

School Handbook

Alford Academy



2015-2016

This document is available in alternative formats
(Please contact Mrs Milne, Head Teacher)



Aberdeenshire
COUNCIL



Alford Community Campus
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www.alfordacademy.aberdeenshire.sch.uk

Dear Parent/Carer

Alford Academy is an ambitious school community, renowned for its caring, positive ethos.

At Alford Academy, we are committed to challenging and supporting our pupils in order to prepare them with the skills, knowledge and attitudes they need to be successful in whatever they choose to do post school.

This school handbook is designed to inform parents of life at Alford Academy.

We look forward to meeting and working closely with you and your son/daughter as he/she progresses through Alford Academy.

Please do not hesitate to contact the school, should you wish further clarification or information on any issue associated with the school or to make an appointment to visit the school.

Yours sincerely

Moira Milne
Head Teacher

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

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Section 1

General School Information

Contact Information

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www.alfordacademy.aberdeenshire.sch.uk

Adverse weather and emergency closure -
<https://online.aberdeenshire.gov.uk/Apps/schools-closures/>
Information Line 0870 054 4999 then 021010
Please see page 18 for further information regarding adverse weather and emergency closures.

Contact details for QIO and local Education Office:

Alison Reid, Quality Improvement Officer

Marr Area Office

Queens Road
Stonehaven
AB39 2QQ
Tel 01569 766960

Contact details for Director of Education & Children's Services:

Mrs Maria Walker

Woodhill House
Westburn Road
Aberdeen
AB16 5GB
01224 665420

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

School Background Information

Denominational Status – Alford Academy is a non denominational school.

The school does not teach by means of the Gaelic Language.

All Aberdeenshire Schools are co-educational, providing education for both boys and girls.

Alford Academy is a six-year secondary school located within Alford Community Campus, on the outskirts of the attractive Donside village of Alford, which lies approximately 25 miles to the west of Aberdeen and is within easy reach of the Cairngorms National Park. The village of Alford and its surrounding area is rich in local culture and heritage, including the ‘Doric’ dialect, the famous poet, Charles Murray, the Sculpture Workshop at Lumsden, Craigievar Castle and Castle Fraser as well as Alford’s Transport Museum and Heritage Centre.

In October 2015, Alford Academy relocated to a new site to the west of the former school campus. The new Alford Community Campus is a shared campus, providing a new home for Alford Academy and Alford Primary, as well as being a community and leisure hub for the local area. The campus incorporates a new swimming pool, a theatre, a dance studio, sports hall and a climbing wall, as well as a community café, a large library and fantastic new learning spaces for all.

Alford Community Campus is set on a pleasant hillside location with beautiful views out over farmland, moorland and the hill of Bennachie. The campus is fortunate to have extensive green spaces for pupils and community users to access, including a full size, flood lit all-weather pitch, plus two smaller grass pitches expected to become available for use in Spring/Summer 2016, and a new forest plot being developed for outdoor learning. The campus also benefits from associated facilities adjacent to the site, such as the community rugby pitches, dry ski slope and a “green gym”. A short distance away is the school’s existing forestry plot, gifted by the Murray Park Trustees.



Alford Academy is one of the smaller Aberdeenshire secondary schools with a school roll of 595 pupils in session 2015-16, 304 girls and 291 boys. 26 pupils attend Alford Academy through placing requests in session 2015-2016.

The Senior Leadership Team consists of a Head Teacher, four Depute Head Teachers and a Support Co-ordinator. There are 14 Principal Teachers, including three Principal Teachers of Guidance and one Principal Teacher of Support for Learners. The following faculties are currently in place: English, Mathematics, Modern Languages, Business Education and Computing, Science (Biology, Chemistry and Physics), Enterprise and Creativity (Art & Design, Home Economics and Technical), PE/Health, Performing Arts (Music and Drama) and a Faculty of Humanities (RMPS, History, Geography, Modern Studies). In addition to our core staffing, our Active School's Co-ordinator provides a range of activities to support Health & Wellbeing. Support for Learners (SfL) teachers work across the Alford Cluster schools. An extensive team of support staff, incorporating Janitors, Technicians, Pupil Support Assistants (PSAs), Librarians and Office Staff provide excellent service to Alford Academy and its cluster schools.

Alford Academy and its 13 associated primary schools cover an area of approximately 600 square miles, from the Lecht in the West to Echt in the East. Partners from health, social work, police, library services and Community Learning & Development are committed to developing effective integrated working practices in order to enhance support for our young people.

Community links are a valued part of school life. The Alford campus is used for a range of community activities and the school works closely with a number of community groups including the Donside Community Council and Alford & District Rotary Club.

At Alford Academy, we aim to deliver excellence through the engagement of pupils in a wide range of quality learning and enrichment experiences.

Alford Academy works closely with its associated primary schools (Alford, Cluny, Craigievar, Dunecht, Echt, Keig, Lumsden, Midmar, Monymusk, Strathdon, Tough, Towie and Tullynessle) to ensure pupils experience a coherent 3-18 education and effective transitions. All Head Teachers meet each term to discuss strategic and operational issues. In addition, cross-sector links are developing, on a formal and informal basis, to support curricular change, pastoral care and welfare as well as professional development.

The Alford Academy Parent Council continues to support the work of the school. Strong partnerships exist with the Parent Council which is proactive in trying to engage more parents to contribute to the life and work of the school. Partnerships within the local community are being further developed to provide support for individual pupils and groups of pupils. Examples range from sponsorship for awards, sports kits, vocational experiences and curriculum inserts, including induction programmes for senior pupils.

A number of pupils excel in a range of leadership opportunities which take place during the year. The Interact Club team work together with the Alford and District Rotary to lead a number of events including 'Young Musician of the Year'. Pupils involved benefit greatly from these experiences by further developing their life skills.

Alford Academy is an ambitious school. Self-evaluation continues through each session. 'The Curriculum', 'Teaching and Learning', 'Developing Partnerships' and 'Leadership and Vision' continue to be a focus for our improvements. Through an open door, approachable management style, a culture of dialogue, open communication and transparency is encouraged as we further develop our culture of ambition and achievement across the school.

Across the range of performance measures, attainment in SQA examinations at Alford Academy tends to be above or well above the national average and generally above or well above the average across all Aberdeenshire schools.

The school is accredited with the British Council's International Schools Award (intermediate level), Fair Trade status and Eco School's Green Flag Award which is the top award.

HMIE Report, February 2009

Alford Academy was last inspected by Her Majesty's Inspectorate of Education (HMIE) in November 2008. In its published report, the Inspectorate highlighted the following as particular strengths:

- high levels of attainment and achievement by young people
- very good examples of curriculum innovation to meet young people's needs
- very effective support for learners, including those with additional support needs
- a strong sense of community within the school
- very positive links with the local community
- clear leadership and strong staff teamwork

For an electronic copy of the full report, go to:

www.hmie.gov.uk or

www.alfordacademy.aberdeenshire.sch.uk

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 Depute Head Teacher (Pupil Support). 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.

Admission/Enrolment

<http://www.aberdeenshire.gov.uk/schools/parents-carers/school-info/notes-for-parents/>

Enrolment of New Pupils

The Depute Head Teacher (Pupil Support) co-ordinates the enrolment of all new pupils. Prospective pupils and their parents/carers are invited to tour the school, following which enrolment procedures are carried out. In cases where additional resources are required to support a pupil, the Depute (Pupil Support) works closely with the Principal Teacher Support for Learning and/or Local Authority.

School Zone

A map showing the school zone/catchment area is included in the Appendix. Please note that children who live within the school catchment zone are automatically entitled to a place in school. Please use the zone map to check whether or not you live within the Alford Academy catchment area. If you live out with the zone, the *Education (School and Placing Information) (Scotland) Regulations 2012* allow you to seek admission to the school. The main point to note is that out of zone admissions are not guaranteed and pupils out of zone are not entitled to free transport. They are also not guaranteed a place at Alford Academy and parents would need to submit a further placing request before transition to S1.

