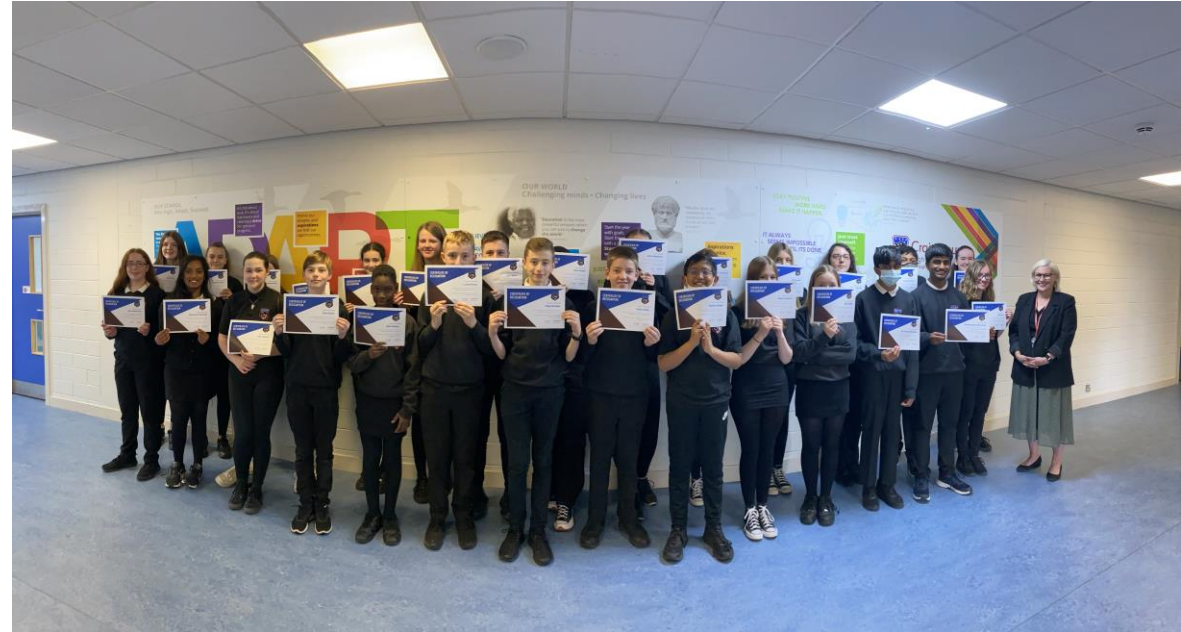
 - Show respect for yourselves, other people and property.
 - Speak in a calm, respectful manner at all times.
 - Respect and support the differences of others.
- SAFE**

 - Follow all instructions.
 - Sensible movement within and between classes.
 - Report any unsafe behaviour or situations.

CELEBRATING SUCCESS!!

Our tracking of pupils' positive behaviours allow us to celebrate the learners who show consistent application and hard work.

We regularly celebrate those who improve their behaviours and manage to turn it around.



What if it doesn't go right?

Staff will follow our planned stepped actions with students to ensure that they are supported to make the right choices.

Stepped Actions

Step 1 Reminder

The teacher reminds the learner of the school expectations.

Step 2 Caution

A clear verbal caution making the learner aware of their behaviour and the consequences should this continue.

Cautions may be logged on Class Charts if a learner reaches this stage regularly.

Step 3 Last Chance Conversation

An out of class conversation with the learner to reinforce expectations and consequences.

This should be logged on Class Charts.

Step 4 Action

This is the consequence of the behaviour and may involve a moved seat, hosting, time out or other appropriate action to refocus or reconsider behaviour.

All actions should be referred on Class Charts to the relevant Curriculum Leader.

Step 5 Outcome

This is the resolution to the behaviour as agreed by the appropriate staff.

Outcomes of referrals will be updated on Class Charts.



Any
Questions?





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Workshop 2 - Learning at Craigmount



