

# TURRIFF ACADEMY



## SCHOOL HANDBOOK 2016/17

## **WELCOME TO TURRIFF ACADEMY A LETTER FROM THE RECTOR**

I would like to welcome you to Turriff Academy School Handbook. Here you will find information on our school aims and values, our educational provision in its widest sense and important background information to help your child make the transition to Turriff Academy.

Turriff Academy is a six year comprehensive secondary school serving a large, predominantly agricultural catchment area. We have 9 associated primary schools, Auchterless, Crudie, Easterfield, Fintry, Fisherford, Fyvie, King Edward, Markethill and Monquhitter. The Academy has a roll of 650 pupils and over 80 teaching and non-teaching staff. The accommodation of the school provides an excellent learning environment for our pupils and teaching environment for our staff.

At Turriff Academy we are committed to developing each individual pupil and to providing many opportunities for young people to achieve success. Through high quality teaching and learning from a dedicated and caring staff we provide a supportive and challenging educational experience. Our curriculum is designed to meet the needs of our pupils while our programme of extra curricular activities, trips and other events enhance pupils' learning and develop a range of skills for learning, life and work.



Turriff Academy is a community which fosters Respect, Ambition and Achievement for all. We have high expectations of achievement, behaviour and dress. In ensuring that your child is happy at Turriff Academy, we recognise the benefit of strong partnerships with parents. All parents are welcome to contact the school at any time and I invite you to strengthen your partnership through involvement in Parents' Evenings and events or by joining the Parent Council or PTA.

We are very proud of the achievements of our pupils and as we continue to realise the opportunities afforded in Curriculum for Excellence, we will ensure that our pupils are prepared for life, work and learning beyond school. We are delighted to have become the first secondary school in Aberdeenshire to be awarded UNICEF's Rights Respecting School Award at Level 2



Ms Lee Menzies  
Head Teacher



Please note – “Parent” includes guardian and any person who is liable to maintain **or** has parental responsibilities (within the section 1 (3) of the Children (Scotland) Act 1995) in relation to, **or** has care of a child or young person.

**Please note that whilst all information within this handbook is correct at the time of printing. It is possible that some items may change during the course of the year.**

### [MAP OF WHERE SCHOOL SITUATED](#)



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# Section 1

# General School Information



## School Contact Details

<b>HEAD TEACHER:</b>	Ms Lee Menzies
<b>SCHOOL NAME:</b>	Turriff Academy
<b>ADDRESS:</b>	Victoria Terrace Turriff Aberdeenshire AB53 4EE
<b>TELEPHONE NO:</b>	(01888) 563216 (you can leave a message on this line)
<b>FAX NO:</b>	(01888) 568966
<b>EMAIL:</b>	<a href="mailto:turriff.aca@aberdeenshire.gov.uk">turriff.aca@aberdeenshire.gov.uk</a>
<b>WEBSITE:</b>	<a href="http://www.turriff.aberdeenshire.sch.uk">www.turriff.aberdeenshire.sch.uk</a>
<b>SCHOOL TYPE:</b>	Six Year Comprehensive, non-denominational school. This school does not teach by means of the Gaelic Language
<b>LOCAL AUTHORITY:</b>	Aberdeenshire Council All Aberdeenshire Schools are Co-Educational providing education for both boys and girls.
<b>INFORMATION LINE:</b>	0870 054 4999 (021140 – school pin number) (please do not leave a message on this line)

**Information Line 0870 054 4999 (021140) (Please do not use this line to leave messages for the school.)**

**Adverse weather and emergency closure -**

<https://online.aberdeenshire.gov.uk/Apps/schools-closures/>

Please see page \_\* \_ for further information regarding adverse weather and emergency closures.

### **LOCAL AREA OFFICE:**

Banff and Buchan  
Area Office  
St Leonards  
Sandyhill Road  
Banff  
AB45 1TA  
01261 813339

### **QUALITY IMPROVEMENT OFFICER:**

Fiona Cruickshanks  
Area Office  
St Leonards  
Sandyhill Road  
Banff  
AB45 1TA  
01261 813339

**Contact details for  
Director of Education and Children's Services**

Mrs Maria Walker  
Woodhill House  
Westburn Road  
Aberdeen  
AB16 5GB  
01224 665420

**TURRIFF ACADEMY BACKGROUND INFORMATION**

Turriff Academy is the Comprehensive Secondary School, which serves a very large catchment area lying between Inverurie in the south, Huntly to the west, Banff to the north and Fraserburgh and Ellon to the northeast or south-east. This area, part of the Formartine Area of Aberdeenshire, is predominantly an agricultural region, and so Turriff is very much the centre and market for a close-knit farming community.

The current school roll is 640. The school caters for 12-18 year old pupils from the surrounding area. We have 64 teachers, 9 Pupil Support Assistants and 14 support staff. We provide a wide range of courses which prepare our pupils for further education, higher education and the work-place. Our examination results are good and improving further and our pupils achieve success in a range of sporting, musical, drama and extra-curricular activities.

The school is staffed to Aberdeenshire Council's current staffing formula and provides the normal range of subject choices at the various levels. Our standards of attainment, dress and behaviour have been set high. A wide range of extra-curricular opportunities is available at the Academy to broaden the outlook of our pupils. A major contribution to this aspect of school life is the annual House Championship competition, which involves a variety of events, which take place throughout the year.

Turriff Academy has 9 associated primary schools, Auchterless, Crudie, Easterfield, Fintry, Fisherford, Fyvie, King Edward, Markethill and Monquhitter. Turriff Academy is part of the Turriff Children's Services Network and works closely with the other 9 schools in the Network.

Turriff Academy aims to play an active part in the local community. Where possible, pupils are encouraged to become involved in helping others, and many opportunities exist in the local area to achieve this. For example, each year, groups of Academy pupils take part in a range of local community service projects and individual senior pupils undertake community service placements.



Work Experience placements provide opportunities for pupils to gain experience of the world of work and help them develop the skills necessary for life. Parents will be advised by the Academy of the opportunities available, and their





consent required before arrangements are finalised.

Both of these activities are seen as a valuable part of the pupils' Personal & Social Development, and an important contribution to their preparation for the future role they will have to play as an adult member of society.

The school has strong links with its associated Primary Schools and with local Community Learning and Development Staff. The school makes extensive use of the Sports Centre and Swimming Pool and, in turn, many local groups and organisations make use of the school's accommodation and facilities.

A partnership agreement has been formed with NESCol (North East Scotland College) which has resulted in the provision of a programme of courses for S4-6 pupils delivered by the college in the Academy as well at NESCol outreach provision. At present courses are offered in hairdressing, energy, computing, care, engineering and sociology. A school /community Learning Area has also been set up where CLD staff work in partnership with school staff.

The Academy places great emphasis on developing a positive role in the local community and these are but a few examples of ways in which it carries out this role. Devolved budgets are managed in accordance with authority guidelines in order to support planned improvements in the school.

HMIe last inspected the school in 2009.

The school has an Excellence award for Health and Wellbeing, has 2 Eco Schools Green Flags and a Butterfly Award. The school is an accredited ASDAN Centre and accredited Rights Respecting School Award Level 2.

### **VISITS OF PROSPECTIVE PARENTS**

Prospective parents can contact the School Office and request an appointment to come and visit the school and meet with the appropriate Year Head. During this visit you will get a tour of the school and have an opportunity to ask any questions and discuss any particular needs for your child(ren).

Parents of children joining the school in years other than S1 or in the middle of a school session should contact the school who will arrange for the appropriate Year Head to meet parents and child(ren) to arrange timetables and agree a start date.

### **SCHOOL ZONE**

A map showing the school zone/catchment area is included at the back of this booklet. Please note that children who live within the school catchment zone for Turriff Academy are automatically entitled to a place in Turriff Academy. Please use the zone map to check whether or not you live within the Turriff Academy catchment. If you live out with the zone, the *Education (School and Placing Information) (Scotland) Regulations 2012* will allow you to request admission to the school. However out of zone admissions are not guaranteed and pupils out of zone are not entitled to free school transport. They are also not guaranteed a place at our associated secondary school and parents would need to submit a further placing request before transition to S1. Further information is available in



*Notes for Parents Aberdeenshire Council*

[www.aberdeenshire.gov.uk/parentscarers/information/NotesforParents2012.pdf](http://www.aberdeenshire.gov.uk/parentscarers/information/NotesforParents2012.pdf)

### ***Out of Zone Information***

All Aberdeenshire schools serve a local 'zone'. Pupils will automatically be accepted at the school within their 'zone'. However, parents have the right to request that their child attends a school in another 'zone' if they wish (without giving any particular reason) and Aberdeenshire Council will, where possible, agree to this request. For further information relating to this please follow the link below

<http://www.aberdeenshire.gov.uk/schools/information/choosing-a-school/>

Please note this includes forms for completion. These can also be obtained from the school or from the area office.

### **Admission/Enrolment**

Parents of children joining school classes in the middle of a school session will have agreed a start date following consultation with the Head Teacher. A visit to the school will usually take place. Any transfer information, including school work, can be helpful in supporting your child's continued education. Records from other Aberdeenshire schools are automatically transferred internally but when the school is outwith the Authority, the school will contact the child's previous school to obtain the records.

**SCHOOL OPENING HOURS**

**SCHOOL OPENS: 8.45 a.m.**

**SCHOOL CLOSES: 3.50 p.m. on Tuesday and Thursday  
3.00p.m. on Monday, Wednesday and Friday**

**THE SCHOOL DAY:**

**Note:**

Warning bells ring at 8.40 and 1.15 each day.

These are a signal for pupils to make their way to class.

Day	Monday Wednesday & Friday		Tuesday & Thursday	
	Start	Finish	Start	Finish
Reg	8.45	9.00	8.45	8.50
Period 1	9.00	9.45	8.50	9.45
Period 2	9.45	10.35	9.45	10.35
Interval	10.35	10.50	10.35	10.50
Period 3	10.50	11.40	10.50	11.40
Period 4	11.40	12.30	11.40	12.30
Lunch	12.30	1.20	12.30	1.20
Period 5	1.20	2.10	1.20	2.10
Period 6	2.10	3.00	2.10	3.00
Period 7			3.00	3.50

**THE SCHOOL OFFICE**

**Hours of opening : 7.45am until 4pm Monday Wednesday and Friday**

**7.45am until 4.30 pm Tuesday and Thursday**



## **SCHOOL DRESS CODE**

### **Background**

Turriff Academy most recently reviewed its Dress Code Policy in 2013-14 in consultation with pupils, parents and staff and included the Parent Council and Pupils' Council. As a result of this consultation, we now have a revised School Dress Policy so as to meet the current needs of the school and the Education Authority, having taken into account the views of pupils, parents and staff. The dress code will be reviewed again in session 2018-19.

### **Dress code**

The school Dress Code provides a framework within which pupils and their parents can operate and within which there is still the opportunity to express individual preferences. Details of the school's Dress Code are available on the school website.

### **Reasons**

The school strongly encourages all pupils to follow our school dress code and wishes parents to support us in this task. We believe that there are a number of good reasons to do so, namely:

- Encouraging a culture of dressing in an appropriate manner for school
- Avoiding the culture of being seen with the "right label" and the bullying/harassment that can arise from this
- Demonstrating a positive attitude by taking a pride in supporting the school
- Health & safety reasons (i.e. The potentially dangerous flammable nature of modern sportswear clothing)
- Providing another means of promoting a positive image of the school to the Turriff Community

### **Monitoring**

Monitoring of the school dress code is undertaken by House Tutors at morning registration, the Senior Leadership Team in and around the school campus and by Guidance Teachers at PSE classes. Particular emphasis is placed on ensuring that banned items are not worn in school. Pupils who persistently fail to follow the School's Dress Code will be encouraged to conform by:

- Being spoken to by their Year Head and a note put in their pupil planner
- Pupils being asked to change into a plain black or white tee shirt.
- Parents being informed by letter or text

**Some families may be entitled to a school clothing grant. More information about this can be found at the back of this book.**



## **Dress code for P.E.**

Where Physical Education is concerned, parents should realise that in the interest of health and safety they should make every effort to ensure that their children come to school with the recommended items of clothing and footwear.

It is essential that all pupils have a complete change of clothing for use during activities and a towel for use after showering.

### **Essential**

A plain top (an extra top for outdoor wear)

Shorts

Training shoes, preferably with light coloured soles Sports socks

Swimming trunks or one piece Swimming costume

### **Optional**

Football boots, Hockey boots, Dancing/Gymnastic shoes

### **Notes;**

1. Most training shoes are designed for outdoor use with relatively inflexible gristle soles which do not hold well on smooth wooden floors, metal and wood apparatus, etc., and are potentially dangerous. Indoor shoes should be carefully selected.
2. A tracksuit is a desirable extra garment, particularly for the enjoyment of outdoor activities in colder weather.
3. Jewellery must be removed before pupils participate in physical activities. These and other valuables must not be left in the changing areas but should be placed in the lockers provided. Padlocks are provided for this purpose.
4. It is also recommended that pupils with shoulder length hair (or longer) should tie it back during activity and wear a swim cap in the Pool.

### **Conclusion**

In conclusion, we strongly encourage you to support us in our aim to ensure that the pupils of Turriff Academy, through their adoption of our dress code:

- Are working in a safe environment while at school
- Are presenting a positive image of the school and their parents
- Gain some self confidence from being "part of the team"
- Learn about society's requirements for appropriate dress habits

We look forward to receiving your support for our school dress code policy which aims to ensure that Turriff Academy pupils dress in a manner that is appropriate for attending school and enhances the very positive image they present of themselves through their support of their school in so many other worthwhile and constructive ways. Together we can ensure that we present the strongest, most positive advertisement of all that is good about our school.