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/parents-carers/school-info/choosing-a-school/>

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

Organisation of the School Day

Structure of the School Day

Session 2015-16 onwards

8:40 - 9:30	Period 1
9:30 - 10:20	Period 2
10:20-10:40	Morning Interval
10:40-11:30	Period 3
11:30-12:20	Period 4
12:20-1:10	Period 5
1:10-2.00	Lunch Interval
2:00-2:50	Period 6
2:50-3:40	Period 7 (<i>Mon/Tues/Wed only</i>)

Punctuality

All pupils are expected to arrive in good time for school and classes. Pupils who arrive in school after registration must come in the main campus entrance, and sign in at Reception. Punctuality is monitored through the school's electronic registration system. The parents/carers of pupils whose lateness is causing concern will be contacted in order to find an early resolution to the problem.

School Uniform

All pupils are expected to maintain a high standard of appearance and to wear school uniform (as detailed below) during school hours and when representing the school. Almost all parents support us in applying the school dress code and the co-operation of parents in this matter is appreciated.

School Uniform:

- White shirt
- Alford Academy school tie
- Black V-neck jumper with school logo (S1 – S3)
- Black blazer with school logo (S4 – S6)
- Black skirt/trousers – girls may wear trousers
- Black shoes or black trainer-type shoes

Please contact the School Office for information on how to purchase items. Some families may be entitled to a School Clothing Grant. Further information on School Clothing Grants can be found in Section 5.

Physical Education Clothing

- Shorts / T-shirt or sports shirt (no string strap tops)/ gym shoes or trainers
- Appropriate clothing for an activity (e.g. swimming, skiing)
- Towel for shower after P. E. (optional)

In the interests of health and safety, all items of jewellery/valuables should be handed in to the class teacher. The school cannot guarantee total security.

Property of Pupils

Aberdeenshire Council accepts no responsibility for the safe custody of property belonging to pupils. All property of pupils should be clearly marked with the owner's full name. Lockers are available, on request, from the school office. Money and articles of value should not be left unsupervised in bag racks. All items of jewellery/valuables should be handed in to the class teacher during P.E. lessons.

Mobile Telephones/Devices

Mobile phones may be brought to school but should normally be switched off and out of sight during class time. The use of mobile devices in class is at the Teacher's discretion.

The use of a mobile phone for taking photographs and/or audio or video footage of pupils and staff is not permitted without prior permission, in writing, from the Head Teacher and the agreement of the subject(s).

Misuse of a mobile phone in school, on school transport or on a school excursion, will result in the phone being confiscated until the end of the school day/excursion and the misuse logged. Repeated misuse will result in parents being asked to collect the phone from school. Serious misuse may result in withdrawal of permission to take a mobile phone to school and on school excursions.

If parents wish to contact their child during the school day, they should telephone the school office in the first instance.

School Office

The school office is manned from 8.15am – 4.00pm Mondays – Friday.

The school has an answering machine for leaving messages. All messages are collected by 9.00am each morning. Where a response is required, we aim to do this on the day the message is received, and certainly within 24 hours.

Any visits to the school in person should be made through the main campus entrance (see map/plan at back of book). 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.

School Meals

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

Attractive menu and information leaflets including information on current school meals charges 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/>

School Lunches and Intervals

We are a health promoting school and every effort is made to provide a range of healthy options for pupils.

A self-service cafeteria operates in the Dining Area where there is a choice of a two-course lunch, sandwiches or a take-away hot meal. Pupils who wish to bring a packed lunch to school may also eat in the Dining Area or downstairs social areas at lunch time. Before school and at morning interval, a range of healthy drinks and snacks are available in the Dining Area. Water machines are located around the school.

Please note that pupils use their National Entitlement Card (NEC) for payment of food and drink in the Dining Hall. Credit may be added on an NEC by:

- depositing cash at revaluation points in the school
- writing a cheque to 'Aberdeenshire Council' via the catering office
- paying online via the council website:

<http://www.aberdeenshire.gov.uk/schools/meals/cashless-catering-in-secondary-schools>

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.

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.

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.

Some pupils may be entitled to free school meals. Please see

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

Attendance and Absence

1. All pupils under the age of 16 are required by law to attend school and it is the responsibility of parents/carers to ensure that their child attends school regularly and arrive on time. Parents 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.
2. Regular and punctual attendance is linked closely to achievement and school staff wish to work with parents to ensure that children can reach their full potential. 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.
3. Parents/carers must inform the school office of their child's absence by telephoning 019755 62251 before 8.30am on each day of the absence. On the pupil's return to school, parents are asked to provide a note confirming the reason and length of absence. The note should be signed and dated.

Attendance and 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 behaviours of adults.

Whilst it should be noted that there has been no such instance occurring within Aberdeenshire it is important that staff and parents do not become complacent and continue to work together to develop and improve upon existing 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:

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 and safety of the individual child. This will involve a text or phone call to the parent in the morning. 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 prior to 8.30am on the first and each subsequent day of his/her absence or send a signed note via a brother or sister, where applicable.

If your child comes 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.

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. 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 request permission from 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 detailed information on annual holiday dates please go to <http://www.aberdeenshire.gov.uk/schools/parents-carers/school-term-dates-and-in-service-days/>

Appointments

Pupils who attend an appointment during the school day must have signed approval from a member of the Senior Leadership Team (SLT). **On the day of the appointment, before the start of period one, pupils must bring the appointment card / parental letter and a 'permission to be out of school' form to a member of SLT for signing.**

All pupils leaving school during the school day must sign out at Reception. On return to school, pupils must sign in again at Reception.

Parents are requested to keep appointments during the school day to a minimum.

Illness or Accident during School Hours

A pupil who feels unwell during class should tell the class teacher. Where necessary, the class teacher will telephone for the Nursing Assistant or a First Aider to attend the pupil.

If the Nursing Assistant decides that the pupil should be sent home, school will contact the parent/carer. No pupil may go home without permission and pupils who are being sent home due to illness must be picked up by a parent or other responsible adult (e.g. close relative).

A serious accident or illness will be referred to the Nursing Assistant, a member of the Senior Leadership Team or identified First Aider who may require, if the circumstances necessitate, to call on external medical help.

In the event of an accident or illness which requires referral to the local Medical Practice and/or to the Accident and Emergency Unit at Aberdeen Royal Infirmary, parents or the designated emergency contact will be informed.

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 exclusion policies for infectious diseases.

Medication in School

Pupils who require medication to be kept in school and to be administered by school staff should hand over the medication to the Nursing Assistant together with a signed letter or parental consent form (available in school). Medication should be in the original package which displays expiry date and instructions for use.

Examples of medication commonly administered in school: inhalers, paracetamol, antibiotics, antihistamines. Parents of children who carry their own inhalers should supply a spare named inhaler in case your child's inhaler is lost or misplaced.

Aberdeenshire Council Guidance on school closures

School Closure Due to Bad Weather or Other Emergency

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 emergency.

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
- any changes to this information and to your daytime contact details
- 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 20 minutes past the normal pick up time before returning home. Please make sure you have made alternative arrangements for your child in the event that transport does not arrive.

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.

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.

Because of the large number of pupils in secondary schools, it is impossible 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.

In circumstances where the school is closing before the start of the school day, either to all pupils or to school transport pupils only, this information will be communicated:

- on the Aberdeenshire website -
<https://online.aberdeenshire.gov.uk/Apps/schools-closures/>
Remember to press the refresh button (F5 key) for up-dated information
- on the school information line –
0870 054 4999 followed by Alford Academy Identification Number – 021010
- on Northsound Radio, North-East Community Radio and BBC Radio Scotland
- on Aberdeenshire Council's twitter home page

Parents taking their child to school when school transport is not operating should be aware that they must collect their child at the end of the day or earlier if required. Parents should not transport other pupils to and from school in adverse weather conditions.

If road or weather conditions early in the morning are so bad that road travel may be considered dangerous, parents who transport their children to school should keep them at home.

If the school bus has not arrived at the recognised pick up point 20 minutes after the normal pick up time, pupils should return home.