awareness



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purpose



trust

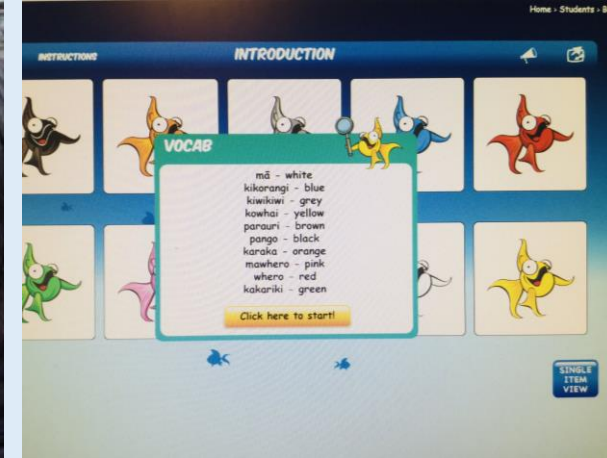
Learning at Craigmount

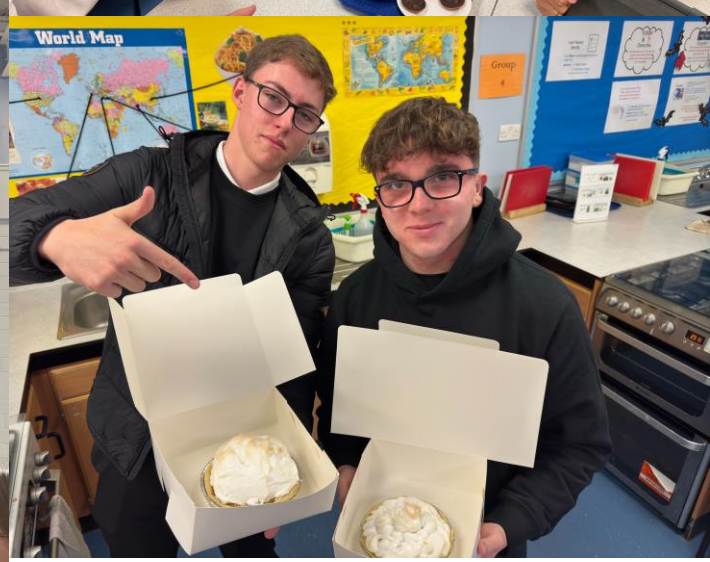
Laura Stevens

*Leader of Learning and
Teaching*

Mark Gair

*Depute Headteacher – S1
Year Head + Responsibility
for Learning and Teaching*

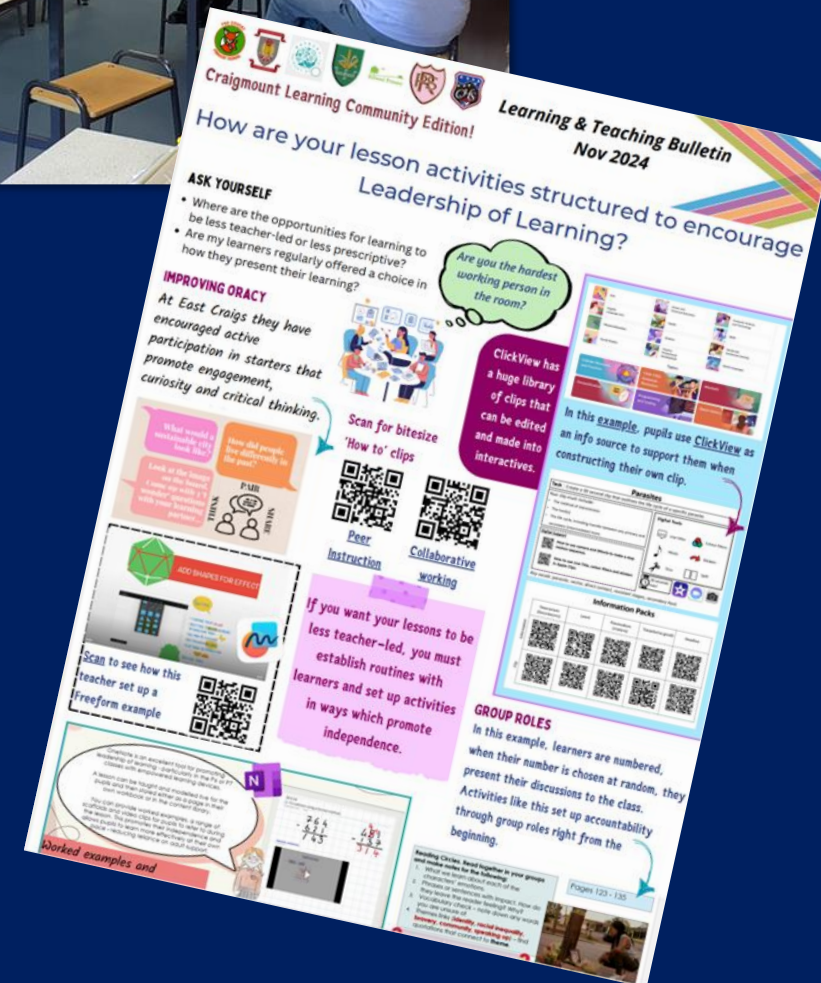
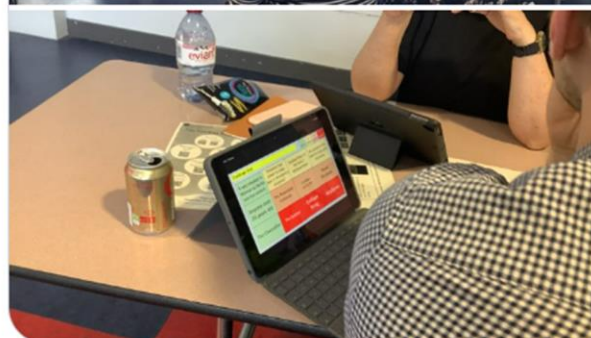




Craigmount High School

In recognition of the school's excellence in integrating digital technology into learning and teaching