### **PUPIL'S PROPERTY**

Inevitably pupils mislay some of their belongings from time to time. Lost property is usually handed to the Janitor or the Office staff and can be reclaimed from them.

It cannot be stressed too strongly, however, that parents ensure that the pupil's name is on every item of clothing or other property brought to school. Cases of theft are not common in Turriff Academy, but it is obviously in the best interests of pupils that temptation is not put in the way of the potential pick-pocket. Thus it is essential that pupils remove all money and valuables from coats, jackets etc., which they leave in the

cloakroom. In general, pupils should be discouraged from bringing to school large amounts of cash or belongings of considerable value. However, if it is necessary for a pupil to do this, the item concerned may be deposited in the Office for safekeeping. No responsibility will be taken for any items not so deposited. The school has a stock of personal storage lockers which may be rented by pupils for a small annual fee. Again, neither Turriff Academy nor Aberdeenshire Council will be liable for damage to or loss of contents of a locker. Pupils should provide their own padlock and key once their locker has been allocated

### **CARE OF SCHOOL PROPERTY**

No charge is made for the textbooks, jotters etc., which are issued to pupils, but, since books are very expensive nowadays, and it is assumed that these will be returned to the school in reasonable condition. If a book is lost or damaged through ill-use, the pupil will be expected to pay for the replacement of the book.

Similarly, if any item of school furniture or furnishings (lampshades, window panes, etc.) is broken because of carelessness, or a deliberate act, on the part of a pupil, a charge will be made to recover at least part of the cost of repairs.

### ***Door Security***

All schools in Scotland have security doors fitted as standard. This is to ensure the safety of children and staff at work during the school day. Those accessing school premises **MUST** only do so through the security door system and you are reminded that this should be the only access you use when visiting the school. In line with Aberdeenshire Council's Health & Safety Policy, all visitors to school will be asked to sign in and wear a visitor's pass badge.

Doors open easily from inside the building to allow for easy exit in an emergency.



### **School Meals**

It is Aberdeenshire Council policy to provide meals and facilities for the consumption of packed lunches in all schools where these are required.

As part of the Health Promoting Schools initiative Turriff Academy has embraced Hungry for Success as a positive package to increase the health and wellbeing of its pupils.

The school operates a self-service cafeteria system which is within our recently refurbished canteen, providing a pleasant break and lunchtime environment for pupils.

The menu offers a variety of healthy eating options for main meals, desserts, snacks and drinks. The menus can be viewed on the school website.

Payment is made by using a card which can be loaded with money in one of the machines provided within the school via the Councils website –



<http://www.aberdeenshire.gov.uk/schools/meals/cashless-catering-in-secondary-schools/>  
or by cheque to the School Office.

**Parents should be aware that they can request a special diet for their children if there are medical or religious reasons for doing so.**

Children who require Medically Prescribed or Modified Diets, with parental/guardian assistance, should be identified during the admission process. Procedures are set in motion to accommodate these diets by parent/guardian completing Admission Form D available from the school administration office.

Parents who think that they are entitled to free school meals should obtain an application form and easy to read explanatory leaflet from the School Office. Once completed, the form should be returned to the Office and parents will be notified if free school meals have been granted once the application has been processed by Aberdeenshire Council. The free school meal allocation will then be automatically loaded onto the pupil's card.

It cannot be emphasised too strongly that pupils, especially those travelling from a distance, will benefit from having the balanced diet which school meals can provide. Parents are asked to encourage their children to take meals in the Canteen if they cannot get home at lunchtime.

Arrangements are made for pupils who bring packed lunches to school to consume these in the canteen. Foods brought into the canteen from local shops should meet current dietary targets.

The school canteen has a variety of meals available on a daily basis and are charged according to choice. A set two course meal, one course or soup and sweet for example. Snacks are also available to purchase. In this case, pupils need only pay for the individual items or can try out something takeaway style like a Munch Pot or Hot Panini.



Attractive menu and information leaflets are provided to all Aberdeenshire school pupils and parents. These can also be found by following the link below.

<http://www.aberdeenshire.gov.uk/schools/meals/secondary-school-meals/>

For current school meal charges please check on the webpage noted above.

Where children bring a packed lunch to school, parents are responsible for ensuring that lunch box contents are stored at the correct temperature, by including an ice pack where necessary.

The school aims to encourage young people to enjoy food which is both attractive to them and nutritionally sound whether this is a school meal, a packed lunch or a snack. We would appreciate your support in achieving this aim.



## **Pupil Absence Procedures**

In recent years increasing attention has been paid to the issue of child protection and safety due to reported occasions where children have been seriously or fatally injured because of the inappropriate or criminal actions of adults. It is important that staff and parents continue to work together to develop and improve arrangements for monitoring the care and welfare of all children and young people.

With that specific aim in mind, Aberdeenshire Education & Children's Services has asked all schools to implement a series of standard procedures to monitor pupil attendance and absence from school and to invite the co-operation of parents in making these changes work. All parents are asked to assist the staff in the schools which their children attend in the manner described below:

### ***Attendance and Absence Procedures***

Parents are responsible for ensuring that their children attend school regularly and arrive on time. They are also responsible for ensuring the safety of their children on their journeys to and from school except whilst on school transport where Aberdeenshire Council has clear guidelines about pupil safety. Absence of pupils travelling on school transport must also be communicated to the bus company or (where known) the bus driver.

Regular and punctual attendance is linked closely to achievement and school staff would wish to work with parents to ensure that children can achieve fully. The school is required by law to maintain an accurate record of the attendance and absence of each pupil and parents are requested to assist in this process by keeping the school informed if their child is to be absent for any reason.

### ***Unplanned Absence***

It is important to note that if a child does not arrive at school and there is no reasonable explanation provided for his/her absence then members of staff will be required to ascertain the whereabouts for the safety of the individual child. This will involve a phone call to the parent soon after 9.30am. Repeated calls will be made until the child's whereabouts have been confirmed. If contact cannot be made the situation will be assessed and it may be thought necessary to inform the local social work department. In order to avoid causing unnecessary concern for staff and parents the importance of good communication between home and school cannot be over-emphasised.

Parents are asked to assist school staff in the manner detailed below:

- If your child is unable to attend school through illness/other reason please telephone the school between 8:00am and 9:00 am on the first day of his/her absence or send a signed note via a brother or sister where applicable.
- If your child is home for lunch and becomes unwell at lunchtime making them unable to return to school in the afternoon please telephone the school before the beginning of the afternoon session to inform a member of staff.





- When you contact the school it would be helpful if an indication could be given as to the child's expected length of absence from school.
- On your child's return to school a note should be provided explaining the reason for absence and confirming the periods of absence from the school. The note should be signed and dated.

### ***Communicable/Infectious Diseases***

When pupils are off school because of sickness or diarrhoea, they should not be sent back to school until 48 hours after symptoms have passed. Pupils must be kept off school for a period of time where they have an infectious or contagious disease. These include common ailments such as impetigo, conjunctivitis, chicken pox etc. Please contact your GP or local health centre for up to date advice if you believe your child may have a communicable disease. For further information regarding how long children need to be kept at home and not sent to school either contact the school office or go to [www.nhsgrampian.org](http://www.nhsgrampian.org) exclusion policies for infectious diseases.

### ***Head lice***

Please check your child's head regularly (we recommend weekly) and notify the school if you find head lice. Current advice on the treatment of head lice is available from your local pharmacist.

### ***Asthma Inhalers***

Parents of children who carry their own inhalers should supply a spare named inhaler just in case your child's inhaler is lost or misplaced. These are also required for school trips and outings.

### ***Planned Absences***

As part of Government Regulations we are required to record all absences as "authorised" or "unauthorised". Authorised absences are due to illness or family bereavement and can also include time off to attend, e.g. sporting events or music exams.

- Under normal circumstances we do not send work home in the case of absence.
- For medical or dental appointments the teacher should be informed beforehand in writing. Children should always be collected and returned by an adult on these occasions. As far as possible such appointments should take place outwith the school day.

### ***Holidays during term time***

The Scottish Government has deemed that holidays taken during term time should be recorded as unauthorised absence unless there are special, exceptional circumstances. Should you wish to remove your child from school to attend a family holiday you must inform the Head Teacher. This will be recorded as unauthorised absence though there may at times be exceptional family circumstances previously discussed with the Head Teacher. Parents are advised to limit the number of holidays taken during term time, to minimise disruption to a child's education.



For annual **holiday dates** for Aberdeenshire schools please see the section at the back of this book, contact the school office or go to <http://www.aberdeenshire.gov.uk/schools/parents-carers/school-term-dates-and-in-service-days/>

## **Aberdeenshire Council Guidance on School Closures**

### ***School Closure Due to Bad Weather or Other Emergencies***

We want to work in partnership with parents and carers to ensure the safety of children at all times. These guidelines outline the procedures for dealing with school closures during bad weather or other emergencies.

#### ***Parental Role***

##### **We would like you to:**

- Ensure your child wears appropriate outdoor clothes throughout the winter.
- Decide whether it is safe for your child to travel to school in bad weather, either by school transport or on foot.
- Provide the school with information about emergency contacts to whom your child can be sent at short notice if you are not available. Also tell the Head Teacher about any changes to this information and to your daytime contact details.
- Provide the school with a bad weather address within safe walking distance of the school.

##### **Also:**

- If school transport is not running please don't take your child – or other children – to school yourself unless it is safe for you to do so. You will be responsible for ensuring that the children you took to school are transported home again and therefore need to be available in the event that the school has to close early due to deteriorating weather conditions.
- In difficult weather conditions pupils should not wait any longer than 15 minutes past the normal pick up time before returning home. In case the transport doesn't arrive please make sure you have made alternative arrangements for your child.
- If your child travels by school transport you are responsible for their safety *to and from the pick up/drop off point* whether they use school transport or a public service vehicle.

**School transport contractors** have been told not to allow children to walk home alone from drop-off points *under any circumstances* during extreme weather conditions. If you can't meet or arrange for your child to be met, the school transport will return them to a designated location.



**Public service vehicles** – drivers of these vehicles follow a specified route and keep to timetables – they cannot make special arrangements.

***When will schools be closed?***

Head Teachers decide if and when schools should close due to bad weather or another emergency. In bad weather they will decide this after receiving information about local weather conditions. This decision can be made during any time, day or night.

During bad weather some staff may not be able to get to school – so the school may have to close because there are too few teachers present. Sometimes only part of the school will be closed or only some of the pupils will be dismissed early.

If you are concerned about local weather conditions contact the school. You may wish to collect your child yourself and are free to do so provided you make arrangements with the school.

***Secondary Schools***

Because of the large number of pupils in Secondary Schools, it may not be possible to inform all parents in advance of emergency closures and schools may dismiss pupils without first contacting parents.

Individual schools will let parents know of any local arrangements.

***What education might my child be missing?***

Some parents and pupils worry that important examinations or work is missed because the school is closed or conditions make it difficult to attend. However, *the safety and welfare of children must take precedence* when making judgements about travelling to school in bad weather.

Arrangements can be made for lost time to be made up and examinations can be rearranged.

At Turriff Academy, pupils will be provided with work to complete during emergency closures. Information regarding this will be posted on GLOW or the School Website. Senior pupils should make use of Scholar and SQA resources.



### ***Further Information***

Outwith school hours, your local radio station is a good place to find out information on school closures. The following radio stations receive updated information every 15 mins from our website:

#### **Northsound 1**

FM 96.9

#### **Northsound 2**

MW 1035 kHz

#### **BBC Radio Scotland**

FM 92.4 - 94.7MW 810 kHz

#### **Moray Firth Radio**

FM 97.4 MW 1107 kHz

#### **North East Community Radio**

FM 97.1 - 106.4

#### **Waves Radio**

FM 101.2

#### **Original 106 FM**

### **Twitter**

<http://twitter.com/aberdeenshire>

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

### **Aberdeenshire Council Website**

<https://online.aberdeenshire.gov.uk/Apps/schools-closures/>

You also have the option to sign up to receive email alerts when your school(s) updates their closure status:

<https://online.aberdeenshire.gov.uk/myAberdeenshire/>

### **School Information Line**

Tel: 0870 054 4999 then **021140**. If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

Please note: Call charges to the School Information Line will depend on your contract with your telephone service provider, for example, calling from your home telephone may differ in price from calling from your mobile phone.

Public Transport Unit (9am – 5pm) 01224 665194

Education Offices (9am – 5pm)

Banff – 01261 813340

Fraserburgh – 01346 515303

Peterhead – 01779 473269

Inverurie – 01467 620981

Stonehaven – 01569 766960



## Contact Details

It is vital that parents keep us informed of up to date telephone contact numbers – home, work and local emergency contact(s) so that we can be sure of reaching you in any emergency situation.

## Transport

The Council provides free transport to all children who live over two miles walking distance from school, in the case of primary school children, and three miles for secondary school pupils. School transport routes are determined by the pick-up locations required for pupils who are entitled to free school transport.

### TRAVEL TO AND FROM SCHOOL

Pupils who live more than three miles from the school are entitled to free transport. New entrants to S1, who have to travel on school buses, will obtain the appropriate forms from their Primary Schools. Tickets are sent directly to the pupil's home by the Authority's Transport Unit. Pupils should take good care of their tickets, because a charge of £3.00 is now made by the Transport Unit if the ticket is lost and a new application has to be made. Pupils who stay on late at school up to 6 pm to take part in extra-curricular activities will have special late-passes issued to them by the teacher-in-charge. These allow pupils to travel home to their usual pick up point free of charge on service buses, should there be one.