Advance Warning of School Closure

If a parent/carer wishes to be informed when a pupil has been sent home early from school due to adverse weather, the parent/carer must notify the school. Advance warning by telephone should only be requested if a pupil may be at risk. This request must be renewed each year. Advance warning telephone numbers (maximum of three) must be available for contact during school hours. Please note that, if no contact is made, the pupil will be sent to his/her storm address, which parents/carers must provide.

In the event of school transport pupils being sent home, the school may not necessarily close. Classes may continue for village pupils.

Storm Accommodation

Parents of pupils who live outwith the village are asked to provide a storm accommodation address in Alford. If roads are impassable, pupils are sent to their "storm address". No pupil will ever be allowed out of school in stormy conditions unless school staff are certain about the pupil's safety.

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. But 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.

Work for pupils during School Closure

At Alford Academy, information regarding the continuation of learning during a closure can be accessed through the school web site, www.alfordacademy.aberdeenshire.sch.uk or from the school blog, <http://alfordacademy.edublogs.org>. This is in addition to any work set by teachers prior to the school closing.

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 96.9Tel: 01224 337000

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 - 106.4Tel: 01467 632878

Waves Radio

FM 101.2Tel: 01779 491012

Original 106 FM

Tel: 01224 293800

Twitter

<http://twitter.com/aberdeenshire>

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.

School Information Line

Tel: 0870 054 4999 then 021010. 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.

Family Update Form

It is extremely important that pupil information which the school holds is accurate. At the start of each session, parents / carers are asked to complete a 'Family Update' form, which contains all relevant information. Parents must inform the school immediately of any changes to personal circumstances which occur during the school year.

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. Free School Transport is also provided for children with additional support needs. School transport routes are determined by the pick-up locations required for pupils who are entitled to free school transport.

Parking

When parking on the school campus, please consider health and safety of fellow road users and passing pedestrians. Please note the Alford Campus is reverse parking.

School Transport

For pupils who live within the catchment area and over 3 miles from school, transport is provided free of charge by the Aberdeenshire Council Public Transport Unit (PTU). A bus pass, pick-up points and times are issued by the PTU directly to the family.

Privilege transport

Pupils who live within 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/public-transport/school-transport/school-transport/>

School Bus Pass

Pupils must carry their bus pass every day. If it is lost or damaged in any way, pupils must pay for a new one. The current replacement cost is £3.00. Please note that bus companies are only permitted to carry pupils with a valid pass for that bus.

Section 2

Curriculum and Assessment

School Ethos

Our Mission Statement

Alford Academy recognises that one size does not fit all. Our young people are born individuals and should leave school as individuals. Alford Academy is committed to unlocking each youngster's potential, raising their aspirations and helping them to be all they can be, in a safe, healthy and caring environment.

Our Aims

1. **Attainment and Achievement**

Alford Academy aims to raise standards of educational attainment for all its pupils, especially in each of the core skills of literacy, numeracy, information technology, working with others and communication.

2. **Learning and Teaching**

Alford Academy staff aim to promote high quality learning experiences for pupils by investing in professional development to create knowledgeable, confident and skilled teachers capable of raising the attainment and achievement levels of our pupils.

3. **Inclusion and Equality**

Alford Academy aims to provide equality of opportunity to access education in a way that is engaging and appropriate to the pupils' interests, physical and intellectual needs.

4. **Values and Citizenship**

Alford Academy aims to work with pupils, parents and employees to promote self-respect, respect for others and interdependence within society. This will allow our pupils to understand the duties and responsibilities of citizenship in a democratic society.

5. **Learning for Life**

Alford Academy aims to equip pupils with positive attitudes and expectations, encourage creativity, ambition and entrepreneurial skills that will help them prosper in a changing society.

Alford Academy is not just a school, it is a learning community that recognises teaching and learning does not start and stop at the school gates. Through development of partnerships in and out of school, we will work as a team to provide outstanding learning and leadership experiences and opportunities to support and furnish each individual youngster with the knowledge, skills, experiences and insight that will set them on their path to a prosperous future, effectively contributing to life and work in Aberdeenshire, Scotland and world wide.

Positive Behaviour Management

At Alford Academy, we set high standards for our pupils and aim to promote a culture of courtesy and respect. Pupils are expected to take responsibility for their conduct in class, around school and in the community.

In school, pupils should:

- be polite and respectful
- work to the best of their ability
- be prepared for lessons
(books, jotters, stationery, PE Kit)
- maintain high standards of behaviour
- be on time for lessons and appointments
- respect school and other people's property

When behaviour expectations are not met, a system of staged levels comes into effect. The levels are designed to give pupils clear opportunities to modify inappropriate behaviour and to develop a high standard of self-discipline.

Parents are informed of a serious incident by a member of the Senior Leadership Team and are involved at an early stage, if there is cause for concern regarding a pupil's behaviour.

Through consistent application of the policy and consideration of expectations in assemblies and PSE, it is hoped that pupils discuss and understand the principles and purpose which underpin the behaviour policy.

Anti-bullying Policy

In Alford Academy, we aim to create a culture of mutual respect where all pupils can fulfil their potential in a caring and safe environment.

The school has an anti-bullying policy which outlines its strategies to prevent bullying and its procedures for dealing with reports of bullying. Pupils, parents and staff are briefed each year on the anti-bullying policy. Pupils and staff are given clear advice on what to do if they experience or witness bullying. Pupils are encouraged to tell someone they trust (for example, parents, guidance teacher, friend, prefect, peer listener) if they are experiencing bullying.

Bullying is best tackled when pupils, teachers and parents all work together to find a solution. Parents are encouraged to contact the appropriate Guidance Teacher or Depute Head Teacher with any concerns at an early stage.

Exclusion

Where pupils who repeatedly display behaviours which compromise the good order of the school i.e. disruption of learning and teaching, unsafe practices, bullying and other forms of abuse and where other forms of support and sanctions have proved unsuccessful, the authority exclusion policy will apply. For further information on exclusions contact the school or go to

<http://www.aberdeenshire.gov.uk/about/departments/documents/GuidelinesForExclusion.pdf>

Protection of Children and Young People

Alford Academy has a very clearly defined set of policies on Child Protection. We inform and update our staff annually on the importance of adhering to the guidelines and issue a Code of Good Practice to all staff and prefects. The guidelines are very clear and parents must be aware that, where there is a possibility that a child could be at risk of abuse or neglect, the school must relay their concerns immediately to the social services and/or the police. Social work and the police will determine when and how the child's parents/carers and other services are to be informed of the concerns.

Mrs Milne, Head Teacher, is the designated Child Protection Officer for Alford Academy.

Building a Curriculum for Excellence

Curriculum for Excellence has been introduced across Scotland for all 3-18 year olds, wherever they learn.

In Aberdeenshire, the vision and aims for *Curriculum for Excellence* have been set out in ***A Curriculum Framework 3-18 for Aberdeenshire.***

Setting the scene...

As we work towards full implementation of the Curriculum for Excellence, our school community's vision, values and aims are at the heart of on going curriculum change. Our mission statement illustrates Alford Academy's vision for our youngsters...

“Alford Academy recognises that one size does not fit all.

Our young people are born individuals and should leave school as individuals.

Alford Academy is committed to unlocking each youngster's potential, raising their aspirations and helping them to be all they can be, in a safe and caring environment.”

Our curriculum is underpinned by the four values outlined for Scotland's people: justice, wisdom, compassion and integrity, which we strive to develop through an ethos of respect, fairness and inclusion. At the same time, based on National and Aberdeenshire curriculum policy and guidelines, our key aim is to deliver consistently high quality learning experiences for all pupils, 'getting it right for every child' by providing a totality of experience for all learners, appropriate to their collective and individual needs, through...

- the ethos and life of the school
- curriculum areas and subjects
- interdisciplinary learning and
- opportunities for personal achievement...

encouraging all youngsters to be...

- successful learners
- confident individuals
- effective contributors
- responsible citizens.