2023



Learning at Craigmount



Activates

Shared Purpose

Starter

Prior Learning

Builds

Explain and Model

Guide and Support

Engage and Challenge

Consolidates

Evaluate Progress

Next Steps

Revisit and Review



Positive Relationships



Digital Learning



Effective Questioning



Quality Feedback



Skills Development



Leadership of Learning



Metacognition

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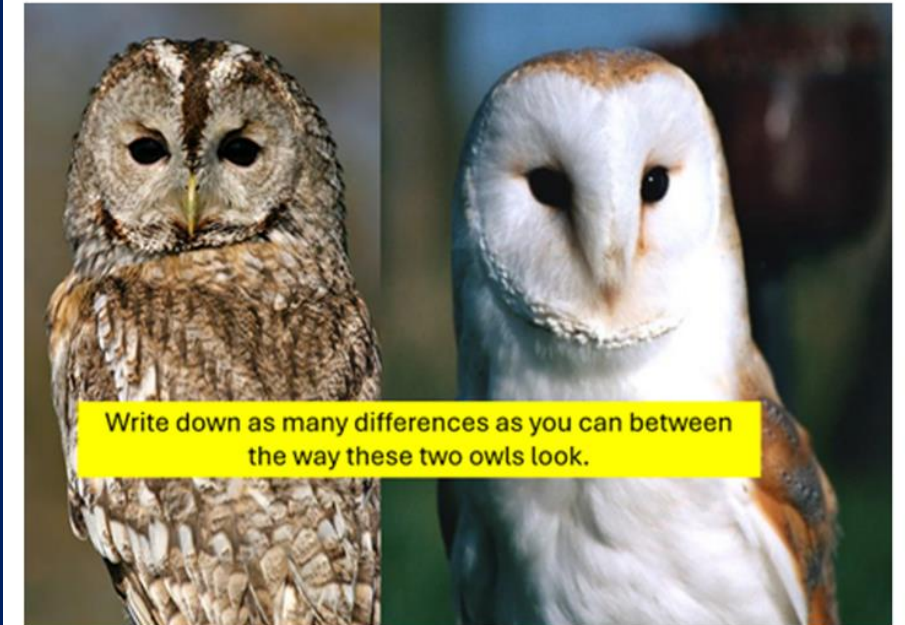
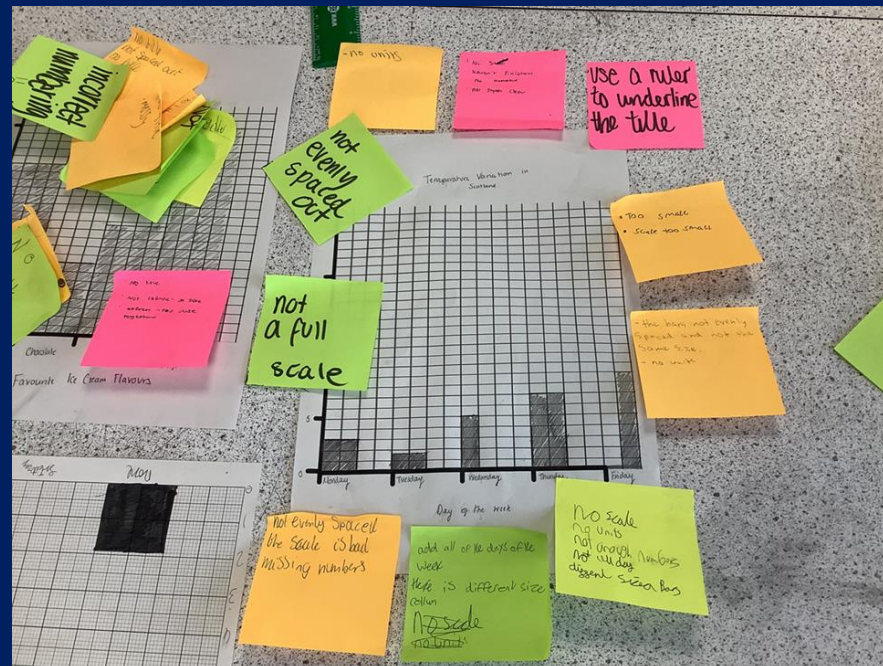
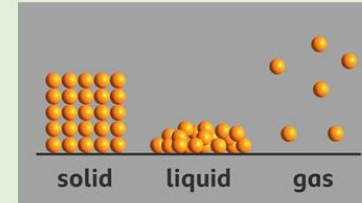
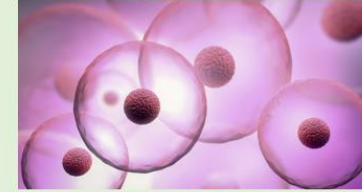
Prior Learning

Shhhh...
This is a **silent starter**

Write down:

Which is bigger: cells or particles?

You must give a reason why in your answer.

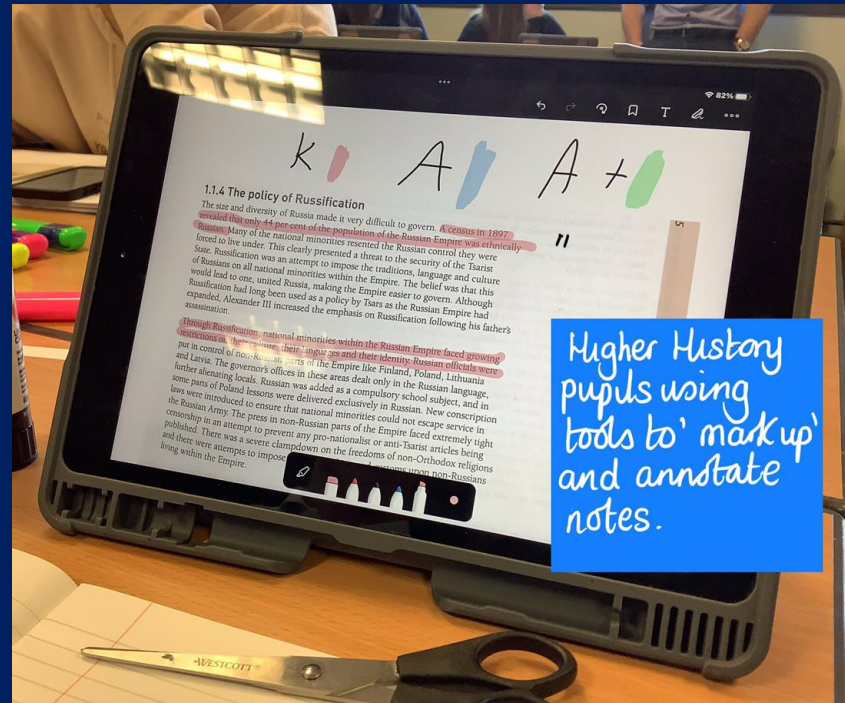
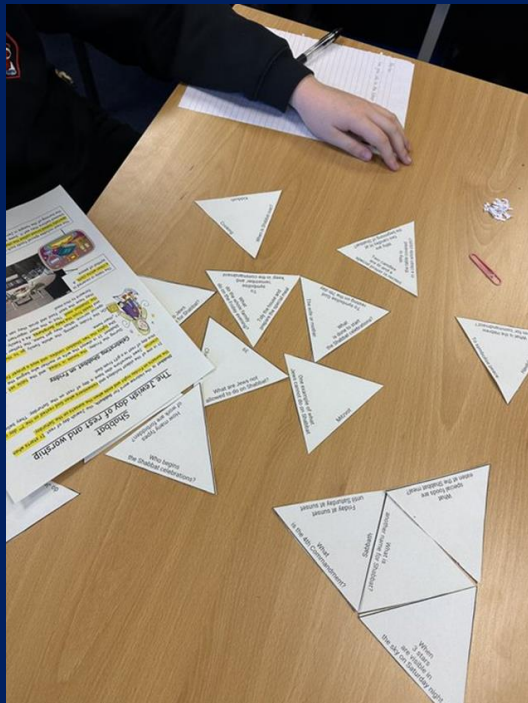
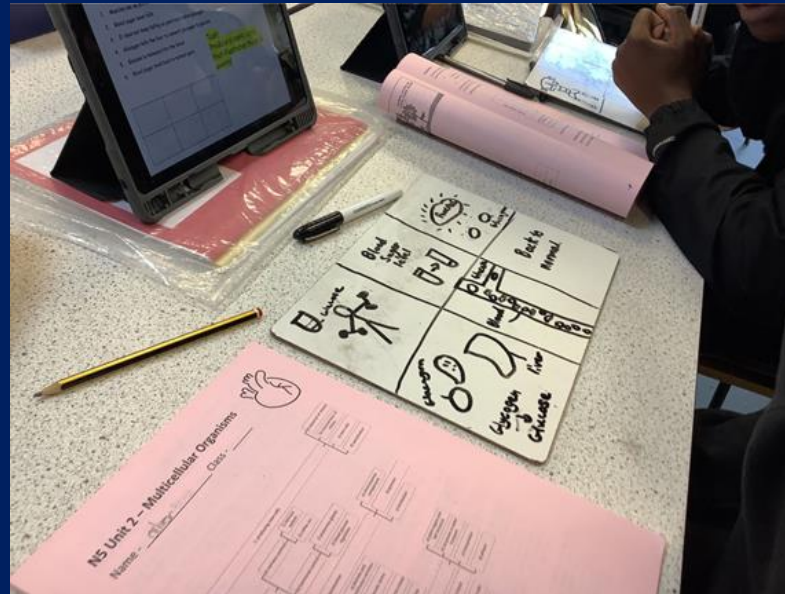