### SAFETY ON SCHOOL BUSES

Transport safety is of great importance to Aberdeenshire Council. Students are all included in "Bus Stop" – a lesson outlining expectations and procedures. Supervision of pupils while travelling on school buses is the responsibility of the driver and escort (when one is provided.) It is clearly important that pupils should behave themselves in an orderly manner. Unsatisfactory behaviour on the bus can be very distracting to the driver and the bus companies have informed their drivers that disruptive pupils should be reported to the school. Similarly, any acts of vandalism will be reported, and the cost of repairs will be submitted to the parents of the pupil responsible for the damage. In the most extreme cases, the Rector will feel compelled to recommend to the Director of Education that the parents be asked to assume responsibility for their child's transport to and from school.

### Privilege Transport

Pupils who live within two miles of primary school or three miles of secondary school may be able to travel on school transport at a charge. Where spare seats are available on a school transport route parents/carers can apply for a privilege place for their child by downloading an application form. The application form includes information on prices and payment methods for privilege passes. Discounts are available for pupils entitled to Free School Meals, and to families with 3 or more children travelling to the same school.

For further information click on the link below or contact the school.

<http://www.aberdeenshire.gov.uk/roads-and-travel/school-transport/school-transport/>

# Section 2

# Curriculum and Assessment

## School Ethos

### SCHOOL AIMS AND VALUES

Turriff Academy is a community which fosters Respect, Ambition and Achievement for all. The Academy has a long history of upholding the values of honesty, hard work, fairness and ambition and it has a strong reputation as a school where pupils feel safe, secure, supported and included.

By promoting Respect, Ambition and Achievement throughout the school, we aim to develop our young people to be the best they can be in everything they do to enable them to make a positive contribution to the local, national and global community. We aim to ensure that all our pupils secure and sustain a positive destination beyond school.

## Respect, Ambition, Achievement

**Turriff Academy is a community which fosters Respect, Ambition and Achievement for All.**

#### At Turriff Academy we value

- Highest achievement for all
- Hard work and perseverance
- Trust, honesty and integrity
- Equality, fairness, diversity and inclusion
- Care for self and others
- Care for the local and global environment

#### At Turriff Academy we aim to uphold these values by

##### Respect

- Developing respect for self and others
- Building strong, positive relationships and a sense of personal responsibility
- Developing effective participants in society with a sense of belonging and community

##### Ambition

- Building on individual talents, interests and ambitions by providing opportunities for all
- Providing challenge and motivation
- Building personal, social and emotional resilience

##### Achievement

- Providing interesting, enjoyable and creative learning opportunities
- Communicating reflectively, while working independently and co-operatively



The Academy fosters a secure, friendly and supportive environment; by encouraging and praising pupils we aim to develop a positive partnership that can help pupils to become successful learners, confident individuals, effective contributors and responsible citizens. Our policy of Promoting Positive Behaviour, our Praise Point Scheme and Praise Point Certificates all encourage pupils to participate in the process of learning and the school community.

To help ensure that all pupils have this equality of opportunity we have developed values and standards of conduct and behaviour, both in the classroom and the general school environment, which support these aims.

### **POSITIVE BEHAVIOUR MANAGEMENT**

For any school to operate efficiently and in order to ensure that each pupil derives maximum benefit from his/her education, it is essential that all pupils behave in an appropriate manner and support their teachers in their aim to provide them with the most positive educational experience possible. In order to achieve this, Turriff Academy aims to foster and encourage self respect in all of its pupils and does this by:

- Developing a culture of respect at all levels through our work with 'Rights Respecting School'
- Developing the very positive and supporting school ethos described earlier in this handbook
- Operating an extensive Praise Scheme which acknowledges pupils' good behaviour and positive attitude.
- A classroom behaviour management scheme which promotes a positive attitude to behaviour and a consistent approach across all subject departments to provide a good learning culture in the classroom.
- Implementing a Code of Conduct relating to behaviour outside the classroom but within the school environment that enables everyone to benefit from working in a friendly supportive environment.
- Involving parents as early as we can in any matters of a more serious nature so that we can work together to try to resolve the difficulties being experienced.



- Further details of our classroom rules, code of conduct and praise scheme are included in a separate publication "Promoting Positive Behaviour at Turriff Academy" which is issued annually to the parents of pupils entering S1, and to the parents of all other "new" pupils on enrolment. It is also available on the school website.
- All pupils have this information in their Personal Learning Planners.





The cornerstone of our philosophy in this matter is our partnership with parents and we will always attempt to involve parents early in order to gain their help and support with matters of behaviour and attitude affecting their child's progress and attainment

## **NOTE ON EXCLUSION FROM SCHOOL**

Turriff Academy strives to be an inclusive school but ultimately, on the rare occasion at Turriff Academy where all other means have failed to resolve the difficulty, or, in a situation where a very serious situation has occurred, it may be necessary to exclude a pupil from school for a short period of time. In general, this action is taken only where the educational well-being, or safety, of other pupils is at risk and where parents have been fore-warned of the possibilities. For further information on exclusions please contact the school or go to

[http://www.aberdeenshire.gov.uk/media/3901/policy\\_disc\\_exclusion.pdf](http://www.aberdeenshire.gov.uk/media/3901/policy_disc_exclusion.pdf)

## **ANTI-BULLYING POLICY MISSION STATEMENT**

### **Our anti-bullying policy is currently under review during session 2016/17**

"The school promotes an anti-bullying message as part of the curriculum which conforms to the ethos of the Academy as a caring community. The school's approach to bullying is as a partnership between pupils, staff and parents. At all times pupils must feel that they can contact someone if they are under threat of any sort. We react in a consistent and measured way to incidents of bullying."

Bullying has been defined as the willful, conscious desire to hurt, threaten frighten or upset someone else and by doing this to encroach upon the liberty of another person. Bullying can be physical or verbal, it can be short term or occur over a longer period, it can be subtle or overt, and it can be practiced by an individual or by a group. It can be perceived in completely different ways by those involved. The bully may see it as being a one off occurrence although the bullying behaviour can occur at a number of occasions during a day. Staff may define it differently, putting different interpretations on what they see or hear and reacting accordingly. Parents too may see the situation from a particular point of view. Bullies and their victims may have widely varying perceptions of what is actually happening. Bullies and their victims both require support.

How bullies exercise their power depends on who they are, who the victim is and the context. Male and female bullies may use physical violence, verbal abuse or exclusion to exercise their power. It is therefore a misconception to stereotype bullying behaviour.

An open culture is vital to combat bullying. Pupils need to be encouraged to feel they can contact someone if they feel under threat of any sort. At Turriff Academy they are supported with individual contact cards, posters displayed around the school, information in the "Welcome" booklet and Personal and Social Education classes which serve to highlight the fact that talking to someone about a problem is a request for support not sneaking. Similarly, in class situations, the use of anti-bullying teaching materials can give pupils the opportunity to share experiences and concerns as well as demystifying bullying as a secret activity which cannot be talked about or which has kudos of any sort.



Guidance teachers are available to offer further advice and support.

## Curriculum

### *Curriculum for Excellence*

#### Principles for Curriculum Design

Schools and learning communities in Aberdeenshire apply the principles for curriculum design that are drawn from National advice but reflect our unique Aberdeenshire context. These principles are:

- Challenge and enjoyment in learning
- Breadth of learning
- Progression in learning
- Depth of learning
- Personalisation and choice e.g. in how to present learning
- Coherence (with other areas of learning)
- Relevance of learning

#### Curriculum Entitlements

The following entitlements are also provided for all pupils in Aberdeenshire Schools:

- A cohort curriculum from 3 to 18
- A broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
- A senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- Opportunities for developing skills for learning, skills for life and skills for work
- Opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- Opportunities to move into positive and sustained destinations beyond school

In Aberdeenshire Schools this includes a strong focus on learning **In, About and Through** the environment i.e. outdoor learning.

Learners are provided with a broad, balanced set of experiences designed around the curriculum areas of:

- Expressive Arts
- Languages and Literacy
- Mathematics and Numeracy
- Health & Wellbeing
- Religious and Moral education
- Sciences
- Social Studies
- Technologies



The core curriculum consists of Literacy, Numeracy and Health and Well-Being. These subjects permeate all other curricular areas. Attainment and Achievement in these areas are regularly assessed and reviewed annually by the school to ensure standards are maintained or improved.

Learners are given opportunities to develop skills for learning, skills for life and skills for work with a continuous focus on:

- Enterprise and Creativity
- Citizenship and International Education
- Literacy
- Numeracy
- Health & Wellbeing
- Sustainable Development
- Digital Technology

### ***School Policies***

School and Authority policies are regularly being reviewed and updated to reflect Curriculum for Excellence requirements. Please contact the school office if you would like more information about current school

### ***Curriculum for Excellence is structured into different levels.***

**Early**      The pre-school years and P1, or later for some.

**First**      To the end of P4, but earlier or later for some.

**Second**    To the end of P7, but earlier or later for some.

**Third**      S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.

**Fourth**    The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.

**Senior phase**    S4 to S6, and college or other means of study.



### ***Learning and Teaching***

In Turriff Academy, great importance is placed on ensuring that Learning and Teaching meets the needs of individual pupils. In this way, we aim to equip pupils with the necessary skills, knowledge and understanding to enable them to reach their full potential and to help prepare them for life in an increasingly changing world. In support of this objective, the academy has a clear written policy on learning and teaching which reflects:

- the whole school vision, values and aims of the academy
- current educational theory and good practice
- the requirements of national/authority guidelines and national certification
- the needs of individual pupils
- the needs of society

The policy assists staff to promote effective learning through the use of an appropriate range of learning strategies and teaching methodologies, while taking into account the differing learning styles of pupils and the varying teaching styles employed by teachers.

By these means, the school aims to provide:

- teaching strategies appropriate to the age and stage of the pupil and the required learning outcome
- relevant resources
- activities that are appropriate to achieve the required outcome
- support for pupils to assist them in their learning
- electronic support via "Glow", Scholar the intranet learning environment and the school's own web site.

In this way, we aim to enable all pupils to participate fully in the learning process and to achieve success commensurate with their ability and motivation.

### ***Assessment & Reporting***

Teachers carry out continuous assessment as part of their daily practice to ensure that learning activities are meeting the needs of their pupils and extending and developing learning. Assessment results are used to track pupils' progress, inform planning, direct future learning and teaching activities and for reporting purposes.

The overall purpose of assessment is to support learning. Staff at Turriff Academy use a variety of formative assessment techniques in teaching the children HOW they can improve upon their current strategies of work. This applies to all pupils, regardless of ability and ensures that opportunities to progress and achieve are fair and inclusive.

Formative Assessment includes :

- Sharing learning intentions, success criteria, ideas and expectations
- Promoting creative thinking skills by using quality questioning techniques
- Giving constructive feedback to pupils which is focused on improvement
- Assessing what children **Make, Say, Write** and **Do** and planning relevant activities and tasks to support future learning



Children are also encouraged to self and peer assess, and recognise their own strengths and learning needs. Once learning needs are identified, children are involved in planning their own future learning. In addition to this, teachers set realistically challenging targets for their pupils, helping to ensure that the pace of children's learning is appropriate.

More formal assessments are also carried out to confirm teachers' professional judgement about learning. This may include summative assessment, diagnostic assessment and the use of appropriate national assessment resources. Curriculum for Excellence levels (previously outlined) are experienced by pupils throughout their school career. During this time the children are signposted as making progress through the levels

All Aberdeenshire schools use PIPS (**P**erformance **I**ndicators in **P**rimary **S**chools) standardised assessments in P1 and InCAS (Interactive Computerised Assessment System standardised assessments) in P3, P5 and P7. These assessments provide quantitative data to support other sources of assessment evidence to provide a clear picture of progress in learning for individual children and within schools. (See annual updates section)

In the Turriff Cluster of Schools moderation also takes place. This involves teachers from different schools comparing samples of pupils work and applying common approaches to assessment. This ensures that there is a shared understanding of standards between schools.

Pupils are supported to develop their skills in identifying and recording their best work and achievements in and out of school. This process, known as profiling, will involve on-going dialogue with the class teacher and will take place at all stages. Pupils will record their 'latest and best' achievements in documents called profiles. These profiles will be collated in P7 and S3 and may be either electronic or paper based. Pupils can add to their profiles in school and at home. Parents are encouraged to become involved in the process with their child. Regular dialogue between parents and pupils is of course the best way for parents to be informed of their children's progress at school.



## **MONITORING AND TRACKING**

An integral part of our raising attainment agenda at Turriff Academy is the Monitoring and Tracking (M and T) of senior pupils. This procedure is used to monitor and track pupil attainment to ensure the appropriate support is in place, that pupils are confident of their next steps in each subject area and that parents are kept fully informed. Pupils, subject staff and Guidance staff work together as follows -

- Pupils set an initial, aspirational target for each subject at the beginning of their course
- Staff then revisit this target up throughout the year, having one-to-one discussions with pupils, before setting their working grade
- Pupils are then given 'next steps' to aid improvement
- It is the pupils' responsibility to note their working grades into their planner M and T page for discussion with parents
- Guidance staff will then use PSE time to analyse and discuss the M and T information with each of their pupils
- At the end of each M and T period, the Year Head works with Guidance to identify pupils for praise/support
- M and T information is fed into the full Senior Report in December, and also the Summary report in March.

This data is used to inform early intervention conversations with pupils who are struggling, or excelling, so that pupils can be accurately placed in the correct level of subject as soon as possible each session. By so doing, progression routes for each subject are clear, and allow the pupils to plan effectively for a positive destination after school. Cause for Concern forms are used at 2 points in the Session – October and February – to initiate early intervention procedures where parents are informed of concerns. As part of our longer term planning, we aim to introduce Monitoring and Tracking into S1 - S3 in their BGE, again, to aid clarity and accuracy to their plans towards the Senior Phase.