Schools and learning communities in Aberdeenshire apply the principles for Curriculum Design that are drawn from National advice but reflect our unique Aberdeenshire context. Those 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 coherent learning experience
- Experiences in health and well-being
- Cultural experiences
- Environmental experiences
- Vocational experiences
- Creative and enterprising experiences

(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 and attainment and achievement in these areas are continually scrutinised 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
- Information Communication Technology (ICT)

School Policies

School and authority policies are currently being reviewed and updated to reflect Curriculum for Excellence requirements.

P7 - S1 Transition

We work closely with our associated primary schools, P7 pupils and parents to facilitate the transition from primary to secondary school.

A Transition Calendar for P7 parents outlines a comprehensive programme which culminates in P7 Link Week at the Academy in June. During this week, P7 pupils follow their S1 timetable.

Support for pupils at this key stage is provided by an extended transition programme for identified pupils, visits to primary schools by Guidance Teachers and a range of activities for P7 pupils. In addition, S6 buddies and bus mentors support pupils during the transition programme and in S1.

Curriculum Progression

In Curriculum for Excellence, all pupils progress through the curriculum levels shown in the table below. Each curriculum level represents a range of experiences and outcomes based on national and Aberdeenshire entitlements.

Curriculum Level	Stage
Early	The pre-school years & 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, Fourth	S1-S3, but earlier for some. The 4 th level broadly equates to SCQF level 4
Senior Phase	S4-S6, and college or other areas of study

Educational Visits

We offer various educational visits during the course of the school year. We believe that 'hands on' experiences greatly enhance a child's education, while also helping to make the necessary links between learning in school and life outwith school. Staff members and parent volunteers provide supervision to standards laid down by Aberdeenshire Education & Children's Services. We give parents as much notification as possible with regard to visits that affect their child.

Learning and Teaching

Junior Phase

S1 - S3 Curriculum

Every child and young person in Scotland is entitled to experience a broad, general education from pre-school years to the end of S3.

In S1-S3, pupils will follow courses which aim to build on their experiences from primary school whilst preparing them for the certificated courses of study which they will follow in S4-S6. Personalisation and choice will feature more as pupils move through the secondary school. Pupils have opportunities for specialisation and depth of learning in S3 through subject choice.

Throughout S1 – S3, pupils will develop a broad range of skills through the following curriculum areas:

English, Modern Languages and Literacy

Mathematics and Numeracy

Health and Wellbeing (mental, emotional, social and physical)

RME (Christianity and other world religions, development of beliefs and values)

Social Studies (Geography, History, Modern Studies and Business Education)

Sciences (Biology, Chemistry and Physics)

Technologies (ICT, Business Education, Computing Science, Home Economics, Craft and Design, Engineering and Graphics)

Expressive Arts (incorporating Art & Design, Dance, Drama and Music)

Pupils will develop literacy, numeracy and health and wellbeing skills across all curricular areas.

Senior Phase

S4 - S6 Curriculum

S3 marks the end of the broad general education phase and is a time when pupils choose courses which will lead to national qualifications.

Pupils will select courses in a range of subjects at the appropriate level for them as they progress through the Senior Phase.

National 1

National 2

National 3

National 4

National 5

Higher

Advanced Higher

In addition, all pupils will study PE, RME and PSE as core subjects.

Pupils will continue to have opportunities for e-learning and use of new technologies. In addition, a range of wider achievement/enrichment opportunities are offered. These may include Sports Leader, Young Enterprise and Young Engineers.

In S6, pupils will have opportunities to study programmes involving independent and blended learning with partners from Higher and Further Education and the Business Community.

Personal Support / Career Planning

Throughout the Junior and Senior Phases, pupils are supported to achieve their best and to plan and prepare for further study or the world of work. Vocational learning, including work experience, careers advice and business, university and college links all complement the work done by Guidance and subject teachers to develop skills for learning, life and work.

Attainment and Achievement

We seek to provide the best quality learning experiences for our pupils.

We are committed to maintaining high standards of attainment and achievement by employing approaches to learning and teaching which

- are collaborative
- support personal learning planning
- set challenging goals
- share expectations and standards
- are timely and encourage feedback
- allow us to share learning intentions, expectations and success criteria
- reflect the way learners learn best

...and by supporting all learners to achieve their potential through active learning approaches which

- promote collaborative learning and teaching
- plan for individual needs
- provide quality and timely feedback
- share high expectations
- recognise achievement

Awards Ceremony

An annual Awards Ceremony is held at the end of the session to celebrate the achievements of our pupils and to reflect on the school year. Pupils in S1-S6 are awarded certificates for effort and attainment. Subject prizes are awarded to pupils in S4-S6. Individual and team excellence awards recognise wider achievements including leadership awards and a trophy is presented to the academic, sporting and creative arts dux of the school.

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 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 Guidance Teacher in the first instance.

Further information about Curriculum for Excellence can be found at www.educationscotland.gov.uk/thecurriculum

Pupils' involvement in the life of the school

Alford Academy provides a wide range of opportunities for pupils to take on leadership roles in activities and services within the school and local community, so developing self-confidence, teamwork and leadership skills.

Student Executive

The Student Executive consists of Head Boy, Head Girl and their Deputes. The Student Executive works closely with the Head Teacher and co-ordinates prefect duties and responsibilities and also take a lead in school events.

Prefects

S5 and S6 prefects are appointed to each House. Prefects collectively set the tone for the school and are expected to promote positive relationships through exemplary conduct and engagement in the school community. Prefect duties range from campus patrol and visitor tours to involvement in enrichment activities and parents' evenings.

Student Council

The Student Council is made up of representatives from each year group. The Council is chaired by a S6 representative. It is a consultative body and plays an active role in school life. The Student Council is supported by the Parent Council and works on school improvements including dress code, learning and teaching and transition to the new campus.

Health and Wellbeing Young Leaders

Health and Wellbeing Young Leaders work with staff and pupils to develop fitness activities and sports as part of the Curriculum for Excellence.

Sports Leaders

Senior pupils have the opportunity to train and qualify as Sports Leaders as part of their enrichment programme. Sports Leaders organise and lead interhouse sports events.

House Captains and Vice-Captains

House Captains and Vice-Captains are selected for each House. The House Captains organise and promote interhouse competitions among all year groups. They are responsible for promoting healthy lifestyles, including healthy eating and encouraging participation in sporting and leisure activities.

Class Captains

Class Captains are elected from each register class. Class Captains report to the House Captains and organise teams for interhouse events.

S6 Committees

Each S6 pupil has the opportunity to lead or participate in committees such as Year Book Committee, Social Committee and Interact/Charities Committee. Committees select their own chairperson, set their own agenda and organise related activities.

Buddies

Senior pupils make a valuable contribution to supporting junior pupils, both in and out of the classroom.

Class buddies help to support individual pupils and/ or a subject class.

S1 buddies attend registration with S1 classes one day per week as part of the transition programme from primary school.

Paired Readers

Senior pupils are trained by the Educational Psychology Service to support pupils to develop reading and literacy skills.

Bus Mentors

Bus mentors support P7 pupils on school transport during visits as part of the transition programme. Bus mentors may continue to provide support on school transport.

Youth Forum

A number of pupils are members of the Alford Youth Forum, part of the Community Learning and Development programme. Pupils volunteer and help other young people in the Academy and associated primary schools through peer education and involvement in the Youth Café. The Youth Forum also works with other partners, including the police, local councillors and members of the community.

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 information is 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 Alford Academy use a variety of formative assessment techniques in teaching the children HOW they can improve upon their current standards 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 teaching activities to support future learning

National advice outlines that for learners to demonstrate that their progress is **secure** and that **they have achieved a level**, they will need opportunities to show that they :

- Have achieved a **breadth** of learning across the experiences and outcomes for an aspect of the curriculum
- Can respond to the level of **challenge** set out in the experiences and outcomes and are moving forward to more challenging learning in some aspects
- Can **apply** what they have learned in new and unfamiliar situations

Reports will reflect their progress within and through the level. The focus is no longer on how fast learners progress and achieve the levels since this can lead to superficial approaches to learning. Reflecting the principles of Curriculum for Excellence, progress is now defined in terms of 'how much' and 'how well' learning takes place, as well as a learner's rate of progress. This approach will promote greater breadth and depth of learning including a greater focus on the secure development of skills and knowledge. It acknowledges that children and young people progress and achieve in different ways and at different rates.