Builds

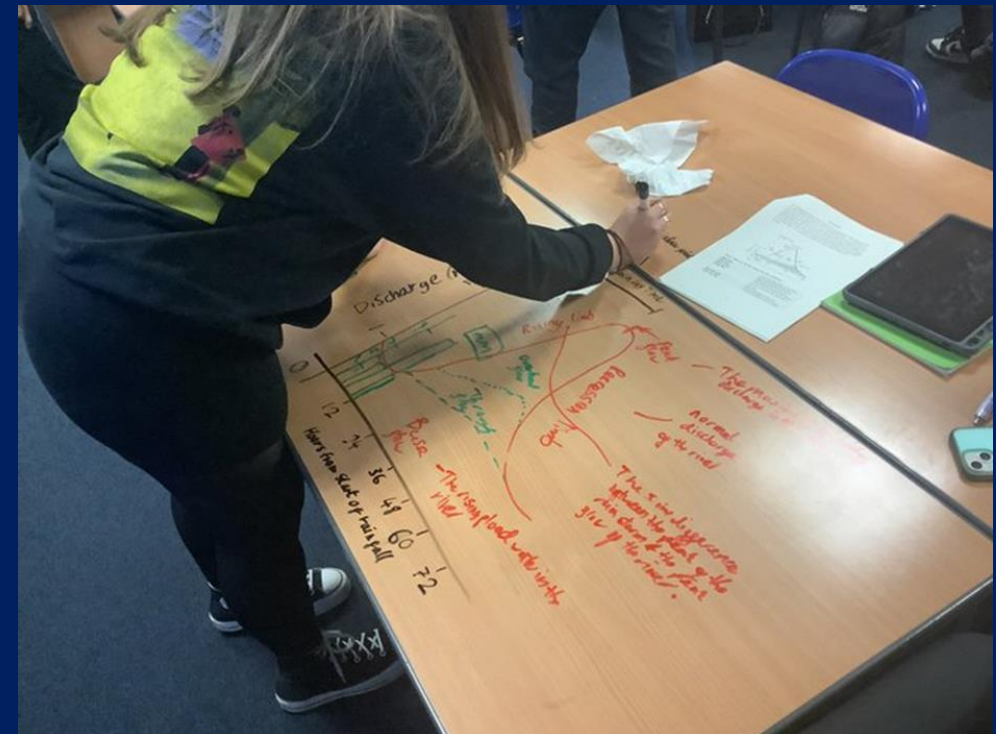
Explain and Model

Guide and Support

Engage and Challenge



Higher History pupils using tools to 'mark up' and annotate notes.



Builds

Explain and Model

Guide and Support

Engage and Challenge

Title: Climate Change Solutions

Connections

Can you guess the common category each colour shares?

Green 1 points
Yellow 2 points
Blue 3 points
Pink 4 points

People forced to leave homes	Crops destroyed	Coast and beaches washed away	Large areas destroyed by wildfires
			
Heatwaves	More storms	More rain	Higher temperatures
Turn off the lights	Fly less	Stop burning fossil fuels	Plant trees

DIFFICULTY



In this unit you will develop your keyboard skills and ability to play from music notation.

KEYBOARD - STEPS TO SUCCESS

STEP 5: Both hands + backing track

STEP 4: Both hands fluently

STEP 3: Both hands slowly

STEP 2: Left-hand chords

STEP 1: Right-hand melody

↑ I CAN PLAY... ↑

Progress Through Three Levels

I can play:

1. Merrily We Roll Along
2. Super Trooper
3. Lightly Row
4. Firework
5. Love Story

I can play these pieces with:

- Right hand melody
- Left hand chords
- Backing track

I can play:

6. Shape of You
7. Old Town Road
8. Next to Me
9. La Bamba
10. I'm a Believer

I can play these pieces with:

- Right hand melody
- Left hand chord
- Backing track

I can play:

11. Scarborough Fair
12. Largo
13. Somewhere over the Rainbow
14. Flintstones
15. Under the Sea

I can play these pieces with:

- Right hand melody
- Left hand chords
- Backing track

Person 2

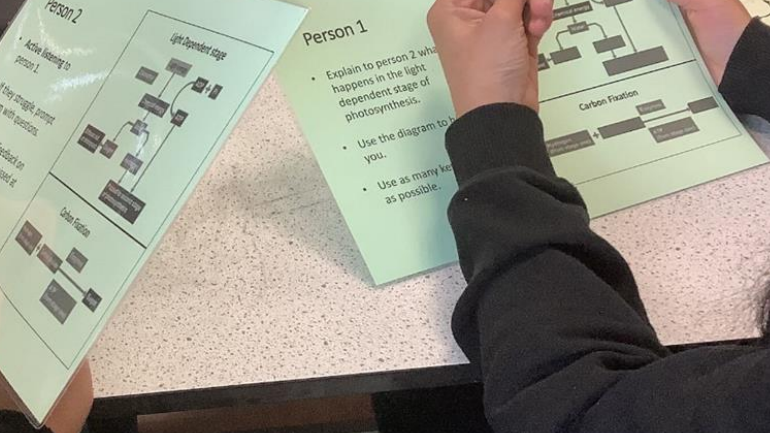
- Active listening to person 1
- If they struggle, support them with questions
- Give them feedback on anything they missed at the end

Light-dependent stage

Carbon Fixation

Person 1

- Explain to person 2 what happens in the light dependent stage of photosynthesis.
- Use the diagram to help you.
- Use as many keywords as possible.