## **BASELINE ASSESSMENT (MIDYIS)**

All pupils in S1 take part in MIDYIS Testing. These tests indicate possible future achievement in many subject areas. The results give information which is useful to staff in monitoring and tracking pupil progress.

This information about potential achievement will be available to parents together with subject working levels in S4 as a means of comparing potential to actual attainment.

## **EARLY WARNING PROGRAMME**

The Academy carries out a monitoring procedure across the school during October/November of each year where we identify pupils who are presenting cause for concern in any of the following areas: class work, homework, behaviour, effort, progress. An "Early Warning" letter giving brief details of any area(s) giving 'cause for concern' with an invitation to discuss the concern either at a forthcoming Parents' Evening or to make an appointment with their child's Guidance Teacher.

If you have any concern about any aspect of your child's progress, please contact your child's own Guidance Teacher, in the first instance or the Depute Rector of the appropriate year group. Similarly, if we have any concern about your child's progress we will contact you, usually initially by text.



## **HOMEWORK**

Homework will be set for a number of reasons. The most important of these are:

- 1) To consolidate what has been taught in class
- 2) To enable staff to monitor pupils' progress
- 3) To help the pupil revise, particularly for assessments
- 4) To cultivate the habit of private study. This increases in importance as the pupil progresses through the school.

The amount of, and frequency with which Homework is set, varies from Department to Department.

In S1 and S2, homework will never be onerous but as the work becomes more advanced in S3, and even more so in S4, S5 and S6, the amount of homework set will inevitably increase, and take longer to complete, though again the amount will vary from subject to subject.

Pupils should always note homework accurately in their planners. The type of homework may well vary in different subjects, but whatever form it takes, it still requires to be done conscientiously. All homework is set for a purpose which is in the interests of the pupils. Without continuous effort at home, as well as in school, they are not likely to realise their potential.

The School has a clear policy on Homework which is supported by all of the staff. The School needs wholehearted support from parents for this policy. It will be particularly helpful if parents take an active interest in the work being set, and in suggesting to their children the most effective way of organising their approach to it. Parents are issued with a guide to homework when they enrol their child at the academy and annually pupils are issued with a personal learning planner for noting homework. Red homework stamps are used by staff to alert parents that a homework deadline has been missed. Parents will receive a text alert if pupil's planners are missing or a homework deadline has been missed. This gives parents the opportunity to discuss the subject at home - parental support is particularly helpful with this.

Guidance on the use of pupil planners is available on the school website

## **LIBRARY**

Our Library houses a large stock of books and audio-visual items such as slide sets, DVDs, etc. There is an area with tables for use by whole classes working in the Library and an area for pupils working on their own. There is also an easy-chair area which is popular with first and second year pupils, in particular. During first year, all pupils take part in a Library Information Skills Programme, via the S1 Social Subjects course, in which they are introduced to the Library and find out how to use the catalogue and search for information from a variety of sources such as reference books, databases and the internet.

The library also has a class set of computers and a set of wireless laptops available for pupil use. Classes are booked into the library, by staff, to work on interdisciplinary projects. The library is open to support homework and study, before school, during lunchtime and at the end of each school day.



### **PAYMENT FOR MATERIALS**

To offset part of the high cost of materials, it is Aberdeenshire Council's Policy for a charge to be made when pupils are working in Home Economics and Technical Education. Each year, parents will be informed by letter of the amounts involved. The amount charged is never excessive and parents will normally be expected to meet it. However, the policy of the Education Committee is that no pupil should be denied the opportunity to study a subject because of the financial situation of his/her parents. Therefore, parents who feel that it would be impossible to meet this extra commitment should discuss the matter with their child's Guidance teacher

### **ARRANGEMENTS FOR PUPIL CHOICE AND THEIR INVOLVEMENT IN WHAT AND HOW THEY LEARN**

The school provides a framework for learning based upon the principles of curriculum design and curriculum entitlements. Within this, the school encourages pupils to have a say in how they learn and what they learn e.g. in topic based work in a social studies based topic, the children might choose to communicate their learning through a report, a PowerPoint presentation or a piece of artwork. The pupils also might choose to research a specific aspect of information within the topic framework. Through the use of learning logs and personal planning, the pupils are involved in setting their own targets and planning next steps in learning.

For further information on specific aspects of learning, please contact your child's teacher in the first instance.

### **COMMUNITY INVOLVEMENT**

Turriff Academy aims to play an active part in the local community. Where possible, pupils are encouraged to become involved in helping others, and many opportunities exist in the local area to achieve this. For example, senior pupils are involved in a number of community projects through our Senior Leadership Programme.

Work Experience placements provide opportunities for pupils to gain experience of the world of work and help them develop the skills necessary for life. Parents will be advised by the Academy of the opportunities available, and their consent required before arrangements are finalised. Both of these activities are seen as a valuable part of the pupils' Personal & Social Development, and an important contribution to their preparation for the future role they will have to play as an adult member of society.

The school has strong links with its associated Primary Schools and with local Community Learning Development Staff. The school makes extensive use of the Sports Centre and Swimming Pool and, in turn, many local groups and organisations make use of the school's accommodation and facilities.

A partnership agreement has been formed with North East Scotland College of Further Education which has resulted in the provision of a programme of courses for S4-6 pupils delivered by the college in the Academy. At present courses are offered in Hairdressing, Energy and Sociology. A school /community Learning Area has also been set up where CLD staff work in partnership with school staff.

The Academy places great emphasis on developing a positive role in the local community and these are but a few examples of ways in which it carries out this role.





## ***Educational Visits***

In addition to the details given in the previous section, it will be of interest to parents to have this further information. The formal curriculum for all pupils is changing quite rapidly, not only in its content, but also with regard to the manner in which pupils are taught and in which they learn. It is becoming more common than ever before for pupils to be out of the classroom, laboratory or workshop, possibly on a visit to a local business (the school has links with local businesses) or conducting a traffic poll or a survey of local shops. The school will do its best to keep parents informed of the details relevant to their children.

However, parents should be aware that, in certain circumstances, it will not always be possible for the teacher concerned to supervise all pupils involved directly - as in the case of a traffic survey. But they will always be able to rely on the fact that the Staff have briefed classes thoroughly beforehand, and that the activity being undertaken is appropriate to the seniority and sense of responsibility of the pupils involved.

When visits or outings, beyond the school's immediate surroundings are concerned, (e.g. the school's summer Activities programme) parents will always receive prior information. This may contain a request for a financial contribution towards expenses. Expeditions involving outdoor pursuits (hill walking, sailing etc.) are controlled by Aberdeenshire Council's regulations which specify that parents receive prior information on specially prepared forms indicating the qualified personnel in charge as well as all details of the proposed activity. Precisely the same procedure is involved regarding visits overseas, in which the Academy is regularly involved. Parents will receive information on these as soon as the decision has been taken by staff to organise the trip.

## **EXTRA-CURRICULAR ACTIVITIES**

Activities out with and beyond the classroom are many and varied.

The school's programme of activities will, from time to time include some, or all, of the major sports - football, hockey, badminton, tennis, netball, swimming, volleyball, athletics. The School has two gymnasiums for formal work in Physical Education as well as negotiated access to the Sports Centre and Swimming Pool nearby. It's playing fields are also within easy reach of the main buildings. The Assembly Hall is used for activities such as volleyball, badminton and table tennis.

Further details about the organisation of practices and fixtures are available from the staff concerned. Opportunities are also available for pupils to become involved in a variety of musical and dramatic activities and in various clubs and societies.

A major contribution to this part of school life is the annual Inter-House Championship event which runs throughout the session, starting with the team event in October, Swimming Gala in December, and the Athletics Championship in June. The Veronica Thomson Public Speaking Competition is a major event in the school calendar.

School Trips of both an educational and recreational nature take place regularly throughout the year and several educational/leisure excursions are arranged each session, including trips abroad to broaden our pupils' horizons. There is an annual Leisure Event to encourage the positive use of the increasing leisure time available to young people.

This is but a brief outline of some of the extra-curricular opportunities available at the



Academy. Activities of this kind play a vital part in the life of the school because they provide educational opportunities for pupils which complement those provided in the formal classroom situation. We are indebted to the dedication of staff who provide time, commitment and support in the encouragement of this aspect of school life. Considerable emphasis is placed on the pupils themselves taking some responsibility for the running of these Clubs and Societies. Parents are invited to support the school policy of encouraging pupils to participate in these activities as an integral part of their education. It is often the case that participation in extra curricular activities enables pupils to benefit from opportunities within the more formal aspects of school life.

### ***Personalisation and Choice***

The school provides a framework for learning based upon the principles of curriculum design and curriculum entitlements. Within this, the school encourages pupils to have a say in how they learn and what they learn e.g. in cross curriculum study within a social studies based topic, the children might choose to communicate their learning through a report, a PowerPoint presentation or a piece of artwork. The pupils also might choose to research a specific aspect of information within focus areas. Through the use of learning logs and personal planning, the pupils are involved in setting their own targets and planning next steps in learning.

For further information on specific aspects of learning, please contact your child's teacher in the first instance.

Further information about Curriculum for Excellence can be found at [www.educationscotland.gov.uk/thecurriculum](http://www.educationscotland.gov.uk/thecurriculum) and <http://www.educationscotland.gov.uk/parentzone/mychild/primary/>

### **BROAD GENERAL EDUCATION**

During S1 to S3 pupils will follow a Broad General education provided within the curriculum areas of:-

**Languages and Literacy**  
**Mathematics and Numeracy**  
**Social Studies**  
**Sciences**  
**Technologies**  
**Expressive Arts**  
**Health and Wellbeing**  
**RME**

**In S1** all pupils will study French and German. At the end of S1, pupils can choose which language to carry on with in S2 and S3.

**In S2** pupils have the option of studying Dance/PE, Drama or Music in the Expressive Arts curricular area, while continuing with Art and Design.

The Broad General Education will prepare pupils for the Senior Phase S4-6.

**In S3** pupils have opportunities for personalisation and choice within the curricular areas of Sciences, Social Studies Technologies and Expressive Arts. All S3 pupils will continue to study the core curricular areas of Language and



Literacy, Mathematics and Numeracy, Health and Wellbeing and RME

#### **S4-6 CURRICULUM 2015/16**

June 2013 saw the start of the Senior Phase of Curriculum for Excellence where pupils in S4 initially will be following the new courses which will lead to the new National 3, National 4 and National 5 qualifications. Further information will be given regarding the new SQA procedures and assessment methods is available on the Education Scotland Website.

Briefly, this is the general position; all pupils will be provided, wherever possible, with appropriate pathways for progression in those subject areas studied earlier in their development. This will be achieved by providing a range of SQA National Qualification courses at National 3, National 4, National 5, Higher and Advanced Higher levels.

A common element to each of these courses at whatever level is their modular nature. Each course is made up of a series of related units of study, which form the basis of a number of formal internal assessments contributing towards the final SQA award. The deadlines for the completion of these internal assessments are of particular importance to pupils' success in these courses. In addition, pupils involved in National 5, Higher and Advanced Higher qualifications will have a final formal external assessment covering all the units studied within the course. National 3 and 4 are internally assessed.

The school offers an enhanced curriculum provision through courses delivered by their College partners e.g. Sociology. These courses broaden and widen the senior school curriculum.

Accordingly, whatever the course of study being followed, it is essential that pupils develop the determination to work hard and consistently throughout the course, to satisfy the continuous nature of the formal assessment involved. In addition, there is an emphasis on the need for pupils to develop a capacity for independent study and for taking a responsibility for their own learning if they are to gain the maximum benefit from their Senior Phase. This applies most strongly to the pupil who returns to Class 6 for post-Higher courses.



### ***1+2 Approach to Language Learning in Aberdeenshire***

The Scottish Government has introduced a policy 'Language Learning in Scotland: A 1+2 Approach'. Children are growing up in a multilingual world and to allow them to take their place as global citizens, they need to be able to communicate in many settings. This approach entitles every child and young person to learn two languages at school in addition to their mother tongue language. The approach is inclusive and entitles all children and young people to learn new languages. All language learning is important and will be recognised and celebrated as an achievement.

By 2020 language learning will be part of the everyday life of the classroom from P1 onwards. The entitlement to study the first foreign language will continue into secondary until at least the end of S3 with opportunities to continue into the senior phase. By beginning language learning early there will be more time to develop learner's language skills and knowledge of language so that they will have a greater understanding of how languages work as they go through school.

In Aberdeenshire the first foreign language will be either French, German or Spanish. In Turriff Academy this language is French. This language will be learned through to S3.

Throughout BGE our learners will have the opportunity to learn a second foreign language.

Although (like) many schools (we) are beginning to implement this already decisions about this will be finalised as we move towards full implementation of the *1+2 Approach to Language Learning* in 2020.

All schools in our cluster will continue to plan together to make sure that what learners do in secondary school builds on what has been learned in primary school. This will ensure that learning languages remains an appropriately challenging and rewarding experience for learners as they move into secondary.

We are committed to this new approach to language learning because learning languages can play an important role in helping young people to develop their literacy skills, including literacy in their first language, whether this is English or another language. Through languages, learners have opportunities to:

- develop and improve their skills in listening, talking, reading and writing
- get a feeling for how languages work
- learn how to communicate ideas and information in their own language as well as in the new languages they learn
- become familiar with different texts and media in different languages
- Develop skill which will help them further for learning, life and work.



### ***Instrumental Tuition***

From Primary 4 onwards, tuition is available for a range of musical instruments. All disciplines are taught in the secondary schools however not all disciplines are available in primary schools due to limited resources. Orchestral string instruments are not normally available to beginners at secondary level. Tuition is subject to availability. In Turriff academy some pupils currently receive tuition in woodwind, brass, strings, percussion and bagpipes.