Young people are also encouraged to self and peer assess, and recognise their own strengths and learning needs. Once next steps in learning 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 national assessment resources.

Parents receive information about their children's progress and achievements throughout the year in a number of ways e.g. through pupil planners, jotters, and homework, through visits to school for specific events and through more formal parents' evenings.

Information will be shared about children's strengths, development needs and next steps in learning. Parents will also be given ideas about supporting their children's learning at home. School reports are sent home annually. Parents and pupils are invited to add their comments to these reports.

Pupils are developing skills to identify and record 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 produced in 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.

We also invite parents to make us aware of their children's achievements outside school on an on going basis.

Parents are welcome to request an interview to discuss their child's progress at other times during the school session should they wish.

SQA Certification

Most courses in S4-S6 lead to national certification by the Scottish Qualification Authority (SQA). All awards made by the SQA seek to demonstrate what a pupil has attained as a result of his/her efforts over the duration of the course studied. The level of attainment is often demonstrated through an external examination conducted by the SQA. However, the SQA also relies on teacher judgements of pupil attainment. These school-assessed grades are submitted by the teacher and based on evidence generated in school, either through course work, or in most cases through 'in school' national assessment and formal examinations. Such evidence becomes particularly important in cases where a pupil is unable to sit the final SQA examination.

Additional Accreditation

Pupils may have opportunities to gain Youth Awards through curriculum enrichment and extra-curricular activities, e.g. Sports Leader, Duke of Edinburgh, Prince's Trust and Saltire Voluntary Awards.

Extra Curricular Activities

At Alford Academy a range of extra curricular activities is also provided. We rely upon the goodwill of staff and the support of parents in running these clubs. Information regarding current clubs (including those led by Active Schools) and extra curricular activities will be communicated throughout the year via school bulletins. A range of Cultural, sporting and arts opportunities are offered as these become available.

Alford Academy provides a wide and varied set of contexts in which to learn, both inside and outside the classroom. The activities and clubs in this booklet provide a unique opportunity for pupils to develop their interests and skills and to build self-confidence. All pupils are encouraged to take part in at least one activity or club in order to enhance their school experience.

Football (Boys)	Football (Girls)
Badminton	Rugby
Basketball	Netball
Hockey	Ski Race Team
Rockwall	Parkour
Table Tennis	Circuits
Duke of Edinburgh	String Orchestra
Concert Band	Ceilidh Band
Pipe Band	Choir
Samba Band	Soul Band
Ukelele Group	Young Engineers
Rotary Interact Club	ACES (Alford Countryside & Environment Society)
Drama Club	Creative Writing Club
Cyber Lunch Club	Robotics and Coding Club
Craft Club	Eco Group
Rights Respecting Schools Group	Hip Hop Dance
Youth Forum	Student Council
Circuit Training	Alford Archivers
Press Committee	Study Support Group
Web Group	Streetdance
Brass Ensemble	

Instrumental Tuition

Tuition is provided in string, woodwind, percussion, piano, bass guitar, drumming and chanter/piping. Pupils who receive instrumental tuition in school are encouraged and expected to participate in the relevant musical group and in the annual Christmas and Summer Concerts.

For further information www.aberdeenshire.gov.uk/ims

Young Musician of the Year

An annual 'Young Musician of the Year' competition is organised in collaboration with the Alford and District Rotary Club and Interact Club. This competition showcases the musical talents of pupils from all year groups.

Sporting Experiences

Pupils are encouraged to take part in physical activity and to participate in teams at school, regional and national level, as appropriate.

Doric Experiences

Alford Academy is committed to promoting and celebrating its local culture and heritage. Scottish music, literature and dance are promoted through the curriculum, enrichment activities and school events.

Cairngorms National Park Junior Ranger Project

Each year, S1-S3 pupils are given the opportunity to gain a John Muir Discovery Award through participation in a Junior Rangers Project. During the week-long programme, participants gain an insight into land use and the role of Ranger Services.

Follow-up activities in the Cairngorms National Park and links with Junior Rangers in the UK and Europe are offered to pupils who have completed the project.

Youth and Philanthropy Initiative

Each session, S5 pupils take part in the Youth and Philanthropy Initiative (YPI), an international programme which aims to develop citizenship. Teams of pupils research a local charity and deliver a presentation to a panel of judges. The winning team is awarded £3,000 from the Wood Family Trust for their chosen charity.

Sensitive aspects of the Curriculum

Spiritual, Moral, Social and Cultural Values

The Development of Pupils' Values

In our school 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.

Religious and Moral Education (RME)

Alford Academy is a non-denominational school which aims to develop the values of respect for others, honesty and open-mindedness. We aim to create a curriculum and environment which promote moral and social responsibility.

RME classes explore multi-cultural aspects of society and issues affecting young people today.

Parents wishing to exercise their right to withdraw their child from Religious and Moral Education should contact the head teacher so that acceptable alternative arrangements can be made.

Personal and Social Education (PSE)

A structured PSE programme for pupils in S1-S6 is delivered by Guidance teachers and outside contributors. Through this programme, the Guidance team aims to equip pupils with the skills and self-confidence to make informed career and lifestyle choices. A number of topics are developed throughout a pupil's school career in a way which is appropriate to his/her age and stage. Such topics include personal effectiveness, health education, career planning and citizenship.

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 which 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.

(Sex Education in Scottish Schools: Effective Consultation with Parents and Carers, Scottish Executive & Learning and Teaching Scotland 2001).

Children learn about relationships, sexual health and parenthood from a wide range of sources including formal education, parents and families, friends and the media: magazines, books, TV, video games and movies.

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.

Actively support the work of the school.

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

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 Aberdeenshire's Curriculum Framework 3-18. 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.

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 Alford Academy programmes of study are arranged in compliance with this guidance.

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 underpinning 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:

Learning at Home: direct parental involvement in the child's learning at home and in the community.

Parents can support learning at home through:

- Encourage reading
- Giving your child responsibility for tasks
- Helping your child to recognise and develop their skills and to recognise the skills of others
- Encouraging your child to respect diversity and be tolerant
- Helping them to be resilient and have a problem solving attitude
- Helping them to develop social skills though reinforcing the need for manners and politeness.

Home/School Partnership:

The home/school partnership is essential to ensure that the child gets maximum benefit from school experiences. You can support this by:

- Helping with any homework your child may be tasked with and remember to sign the completed work (see Parentzone for further information on helping your child at home.) <http://www.educationscotland.gov.uk/parentzone/index.asp>
- Coming and volunteer with an aspect of school life (please note that all volunteers need to undertake a PVG (formerly known as disclosure) check.
- Supporting the school in upholding its discipline and school values
- Completing audits that are sent to you seeking your views and opinions on how the school operates

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 visiting the school website.

Parent Forum and Parent Council

Every parent /carer with a child at Alford Academy is a member of the Parent Forum. The Parent Council is elected from the Parent Forum and represents parents' views. It also supports the school in its work with pupils and reports back to the Parent Forum. In addition, the Parent Council organises fund-raising events and encourages links between the school, parents, pupils and the wider community.

Chair: Mr Colin Turnbull

Communication

We are keen to maintain excellent and open communication links with parents and have a number of ways in which we do this.

Newsletters are posted on the school website throughout the session and the school also has introduced a blog <http://alfordacademy.edublogs.org>

We will contact you by telephone if there is ever anything specific that we wish to discuss with you. Should you ever wish to discuss any aspect of your child's development, please phone the school and an appointment to meet will be arranged at a mutually convenient time.

The school homework diary is another means of communication where parents and teachers can share relevant information about your child. In addition to homework, your child will also bring home samples of pupil work for you to see and discuss with your child.

Parents' Evenings

A Parents' Evening for each year group will be held each session, where parents have the opportunity to make appointments to speak to subject teachers who can share information regarding your child's particular curricular development needs and strengths. The teacher will also share ideas as to how to help your child at home.