Consolidates

Evaluate Progress

Next Steps

Revisit and Review



Consolidates

Evaluate Progress

Next Steps

Revisit and Review



Consolidates

Evaluate Progress

Next Steps

Revisit and Review

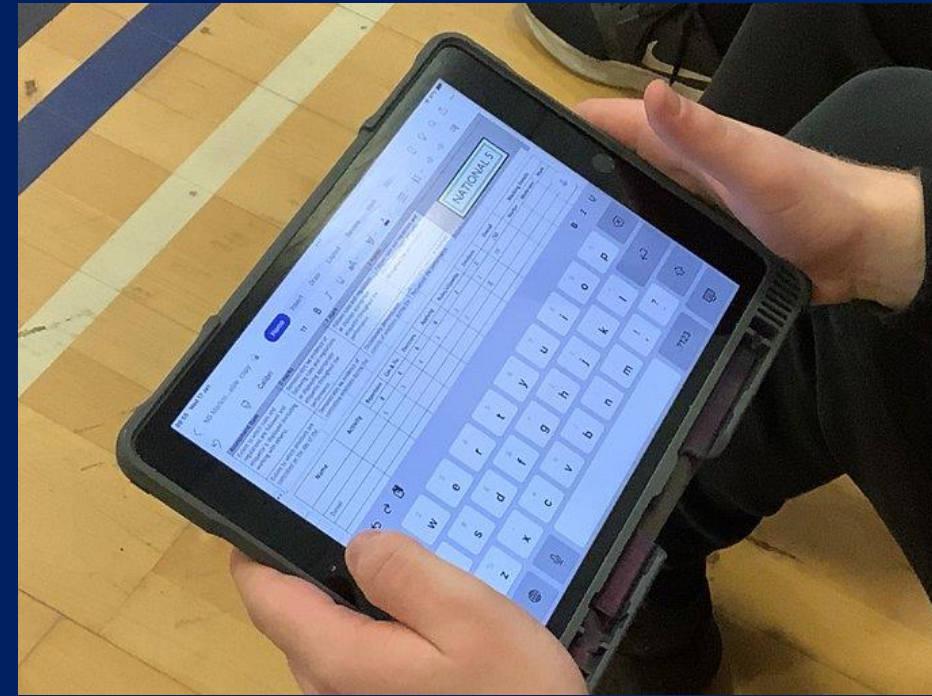


Consolidates

Evaluate Progress

Next Steps

Revisit and Review



Unit 1+2 Test Review

06 March 2023 07:33

Complete all tasks below

Type
straight onto
the OneNote
page

Task 1: Assessment Log

Look at your marked assessment. Fill in your red, amber and green areas in the grid below. Don't forget to include problem solving areas too!

Red	Amber	Green
Material I am not yet comfortable with or need to review	Material I need to briefly review or answers I need to adjust so that I gain full marks next time.	Material I am currently comfortable with.



Empowered Learning- iPad Guide for Parents & Carers



adapt

succeed



aim high



awareness



drive



aspiration



purpose



trust



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iPad Code of Conduct

- ✓ Come to school with a fully charged iPad and bring your charger with you too.
- ✓ Make sure that you keep your IOS up to date.
- ✓ Do not use any other iPad apart from your own.
- ✓ Only take photos or videos for learning with your teacher's permission.
- ✓ Only send pictures or files with your teacher's permission.
- ✓ Save all your files to One Drive.

Consequences for not following the Code of Conduct

- Your iPad use may be restricted in the lesson.
- Your iPad may be confiscated and returned at an appropriate time.
- Your parent/carers may be contacted to discuss expectations.

Teams	OneNote	Office 365/copilot	OneDrive
			



Teams



Activity



Chat



Teams



Assignments



More

Classes



CRM-1K-Science-
MrsStevens-25/26

Laura Stevens



CRM-Biology Staff
2024-25

Laura Stevens, Cheryl Corson,
Alex Thomson, Judit Duran, Kel...



CRM-HBio-
MrsStevens-25/26

Laura Stevens



CRM-N5Bio-
MrsStevens-25/26

Laura Stevens



CRM-S3Bio-
MrsStevens-25/26

Laura Stevens



CRM-S6PSE-
MrsStevens-25/26

Laura Stevens



General >

CRM-N5Bio-MrsStevens-25/26



Posts

Files

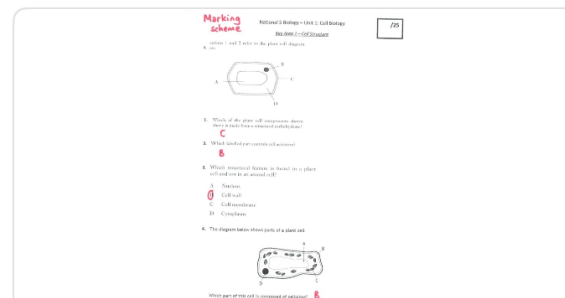
Apps



You 13 Jun, 09:00



CRM-N5Bio-MrsStevens-25/26



1. Cell Structure Marking Scheme....



664 KB



Reply

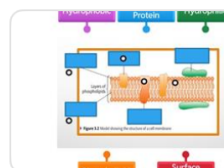


You



16 Jun, 13:01

1.2 Cell Membrane



N5 Basic Cell Membrane Label - Labelled diagram
wordwall.net



Reply



Start a post



Digital Champions

Digital Skills

Seven online courses available for use by learners and parents/carers. These courses comprise of several short videos designed to independently support the use of iPads for learning.