For further information

<http://aberdeenshire.gov.uk/schools/ims/>

## **Sensitive Aspects of the Curriculum**

### ***Spiritual, Moral, Social and Cultural Values***

#### ***The Development of Pupils' Values***

At Turriff Academy we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values through both the ethos and the curriculum. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and the views of parents.

Our school welcomes and encourages diversity and individuality, while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our school has the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We implement the Council policy for Equal Opportunities and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of age, race, religion, gender, sexuality or disability. See Aberdeenshire Council Policy at :

<http://aberdeenshire.gov.uk/jobs-and-careers/employee-benefits/equality-and-diversity/>

### **RELIGIOUS MORAL & PHILOSOPHICAL EDUCATION**

In accordance with the policy of the Education Authority, there is a department of Religious Moral and Philosophical Education and all pupils are time-tabled for the subject up to S4. The school's programme in Religious, Moral & Philosophical Education has been drawn up in accordance with Scottish Office 'National Guidelines' and is presented under three broad headings:

Christianity, Other World Religions and Personal Search.

A broad-based approach to the subject is taken where pupils have an opportunity to study the beliefs and practices of Christianity, other selected World Religions and some non-religious stances for living. Pupils are encouraged to explore for themselves



question of meaning, value and purpose relating to many aspects of life. As such, the courses are considered to be appropriate for all pupils, regardless of their own personal religious beliefs. Pupils can gain an RMPS Award at National 4 or 5 for this core course.

Pupils at S4 also have RMPS as an option choice at National 4 and National 5. Pupils in S5/6 can continue to progress in RMPS to National 5, Higher or Advanced Higher as an option choice.

### **RELIGIOUS OBSERVANCE**

Opportunities for pupils to experience Religious Observance are provided, in line with guidelines set out by Aberdeenshire Council. These take place at morning assemblies held, to celebrate those important events in the Christian calendar such as Remembrance, Christmas and Easter

***Parents wishing to exercise their right to withdraw their child from Religious Observance should contact the Head Teacher so that acceptable alternative arrangements can be made***

### ***Relationships, Sexual Health & Parenthood***

The following Aberdeenshire Council information guidance is followed by the school in providing appropriate learning experiences with regard to relationships, sexual health and parenthood. This is part of the health and wellbeing curriculum.

**Sex education can be defined as a lifelong process whereby children and young people acquire knowledge and skills, and develop beliefs, attitudes and values about their sexuality and relationships within a moral and ethical framework.**

Education Scotland

Children learn about relationships, sexual health and parenthood from a wide range of sources including formal education, parents and families, friends and the media.

### **SHARE (Sexual Health and Relationship Education)**

In Turriff Academy the main resource used is the SHARE (Sexual Health and Relationship Education) programme. It sits within the framework of health promoting schools and builds on the United Nations Convention on the Rights of the Child.

The SHARE programme is one component of the Health curriculum. It helps young people to build up knowledge, explore and reflect on attitudes and develop life skills which will support them in decisions they make around sexual health.

Sex and relationship education is a lifelong process and SHARE is viewed as one important part of supporting this.



## ***Roles and Responsibilities in Relationships, Sexual Health & Parenthood Education***

### **Parents/carers/guardians**

Education begins at home. Parents are the first and foremost educators of their child. Even if parents do not talk to their child about relationships and sexual health, parental influence will still be strong.

Parents are encouraged to review the school's programme and resources and to speak to their child about what they are being taught in school and to actively support the work of the school.

### **School**

Building supportive and positive communication with parents.

Encouraging parents to view the teaching and resource materials.

Dealing with parental concerns.

Providing staff with appropriate training and support.

Actively seek parents' support through activities such as:- homework tasks, questionnaires, training, workshop and information sessions.

### **Using Appropriate Language**

Some families use a range of different names for intimate parts of the body. This can lead to confusion for some children. We would appreciate, therefore, your support in using the correct names for body parts from pre-school through to Primary 7.

In early and lower primary the curriculum focus is on:-

- handling and understanding relationships
- personal and physical changes.
- respecting oneself and others

In middle to upper primary more detailed information will be made available for parents regarding content and vocabulary used.

In some exceptional circumstances, parents or carers may prefer to deal with their child's relationship and sexual health education themselves. This should be discussed with the Head Teacher or designated member of staff so that appropriate alternative arrangements can be made.

For further information about specific resources or programmes of work please contact the school.



## ***Drugs Education/Substance Misuse***

### **The Aims of Substance Misuse Education**

When planning for Substance Misuse Education within the curriculum, it is important to reflect on the guidance outlined in the Aberdeenshire Policy. Within the rationale of this policy, the key elements of successful Substance Misuse Education provision are addressed directly within the advice for supporting children and young people in becoming successful learners, confident individuals, effective contributors and responsible citizens.

<http://arcadialite.aberdeenshire.gov.uk/?p=2930>

An effective Substance Misuse Education programme should aim to:

- Allow pupils to develop knowledge and understanding about legal and illegal drugs, their effects and the implications of use and misuse.
- Provide opportunities for pupils to develop beliefs, attitudes and values about drugs.
- Enable pupils to develop the skills necessary to make healthy, informed choices and informed decisions about drugs, including resistance to peer pressure or influence.
- Link with other components of personal, social and health education to develop life skills and promote access to positive, health-promoting lifestyles.

At Turriff Academy programmes of study are arranged in compliance with this guidance. For further information on learning and teaching of substance misuse education, please contact the school.



# **Section 3**

# **Parental Involvement**

# **Pupil Welfare**



## Parental Involvement/Parent Councils

Parent Councils are now established in almost all Aberdeenshire primary and secondary schools. The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their children's learning. The basic principle under-pinning the Act is the desire to have children become more 'confident learners' through closer working between each family and the school. It is anticipated that this can be done in three ways. These are:

The basic principle under-pinning the Act is the desire to have children become more 'confident learners' through closer working between each family and the school. . It is anticipated that this can be done in three ways. These are:

1. Learning at Home
2. Home School Partnership
3. Parental Representation

- Parent Councils are parent led and supported by the school with all parents automatically being members of the 'Parent Forum', The Parent Council is tasked with representing the views of the Parent Forum.
- The Parent Council assists the school in developing an annual improvement plan
- They comment upon and adds to the annual Standards and Quality Report
- Provide an annual report for parents on their work throughout the year.

You can find out more about your Parent Council by contacting the Parent Council Chair ... or the Head Teacher or by clicking on the link below

<http://aberdeenshire.gov.uk/schools/parents-carers/involvement/parent-forums-and-councils/>

Turriff Academy Parent Council aims to take an active and supportive role in representing the interests of Turriff Academy. The Council is very keen to encourage parental involvement in the school whether directly or through the Parent-Teacher Association. Any correspondence to the Council can be addressed through the school to "The Chair, Turriff Academy Parent Council" Turriff Academy, Victoria Terrace Turriff or through the Turriff Academy email [Turriff.aca@aberdeenshire.gov.uk](mailto:Turriff.aca@aberdeenshire.gov.uk).

Further information is also available on the Turriff Academy website



## ***Communication***

### **COMMUNICATING WITH PARENTS**

The support of parents is vital to the success of Turriff Academy and we aim to provide parents with regular information and opportunities to visit the school to gain information about their child's

education. At present, contact with parents takes many forms including:

- Regular newsletters
- Weekly newsheets available on the school website
- Twitter
- Texts to parents
- Individual invitations to parents evenings and prize givings
- Monthly "School Report" in the local newspaper
- Annual written report and parents' evening for each year group
- Summary reports for S4 to S6
- Individual pupil homework diary
- Parent Council and PTA
- Contact by guidance staff, year head or support staff

Parents are also invited to get in touch with the school about any matter concerning their child's education. The Guidance teacher should be the first point of contact. To help us, please telephone and make an appointment (telephone 01888 563216) - unless it is an emergency. This will enable us to obtain any background information and respond to your query or concern as efficiently as we can.

If you wish to speak to a member of the Senior Management, please contact the Year Head in the first instance.

The Year Heads are as follows:

#### **S2 and S5 Year Head and Support for Pupils**

Mrs Kathleen Riddoch, Depute Head Teacher.

#### **S3 and S6 Year Head**

Ms Debbie Ewen, Depute Head Teacher

#### **S1 and S4 Year Head**

Ms Jane Bisset, Depute Head Teacher

Each Year Head has a range of duties in relation to their year groups including

- Enrolment of new pupils
- Choice of course
- Attendance/punctuality and behaviour issues

Again, please telephone the school to make an appointment with the Year Head to help us deal with your concern effectively.

In addition the Head Teacher is, of course, happy to meet with parents at any time and it would be appreciated if, other than in the case of an emergency, an appointment could be made.

Any general enquiries about the school e.g. school times, holidays, free school meals and transport should be made to the School Office on 01888 563216.



## Health Care

Specific school staff attend to first aid and we have regular visits from the School Nurse and Dentist. Please tell us as soon as possible if your child has a specific medical condition.

The School Health Team, (eg school doctor, school nurse, speech and language therapist etc) working in partnership with parents and teachers, may carry out assessments to ensure the best level of health for all school children. The school has the support of a School Nurse/Health Adviser who is a registered Nurse with a specialist qualification in Public Health Nursing. She plays a major role in the delivery of the core health programme, health promotion and support to all pupils. Pupils can access confidentially an information, advice and support counselling service. As part of her remit she is also involved in multi-agency work supporting pupils with medical and or other health needs.

The school has a school nursing assistant who is trained in first-aid. She will tend to pupils who become ill in the course of the day. She deals with a range of minor complaints and will decide whether a pupil requires to spend some time in the rest area, is able to return to class or if they need to be sent home. If the latter is the case then parents will be contacted. If this is not possible then the emergency contact number will be used. Parents would be the first point of contact and should try to collect their children themselves. In the event of a more serious matter a doctor will be called for or the pupil taken to hospital. Parents will be informed of this immediately.

We have the support of a school doctor and community dentist. Further health/contact information can be had by contacting the Academy.

On **no** account should a pupil, who is feeling unwell, leave the school premises without first reporting to the school nurse assistant or the school office.

Our Medical List is compiled at the start of the session using, information requested directly from parents. If your child develops any medical condition during the course of the session please contact the school to give us the information required to update our Medical List and allow us to provide the correct support needed. Parents are asked to ensure that the Academy has the name of an emergency contact if it is at all likely that they themselves cannot be contacted during the school day. It is very important that this emergency contact name and telephone number is provided, and that any changes to these are intimated to the school. It is also very important that parents keep the school informed about any matters relating to the health of their children which it is important for the staff to be aware of e.g. prescription drugs or the presence of a medical condition e.g. diabetes.



In the event of parents wishing to have their children excused from Physical Education on health grounds, a letter from the pupil's doctor should be forwarded to the Head Teacher.

**Children with an identified health need may be seen more frequently.**

### **How can Parents Help?**

1. Contact the school if you are worried about any aspect of your child's health, or emotional well-being.
2. Please fill in and return all questionnaires sent to you. This assists the school to meet your child's needs.
3. If you are offered a health interview, please keep the appointment or request an alternative.
4. If you feel that a problem has not been solved, please let us know.

### **YOU CAN CONTACT YOUR SCHOOL HEALTH STAFF AT: -**

*Add the School Nursing Service contact details for your school if appropriate*

### ***Administration of Medicines***

Many pupils will, at some time in their school careers, need to take medication. For the vast majority this will be a short-term requirement, with pupils simply finishing a course of medication which has been prescribed for them by their family doctor. Wherever possible, parents are requested to ask for GP prescriptions which can be administered outwith the school day, ie in the morning and evening. Where this is not possible, parents are required to complete a signed *Authorisation to Administer Medication* form prior to school staff administering medications on parents' behalf.

Where pupils have long term medical conditions such as asthma or diabetes, which may require on-going support, this should be fully discussed with the school. In certain cases specific training of staff about a child's treatment may need to be given. In addition, some children have conditions which may require occasional staff intervention eg severe allergic conditions such as anaphylaxis.

### **HEALTH MATTERS**

Within our programme for Health all pupils in S1 will be offered a Health Contact and in S2 contact will include a vision and colour vision test.

The immunisation schedule within school includes:

S1 BCG: A risk assessment questionnaire will be sent home for completion. It is only those at risk of contracting TB who will be offered an appointment for a skin test.



HPV Vaccine: The HPV vaccine will be offered to girls in S2, S4 and S5. S3 pupils will be offered Diphtheria, Tetanus and Polio Booster.

If your child requires special medication or has any particular health problem or allergy which may affect the teaching or learning provision in the school we would be pleased if you would tell us. This information will be treated in confidence.

In the interests of health and personal hygiene, it is recommended that pupils and parents check the condition of feet on a regular basis for Athlete's Foot or Verrucas. Any such ailment should be reported immediately to the PE Department and to the family doctor.

### ***Transfer to Secondary Education***

Most children from the 9 primary schools within the Turriff Network attend Turriff Academy( telephone number 018885632160). Turriff Academy is part of the Turriff Children's Services Network.

An induction programme for Primary 7 is in place to help support transition into S1. The programme includes a 4 day transition experience to the Academy towards the end of June. Further support is offered to children who require additional visits through Bridging Support. This is a half day visit over a period of 5 weeks from May to June. A Parent Information evening is held during the four day visit where information is shared and questions can be asked. Parents are shown round the school and meet with Guidance Teachers and Support for Learning staff. Information regarding the full induction programme is communicated to parents in January each year.

Liaison between Primary Schools and Turriff Academy is very good. Primary pupils have the opportunity to come to the Academy for a number of events including school shows and concerts. Primary Schools organise an annual activities week (residential) which also supports transition. Staff from the Academy, in particular Guidance Teachers and Year Head, visit the Primary Schools during the session.

Information about P7 pupils is gathered over the session by the Support for Learning team and shared with Guidance Staff at the Academy to help support appropriate continuity of education. Transition meetings with staff, parents and other professionals are held for pupils who require additional support.