Reports and Monitoring

You will receive a written report on your child's progress each session. When requested by either parent or teacher, a follow up or an additional interview will be arranged. In addition, you will receive regular monitoring information on effort, behaviour and homework.

Other means of communication include parent workshops, curricular evenings, class assemblies, open days, the school website and blog and the local and national GLOW website. The school website address is www.alfordacademy.aberdeenshire.sch.uk.

Comments, Compliments & Complaints

Parents are encouraged to contact school at any time, formally or informally, in order to register comments, compliments and complaints.

At Alford Academy, we operate an open door policy. If parents are concerned about any aspect of their child's education, they should get in touch with their child's Guidance Teacher and every effort will be made to resolve the matter.

If parents feel they need to make a formal representation, they should contact the Head Teacher or appropriate member of the Senior Leadership Team (see remits below).

House	PT Guidance	House Link (SLT Remit)
Craigievar	Mr K Findlay	L Lees (Pupil Support)
Forbes	Mrs F Talbot	S Gardner (Learning & Teaching)
Kildrummy	Mr J McEwan	L Park (Curriculum)

Guidance staff or a member of the Senior Leadership Team will contact the parents/ carers of any pupil whose progress or behaviour is giving cause for concern.

Alford Academy Website

www.alfordacademy.aberdeenshire.sch.uk

We have developed our school website as a means of communication with parents. Key information and documents are online for parents to access and download.

What can parents find on the website?

- school handbook
- subject resources for study and revision
- key documents
- school news
- parent communications
- class work in the event of a school closure
- The school also uses a blog for communicating with parents and pupils.
<http://alfordacademy.edublogs.org>
- Social Media: Links to the schools social media can be found on the main website (ie Facebook and Twitter)

Useful websites for Parents

Parentzone www.ltscotland.org.uk/parentzone

Parents as Partners in Learning www.ltscotland.org.uk/parentsaspartnersinlearning

Scottish Qualifications Authority www.sqa.org.uk

Scottish Advice Service for Additional Support for Learning
www.enquire.org.uk

Helpline: 0845 123 2303 Email:

info@enquire.org.uk

Respectme (Scotland's anti-bullying service)

www.respectme.org.uk

Skills Development Scotland

www.skillsdevelopmentscotland.co.uk

BBC Parents

www.bbc.co.uk/schools/parents

Home Learning

The learning activities pupils undertake out with school are of key importance to support, consolidate, reinforce and extend the learning that takes place in the classroom.

This home learning should include

Self Directed Study - Tasks set by the learner to reinforce and extend their learning

Reflection - The daily routine of looking back over class work covered including asking 3 key questions; What did we do? Why did we do it? What was I supposed to learn?

Homework - Tasks set by a teacher to be completed by a deadline.

Revision - Tasks which involve consolidating learning and working towards assessment

All pupils are expected to engage with home learning 4-5 evenings per week.

As a guide, we suggest the following hours for home learning per evening.

S1	1 hour
S2	1-1½ hours
S3	1½ - 2 hours
S4	2 hours
S5/S6	2-3 hours

Each pupil has a planner to record all homework tasks. Parents should contact their child's Guidance Teacher if their child is having problems with homework or with meeting deadlines.

Parents can support home learning by:

- checking their child's planner for homework tasks
- helping their child to understand that home learning is wider than just set homework tasks.
- encouraging their child to reflect on their learning in and out of school.
- ensuring their child has a place to study and the necessary resources (e.g. calculator, dictionary)

- checking the quality and presentation of work
- asking their child to explain a piece of class work / homework
- testing rote learning e.g. French vocabulary, formulae
- establishing routines and rewarding good effort
- encouraging personal reading

Revision Classes

Revision classes, at lunchtime or after school, are offered to S4-S6 pupils in a number of subjects.

Health

Health and Wellbeing

Alford Academy is committed to being a health promoting school, as defined by the Scottish Government. The school promotes health issues and embeds health and wellbeing across the curriculum in order to support the physical, mental, social and emotional development of all learners. In so doing, it recognises the positive impact which good health and wellbeing has on effective learning and improving life chances.

Medical Support

School Doctor:

The School Doctor and School Nurse work together in close liaison with teachers and other professionals. The decision to make a referral to the School Doctor is decided jointly by school and parents.

School Nurse:

The School Nurse is available to all pupils in S1-S6 for consultation about any health issue. The School Nurse organises pupil care plans and the school's immunisation programme as well as contributing to health education and health promotion.

School Nursing Assistant:

The Nursing Assistant supports the work of the School Nurse. She also deals with pupils who are unwell or who require first aid. If a pupil is too ill to remain in school, the Nursing Assistant will contact the parents/carers. The Nursing Assistant administers pupils' prescribed medication as required.

School Pupil Support Worker:

The Pupil Support Worker provides support for pupils on an individual basis. A range of activities can be undertaken, such as; developing social and life skills, cognitive

behavioural therapy, relationships, anger management, resilience, self-esteem development and other areas when appropriate.

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, carries out assessments to ensure the best level of health for all school children.

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, emotional well-being or learning.
2. Please fill in and return all questionnaires sent to you. This helps the School Nurse enormously.
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.

Please contact the School Health Team (by phoning the Academy Office).

ADMINISTRATION OF MEDECINES

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.

However pupils may have long term medical conditions such as asthma or diabetes which may require on-going support and, if their conditions are not properly managed by taking regular medication in school, their access to education could be limited. In addition, some children have conditions which may require occasional staff intervention eg severe allergic conditions such as anaphylaxis. In certain cases specific training of staff about a child's treatment may need to be given.

Transitions

Transfer to Secondary Education

An induction programme for P7 pupils is in place to help ease the transition into S1. P7 pupils attend a 'link day' in May and then a further 'link week' at the Academy in June. Alford Academy has a proud history of an extremely close relationship with the surrounding Primary Schools.

Information about our P7 pupils is shared with guidance staff at the academy to help support appropriate continuity of education

Pupil Support

Every pupil is a member of one of three Houses - Craigievar, Forbes or Kildrummy. Each House has a Principal Teacher of Guidance (PTG) who has overall responsibility for the wellbeing of the pupils in her House. The Guidance teacher provides day-to-day support for pupils and is the first point of contact for pupils and their parents/carers. The Guidance Teacher also monitors pupils' progress and supports pupils to make appropriate subject, career and lifestyle choices.

Individual pupil support is complemented by a well-planned Personal and Social Education (PSE) programme which is delivered to House groups by Guidance staff.

House Links

Each Depute Head is linked with a House and works closely with the Guidance Teacher to monitor and support pupils in that House.

House	PT Guidance	Depute Head
Craigievar	Mr K Findlay	Mrs L Lees
Forbes	Mrs F Talbot	Mr S Gardner
Kildrummy	Mr J McEwan	Mrs L Park

Pupil support is not exclusively the responsibility of Guidance Teachers. The school prides itself on the quality of relationships between staff and pupils and recognises that every member of staff has a responsibility to look after the emotional, physical and learning needs of their pupils.

Senior pupils, too, contribute to pupil support through their roles as buddies, peer listeners, prefects and House captains.

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.

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 LEARNING 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 Guidance 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, their 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 child's Guidance Teacher or a member of the Senior Leadership Team. Parents may also contact the Educational Psychology Service directly if they wish.

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

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 Guidance 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 Teacher or member of Senior Leadership Team.

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 part-time access to a Community Resource Hub or Enhanced Provision Centre. 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

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 Additional Support Need (ASN), and consider if a Co-ordinated Support Plan (CSP) is needed. (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 – eg health or social work, it may become necessary to develop a single collaborative plan to support the pupil. These are known as Multi Agency Action Plan. Parents (and pupils where appropriate) will be involved in and consulted upon these plans and they will be reviewed 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 Guidance 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
Website: 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

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 1st
15 Frithside Street
Fraserburgh
Aberdeenshire
AB43 9AR
Tel no 01346 512733
Fax no 01346 512810
Email fraserburgh@children1st.org.uk

Additionally, information for the Scottish Child Law Centre can be found at:
www.sclc.org.uk

Additional Support Needs School Policy

The school's policy is to support pupils with additional support needs alongside their peer group, in the normal classroom setting. They may have support from a school Pupil Support Assistant, the Support for Learning Teacher and/or other agencies as noted above. Individually targeted work at a level accessible to the child and designed to support the learning progress is normally provided by the class teacher and learning support staff. Occasionally where deemed necessary the children may be supported individually or in small groups away from the classroom in a quiet setting within the school.