Getting Started with your iPad

Personalising your iPad

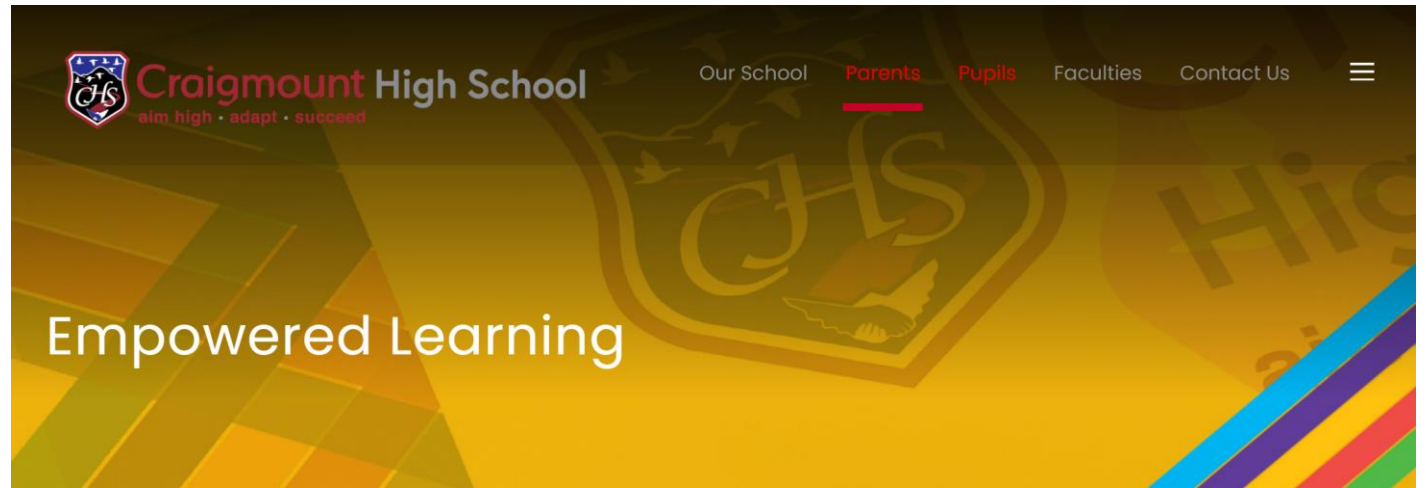
Creating and Editing Photos

Creating and Editing Movies

Workflow and your iPad

Class Notebook on your iPad

ClickView on your iPad

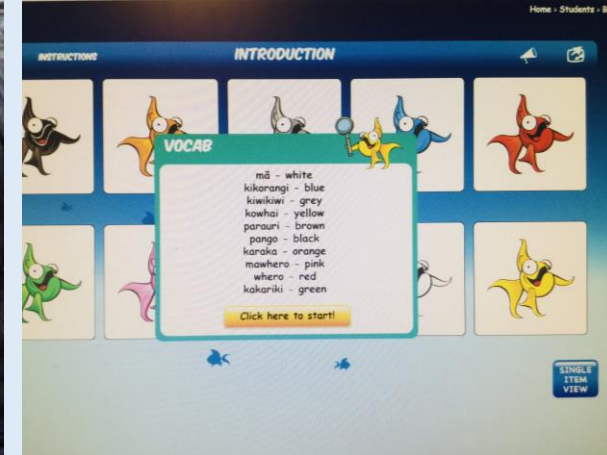


[Edinburgh](#)
[Council](#)
[Digital](#)
[Learns](#)
[support](#)



[Tech](#)
[Tuesday](#)
[Clips](#)
(requires
pupil login)

Primary 7 Information Evening - Learning and Teaching Workshop (26-27)





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Workshop 3 - Support for Learning

Leah Artesoglou, S1 Inclusion Teacher

Moira-Anne Jack, Curriculum Leader, Inclusion Faculty



Role of Support for Learning

- Teaching
- Liaison and advice
- Information sharing
- Assessment
- Partnership working

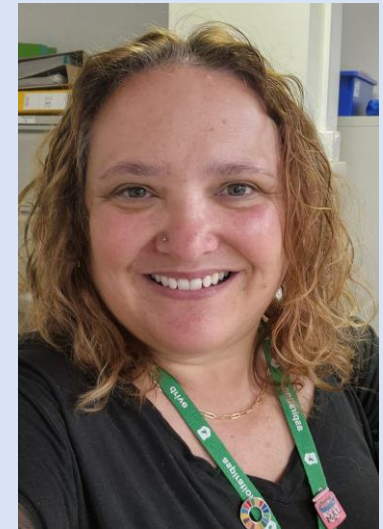
Transition Team

Mrs Reid and Mrs Norwood work across our Learning Community and continue to support with classes in S1.

We also have a Pupil Support Officer who works with families to support attendance co-ordinating with the S1 Year Team.