## Child Protection

“All children and young people in Scotland have the right to be cared for and protected from harm and to grow up in a safe environment in which their rights and needs are respected. The welfare of children is paramount”.

Protecting Children and Young People: Framework for Standards, Scottish Executive 2004.

Protecting children and young people is a priority for Aberdeenshire Council.

**It is everyone’s job to ensure that children are kept safe.** Schools are required to report any suspected child abuse to appropriate services such as Police Scotland and Social Work.

‘Child protection means protecting a child from abuse or neglect. Abuse or neglect need not have taken place; it is sufficient for a risk assessment to have identified a *likelihood* or *risk* of significant harm from abuse or neglect.’

Categories of abuse include:

- Physical Abuse
- Neglect
- Emotional Abuse
- Sexual Abuse

(From the National Guidance for Child Protection in Scotland 2014)

A comprehensive set of guidelines provide all staff and volunteers who come into contact with children with the essential information about protecting children from harm.

Where parents or a member of the public have concerns about the safety or protection of any child they can contact:

The school and ask to speak to the head teacher or a senior member of staff;  
Police Scotland by dialling 101 (This number is in operation at all times)  
or



The local Social Work Office by dialling one of the numbers below during office hours or if calling during evenings and weekends 08458400070.

Aboyne	013398 87096
Banchory	01330 824991
Banff	01261 812001
Ellon	01358 720033
Fraserburgh	01346 513281
Huntly	01466 794488
Inverurie	01467 620981 01467 625555
Laurencekirk	01561 376490
Peterhead	01779 477333
Portlethen	01224 783880
Stonehaven	01569 763800
Turriff	01888 569260
Evenings and weekends	08458400070

For further information please go to the Aberdeenshire Council website [www.aberdeenshire.gov.uk](http://www.aberdeenshire.gov.uk) .

All Education & Children’s Service Managers and School Child Protection Co-ordinators have received training to ensure that they are confident, well informed and supported to promote the protection of children.

All schools provide Child Protection awareness raising training to all teaching and non-teaching staff on the first day of each session.

Protecting Children and Young People in Aberdeenshire – Education & Children’s Services Guidelines can be accessed through:  
<http://www.girfec-aberdeenshire.org/child-protection/>





## Aberdeenshire Council Education & Children's Services

### Support For Pupils

#### ***Getting It Right For Every Child (GIRFEC)***

Taking care of our children's well-being and making sure they are alright - even before they are born - help us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society.

Getting it right for every child is a programme that aims to improve outcomes for all children and young people. It promotes a shared approach that:

- Builds solutions with and around children and families
- Enables children to get the help they need when they need it
- Supports a positive shift in culture, systems and practice
- Involves working together to make things better

Getting it right for every child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks.

Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

The Getting it Right approach looks at eight areas of 'well-being'. These are recognised as areas in which children and young people need to progress in order to do well now and in the future. They allow those responsible for the care and support of children - including members of their own families - to look at a situation in a structured way that will help them identify any needs and concerns and plan with the child and family any action they need to take.

The eight wellbeing indicators are:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Responsible
- Respected
- Included



The approach gives them a common language and a way to gather information about a child's world, making sure the child is growing and developing, and has everything they need from the people who look after them both at home and in the wider community. It also encourages practitioners to think about who else might need to be involved (for example a teacher might need to contact other professionals to make sure that an education improvement plan with the child and family was meeting all the child's needs).

For more information about Aberdeenshire's approach to GIRFEC go to;  
<http://www.girfec-aberdeenshire.org/what-is-girfec/>

### ***Key Adult***

Your child's teacher is generally the person who knows your child best, and as such is your child's key adult, however where significant additional support needs are present, the key adult may change. The school consults with parents where a change in key adult is thought to be in the best interests of the child.

## **Support For Learners**

### ***Additional Support Needs***

Many children will face barriers to their learning at some time in their school career. These may be short or longer term and for a variety of different reasons. If a pupil is identified as requiring additional support then pupils, parents and staff are involved in helping identify specific needs and the school will provide appropriate intervention and support accordingly.

In Aberdeenshire we adopt either single or multi-agency approaches as appropriate to supporting pupils with additional needs. Within Education and Children's Services we have a number of specialist staff who support children and young people including:

Additional Support for Learning(ASfL) teachers, Educational Psychology Services, Sensory Support Service, English as an Additional Language (EAL), Intervention Prevention Teachers, Nurture Teachers, ASPECTS, Pupil Support Workers, Family Support Workers.

Our partner agencies include , Therapists e.g. Speech & Language Therapy, Occupational Therapy, Physiotherapy; Community Paediatricians, school nurses, Police Liaison Officers, social workers and those from voluntary organisations (e.g. Grampian Autistic Society, Aberlour Trust).

Similar processes may also be put into place for pupils who have been assessed as being able or gifted as these children might also need additional support to reach their full potential.



### ***Educational Psychology***

Educational psychologists are trained to work in collaboration with school staff, parents and other professionals to help children and young people to achieve their full potential. They use psychological skills and knowledge to improve the learning and wellbeing of all children and young people and offer schools a range of services including consultation, assessment, intervention, research, project work as well as support for staff's professional learning and development.

During planned visits to the school, the educational psychologist meets with staff to discuss whole school and class issues and how best to meet the needs of the children and young people. These informal consultations aim to develop strategies the teacher can use to bring about positive change.

When concerns persist, school staff and the educational psychologist may decide that a more formal meeting would be helpful. If the concern is about an individual child, the school will ask the parent's permission to arrange a consultation meeting. This is a problem solving meeting led by the educational psychologist, with parents, school staff and sometimes others who can usefully contribute. The child or young person can also be supported to attend or contribute to the meeting in another way if it is thought appropriate. The aim is to develop a plan of action to bring about positive changes for the child or young person. Where other agencies are required to help meet a child or young person's needs, the educational psychologist may be involved in any multi agency assessment and planning.

If parents have any concerns about their child's progress or wellbeing at school, they should discuss these first with the class teacher or Head Teacher. Parents may also contact the Educational Psychology Service directly if they wish.

Further information about the educational psychology service can be found at;  
<http://aberdeenshire.gov.uk/schools/eps/>

### ***Meeting needs through Enhanced Provision***

Aberdeenshire Council is committed to supporting children and young children to be educated in local schools through providing the right support in the right place at the right time. Aberdeenshire Council also uses a Staged Intervention framework to assess and plan for meeting additional support needs through universal, targeted and specialist support. If parents have any questions about their child's additional support for learning, they should discuss these first with the class teacher or Head Teacher

Local, direct support is how we meet pupils' needs initially, and all Aberdeenshire schools support pupils who have additional support needs (ASN). If parents have any questions about their child's progress or well-being at school, they should discuss these first with the Guidance or Head Teacher.



Some pupils who have more significant and/or complex needs, and may require support beyond their local school, can be supported flexibly through full-time or blended placement with an Enhanced Provision Centre or Community Resource Hub. . There are 17 primary and 17 secondary Enhanced Provision Centres across Aberdeenshire, and one primary and secondary Community Resource Hub (including the former 4 free-standing all through special schools) in each of 9 areas.. Access to Enhanced Provision Centres and Community Resource Hubs is via a multi-agency planning process.

For further details contact:

Anne Marie Davies

Quality Improvement Manager (Additional Support Needs)

Education & Children's Services

Woodhill House

Westburn Road

Aberdeen

AB16 5GB

Tel no 01224 664886

Fax no 01224 664615

[ELL.Enquiries@aberdeenshire.gov.uk](mailto:ELL.Enquiries@aberdeenshire.gov.uk)

### ***Identifying and Reviewing Additional Support Needs***

In Aberdeenshire the 'Staged Intervention' process is used to identify and meet pupils' needs, and to manage and review provision. This is explained in more detail below. Parents and young people also have the right to ask the Education Authority to establish if a pupil has an Additional Support Need (ASN), and in the instance of multi-agency support, consider if a Co-ordinated Support Plan (CSP) is required. (CSPs are also described in more detail below.)

Parents can also arrange an assessment privately and ask the Education Authority to take the assessment report into account. Requests should be made in writing to the Director of Education describing the type of assessment and why it is necessary. Requests are acknowledged promptly and usually agreed unless this would be 'unreasonable'.

### ***Staged Approach to Assessment & Intervention***

In order to ensure consistency of practice to assessment and intervention, Aberdeenshire Education & Children's Service have developed a framework to support school decisions and practice around supporting children and young people.

Many pupils attending schools may require support at some time due to a variety of short or long term needs. However the vast majority of these youngsters will have their needs met by standard methods such as differentiation of curricula, multisensory approaches to teaching and learning, and a nurturing and positive



environment. This is the level of universal support provided in all authority schools and assessed at Stage 0 of the Staged Intervention Model.

A smaller number of children and young people have Additional Support Needs, which as the term implies, require extra provision over and above the standard for universal. They may require additional support from educational services, flexible approaches and timetabling, Individual Education Plan (IEP), Co-ordinated Support Plan (CSP), Managing Accessibility Plan (MAP), Care Plan, GIRFEC Single Agency Action Plan (SAAP), GIRFEC Multi Agency Action Plan (MAAP), planning documents and additional input from Additional Support for Learning (SfL) teachers, other colleagues and/or partnership agencies – this is the level of targeted support described as Stage 1-3 of the Staged Intervention Model.

The aim of additional targeted support is to ensure that the educational objectives outlined in planning documents such as IEPs, CSPs, MAPs, Care Plans, SAAPs and MAAPs are supported to enable the development of skills and independence. For some children and young people, bereavement, medical and health care needs, personal care and ensuring safety are also targeted support priorities.

Looked After Children (LAC), and also Young Carers, are deemed to have additional support needs unless assessment demonstrates that this is not the case. Schools are expected to establish whether their support needs can be met at the universal stage or require targeted intervention.

***Universal Support Level 0***

Class level with advice/consultation within school/Additional Support for Learning (ASfL)

***Stage 1: School Based Action***

Universal support level 0 and in addition:

School level with planned ASfL Teacher and/or PSA intervention with advice if required from Enhanced Provision/Education & Children’s Services (E&CS) specialist services

***Stage 2: Education & Children’s Service Action (in addition to school-based action)***

Targeted support level 1 and in addition:

School plus cluster level Enhanced Provision/Education & Children’s Services (E&CS) specialist services intervention



### ***Stage 3: Multi Agency Action***

Targeted support levels 1+2 and in addition: Intensive targeted support: school with Enhanced Provision Centre (EPC) / Community Resource Hub (CRH) intervention/multi-agency action as required

### ***Individualised Educational Programmes***

An Individualised Educational Programme (IEP) is an education planning document managed by schools setting out long and short term educational targets. Parents/Carers and children/young people are involved in setting and reviewing targets regularly.

### ***Multi Agency Plans***

Where a pupil has support from agencies in addition to education – e.g. health or social work, it may become necessary to develop a collaborative plan to support the pupil. These are known as Multi Agency Action Plans. Parents/Carers, children/young people will be involved in developing and reviewing plans as required.

### ***Co-ordinated Support Plans (CSPs)***

A Co-ordinated Support Plan is a statutory document for children and young people who require a high degree of multi-agency support. It is an educational planning tool which demonstrates the coordination between agencies to achieve specific educational objectives over a 12 month period. [CSP documentation](#) can be accessed through Aberdeenshire Council website.

### ***What to do if you are anxious about the support your child has in school***

The Education Authority values partnership working with parents and will do everything possible to help resolve concerns or differences of opinion at an early stage.

If you have any queries or anxieties about your child's additional needs, or about the support being provided to meet those needs, as a first step please contact your child's class teacher or Head Teacher. If you would find it helpful to discuss a problem informally with someone other than school staff, please contact the Education Department on 01224 664630. Parents and young people have the right to:

- **Supporters**  
Parents can bring a supporter to any meeting about their child. Supporters can take notes, provide clarification and give advice to parents.
- **Advocacy**

These people can provide relevant information to the parent, can speak on behalf of the parent and support them to access their rights.

**For more information on Support and Advocacy contact:**

Enquire, Princess House  
5 Shandwick Place  
Edinburgh EH2 4RG  
Helpline: 0845 123 23 03  
Email: [info@enquire.org.uk](mailto:info@enquire.org.uk)  
Website: [www.enquire.org.uk](http://www.enquire.org.uk)

**For local advocacy contact:**

Advocacy North East  
Thainstone Business Centre  
Inverurie  
Aberdeenshire  
AB51 5TB  
Tel: 01467 622674

Scottish Independent Advocacy Alliance can be reached at:  
Website: [www.siaa.org.uk](http://www.siaa.org.uk)

***Independent Mediation Services***

This service is free and involves an independent third party who helps to resolve disagreements between education authority and parents or young people. A local independent mediation service can be accessed at:

Children 1<sup>st</sup>  
15 Frithside Street  
Fraserburgh  
Aberdeenshire  
AB43 9AR  
Tel no 01346 512733  
Fax no 01346 512810  
Email [fraserburgh@children1st.org.uk](mailto:fraserburgh@children1st.org.uk)

Additionally, information for the Scottish Child Law Centre can be found at:  
[www.sclc.org.uk](http://www.sclc.org.uk)



### ***Additional Support Needs School Policy***

All children and young people may need support at some time to help them benefit from school education. Most of the time the class teacher is able to provide the support required. However, a pupil may be referred to the ASL team for specialist, targeted provision.