Dealing with Concerns & Complaints

Concerns

We understand that parents may have concerns about their child/ren from time to time. We are accustomed to supporting parental concerns regarding issues such as friendships, eating habits, behaviour, health issues, homework, learning difficulties etc.

Where parents have concerns regarding their child, your child's Guidance teacher should be contacted in the first instance, as he/she will be the person in school who knows your child best. Quite often your concern can be addressed quickly and easily via a phone call. At times, another professional colleague may be called upon to support you with concerns e.g. school nurse or additional support needs teacher. You will always be consulted prior to any information being shared with other professionals.

You can contact your child's Guidance teacher either by putting your concern in writing or by telephoning the school and arranging an appointment time to talk to him/her. The

school will make every effort to respond to your concern as soon as practically possible, and certainly within 5 working days.

If you feel that the Guidance teacher has been unable to support you in dealing with your concern, you should contact the head teacher for further advice.

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.

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, e mailed 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://www.aberdeenshire.gov.uk/online/have-your-say/have-your-say-guide/>

Insurance

No insurance is held by Aberdeenshire Education & Children's Services 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 pupils. However, it is thought that secondary pupils should be more mature and, therefore, a lesser degree of supervision would be sufficient.

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 & 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

For further information on national quality indicators go to 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 (www.scotxed.net).

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

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 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 £16,010
- 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://www.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 £16,010

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

In person at one of our Benefit Offices

<http://www.aberdeenshire.gov.uk/benefits-and-grants/free-school-meals/>

Statutory Leaving Dates

There are two leaving dates:

- 31 May for pupils who reach the age of 16 between 1 March and 30 September that year.
- last school day in December for pupils who reach the age of 16 between 1 October and 29 February.

Education Maintenance Allowances (EMA)

An EMA is an allowance of £30 per week (not paid during school holidays), which can be paid to eligible students who stay on in education after the age of 16 years.

Pupils who previously received an EMA award are required to re-apply and complete a fresh application form for session 2015/16.

For further information please click on the link below

<http://www.aberdeenshire.gov.uk/schools/parents-carers/assistance/education-maintenance-allowance-ema/>

Staff list

Head Teacher

Mrs M Milne

Depute Head Teachers

Mrs L Lees (Pupil Support)

Mr S Gardner (Learning and Teaching)

Mrs L Park (Curriculum)

Mrs S Ogilvie (Acting)

Support Co-ordinator

Ms C McIver

Principal Teachers of Guidance

Mr K Findlay - Craigievar

Mrs F Talbot - Forbes

Mr J McEwan - Kildrummy

Business Education & Computing Faculty

Mrs J Holt (PT Faculty)

Mr G Scott

Mr A Speirs

Mrs L Taylor

English Faculty

Mrs K Sharp (PT Faculty)

Miss D Leslie

Miss C Packer

Mrs E Rasmusen

Mr R Turner

Enterprise & Creativity Faculty

Miss C Woolley (PT Faculty)

Mr L Moffat

Miss J May

Mrs J Adams

Mr D Duffy

Mr J Sande

Humanities Faculty

Mr A MacPhee (PT Faculty)

Mrs B Munro (PT RMPS)

Ms E Cameron

Mrs P McDonald

Mr D Mackenzie

Mrs L Smeaton

Mrs V Williams

Mathematics Faculty

Mrs S Munro (PT Faculty)

Mrs J Bowen

Ms V Shepherd

Mr S Wake

Mrs S Walker

Modern Languages Faculty

Mrs G Gilruth (Acting PT Faculty)

Mrs G Barclay

Mrs L Jarvie

Performing Arts Faculty

Mr D Trueman, PT Faculty

Mrs S McQuaker

Miss N Mitchell

Physical Education/Health Faculty

Mr B Cruickshank (PT Faculty)

Miss P Macfarlane

Mr M McKinnie

Mrs K Yellowlees - Active Schools

Science Faculty

Mr S Cookson (PT Faculty)

Mrs H Booth

Dr S Conway

Mrs H Davies

Mrs J Fraser

Mr R Hopwood

Miss B Kaura

Mrs G Mullen

Support for Learning (SfL)

Mrs P Masson (PT)
Mrs J Bewick
Miss K Canning
Mrs D Gerrie
Mrs L Lawson
Mr D Mackenzie
Mrs M MacDonald
Mr A MacLean
Mrs C Medley
Mrs K Allardyce (PSA)
Mrs A Anderson (PSA)
Mrs K Ballantyne (PSA)
Mrs A Coutts (PSA)
Mrs Y Hainey (PSA)
Mrs L Harper (PSA)
Mrs L Lennon (PSA)
Mrs W Thomas (PSA)

Pupil Support

Mrs L Johnston (Careers Adviser)
Mrs E Bower (CSN Family Support Worker)
Ms N Robinson (Educational Psychologist)
PC MacLennan (Police Liaison Officer)
Mrs D Forbes (Pupil Support Worker)
Ms M Milne (School Nurse)
Mrs D Paterson (Nursing Assistant)

Music Instructors

Mr J Barclay
Mrs C Cheyne
Mr I Dallas
Ms A Gray
Mr G Jones
Mr E Kellock
Mr S Niven
Mr D Van Loon
Mr H Wood

Canteen

Mrs M Bruce (Unit Supervisor)

School Chaplains

Rev J Cook
Rev E Glen
Rev A James

Library

Mrs J Coroon (Network Librarian)

Administration

Mrs J Beange (Admin Support Officer)
Mrs L Anderson
Mrs E Duncan
Mrs M Gill
Mrs J McCartney
Mrs M Henderson

IT Support (Alford CSN)*

Dr A Wright (IT Analyst)
Mr A Roginski

Technical Support Staff

Mrs A Baker
Mrs M Grady
Mrs A Pickard
Mrs M Watt

Design and Print Staff

Miss N Ellis
Mrs M Grady

Janitorial Staff

Mr A Smith (Supervisory Janitor)
Mr W Beaton
Mr S Malcolm
Mr W Grant (Caretaker)

* CSN - Children's Services Network

INFORMATION FOR PARENTS 2015

Examination Results (within Scottish Credit and Qualifications Framework)
(2014/15 results update)

S4	% Cohort Achieving Literacy and Numeracy award at SCQF Level 4			% Cohort Achieving 5 or more awards at SCQF Level 5		
	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
School	80%	95%	97%	50%	51%	64%
Ab'Shire	66%	87%	89%	36%	44%	45%
Scotland	63%	77%	82%	35%	39%	42%

S5	% Cohort Achieving 3 or more awards at SCQF Level 6			% Cohort Achieving 5 or more awards at SCQF Level 6		
	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
School	46%	41%	49%	23%	24%	19%
Ab'shire	31%	33%	38%	13%	16%	18%
Scotland	30%	33%	37%	13%	17%	18%

S6	% Cohort Achieving 5 or more awards at SCQF Level 6			% Cohort Achieving 1 or more awards at SCQF Level 7		
	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
School	34%	43%	41%	23%	26%	27%
Ab'shire	27%	28%	29%	19%	19%	21%
Scotland	27%	29%	31%	18%	19%	20%

ALFORD ACADEMY - ATTENDANCE FIGURES

Year	2014/15	2013/14	2012/13
School Roll	595	594	602
% Attendance	94.29%	94.2%	93.9%
% Authorised Absence	4.64%	4.6%	4.9%
% Unauthorised absence	1.05%	1.1%	1.2%