Mrs Reid
Attainment Transition
Team



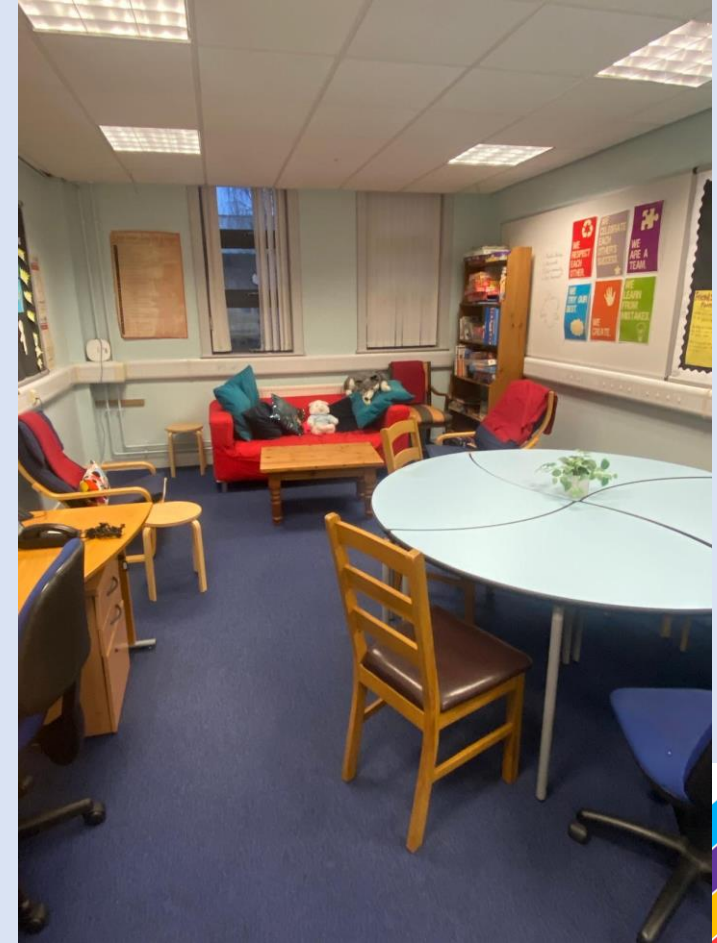
Mrs Norwood
Attainment Transition
Team

Support for Learning

The Support for Learning spaces are used by young people who may need support with a learning need.

These targeted interventions include:

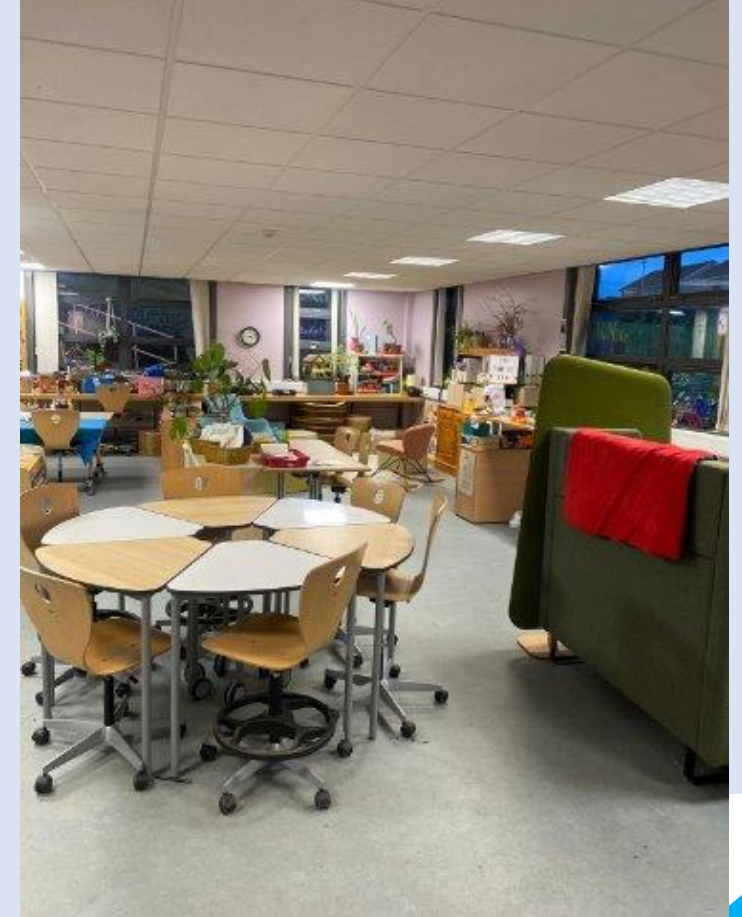
- Base classes
- SRA reading groups
- Dyslexia support groups
- Emotion Talks and regulation groups
- ND: Well Groups
- iPad Support Groups



Wellbeing Hub

The Wellbeing Hub space is used by young people with a wellbeing support need. This may include worry or anxiety and building confidence.

- Friendship Groups
- Outdoor Groups
- Soft Start



Enhanced Support Provision

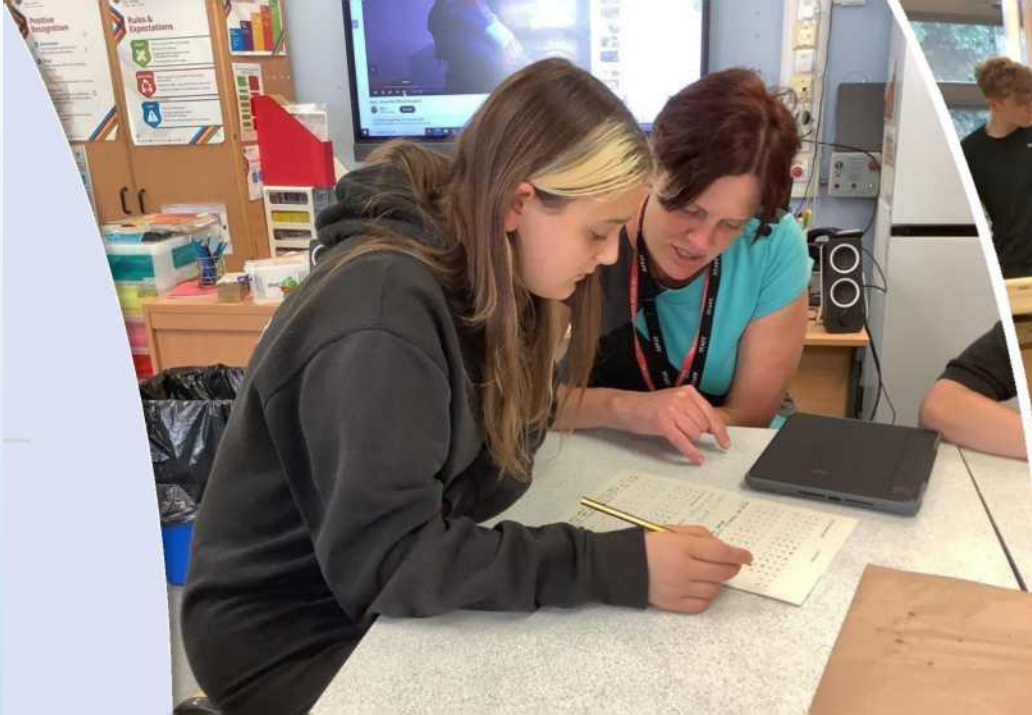


The Enhanced Support Provision is a space for pupils with more complex learning needs. We offer intensive literacy, numeracy and wellbeing supports for a small number of referred young people.