In Turriff Academy we have 1 Principal Teacher of Pupil Support and their remit covers

- Assessments of pupils' needs
- Follow up specialised programmes as identified by above
- Assessment Arrangements for each pupil.
- ICT programmes such as "Read Write Gold", use of digital exam papers
- Analysis of Midyis scores
- Primary Secondary transition liaison.
- Chairperson for Admissions and review meetings for LDSS and SpLDSS
- Timetabling of ASL teachers and PSAs
- Managing the support of pupils who are out of class
- SEBD counselling support
- ASDAN
- Bridging group (in collaboration with PT Learning Support)
- Liaising with FE college/s

In addition pupils with additional support needs are supported in the Academy by a further 5 ASL teachers and 9 Pupil Support Assistants (PSAs).

As DHT Support for Pupils, Mrs Kathleen Riddoch has overall responsibility for ASL provision.

## **GUIDANCE**

### **HOUSE SYSTEM**

When pupils enter the Academy, they are allocated to one of four 'Houses' - Craigston, Delgaty, Forglen, and Hatton. Each House is in the charge of a Principal Teacher of Guidance in whose care pupils remain for as long as they attend the Academy. Children from the same family are always allocated to the same House. In this way, it is hoped to promote continuity, genuine interest in the pupils and their families a feeling of belonging to an identified group within the school and a close relationship between school and parents.

The school invites and welcomes comments and queries from parents at any time of the year about any matter relating to their child's progress or welfare. In the first instance, parents are requested to ask for their child's Guidance Teacher. The Guidance Teachers are responsible for the general welfare of their pupils and, as such, they try to get to know them all individually.

Their role in the school involves them in the induction of P7 and 'new' pupils into the Academy, the development and teaching of the school's programme of Personal and Social Education, individual counselling, subject choice, careers guidance and behavioural matters - a role that places them in the best position to advise you on any matter related to your child's attendance at Turriff Academy.

Currently the Guidance Teachers are as follows:





<b>Craigston</b>	Mrs Vicky Ferguson
<b>Delgaty</b>	Mr John Martin
<b>Forglen</b>	Mrs Brenda Grant
<b>Hatton</b>	Mrs Amanda Tweedie / Mrs Karen Tetlow

### **HOUSE TUTORS (REGISTER TEACHERS)**

The Academy operates a House Tutor system in S1 - S6.

House Tutor Groups spend the first five minutes of each school day with their House Tutor, 15 minutes on a Monday, who acts as the main communication link between the school and his or her group of pupils. During this time attendances are recorded, absence notes received and relevant school information is passed on to pupils.

In addition, the House Tutors are playing an increasing role in the wellbeing of their pupils, in which they aim to be able to establish a closer relationship with their group in the relatively informal tutor group situation. By this means, they try to offer consistent and regular support to pupils and to work closely and co-operatively with the Principal Teachers of Guidance in the best interest of their pupils.

### **CAREERS GUIDANCE**

The Careers Coach attached to the school is Ms O'Brien. She is in school on Tuesdays and Thursdays and at various other times of the week. Ms O'Brien is an employee of Skills Development Scotland and can be contacted at the SDS Office, Peterhead 01779 479345 on Fridays. Pupils in S4, S5 and S6 can request an individual interview with the Careers Coach by completing a request questionnaire from Guidance staff or school librarian or by opting in at group talks. Individual interviews are timetabled throughout the year and last year over 70% of senior pupils participated. Parents are welcome to come to the interview or alternatively to discuss with the Careers Coach the Summary (Careers Action Plan) which is given to each pupil following their interview. Pupils with additional support needs will be offered an interview prior to their annual review meeting. The Careers Coach will be invited to attend these meetings. Careers clinics, for quick queries, are held on Thursday lunchtimes when the Careers Coach is in school, and Careers Coaches are available for consultation at some school parents' meetings. The input of SDS is negotiated annually with school staff so as to best meet the needs of pupils within the available time resource. The Careers Coach is involved in the school careers education programme.

Prior to the school leaving dates, the Placement Adviser will register leavers for Jobmatch (vacancy and job search) help and advice on Skillseekers.

Pupils can continue to access help offered by Careers Scotland after they have left school. Placement Advisers can help those looking for employment by matching them to notified job vacancies and Careers Coaches can assist them to reconsider career ideas (e.g. after publication of exam results or following a period in employment or further education).

### **COMPLIMENTS**

Compliments to staff, pupils or members of the school in general, are to be welcomed. Positive feedback is essential for personal wellbeing, acknowledgement of a 'job well done', professional reputation and school ethos.



## **Dealing with Concerns & Complaints**

Our aim is to handle any concerns or complaints quickly and thoroughly. In particular we aim to resolve issues in order to allow teaching and learning to take place with as little disruption as possible for both the pupil and teacher.

We value both the interest in your child's education and co-operation in addressing any issues you feel there may be about the school and the services it provides.

We recognise that on occasion it may not be possible to agree about a particular issue. This section explains how you can raise and progress a concern or complaint.

### **CONCERNS ABOUT YOUR CHILD**

Please telephone the school (01888 563216) and ask to speak to your child's Guidance Teacher.

***Craigston  
Delgaty  
Forglen  
Hatton***

***Mrs Ferguson  
Mr Martin  
Mrs Grant  
Mrs Tetlow/Mrs Tweedie***

If the Guidance Teacher is unavailable, the office will pass on a message and he or she will telephone you back, normally within two working days of your enquiry.

### **UNRESOLVED CONCERNS**

Your child's Guidance Teacher is the appropriate person to progress a concern involving your child.

If the concern remains unresolved, ask the Guidance Teacher to pass the matter to your child's Year Head.

The Year Heads are

***S1 and S4                      Ms Bisset  
S2 and S5                      Mrs Riddoch  
S3 and S6                      Ms Ewen***

Should you remain dissatisfied with the Year Head's response, please ask for the matter to be referred to the Ms Menzies (Head Teacher). The Head Teacher will investigate your ongoing concern. Should you still be dissatisfied with the school's response, the Head Teacher will direct you to the appropriate Local Authority representative

Whilst we understand that there may be times where parents may be upset or angry regarding their concerns, please be reminded that Aberdeenshire Council expects all staff to be treated respectfully and has a zero tolerance policy towards aggression or humiliation of staff.

For further information e mail [hrrpolicyteam@aberdeenshire.gov.uk](mailto:hrrpolicyteam@aberdeenshire.gov.uk)



## **Complaints**

Where a concern remains unresolved in the eyes of parents, parents have the right to make a formal complaint. This complaint can be put in writing, emailed or communicated verbally to the school. The school will make every effort to respond to and resolve your complaint as soon as practically possible, within 5 working days.

Where complaints remain unresolved by the school, these will be escalated to stage 2 (investigation stage) of the complaints process. In these circumstances the Quality Improvement Officer with line management responsibility for the school or the area Head of Service will investigate the complaint and make a response to the complainant.

Where complainants continue to be dissatisfied with a stage 2 response, complaints can be referred to the Scottish Public Services Ombudsman. Further information and guidance can be found at

<http://aberdeenshire.gov.uk/online/have-your-say/>

## **Insurance**

No insurance is held by Aberdeenshire Education & Children's Service that automatically compensates school pupils for personal accident, whether an accident occurs within or outwith the boundary of the school. Insurance of this nature, e.g. personal accident, life, private medical, is seen as a parental responsibility. It is your responsibility as a parent to insure your child for personal accident or death if you feel this is appropriate.

Aberdeenshire Education & Children's Services does hold third party liability insurance, which indemnifies the Council against claims from third parties, e.g. parents on behalf of pupils who have suffered injury, illness, loss or damage arising from the negligence of the Council or its employees. In these circumstances all claims are handled on behalf of the Council by external Insurers and Claim Handlers and compensation is dealt with on a strictly legal liability basis.

The Authority has a duty of care in respect of pupils in its charge during school hours and as such has to take reasonable steps to ensure the safety of all primary and secondary pupils. However, it is thought that secondary pupils should be more mature and, therefore, a lesser degree of supervision would be sufficient.

It may be necessary to provide supervision for primary children on school premises before or after normal school hours if their early arrival or late departure is due to the timing of official school transport. This general duty of care continues if the children go home by way of school transport and ends when the child gets off the bus, at which point the parents then become responsible.



Parents may wish to consider their own insurance arrangements in terms of appropriate extensions to their household insurance or arranging their own separate covers.

***School Off Site Excursion Insurance***

Aberdeenshire Council has in place a School Excursion Insurance policy, whereby both pupils and teachers are covered for offsite activities / trips both within the UK and abroad (offsite meaning off the school premises). The policy covers medical expenses, loss of baggage, cancellation, curtailment and change of itinerary (along with other sundry benefits) etc for worldwide trips and adventurous activities (including winter sports).

If personal items such as jewellery, phones/tablets, watches etc are taken on a school trip then these are taken at an individual's own risk and are not covered under the policy, unless damage or loss is caused by an Aberdeenshire Council employee. Should a parent or carer want such items to be covered then this would need to be arranged by parents/carers independently of the school. In addition to this policy, Aberdeenshire Council also holds Public Liability insurance cover for any injury or loss incurred by individuals due to the negligence of the Council or its employees (including volunteers).

# **Section 4**

# **School Improvement**

# **Data Protection**



## School Improvement

### ***Standards & Quality Reprt & Improvement Planning***

All schools in Scotland are required to report on Standards and Quality and Improvement Planning on an annual basis. Around September each year, a summary of this report is sent to all parents. Parents are welcome to request a copy of the full report or can view this on the school website. Members of the Parent Council are invited to comment on and add to this report before it is finalised and sent to parents.

The Standards and Quality Report measures school performance against a set of national quality indicators and include information about the main achievements of the school. The report also evaluates progress on the school's previous year's Improvement Plan e.g. how standards have been raised in literacy, numeracy and health & wellbeing.

### ***Improvement Planning***

In consultation with the Parent Council, the school draws up an improvement plan on an annual basis, indicating the priorities for school improvement. National and local authority initiatives and developments also inform the school improvement plan.

Parents can access comparative information about all Scottish Schools and their education authorities at [www.ltscotland.org.uk/scottishschoolsonline](http://www.ltscotland.org.uk/scottishschoolsonline)

For further information on national quality indicators go to [www.journeytoexcellence.org.uk/about/keydocuments/part3.asp](http://www.journeytoexcellence.org.uk/about/keydocuments/part3.asp)

## Transferring Educational Data About Pupils

Education authorities and the Scottish Government collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. This has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Government itself.

### ***What pupil data is collected and transferred?***

Data on each pupil is collected by schools, local authorities and ScotXed. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and



attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to ScotXed. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Data is held securely and no information on individual pupils can or would be published by ScotXed.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

### ***How Does Aberdeenshire Council Hold and Store Pupil Data***

Aberdeenshire Council use a system called SEEMIS which is used in all local authorities in Scotland and is subject to independent scrutiny to ensure that it is a secure environment for holding such data. Our schools update the data held in the system when they have an education update to make to a pupil's record or when they receive advice from a parent or guardian either through the Annual Data Check exercise or when they are made aware of a change of circumstances at any other time in the year.

### ***Data Protection Act 1998***

When registering your child in one of our schools, and throughout their time in education, you will be asked to provide a range of personal and potentially sensitive information about your child and your family. All information provided by you will be handled in accordance with the Data Protection Act 1998. As such we draw your attention to the following Fair Processing Notice.

### ***Fair Processing Notice***

#### **Who may process your personal data?**

The information which you provide to your child's school will be processed by Aberdeenshire Council, which is a Data Controller of this information for the purposes of the Data Protection Act 1998. You can tell us at any time if you do not want us to process or share any information that you have previously provided.



### **What personal data will be collected?**

The information which you provide may include:

- Personal contact details
- Employment details
- Child's date of birth
- Physical or mental health or medical conditions
- Income (if applying for free school meals or clothing grants)

### **For what purposes will your personal data be used?**

The information which you provide on the form will be used by Aberdeenshire Council for the following purposes:

- Provision of education to your child
- Provision of additional educational support for your child (if required or requested)
- Provision of transport for your child (if required or requested)
- Provision of extra curricular activities for your child (if required or requested)
- Statistical analysis to monitor performance and inform priorities for improvement

### **Will Aberdeenshire Council disclose your personal data to anyone else?**

Yes. Aberdeenshire Council may share this data with partner agencies. These may include NHS Grampian, Skills Development Scotland, or Scottish Government departments such as the ScotXed statistical return and transport providers.

We will tell you on the forms that you complete, who we may share that information with, and will seek your permission to do so. We will only reveal information to somebody else where we have your permission or as required by law where it is relevant for that purpose. We do not sell or rent information to anybody.

### ***Your Data Protection Rights***

The Scottish Government ensures the collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). This also complies with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how the Scottish Government will use your data. This note can give only a brief description of how data is used. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (<http://www.gov.scot/Topics/Statistics/ScotXed>).





The Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet the aim of improving the life of young people in Scotland, they may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with their data policy. This ensures that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

If you have any queries regarding how we will process your information under the Data Protection Act 1998, please contact:

Aberdeenshire Council Education & Children's Service:  
01224 664630 or email: [education@aberdeenshire.gov.uk](mailto:education@aberdeenshire.gov.uk)

## **Parental Access to Records**

### ***SAR - Subject Access Request information***

Subject Access Requests are the formal process by which individuals can seek information held about them (or their children) by the council. The requests can be broad, in terms of everything that is held, or quite specific - everything held by a specific department, establishment, team or individual. We have a legal requirement to provide the information under the Data Protection Act 1998. An SAR is wider than an Educational Record in that it will include all personal data held about a child not just their educational record. Further information can be found at: <https://ico.org.uk/for-the-public/personal-information/>

The Pupils' Educational Records (Scotland) Regulations 2003 means that you can get access to your child's records. Details of the regulations and process for obtaining information specific to pupils are available by contacting the school directly or can be found at:

<http://www.educationscotland.gov.uk/parentzone/myschool/schoolinformation/mychildsrecord/>

### **ScotXed**

If you have any concerns about the national ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at



[mick.wilson@scotland.gsi.gov.uk](mailto:mick.wilson@scotland.gsi.gov.uk) or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

# **Section 5**

# **Annual Updates**



## School Clothing Grants

The School Clothing Grant is only available for children up to the age of 17 years attending an Aberdeenshire School and in the receipt of any of the following:

- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment Support allowance
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £16,105
- Both maximum Child Tax Credit and maximum Working Tax Credit and your income is under £6420
- Support provided under Part VI of the Immigration and Asylum Act 1999

If you are between 16 and 18 years old and receive any of these benefits in your own right, you can apply for a school clothing grant for yourself.