Holiday Calendar

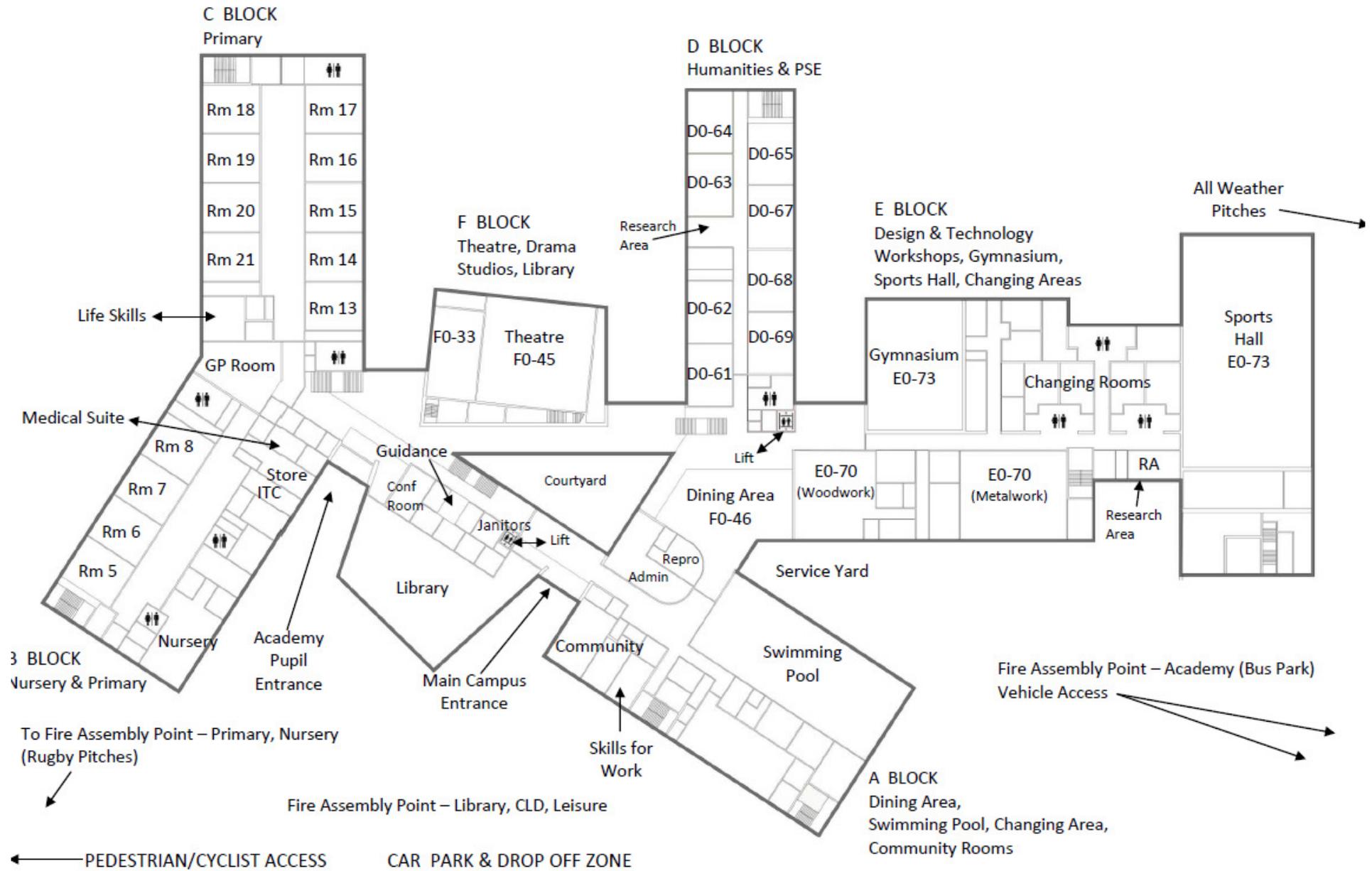
Link to annual holiday calendar–

<https://www.aberdeenshire.gov.uk/schools/parents-carers/school-term-dates-and-in-service-days/>

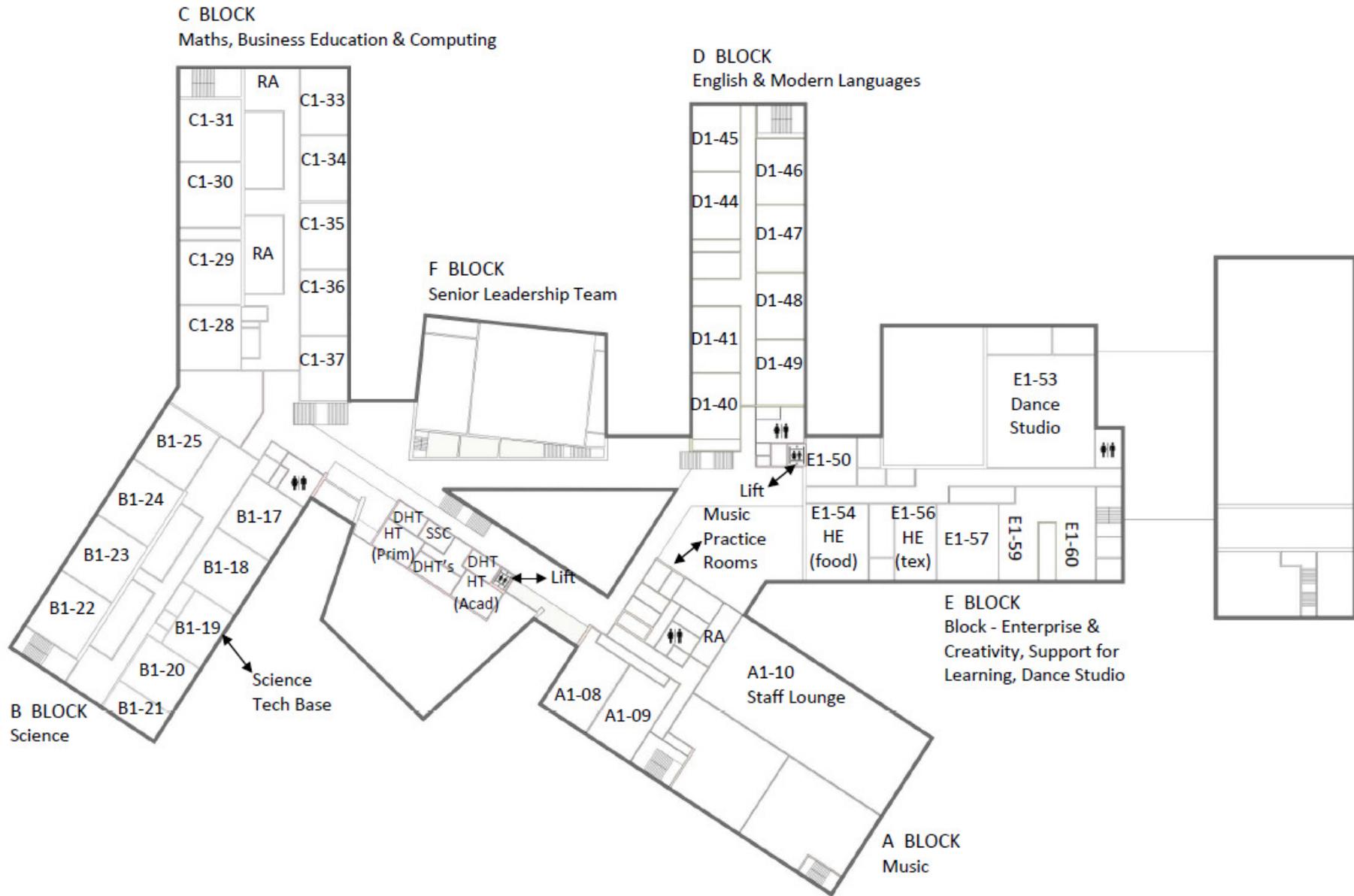
Plan and Location of Academy

Please find plans of current site on the following pages.

Alford Community Campus - Level 0, Ground Floor



Alford Community Campus - Level 1, Upper Floor





Location of Academy within Alford