Pupil Support Assistants

- Supporting learning in classes
- Exam support



Summary of SfL Team Responsibilities

Advising on learning needs - we support staff with strategies to meet a wide range of learner needs.

Liaising with families and professionals - we work with parents and agencies (CAMHS, OTs, SALT, Hearing/Deaf specialists) to understand and support each young person's profile.

Collaborative planning - we plan, deliver, record and evaluate interventions alongside partner services.

Assessment and tracking - we use a range of assessment tools to monitor progress.

Assessment support - we provide in-class and SQA support (readers, scribes, ICT, extra time, separate accommodation).

Dyslexia identification - we carry out dyslexia assessments and offer post-diagnostic support.

Learner understanding - we help young people understand their own learning profile and effective strategies.

Transition support - we support key transitions: into high school, timetable changes, and post-school pathways

Life-skills development - we help ASN learners build essential life skills

 awareness  drive  aspiration  purpose  trust

Some of our Partners include:



Salvesen
Mindroom
Centre
No Mind Left Behind



Barnardos



cyrenians



EDINBURGH
YOUNG
CARERS



DYW
Developing the
Young Workforce



[Supporting Learners with Dyslexia - Edinburgh Learns Digital](#)



Please complete
the short form if
your child has
dyslexia





Craigmount
High School
aim high • adapt • succeed

Any Questions?

Please get in touch if there is more we can do to support your young person.





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Workshop 4- Pupil Leadership



awareness



drive



aspiration



purpose



trust

Pupil Leadership Team

It is really important that learners play an active role in the school and wider community and regularly take on leadership roles. We want learners to feel that their views are sought, valued and acted upon.

In our school there are two pupil leadership opportunities where pupils can help to improve our school: **Year Ambassadors** and **Pupil Action Group members**.



YEAR AMBASSADOR



What is a Year Ambassador?

A Year Ambassador is a pupil who represents their Year Group and takes part in a range of Pupil Leadership activities

What does a Year Ambassador do?

Year Ambassadors...

- Attend monthly Year Team meetings.
- Gather views from fellow pupils.
- Support at school events.
- Gives views on school matters.
- Share information with fellow pupils.

How does becoming a Year Ambassador help me?

You will develop confidence and team working skills. You will also help to improve our school!

How do I become a Year Ambassador?

Any pupil can apply to be a Year Ambassador.

Apply using the QR code here.



Year Ambassadors



PUPIL ACTION GROUP MEMBER



What is a Pupil Action Group?

A Pupil Action Group is a group led by pupils with the aim of improving a specific aspect of the school.



What PAGS do we have at Craigmount?

- **Charities and Equity**
- **Digital**
- **Pathways and Careers (new)**
- **Rights Respecting Schools**
- **Sustainability**
- **Unboxed Thinking (new)**
- **Wellbeing**
- Meet with your PAG Leader in tutor time.
- Research ways to improve the school
- Take actions
- Share your improvements with fellow pupils.

What does a Pupil Action Group Member do?

How does becoming a PAG member help me?

- You help to make the school better!
- Develop confidence, communication and team working skills.
- Contribute to decision making in the school.

How do I become a Pupil Action Group Member?

Any pupil can apply to be a Pupil Action Group Member. Apply using the QR code here.



PAG



Charity and Equity

Highlights/Improvements/Actions

- Successfully raised money for Charity and our Pupil Equity Fund.
- Organised our annual Food Bank collection for The Trussell Trust.
- Delivered the Period Peers Programme to all girls in S3 to support pupils in developing confidence, knowledge and understanding around menstrual health and wellbeing – UK wide community programme working hard to smash the shame, stigma and taboo which still exists around periods.

Next Steps

- Evaluate our 'Help Yourself Trolleys' – How do we ensure we are targeting the 'right' pupils.
- Create an effective system for our Market Place – How do we ensure all families in our learning community have access to support/ how do they access products.



Sustainability PAG



Highlights/Improvements/Actions

- Litter survey sent out to tutors. Better grasp on problem areas and starting to consider options on how to tackle this.
- Proposals sent to council (Awaiting response) on the potential of a mural within the school and wildflower/outdoor learning spaces on the school grounds.

Next Steps

- Reusable water bottles distributed to new S1 pupils
- Development of outdoor learning spaces within the school grounds.
- Embedding sustainability in the curriculum.





Digital Champions Pupil Action Group

Highlights/Improvements/Actions

- Continued weekly staffing of the Technology Tuesday helpdesk
- Sub-groups created to focus on smaller key priorities of the group
- 19 power banks purchased and distributed to class teachers
- Technical equipment was donated to the Turing Trust and sent to schools in Malawi
- Parents engaged with via Parent Information Evening and Parent Council

Next Steps

- Sourcing funding via grants, charities
- Continuing to raise the profile of the support available from our group



Wellbeing PAG



Highlights/Improvements/Actions

- Weekly Wellbeing Wednesdays.
- Wellbeing PAG numbers have doubled this year with a waiting list of pupils who want to join.
- £200 from Parent Council towards wellbeing room decorations.
- Wellbeing Website under construction which contains advice, signposting to wellbeing/ mental health help, past Wellbeing Wednesday PowerPoints.

Next Steps

- Wellbeing stalls at a PAG festival
- Non-uniform day to raise money for charity.





Rights Respecting Schools



Highlights/Improvements/Actions

- Primary School Event
- Contributing to National Rights Award at Merchiston
- Contributing to Edinburgh's firework safety policy at Ignite
- Speaking to Jenny Gilruith (our new deputy first minister) about rights on a national level.

Next Steps

- Gold Award (Coming September 2026)
- Developing the National Rights Award



New PAGs 2026-2027

Pathways and Careers

Unboxed Thinking



Presenting to Pupils and Parents



Working with Partners