<http://aberdeenshire.gov.uk/schools/parents-carers/assistance/school-clothing-grants/>

## Can my child get free school meals?

You can claim free school lunches for your children if you are receiving:

- Income Support (IS)
- Income Based Job Seekers Allowance (JSA)
- Any income related element of Employment and Support Allowance
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £16,105
- Both maximum Child Tax Credit and maximum Working Tax Credit and your income is under £6420
- You may also be eligible if you are an asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999

If you are between 16 and 18 years old and receive any of these benefits in your own right, you can apply for free school meals for yourself.

- By email: [benefits@aberdeenshire.gov.uk](mailto:benefits@aberdeenshire.gov.uk)
- In person at one of our Benefit Offices

<http://aberdeenshire.gov.uk/schools/parents-carers/assistance/free-school-meals/>

### **Free School Meals for All P1 to P3 Pupils**

All Primary 1 to Primary 3 pupils will be entitled to Free School Meals in all of Aberdeenshire's Primary Schools.

Lunch tickets will no longer be required for these pupils.

For parents or guardians of pupils that have not previously taken lunch in school the current primary school menu cycle and information on primary school meals can be viewed on the school catering web pages at:

<http://aberdeenshire.gov.uk/schools/meals/primary-and-special-school-meals/>

**TURRIFF ACADEMY**

**STAFF  
LIST**

**2016/17**

**1. TEACHING STAFF**

<b>Name</b>	<b>Post</b>	<b>Name</b>	<b>Post</b>
<b>Senior Leadership Team</b>		<b>Modern Languages</b>	
Ms	Lee Menzies HT	Ms	Kerry Whyte PT (F)
Mrs	Kathleen Riddoch DHT	Mr	David West
Ms	Debbie Ewen DHT	Miss	Rona Wilson
Mrs	Jane Bisset DHT	<b>Music</b>	
Mr	Lindsay Rouse SSC	Miss	Morven Sharp PT
<b>Art &amp; Design</b>		Mr	Richard McWhirter p/t (0.5fte)
Mr	Iain Dunlop PT	<b>Physical Education</b>	
Mrs	Moira Tedcastle p/t (06 fte)	Mr	David Laing PT
Mr	John McCallum p/t (0.6 fte)	Mr	Alan Shearer
<b>Technologies</b>		Ms	Rachel Smith
Mrs	Christine Cooper PT(F)	<b>Science:</b>	
Mr	Hugh Conway	<b>Physics</b>	
Mr	Robert Haines p/t (0.7 fte)	Ms	Emma Marshall
Mrs	Liz Bourne p/t (0.8 fte)	<b>Biology</b>	
Mr	David Doohan Prob	Mr	David Russell PT(F)
Mr	Richard Eadon p/t (0.8 fte)	Mr	Alan Stickle
Mr	Ronald Thompspon	Miss	Louise McConnachie Prob
<b>Drama</b>		<b>Chemistry</b>	
Mrs	Alicia Johnstone PT	Mr	Chris Dubbels
<b>English</b>		Miss	Kat Barnard
Mrs	Caron Sievewright PT(F)	<b>Support for Pupils:</b>	
Mrs	Kathryn Michie	<b>Guidance</b>	
Mrs	Dawn Murray	Mrs	Vicki Ferguson PT
Mr	Paul Grant	Mr	John Martin PT
Mrs	Paula Wilson p/t (0.6 fte)	Mrs	Brenda Grant PT
<b>Home Economics</b>		Mrs	Karen Tetlow PT, 0.5 fte
Ms	Helen Paterson PT	Mrs	Jill Gruer (To Dec) PT, 0.5 fte
Mrs	Ann Beveridge p/t (0.6 fte)	Mrs	Amanda Tweedie (Jan on) PT, 0.5 fte
<b>Humanities:</b>		<b>Support for Pupils</b>	
<b>History</b>		Mrs	Margaret Ramage PT
Mr	George Baird PT(F)	Mr	Ronald Burnett
Mrs	Fran Mottashaw		

**Geography**  
Mrs Mhairi McKean  
Mr Michael Forsyth  
Miss Shakira Alecio  
**Modern Studies**  
Miss Alison Gow  
Mr David MacLean

Mrs Jane Knowles p/t (0.6 fte)  
Mr Maciej Lenicki  
Mrs Joanne Ingram 0.7 fte  
Mr Ronald Strachan  
Mrs Flora Murdoch  
Mr Tim Skinner

**Religious, Moral & Philosophical Studies**  
Mrs Stephanie Chalmers

**Mathematics**  
Mrs Debbie Tocher PT(F)- 0.8 fte  
Mrs Jacqui Massie (0.2 PT(F))  
Mrs Lindsey Drysdale  
Mrs Moira Nicoll p/t (0.8 fte)  
Miss Valerie Mitchell p/t (0.6 fte)

**Supply Teacher**  
Mr George Davidson p/t (0.6 fte)

**Library Resource Centre**  
Ms Lesley Slater LIB  
Mrs Lynda Bain LIB

**ABBREVIATIONS:**

HT:	p/t:	part-time
DHT:	j/s:	job share
PT(F):	LTT:	Long Term Temporary
	LIB:	Librarian
	Prob:	Probationer

**2. HEALTH TEAM**

Mrs Liz Gill	School Nurse/ Health Adviser
Mrs Angie Milton	School Nursing Assistant

**3. MUSIC INSTRUCTORS**

Mr Gareth John	Cello/Double Bass
Mrs Isobel John	Percussion
Mrs Carol Bell	Woodwind
Mr Fabrizio Oddo	Brass
Ms Andrea Ralston	Violin/Viola
Mr Doug Watt	Piano/Keyboard
Mr Paul Holroyd	Guitar

**4. SUPPORT STAFF**

**Administrative / Clerical Support**

Mrs Fiona MacKay	Admin Support Officer
Mrs Karen Bremner	Administrator



Mrs Joy Street  
Mrs Marianne Thom

Admin Assistant  
Admin Assistant

**Janitorial Team**

Mr Jonathan Mooty  
Mr Jim Hay

Supervisory Janitor  
Janitor

**Library Resource Centre**

Mrs Dawn Harper

Library Assistant

**Pupil Support Assistants**

Ms Debs Chalmers  
Mrs Allison Gray  
Mrs Aileen McHardy  
Mrs Elizabeth Norrie  
Mrs Lorraine Smith  
Mrs Amanda Allan  
Mrs Ruth McKee  
Mrs Claire Ronald  
Mrs Holly Laird

**Pupil Support Worker**

Miss Anne Heinrich

**Technician Team**

Mr Howard Aspinall  
Mr Jordan Taylor  
Mrs Catriona Dubbels  
Mr Andrew Smith  
Mrs Diane Johnstone  
Mrs Janice Beedie  
Ms Joanne Cathcart  
Mrs Liz Grieve

ICT Analyst  
ICT Technician  
Science Technician  
Whole School Technician  
Technical Assistant  
Technical Assistant  
Technical Assistant  
Technical Assistant

**5. TURRIFF COMMUNITY SCHOOLS NETWORK STAFF**

Mrs Janice Beedie

Senior Clerical Assistant (p/t)





**School: Turriff Academy**

*Examination Results (within Scottish Credit and Qualifications Framework)*

Percentage cohort achieving;						
By end of S4	Literacy and Numeracy award at Level 4			5 or more awards at Level 5		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
	88	91	91	38	45	40

Percentage cohort achieving;						
By end of S5	3 or more awards at Level 6			5 or more awards at Level 6		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
	37	39	23	13	18	11

Percentage cohort achieving;						
By end of S6	5 or more awards at Level 6			1 or more awards at Level 7		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
	23	28	28	11	22	17



**Education Authority: Aberdeenshire**

*Examination Results (within Scottish Credit and Qualifications Framework)*

Percentage cohort achieving;						
By end of S4	Literacy and Numeracy award at Level 4			5 or more awards at Level 5		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
	87	89	91	44	46	49

Percentage cohort achieving;						
By end of S5	3 or more awards at Level 6			5 or more awards at Level 6		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
	33	38	38	18	18	19

Percentage cohort achieving;						
By end of S6	5 or more awards at Level 6			1 or more awards at Level 7		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
	28	29	32	19	21	23



**National Data**

Percentage cohort achieving;						
By end of S4	Literacy and Numeracy award at Level 4			5 or more awards at Level 5		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
	77	83	83	39	43	44

Percentage cohort achieving;						
By end of S5	3 or more awards at Level 6			5 or more awards at Level 6		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
	33	37	39	17	18	19

Percentage cohort achieving;						
By end of S6	5 or more awards at Level 6			1 or more awards at Level 7		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
	30	31	33	19	20	21

Source: Insight September 2016 update

Annual holiday calendar

In-service 21 August 2017

October Holidays 16 – 27 October 2017

In-service 13 & 14 November 2017

Christmas Holidays 25 December 2016 – 5 January 2018

Half Term 12 February 2018

In-service 13 & 14 February 2018

Good Friday 30 March 2018

Easter Holidays 2 – 13 April 2018

May Day 7 May 2018

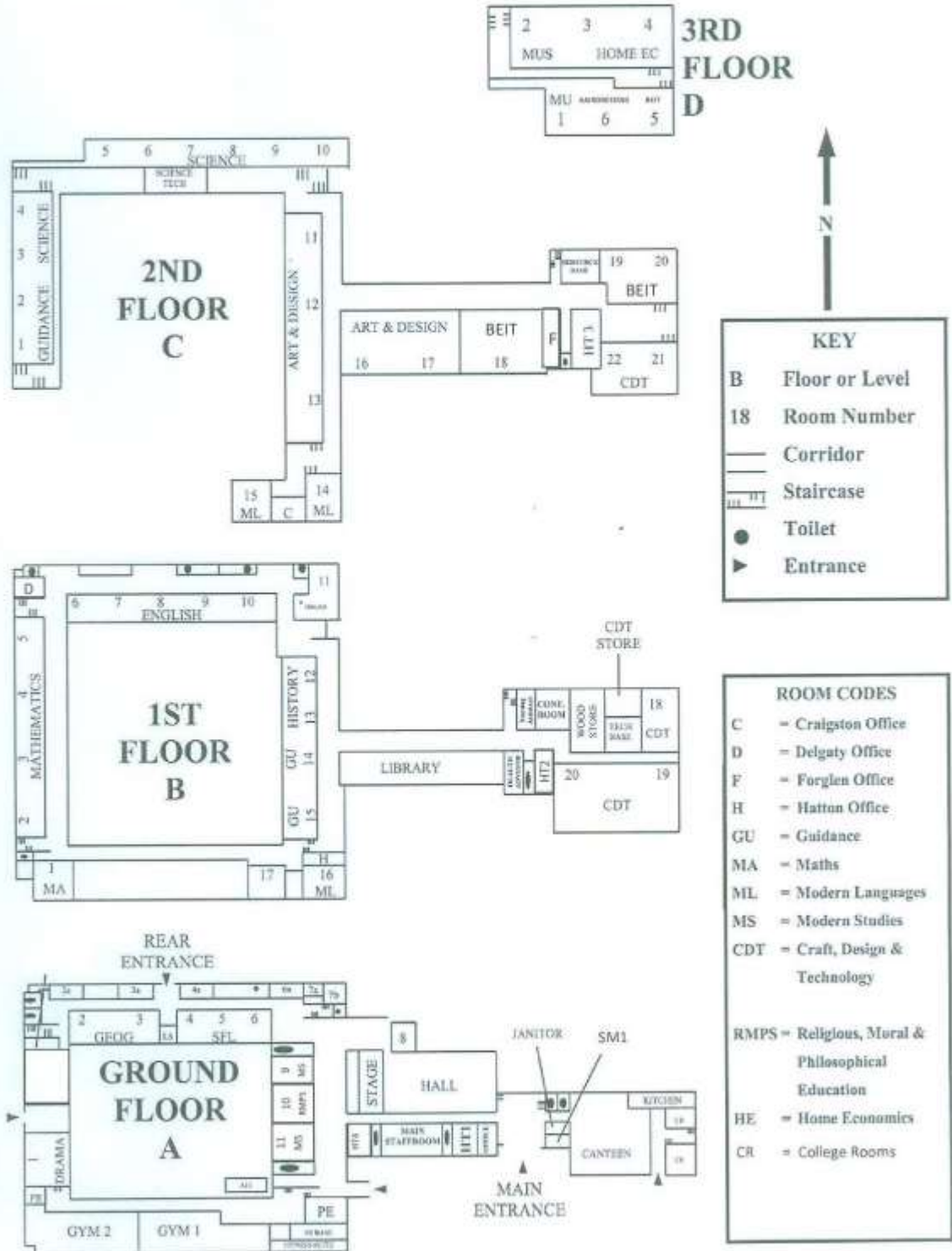
End of Term 6 July 2018

Please also find a link to the annual holiday calendar–

<http://aberdeenshire.gov.uk/media/16718/school-holiday-planner-2015-2020-updated-003.pdf>



# TURRIFF ACADEMY ROOM PLAN



**Please note that whilst all information within this booklet is correct at the time of printing, it is that some items may change during the course of the year.**